

Module Summary

Our Ruby taught us all a lot. She became someone who helped change our country. She was part of history, just like the generals and presidents are part of history. They're leaders, and so was Ruby. She led us away from hate, and she led us nearer to knowing each other, the White folks and the Black folks.

–Ruby's Mother, Epigraph, *The Story of Ruby Bridges*

Module 3 compels students to closely examine the impact of three key Civil Rights heroes: Martin Luther King Jr., Ruby Bridges, and Sylvia Mendez. How did these figures respond to the injustices they faced? What can we learn from their actions? A series of narrative nonfiction texts and historical photographs serve as students' insight to the past. By examining the impact of these three individuals on the country, students build deep knowledge of what it means to live out the nation's creed of "liberty and justice for all."

The Module begins by introducing students to Ruby Bridges, the first Black student to attend a White elementary school in Louisiana. Both the accessibility of the text and the fact that Ruby herself is a Grade 1 student help invite students into this moment in history.

Students then zoom out to study two texts about King. *Martin Luther King, Jr. and the March on Washington* sets the historical stage for a close reading of excerpts from the famous "I Have a Dream" speech, with stunning paintings by Kadir Nelson. Students examine the power words have to inspire change. They examine the power of the individual to unite others in the fight against injustice.

Armed with this historical background knowledge, students return to the story of Ruby Bridges with a deeper sense of the significance of her actions. Students experience the same historical moment in two texts. They examine the moment when Ruby Bridges walks into the White elementary school for the first time. Students examine point of view in these texts, and experiment with narrative writing that details thoughts, feelings, and actions.

Students then turn their attention to *Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation*, the story of Sylvia Mendez and her family's fight to end school segregation in California in the 1940s. This text offers insight into the power of laws in effecting systemic change. Students develop a more nuanced understanding of point of view, look closely at the illustrations, and develop their narrative writing skills to include a sense of closure.

The End-of-Module (EOM) Task invites students to step into the shoes of one of the two children they learned about in the module: Ruby Bridges or Sylvia Mendez. Students write an original narrative describing a moment from one of the module texts. Students look through the eyes of another to describe their thoughts, feelings, and actions in the face of injustice.

The module culminates in a Socratic Seminar in which students have the chance to make connections among the three Civil Rights heroes they have studied. Students explore the importance of responding to injustice, and come to recognize the impact an individual can have in helping to make the world a better place for us all.

Module at a Glance

ESSENTIAL QUESTION

How can people respond to injustice?

SUGGESTED STUDENT UNDERSTANDINGS

- People have fought injustices in the United States.
- The Civil Rights Movement had many heroic leaders.
- Schools, restaurants, movie theaters, and many other public places were segregated before the Civil Rights Movement.
- People fight injustice with words such as speeches, songs, and literature.
- People fight injustice with actions such as protests and petitions to change laws.

Texts

CORE TEXTS

Picture Book (Informational)

- *I Have A Dream*, Dr. Martin Luther King, Jr.; paintings, Kadir Nelson
- *Martin Luther King, Jr. and the March on Washington*, Frances E. Ruffin; illustrations, Stephen Marchesi
- *Ruby Bridges Goes to School: My True Story*, Ruby Bridges
- *The Story of Ruby Bridges*, Robert Coles; illustrations, George Ford
- *Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation*, Duncan Tonatiuh

SUPPLEMENTARY TEXTS

Photography

- *Selma to Montgomery March, Alabama, 1965*, James Karales (<http://witeng.link/0361>)
- *U.S. Marshals Escorting Ruby Bridges*, Associated Press (<http://witeng.link/0354>)
- *Civil rights march on Wash[ington], D.C.*, Library of Congress (<http://witeng.link/0362>)

- Woman with camera and crowd at the March on Washington, 1963, Library of Congress (<http://witeng.link/0363>)
- “Educational Segregation in the United States Prior to *Brown V. Board of Education*” (map) (<http://witeng.link/0355>)

Poetry

- “Words like Freedom,” Langston Hughes (<http://witeng.link/0365>)
- “Dreams,” Langston Hughes (<http://witeng.link/0292>)

Videos

- “Civil Rights - Ruby Bridges” (<http://witeng.link/0367>)
- “Dr. Martin Luther King Jr.: A Leader and a Hero” (<http://witeng.link/0356>)
- “Ruby Bridges Interview” (<http://witeng.link/0368>)
- “Sylvia Mendez and Sandra Mendez Duran” (<http://witeng.link/0369>)

Music

- “Ain’t Gonna Let Nobody Turn Me Around,” Stephen Griffith (<http://witeng.link/0359>)
- “Ain’t Gonna Let Nobody Turn Me Around,” The Freedom Singers (<http://witeng.link/0359>)
- “This Little Light of Mine,” Stephen Griffith (<http://witeng.link/0366>)
- “America (My Country Tis of Thee),” Stephen Griffith (<http://witeng.link/0360>)

Articles

- “Different Voices,” Anna Gratz Cockerille
- “When Peace Met Power,” Laura Helweg

Module Learning Goals

KNOWLEDGE GOALS

- Recognize how people responded to injustices in the United States.
- Understand the Civil Rights Movement in the United States and the changes that resulted.
- Identify leaders who fought against segregation.
- Recognize that speeches are an important type of literary text.

READING GOALS

- Build knowledge of literary devices, including rhymes and repeated words and phrases and how they add meaning to texts. (RL.2.4)
- Identify who is telling the story. (RL.2.6)
- Recognize how different characters have different points of view and how that impacts the way a story is told. (RL.2.6)
- Determine how images add information to text to improve comprehension. (RI.2.7)
- Identify the most important points in a text. (RI.2.9)
- Compare and contrast the important points told by different texts on a topic. (RI.2.9)

WRITING GOALS

- Write informative paragraphs using information from module texts that include an introduction, topic statement, evidence, and conclusion. (W.2.2)
- Organize and choose text evidence to respond to a prompt. (W.2.2, W.2.3, W.2.8)
- Write narrative paragraphs describing a moment in time with details. (W.2.3)
- Write narrative paragraphs describing a response to a problem that include thoughts, feelings, and actions. (W.2.3)

SPEAKING & LISTENING GOALS

- Speak with peers on one topic. (SL.2.3)
- Gather information about a topic and ask/answer questions to prepare to speak about that topic. (SL.2.3)
- Listen for the topic of a conversation and ask for more information about that topic. (SL.2.1.c)

LANGUAGE GOALS

- Distinguish between adjectives and adverbs and use them correctly in writing. (L.2.1.e) Expand and rearrange a variety of sentences. (L.1.f)
- Use word knowledge to predict the meaning of compound words. (L.2.4.d)
- Distinguish shades of meaning among closely related verbs and adjectives. (L.2.5.b)

Module in Context

- **Knowledge:** The Civil Rights Movement is an era of American history led by many heroes. In this module, students closely read informational texts to build their knowledge of how leaders of the Civil Rights Movement—Ruby Bridges, King, and Sylvia Mendez—brought permanent change to the United States. Students develop an understanding of how different responses to injustice—including speaking, protesting, and contesting injustice in court—resulted in changes to segregation. By engaging with a series of rich, complex texts, including several poems, songs, and a famous speech, students explore the challenges and responses of leaders in American history.
- **Reading:** Students closely read a variety of informational texts and study historical images to build their knowledge of Civil Rights leaders. Engaging with protest songs and poems of the Civil Rights Movement, students see how repetition and rhyme can emphasize words' powerful meanings. Students examine images to build understanding of informational text, identifying the most important points in images and texts and recognizing how different authors present different points. Students also learn to determine how a narrator's point of view adds different information to a text. Students read different accounts of the same event, exploring how authors can provide different information and points of view.
- **Writing:** In the beginning of Module 3, students build on the informative writing skills they practiced in Modules 1 and 2. Students discuss the importance of research sources when writing about historical moments, and practice drawing evidence from different texts when writing an informative paragraph. After this practice, students then turn their attention to narrative writing. Students use SCAPE charts to identify story elements as pre-writing for their own narrative paragraphs. They examine the importance of thoughts, feelings, and actions as details in their narrative paragraphs. In the EOM Task, students write a narrative from the perspective of Ruby Bridges or Sylvia Mendez, looking through their eyes to describe their thoughts, feelings, and actions in the face of injustice.
- **Speaking and Listening:** Students develop their speaking and listening skills further in this module by thinking about how to listen for a main topic and then how to speak on topic to deepen their understanding. Students practice listening and determining the main topic when listening to a text or in a conversation. They then practice asking questions to gather information and deepen their focus of a topic. During two Socratic Seminars, students integrate these new skills with those they learned in Modules 1 and 2. In the first Socratic Seminar, students discuss the power of King's words. In the final lesson of the module, students discuss how responding to injustices can impact the world.

Standards

FOCUS STANDARDS

Reading Literature	
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Reading Informational Text	
RI.2.7	Explain how specific images contribute to and clarify a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
Writing	
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	
SL.2.1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Language	
L.2.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.1.f	Produce, expand, and rearrange complete simple and compound sentences.
L.2.4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words.
L.2.5.b	Distinguish shades of meaning among closely related verbs and closely related adjectives.

CONTINUING STANDARDS

Reading Literature	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Informational Text	
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Language	
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Major Assessments

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
1. Write an informative paragraph using evidence from two different sources about injustices before the Civil Rights Act of 1964.	<ul style="list-style-type: none"> ▪ Write an informational paragraph that answers the question and includes an introduction, topic statement, and concluding sentence. ▪ Use one piece of evidence from two sources. 	RI.2.1, W.2.2, W.2.8
2. Write an informative paragraph describing Martin Luther King Jr’s dream.	<ul style="list-style-type: none"> ▪ Write an informational paragraph that answers the question and includes a topic statement, two pieces of evidence with clearly defined points, and a concluding sentence. ▪ Use topic-specific words to convey meaning. ▪ Use text features to locate information. 	RI.2.1, W.2.2, W.2.8
3. Write an exploded moment narrative from the point of view of Ruby Bridges about the injustices she faced as she walked into the school.	<ul style="list-style-type: none"> ▪ Write a paragraph that answers the question and is written from first person point of view. ▪ Use SCAPE story elements. ▪ Use time (temporal) words 	RL.2.3, W.2.3, W.2.8, L.2.1.e

<p>4. Write an exploded moment narrative from the point of view of Ruby Bridges about her response to injustice as she stops in the middle of the crowd.</p>	<ul style="list-style-type: none"> ▪ Write a paragraph that answers the question and is written from first person point of view. ▪ Use SCAPE story elements. ▪ Use time (temporal) words. ▪ Use details to describe thoughts, feelings, and actions. ▪ Expand sentences with adjectives and adverbs. 	<p>RL.2.3, W.2.3, W.2.8, L.2.1.f</p>
<p>5. Write an exploded moment narrative from the point of view of Sylvia Mendez as she sits in the courtroom during the Mendez family's trial.</p>	<ul style="list-style-type: none"> ▪ Write a first person point of view paragraph that answers the question. ▪ Use SCAPE story elements. ▪ Use time (temporal) words. ▪ Use details to describe thoughts, feelings, and actions. ▪ Expand sentences with adjectives and adverbs. 	<p>RL.2.3, W.2.3, W.2.8</p>

New-Read Assessment	Elements That Support Success on the EOM Task	Standards
<p>1. Read pages 12–15 and 26–27 of <i>Ruby Bridges Goes to School: My True Story</i> and then answer questions about details from the story and from the historical photographs..</p>	<ul style="list-style-type: none"> ▪ Explain how historical photographs contribute to and clarify a text. 	<p>RI.2.7</p>
<p>2. Read the poem “Dreams” by Langston Hughes and then answer questions about the repetition and meaning.</p>	<ul style="list-style-type: none"> ▪ Identify how repeated words and phrases supply meaning in a poem. 	<p>RL.2.4</p>
<p>3. Read “Different Voices” by Anna Gratz Cockerille and answer the questions about point of view.</p>	<ul style="list-style-type: none"> ▪ Acknowledge difference in points of view. ▪ Identify meanings of compound words. ▪ Distinguish shades of meaning from closely related verbs. 	<p>RL.2.6, L.2.4.d, L.2.5.b</p>
<p>4. Listen to the Read Aloud of “When Peace Met Power” by Laura Helweg and an excerpt from <i>Martin Luther King, Jr. and the March on Washington</i> and answer the questions about important points about the same topic.</p>	<ul style="list-style-type: none"> ▪ Identify similar points about the same topic. ▪ Compare and contrast similar points. 	<p>RI.2.9</p>

Socratic Seminars	Elements That Support Success on the EOM Task	Standards
<p>1. Explain why Martin Luther King Jr.'s words are powerful.</p>	<ul style="list-style-type: none"> ▪ Analyze and collect evidence to answer the question. ▪ Demonstrate the ability to speak on topic when talking. 	<p>SL.2.1c, SL.2.3, SL.2.6, RI.2.1</p>
<p>2. Explain how responding to injustice can impact the world.</p>	<ul style="list-style-type: none"> ▪ Analyze and collect evidence to answer the question. ▪ Demonstrate the ability to speak on topic when talking. 	<p>SL.2.1c, SL.2.3, SL.2.6, RI.2.1</p>

End-of-Module Task	Elements That Support Success on the EOM Task	Standards
Write an exploded moment narrative from either the point of view of Ruby Bridges or Sylvia Mendez about their responses to injustice.	<ul style="list-style-type: none"> ▪ Write a paragraph that answers the question and is written from first person point of view. ▪ Use SCAPE story elements. ▪ Use time (temporal) words. ▪ Use detail to describe thoughts, feelings, and actions. ▪ Expand sentences with adjectives and adverbs. 	RL.2.3 W.2.3, W.2.5, W.2.8

Vocabulary Assessments*	Elements That Support Success on the EOM Task	Standard
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	<ul style="list-style-type: none"> ▪ Acquire and use grade-appropriate academic terms. ▪ Acquire and use domain-specific or text-critical words essential for communication about the module's topic. 	L.2.6

*While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.

Module Map

Focusing Question 1: What injustices did people face before the Civil Rights Act of 1964?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
1	<i>Ruby Bridges Goes to School: My True Story</i> U.S. Marshals Escorting Ruby Bridges (image)	<u>Wonder</u> What do I notice and wonder about <i>The Story of Ruby Bridges: My True Story</i> ?		<ul style="list-style-type: none"> ▪ Ask questions and make observations about <i>Ruby Bridges Goes to School: My True Story</i>. (RI.2.1) ▪ Make observations about how a historical photograph connects to the text. (RI.2.7) ▪ Explore the meaning of the word <i>injustice</i>, formed when a known prefix is added to a known word. (L.2.4.b)

Focusing Question 1: What injustices did people face before the Civil Rights Act of 1964?				
2	<i>Martin Luther King, Jr. and the March on Washington</i>	<p><u>Wonder</u></p> <p>What do I notice and wonder about <i>Martin Luther King, Jr. and the March on Washington</i>?</p>		<ul style="list-style-type: none"> Ask and answer questions about <i>Martin Luther King, Jr. and the March on Washington</i> using a variety of question words. (RI.2.1) Use sentence-level context to determine the meaning of the words <i>protest</i> and <i>refuse</i>. (L.2.4.a)
3	<p><i>Martin Luther King, Jr. and the March on Washington</i></p> <p>Ruby Bridges and the Civil Rights Movement Slide Show (photographs)</p>	<p><u>Organize</u></p> <p>What's happening in <i>Martin Luther King, Jr. and the March on Washington</i>?</p>	<p><u>Examine</u></p> <p>Why is gathering information from sources to answer a question important?</p>	<ul style="list-style-type: none"> Identify the main topic of sections of an informational text. (RI.2.2, SL.2.2) Generate examples of Civil Rights in order to understand the importance of the Civil Rights Act of 1964. (L.2.5.a)
4	<p><i>Martin Luther King, Jr. and the March on Washington</i></p> <p>“Dr. Martin Luther King Jr.: A Leader and a Hero” (video)</p>	<p><u>Reveal</u></p> <p>What does a deeper exploration of historical connections reveal in <i>Martin Luther King, Jr. and the March on Washington</i>?</p>	<p><u>Experiment</u></p> <p>How does gathering information from multiple sources work?</p>	<ul style="list-style-type: none"> Make connections among a series of historical events in the text. (RI.2.3) Examine what a text and video have to say about the same topic: the injustices people faced before the Civil Rights Act of 1964. (W.2.8) Compare important points presented by two texts on the same topic. (RI.2.9) Demonstrate an understanding of word relationships by categorizing words related to integration and segregation. (L.2.5.a)

Focusing Question 1: What injustices did people face before the Civil Rights Act of 1964?				
5 ✓ FQT	<i>Martin Luther King, Jr. and the March on Washington</i> “Ain’t Gonna Let Nobody Turn Me Around”	<u>Distill</u> What is the essential meaning of <i>Martin Luther King, Jr. and the March on Washington</i> ?	<u>Examine</u> Why is listening for main topic important? <u>Experiment</u> How does listening for main topic work? <u>Execute</u> How do I use multiple sources for Focusing Question Task 1? <u>Examine</u> Why do writers use adverbs?	<ul style="list-style-type: none"> Describe how repeated language conveys meaning in a song. (RL.2.4) Determine the essential meaning of an informational text by looking closely at historical photographs. (RI.2.7) Answer the Focusing Question Task using information from two sources. (W.2.2, W.2.8, RI.2.1) Explain the purpose of adverbs and identify what they modify. (L.2.1.e)
6	<i>Martin Luther King, Jr. and the March on Washington</i> “Ain’t Gonna Let Nobody Turn Me Around”	<u>Know</u> How does <i>Martin Luther King, Jr. and the March on Washington</i> build my knowledge of the injustices happening in America in the 1960s?	<u>Execute</u> How do I use multiple sources for Focusing Question Task 1?	<ul style="list-style-type: none"> Use multiple sources when writing an informative paragraph. (W.2.2, W.2.8, RI.2.1) Describe how repeated words connect to meaning in a song. (RL.2.4) Distinguish shades of meaning among the related verbs <i>ask</i>, <i>tell</i>, <i>command</i>, <i>demand</i>, <i>request</i>, <i>order</i>, <i>force</i>. (L.2.5.a, L.2.5.b)

Focusing Question 2: What was Martin Luther King Jr.’s dream for the world?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
7	<i>I Have a Dream</i> “I Have a Dream” (audio recording)	<u>Wonder</u> What do I notice and wonder about <i>I Have a Dream</i> ?		<ul style="list-style-type: none"> Generate text-based observations and questions about <i>I Have a Dream</i>. (RI.2.1) Use the known root word <i>equal</i> to determine the meaning of the words <i>equality</i> and <i>equally</i>. (L.2.4.c)

8	<p><i>I Have a Dream</i></p> <p><i>Selma to Montgomery March, Alabama, 1965</i> (image)</p> <p>“America (My Country Tis of Thee),” (MP3 file)</p>	<p><u>Organize</u></p> <p>What’s happening in <i>I Have a Dream</i>?</p>	<p><u>Examine</u></p> <p>How is gathering information from sources to answer a question important?</p> <p>Examine</p> <p>Why do writers use adjectives?</p>	<ul style="list-style-type: none"> ▪ Explain how images contribute to a text. (RI.2.7) ▪ Identify and explain the purpose of adjectives. (L.2.1.e)
9	<p><i>I Have a Dream</i></p> <p><i>Selma to Montgomery March, Alabama, 1965</i> (image)</p>	<p><u>Organize</u></p> <p>What’s happening in <i>I Have a Dream</i>?</p>	<p><u>Examine</u></p> <p>Why are adverbs important for adding detail?</p>	<ul style="list-style-type: none"> ▪ Explain how images contribute to a text. (RI.2.7) ▪ Identify and explain the purpose of adverbs. (L.2.1.e)
10	<p>“America (My Country Tis of Thee),” (MP3 file)</p> <p><i>I Have a Dream</i></p> <p><i>Martin Luther King, Jr. and the March on Washington</i></p> <p><i>Selma to Montgomery March, Alabama, 1965</i> (image)</p>	<p><u>Reveal</u></p> <p>What does a deeper exploration of topic reveal in <i>I Have a Dream</i>?</p>	<p><u>Examine</u></p> <p>Why is speaking on topic important?</p> <p><u>Experiment</u></p> <p>How does speaking on topic work?</p> <p><u>Execute</u></p> <p>How do I gather information from sources to answer a question in informative paragraphs?</p> <p><u>Examine</u></p> <p>Why and when do writers use adjectives and adverbs?</p>	<ul style="list-style-type: none"> ▪ Compare and contrast the main points of two texts on Martin Luther King Jr.’s “I Have a Dream” speech. (RI.2.9) ▪ Collect evidence to answer a question in an informative paragraph. (W.2.8, RI.2.1) ▪ Identify and compare the purpose of adjectives and adverbs. (L.2.1.e)

Focusing Question 2: What was Martin Luther King Jr.'s dream for the world?				
11 ✓FQT	<p>"America (My Country Tis of Thee)," (MP3 file)</p> <p><i>I Have a Dream</i></p> <p><i>Martin Luther King, Jr. and the March on Washington</i></p> <p><i>Selma to Montgomery March, Alabama, 1965</i> (image)</p>	<p><u>Distill</u></p> <p>What is the essential meaning of <i>I Have a Dream</i>?</p>	<p><u>Execute</u></p> <p>How do I use information from sources in Focusing Question Task 2?</p>	<ul style="list-style-type: none"> Examine the impact of repeated language in <i>I Have a Dream</i>. (RL.2.4) Use an additional source to answer a question in an informative paragraph. (W.2.2 W.2.8, RI.2.1) Determine the meaning of the new word formed when the prefix <i>re-</i> is added to a known word. (L.2.4.b)
12 ✓FQT	<p>"Words Like Freedom"</p> <p><i>I Have a Dream</i></p>	<p><u>Knowledge</u></p> <p>How does <i>I Have a Dream</i> build my knowledge of what a just world might look like?</p>	<p><u>Execute</u></p> <p>How do I use information from sources in Focusing Question Task 2?</p>	<ul style="list-style-type: none"> Compare and contrast the main points of two texts on Martin Luther King Jr.'s "I Have a Dream" speech. (RI.2.9) Write an informative paragraph, drawing evidence from two sources. (W.2.2, W.2.8, RI.2.1) Develop vocabulary knowledge of the word <i>freedom</i> through the creation of a Frayer Model. (L.2.5.a, L.2.6)
13 ✓SS	<p>"Words Like Freedom"</p> <p><i>I Have a Dream</i></p> <p><i>Selma to Montgomery March, Alabama, 1965</i> (image)</p>	<p><u>Know</u></p> <p>How does <i>I Have a Dream</i> build my knowledge of what a just world might look like?</p>	<p><u>Execute</u></p> <p>How do I speak on topic when participating in a Socratic Seminar?</p>	<ul style="list-style-type: none"> Participate, as both a listener and speaker, in a Socratic Seminar about the power of Martin Luther King Jr.'s words. (SL.2.1c, SL.2.3, SL.2.6) Use the meaning of known words to predict the meaning of unfamiliar compound words. (L.2.4.d)

Focusing Question 3: How did Ruby Bridges respond to injustice?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
14 ✓NR	<i>Ruby Bridges Goes to School: My True Story</i>	<u>Wonder</u> What do I notice and wonder about <i>Ruby Bridges Goes to School: My True Story</i> ?	<u>Examine</u> Why are first person narratives important? <u>Experiment</u> How do writers choose between adjectives and adverbs?	<ul style="list-style-type: none"> Answer questions about historical photographs to understand how they contribute and clarify text. (RI.2.7) Ask and answer questions about <i>Ruby Bridges Goes to School: My True Story</i>. (RI.2.1) Generate adjectives and adverbs depending on the word that is being modified. (L.2.1.e)
15	<i>Ruby Bridges Goes to School: My True Story</i>	<u>Organize</u> What's happening in <i>Ruby Bridges Goes to School: My True Story</i> ?	<u>Experiment</u> How does writing a first person narrative work? <u>Experiment</u> How can I use adverbs to expand sentences and add detail to my writing?	<ul style="list-style-type: none"> Understand and recount the narrative elements of a text. (RL.2.2, SL.2.4) Expand sentences, choosing between adjectives and adverbs depending on what is being modified. (L.2.1.e, L.2.1.f)
16 ✓FQT	<i>Ruby Bridges Goes to School: My True Story</i> "This Little Light of Mine"	<u>Reveal</u> What does a deeper exploration of point of view reveal in <i>Ruby Bridges Goes to School: My True Story</i> ?	<u>Execute</u> How do I write a first person narrative in Focusing Question Task 3?	<ul style="list-style-type: none"> Describe how repetition adds meaning to a song. (RL.2.4) Analyze point of view in a text. (RL.2.6) Distinguish shades of meaning among the related sets of verbs. (L.2.5a, L.2.5b)
17 ✓FQT	<i>Ruby Bridges Goes to School: My True Story</i> "This Little Light of Mine"	<u>Distill</u> What is the Essential Meaning of <i>Ruby Bridges Goes to School: My True Story</i> ?	<u>Execute</u> How do I write a first person narrative in Focusing Question Task 3? <u>Examine</u> Why do writers rearrange sentences?	<ul style="list-style-type: none"> Determine the essential meaning of a text by rereading and answering questions. (RL.2.2) Narrate an Exploded Moment. (W.2.2, W.2.8, RI.2.1) Compare the effects of sentence variety to understand its purpose and importance. (L.2.1.f)

Focusing Question 3: How did Ruby Bridges respond to injustice?				
18 ✓NR	<p>“This Little Light of Mine”</p> <p><i>Ruby Bridges Goes to School: My True Story</i></p> <p>Civil Rights – Ruby Bridges (video)</p> <p>“Dreams,” Langston Hughes</p>	<p><u>Know</u></p> <p>How does <i>Ruby Bridges Goes to School: My True Story</i> build my knowledge of how people might respond to injustice?</p>	<p><u>Excel</u></p> <p>How do I improve my first person narratives with temporal words?</p> <p><u>Excel</u></p> <p>How do I improve my work using adjectives and adverbs?</p>	<ul style="list-style-type: none"> ▪ Describe how repeated words add meaning to a text. (RL.2.4) ▪ Compare an important point from two texts. (RI.2.9) ▪ Use a temporal word in narratives to signify a sequence of events. (W.2.3) ▪ Expand sentences by adding adjectives and adverbs depending on what is being modified. (L.2.1.e)

Focusing Question 4: How did Ruby Bridges respond to injustice?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
19	<i>The Story of Ruby Bridges</i>	<p><u>Notice and Wonder</u></p> <p>What do I notice and wonder about <i>The Story of Ruby Bridges</i>?</p>	<p><u>Examine</u></p> <p>Why are exploded moments in writing important?</p>	<ul style="list-style-type: none"> ▪ Ask and answer questions about <i>The Story of Ruby Bridges</i>. (RI.2.1) ▪ Determine the meaning of new words formed when the suffix <i>-ful</i> is added to known base words, such as in <i>hopeful</i>, <i>peaceful</i>, <i>powerful</i>, and <i>fearful</i>. (L.2.4b)
20	<i>The Story of Ruby Bridges</i>	<p><u>Organize</u></p> <p>What’s happening in <i>The Story of Ruby Bridges</i>?</p>	<p><u>Experiment</u></p> <p>How does an exploded moment work?</p>	<ul style="list-style-type: none"> ▪ Recount a text, including all the story elements. (RL.2.2, SL.2.4) ▪ Distinguish shades of meaning among the related sets of adjectives, including <i>anxious</i>, <i>frightened</i>, <i>strong</i>, <i>mighty</i>, <i>terrible</i>, and <i>confident</i>. (L.2.5.a, L.2.5.b)

Focusing Question 4: How did Ruby Bridges respond to injustice?				
21 ✓FQT	<i>The Story of Ruby Bridges</i>	<u>Reveal</u> What does a deeper exploration of dialogue reveal in <i>The Story of Ruby Bridges</i> ?	<u>Execute</u> How do I explode a moment in Focusing Question Task 4? <u>Experiment</u> How do writers rearrange sentences to increase sentence variety?	<ul style="list-style-type: none"> Understand the different points of view of two characters in a text. (RL.2.6) Plan the structure of an exploded moment, including thoughts, feelings, and actions. (W.2.3) Rearrange sentences to increase sentence variety. (L.2.1.f)
22 ✓FQT	<i>The Story of Ruby Bridges</i>	<u>Distill</u> What is the essential meaning of <i>The Story of Ruby Bridges</i> ?	<u>Execute</u> How do I explode a moment in Focusing Question Task 4? <u>Experiment</u> How do writers use adjectives and adverbs to rearrange sentences?	<ul style="list-style-type: none"> Describe how Ruby Bridges responds to injustice to determine the essential meaning of the text. (RL.2.2, RL.2.3) Narrate an exploded moment. (W.2.3) Rearrange sentences to increase sentence variety by beginning them with adjectives or adverbs. (L.2.1.f)
23	<i>The Story of Ruby Bridges</i>	<u>Knowledge</u> How does <i>The Story of Ruby Bridges</i> build my knowledge of how people might respond to injustice?	<u>Excel</u> How do I improve on my exploded moment narrative? <u>Execute</u> How do I rearrange sentences in my Focusing Question Task to make my writing clearer and stronger?	<ul style="list-style-type: none"> Build knowledge about Ruby Bridges' response to injustice. (RL.2.3) Elaborate on narratives by adding details. (W.2.3, W.2.5) Rearrange simple and compound sentences to increase sentence variety. (L.2.1.f)

Focusing Question 5: How did the Mendez family respond to injustice?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
24	<i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>	<u>Wonder</u> What do I notice and wonder about <i>Separate is Never Equal</i> ?		<ul style="list-style-type: none"> Ask and answer questions about <i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>. (RI.2.1) Use the meaning of known words to predict the meaning of unknown compound words. (L.2.4.d)

Focusing Question 5: How did the Mendez family respond to injustice?				
25	<i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>	<u>Organize</u> What's happening in the first half of <i>Separate is Never Equal</i> ?	<u>Examine</u> Why is ending a narrative with a sense of closure important?	<ul style="list-style-type: none"> Examine three story elements of <i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>. (RL.2.1) Use sentence-level context and glossary to determine and clarify the meaning of the words <i>inferior</i> and <i>superior</i>. (L.2.4.a)
26	<i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>	<u>Organize</u> What's happening in <i>Separate is Never Equal</i> ?	<u>Experiment</u> How does a sense of closure work with an "exploded moment"?	<ul style="list-style-type: none"> Identify the story elements of <i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i> and recount the story. (RL.2.2) Use sentence-level context to determine the meaning of the words <i>improve</i>, <i>reject</i>, and <i>convince</i>. (L.2.4.a)
27 ✓FQT	<i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>	<u>Reveal</u> What does a deeper exploration of the beginning and the end reveal in <i>Separate is Never Equal</i> ?	<u>Execute</u> How do I explode a moment in Focusing Question Task 5?	<ul style="list-style-type: none"> Draw connections between the Beginning and Ending of the story to understand the text <i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>. (RL.2.5) Craft a narrative that includes thoughts, feelings, actions, and a sense of closure. (W.2.3) Determine the meaning of the new word formed when the prefix <i>uni-</i> is added to a known word. (L.2.4.b)

Focusing Question 5: How did the Mendez family respond to injustice?				
27 ✓FQT	<i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>	<u>Reveal</u> What does a deeper exploration of the beginning and the end reveal in <i>Separate is Never Equal</i> ?	<u>Execute</u> How do I explode a moment in Focusing Question Task 5?	<ul style="list-style-type: none"> Draw connections between the Beginning and Ending of the story to understand the text <i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>. (RL.2.5) Craft a narrative that includes thoughts, feelings, actions, and a sense of closure. (W.2.3) Determine the meaning of the new word formed when the prefix <i>uni-</i> is added to a known word. (L.2.4.b)
28 ✓FQT	<i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i> Video with Sylvia Mendez and Sandra Mendez Duran	<u>Distill</u> What is the essential meaning of <i>Separate is Never Equal</i> ?	<u>Execute</u> How do I explode a moment in Focusing Question Task 5?	<ul style="list-style-type: none"> Determine an essential meaning of the text. (RL.2.2) Write a narrative paragraph. (W.2.3, W.2.5, RI.2.1) Use the meaning of known words to predict the meaning of unknown compound words. (L.2.4.d)
29	<i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>	<u>Know</u> How does <i>Separate is Never Equal</i> build my knowledge of how people might respond to injustice?	<u>Excel</u> How do I improve my exploded moment narratives with temporal words?	<ul style="list-style-type: none"> Identify ways that the Mendez family responded to injustice. (RL.2.3) Improve exploded moment narratives by adding a temporal word. (W.2.3, W.2.5) Determine the meaning of the new word formed when the prefixes <i>bi-</i> and <i>tri-</i> are added.

Focusing Question 6: How can people respond to injustice?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
30 ✓NR ✓EOM	All Module Texts	<u>Know</u> How do the Module 3 texts build my knowledge?	<u>Execute</u> How do I use narrative writing in the EOM Task?	<ul style="list-style-type: none"> Acknowledge differences in point of view. (RL.2.6) Collect evidence to answer the EOM task. (W.2.8) Determine the meaning of the new word formed when the prefix <i>co-</i> is added to a known word. (L.2.4.b)
31 ✓NR ✓EOM	All Module Texts	<u>Know</u> How do the Module 3 texts build my knowledge?	<u>Execute</u> How do I use narrative writing in the EOM Task?	<ul style="list-style-type: none"> Compare and contrast important points in two texts on the same topic. (RI.2.9) Write a narrative paragraph. (W.2.3)
32 ✓EOM	All Module Texts	<u>Know</u> How do the Module 3 texts build my knowledge?	<u>Execute</u> How do I use narrative writing in the EOM Task?	<ul style="list-style-type: none"> Write a narrative paragraph. (W.2.3)
33 ✓VOC	All Module Texts	<u>Know</u> How do the Module 3 texts build my knowledge?	<u>Excel</u> How do I improve narrative writing in the EOM Task?	<ul style="list-style-type: none"> Finish drafting a narrative paragraph. (W.2.3) Revise a narrative paragraph. (W.2.5) Demonstrate understanding of module words by analyzing correct or incorrect use in context. (L.2.6)
34 ✓SS ✓VOC	All Module Texts	<u>Know</u> How do the Module 3 texts build my knowledge?	<u>Execute</u> How do I speak on topic in a Socratic Seminar?	<ul style="list-style-type: none"> Strengthen writing based on feedback. (W.2.5) Ask and answer questions to deepen understanding. (SL.2.3) Demonstrate understanding of module words by analyzing correct or incorrect use in context. (L.2.6)