

Template for Multi Day Lesson Plans or Mini Unit Illinois Reads Books 2016 – 2017

Introductory Information

Submitted by (Loyola University Chicago)	Sarah Liccione		
Title of Book	<i>Josephine: The Dazzling Life of Josephine Baker</i>		
(Optional) Additional Texts	<ul style="list-style-type: none"> • http://www.biography.com/people/josephine-baker-9195959 • Students individual biographies on their own famous civil rights leader 		
Title of Unit	Theme: Overcoming Prejudice Topic: Famous Civil Rights Activists		
Grade level (interest)	3 rd -5 th	Reading Grade level	
Lexile Level	790	Guided Reading level	X
A. Purpose for Instruction/ Essential Questions	<p>The focus for this unit is to study biographies of famous civil rights activists. Ideally, this unit would be taught at a time when other subjects, such as Social Studies, were centered around Civil Rights, so that the students have background knowledge on the major issues and events from the time period. The text <i>Josephine: The Dazzling Life of Josephine Baker</i> will be used as the mentor text for both whole class reading instruction and for an informational study of her life. Josephine Baker is a famous African American dancer and performer who spent most of her life breaking down segregation barriers in order to gain stardom. The students will all be reading their own biographies on famous civil rights activists at the same time of our study. Each lesson will begin with whole class instruction centered on Josephine Baker. The book will be read out loud in sections, each lesson focusing on a different reading comprehension strategies that will help students gain deeper understanding of Josephine Baker’s fight against racism as well as that of their own biography subject. After whole class instruction during the read aloud, students will use the remaining class time to practice the learned strategies with their individual biographies. Students will be selecting children friendly biographies that should take them no more than a week to read. The class will go to the library for guidance in choosing appropriate individual texts.</p> <p><i>Josephine</i> is written in a poetic format that uses many metaphors, emphasizes important words by bolding them, and each page is accompanied by eloquent and vivid illustrations. Different themes about Civil Rights will be integrated into lessons, and at the end of the unit the student’s will write their own bio-poems about their figure, using a similar format to Josephine. The stories will include</p>		

	<p>major events that helped shaped their life and will include descriptive language and elaborate illustrations alongside the text. The students will work on their stories during their writing block while mini lessons will focus on poetry and use of figurative language. The essential questions for the unit center on both Civil Rights issues and reading comprehension skills. The purpose for this instruction is two-fold; to help students gain more insight about the struggles faced by Civil Rights and how they have shaped our society today as well as acquisition of 4 different comprehension strategies which will assist students across content areas and grade levels in the future.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can ones actions help overcome barriers in their life? • How did the African American Civil Rights movement help affect democratic change? • Why is it important to stand up for what you believe in? • What are different ways besides violence once can express what they believe in? • How is the issue of Racism in America still prevalent today? • How are different literary elements used to convey meaning in text? • What types of words help readers visualize text? • How does using connections help us better understand the text? • How can we use background knowledge to understand non-fiction text?
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B. Alignment to the depth of the Common Core – Standards addressed and assessed

CCSS ELA Standards	<p><u>CCSS.ELA-LITERACY.RI.5.2</u> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><u>CCSS.ELA-LITERACY.RI.5.3</u> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><u>CCSS.ELA-LITERACY.RI.5.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p><u>CCSS.ELA-LITERACY.RI.5.6</u> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the</p>
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	<p>point of view they represent.</p> <p><u>CCSS.ELA-LITERACY.RI.5.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>CCSS.ELA-LITERACY.RL.5.2</u> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>
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C. Student Learning Outcomes – Targeted standards in Student Friendly Language

<ul style="list-style-type: none"> • Students will apply four different comprehension strategies to biographies of famous civil rights leaders • Student will recall previously taught knowledge on Civil Rights and apply it to their own biographies • Students will use visual imagery strategy to recall details from the text to make meaning of figurative language • Students will compare and contrast characters, events, and ideas from reading selection to real life. • Students will research, analyze, and evaluate the influences of historical, cultural, and biographical factors in shaping the style of literary work • Students will retell major events from a story in sequential order • Student will determine important events from a persons life in order to understand their overcoming's and role in society
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D. Text Sections to be read closely with plans to support reading and discussion

<p>Lesson 1: Read Aloud Sections 1-2 (The Beginning-Leaving The Show)</p> <ul style="list-style-type: none"> • KWL chart on Josephine Baker with short Article (Before reading) • Word Wall (introduce vocabulary important to the time/text) • Hand out Life Map Timeline (model how to note important life events) <p>Lesson 2: Read Aloud Sections 3-4 (My Face Isn't Made For Sleeping-For The First Time In My Life I Was Beautiful)</p> <ul style="list-style-type: none"> • Volcano Visualization Graphic Organizer • Individual Visualization Graphic Organizer <p>Lesson 3: Sections 5-6 (France Made Me Who I am-Josephine)</p>
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- Connections Log

Lesson 4: [Reading Completed](#)

- Determining Importance Graphic Organizer
- Writing Planning

Text Dependent Questions

- What is the one thing Josephine loves to do that we learn from the first page of the book? (Dancing) How do you think dancing helps Josephine deal with having a poor lifestyle?
- We learned that Josephine grew up in the Golden Age. After learning about this time in history what are some of her lifestyle characteristics which connect to the Golden Age?
- What are some of the traumatic experiences Josephine faced when growing up in St. Louis? Does hateful violence help solve racist issues? How would you feel if you were constantly segregated from all daily life encounters?
- What were some reasons for Josephine justifying running away from her family to join the Dixie Steppers? If you knew you could make a better living and help your family would you run away too?
- What metaphor does the author use to help the reader visualize Josephine's emotions? What were some of the descriptive words used to help portray the metaphor and her feelings?
- Why didn't any producers in America accept Josephine to star in their shows? Why was Paris different?
- What were some of the ways that Josephine stood out to audiences? Do you think by going against the routine of the shows she helped herself gain more stardom?
- Why were audiences in other countries so enchanted by Josephine? How did she change the mind of the Austrian people who at first called her savage and the Devil?
- What character traits does Josephine show by returning home to America once again to try and make a name for herself? What traits does she show by fighting for France in the War? How do you think these traits helped Josephine overcome racism?
- Why do you think Josephine continues to perform even after the doctors tell her not to? Do you think Josephine died happy or unhappy with her life accomplishments-why?

**Vocabulary
Tier 2 Words**

Tier 2 Words:

- Poor
- Danced
- Entertain
- Performing
- Audience
- Spotlight
- Cried
- Society
- Theatre
- Race
- War
- Fear
- Connections
- Background Knowledge
- Visualize
- Summarize
- Determine Importance

Tier 3 Words:

- Ragtime
- Golden Age
- Vaudeville
- Vagabonds
- Amputate
- Segregated
- Ramshackle
- Savage
- Nazis
- Racism

Tier 3 Words	<ul style="list-style-type: none"> • Biography <p>Bloom's Levels Addressed: (Check all that apply)</p> <p>Remembering ✓</p> <p>Analyzing ✓</p> <p>Understanding ✓</p> <p>Applying ✓</p> <p>Evaluating ✓</p> <p>Synthesizing ✓</p> <p>Creating ✓</p>
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E. Instructional Supports

Research Based Strategies	<p>Lesson 1: Activating Background Knowledge Sections 1-2 (The Beginning-Leaving The Show)</p> <p>For this lesson the class will begin by activating prior knowledge on the Civil Rights Movement in America by completing a KWL chart. They will read a short biography article on Josephine Baker before they fill out the chart. The class will focus on what they already know, what more they want to know and specifically about Josephine, and what they plan to learn. A word wall will also be introduced with both tier 2/3 words that will be used throughout the unit. The first words on the wall will be words from sections 1-3 of Josephine, but more will be added and reviewed throughout the unit. The class will then read the first 3 sections of the text and the teacher will use modeling and think out louds when focusing on major events that shaped Josephine's life. The students will be given a life map at the beginning, to be fill out during the reading, and the teacher will model how to recognize and think about important events using think out louds. The students will then activate background knowledge on their own subject by filling out a KWL chart for their biography. Students will also be given a life map for their own figure to fill out as they continue reading.</p> <p>Lesson 2: Visualization Sections 3-4 (My Face Isn't Made For Sleeping-For The First Time In My Life I Was Beautiful)</p> <p>For this lesson the focus will be on visualization. The author uses a potent metaphor of a volcano to represent Josephine's hidden anger she feels when being discriminated against. She uses phrases like erupted, hot lava trapped within, and deep volcanic core filled with emotion. The students will be asked to think about what these words and phrases are describing and how they help portray different emotions Josephine is feeling. They will also relate these ideas back and connect to other major civil rights events where African American may have felt a similar way. They will be provided with a graphic organizer shaped like a volcano with questions to help guide their thinking. The second half of the lesson the students will be asked to think about</p>
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	<p>their own biographies and visualize different words/phrases/events that were frustrating or scary for their own subjects. The students will be provided a separate visualization graphic organizer to help guide the thinking in their own texts.</p> <p>Lesson 3: Connections Sections 5-6 (France Made Me Who I am-Josephine) For this lesson the focus will be around making connections. The class will first begin by going over why making connections is so important when reading different texts. The students will then be asked to make three types of connections-Text to text, text to self, and text to world. They will be asked to think about how Josephine’s struggles may relate to their own biographies, times when they may have felt a similar emotion to Josephine, or how a event or feeling Josephine experiences relates to something happening in current society. This will be worked on the entire second portion of the class and will be the final activity before the students begin to work on their own bio-poems.</p> <p>Lesson 4: Summarizing/Determining Importance Once completed with the class text and student biographies, the class will focus on summarizing and determining importance. The students should have been filling out life timeline maps of major events for both Josephine and their own subject. Once completed, the students will determine the most important events and details from the life map to write about in their stories. They will look at their timelines and transfer big ideas to a writing/planning outline that will help guide their bio-poems. This in total will take a whole class period.</p>
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Smartboard Strategies	All SMARTboard activities will be embedded into lesson procedures including all slides, videos, and graphic organizers.
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F. Assessment (Align to Section B)

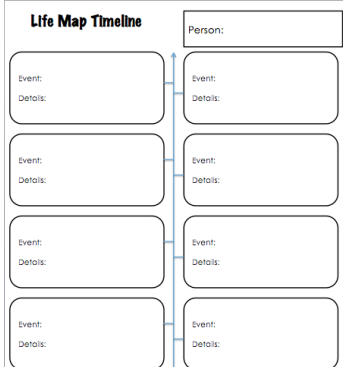
Formative	<p>Informal Formative Assessments:</p> <ul style="list-style-type: none"> • KWL chart (Lesson 1)- students will show knowledge of previously learned content in other subject areas on civil rights and background knowledge they may have from outside of the classroom • Life Map Timeline (All Lessons)-Students will recognize important events that took place in the figures lifetime and will continue this work throughout the unit • Volcano Visualization Graphic Organizer (Lesson 2)-Students will understand how metaphors can help a reader visualize how a character is feeling and will use organizer to recall descriptive language
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	<p>given by the author</p> <ul style="list-style-type: none"> • Connections Log (Lesson 3)- Students will create three types of questions in order to make more meaning of Civil Rights issues that took place in history and present day. • Determining Importance Graphic Organizer (Lesson 4)-students will determine from their timeline the most important life events that helped shape their figures identity. • Writing Planning Template (Lesson 4)- Students will use their important events the choose and begin to plan out their biography poems they will be writing for their summative assessment
<p>Summative</p>	<p>Summative Assessment: Students will be asked to create and write a biography poem on the person about whom they were reading. The format of their writing should be similar to the class text <i>Josephine</i> that is written in a poetic format that includes figurative language and illustrations. The class will be working on lessons about poetry ad figurative language in their writing block, where they will also be taking time to write their stories. <i>A more in depth description may be found at the bottom of the template under Summative Plans.</i></p>

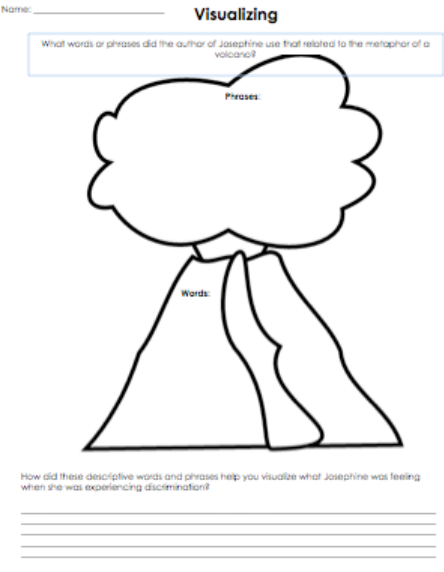
Plans for four instructional lessons, including examples of text dependent questions, graphic organizers and Smartboard Notebook original interactive materials

<p>Procedure Lesson One</p> <p>Smartboard pages:</p>	<p>Standard: <u>CCSS.ELA-LITERACY.RI.5.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p><u>CCSS.ELA-LITERACY.RI.5.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Objective:</p> <ul style="list-style-type: none"> • Students will recall previously learned information on the Civil Right Movement and apply knowledge to a KWL chart. • Students will define and explain academic vocabulary terms relating to civil rights to develop understanding context of the text. <p>Materials:</p> <ul style="list-style-type: none"> • Word wall cutouts • KWL charts (2 copies each) • Short bio article on Josephine Baker • Class Text: <i>Josephine: The Dazzling Life of Josephine Baker</i> • SMARTboard slides <p>Procedure: *Note this lesson may be split up into two days if needed. The first day should cover the vocabulary and KWL (With Article) charts while the second day may begin reading aloud, and introducing life map timelines.</p> <p>Day 1:</p>	
	<p>Teacher Action:</p> <p>Teacher will begin by introducing Unit and Text <i>Josephine: The Dazzling Life of Josephine Baker</i> and give a general agenda for the plans for the unit/summative.</p> <p>Introduce word wall vocabulary and go over each term with visuals (Smartboard) *Explain that words will be added as the unit continues</p>	<p>Student Action:</p> <p></p> <p>Actively listening and participating in conversation about vocabulary</p>

	<p>Pull up short biography article on Josephine Baker and have copies printed for each student http://www.biography.com/people/josephine-baker-9195959 (Smartboard)</p> <p>Read Aloud to class pausing to guide thinking</p>	<p>Participating in an interactive reading of the text.</p>						
	<p>Introduce KWL chart for unit and fill out as class together (on smartboard)</p> <p>Recall previously learned information from social studies on Civil Rights</p> <p>Call on students to fill in parts of the chart and share out ideas</p>	<p>Actively participating in conversation and filling in individual charts accordingly</p> <div data-bbox="1178 483 1444 695" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">K-W-L Chart</p> <p>Topic: _____</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">What I Know</th> <th style="width: 33%;">What I Want to Know</th> <th style="width: 33%;">What I Learned</th> </tr> </thead> <tbody> <tr> <td style="height: 60px;"></td> <td></td> <td></td> </tr> </tbody> </table> </div>	What I Know	What I Want to Know	What I Learned			
What I Know	What I Want to Know	What I Learned						
	<p>Hand out another blank KWL chart to each student for them to work on individually (for personal biography choice) for the rest of class</p>	<p>Will fill out KWL chart for chosen civil rights activist they will be reading about</p>						
<p>Day 2:</p>								
	<p>Teacher Action:</p>	<p>Student Action:</p>						
	<p>Review previous days lessons and information that was wanting to be learned and give agenda for the day</p> <ul style="list-style-type: none"> -Read Aloud -Begin to fill in timeline 	<p>Actively listening and participating in review discussion of previous days lesson</p>						

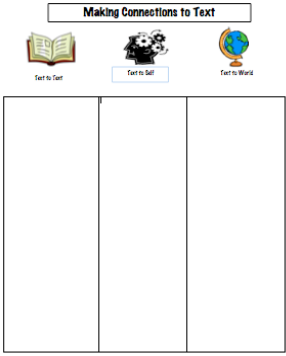
	<p>Pull up life map timeline on smart board and give instructions for how it should be completed</p> 	<p>Actively listening to directions, observing how to complete timeline, and asking clarifying questions</p>
	<p>Begin reading Josephine sections 1-2 and pause when either coming to a vocabulary word or important event. (If carpet is available, may want students to come to the front to sit and listen)</p> <p>Model using think-out-louds how to fill in the timeline once coming to an important event.</p>	<p>Participate in discussion and guided questions centered around the timeline</p>
	<p>After reading first two sections give the rest of time for students to read own texts and begin filling out individual timelines *Teacher should monitor timelines throughout the period/unit to check for understanding.</p>	<p>Read quietly until the end of the time and begin filling out timelines</p>

Procedure Lesson Two Smartboard pages:	Standard: <u>CCSS.ELA-LITERACY.RL.5.2</u> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
	Objective: <ul style="list-style-type: none"> • Students will use visual imagery strategy to recall details from the text to make meaning of figurative language 	
	Materials: <ul style="list-style-type: none"> • Class Text: <i>Josephine: The Dazzling Life of Josephine Baker</i> • Volcano Visualizing Graphic Organizer • Personal Visualizing Graphic Organizer • SMARTboard slides on visualizing 	
	Procedure:	
	Teacher Action:	Student Action
Welcome class back and go over agenda for the day -Review task of and purpose for visualizing? -Read Aloud -Discuss Volcano Metaphor -Fill out Graphic Organizer -Individual Work		
Go over SMARTboard slides on visualizing and why it is important	Students are actively listening and participating in discussion centered around visualizing	
Before reading review timeline for Josephine and have it pulled up on the SMARTboard	Students should call out events that have been recorded on the timeline already	
Keep timeline pulled up and begin reading sections 3-4 of Josephine aloud. Pause and model recording more important events and pause and use think out louds to model when to be thinking about the volcanic metaphor	Students are actively listening and participating in discussion	

	<p>Pull up volcano graphic organizer on board and hand out individual copies</p> <p>Go over directions for the worksheet and first few examples as a class</p> <p>Give class time to work in pairs to finish the graphic organizer</p>	<p>Students should begin filling out the sheet accordingly</p> <p>Students will work diligently on worksheet with partner until complete</p> 
	<p>Hand out separate visualization graphic organizer for each student for individual biography</p> <p>Collect the following day as formative assessment</p>	<p>Have students work for the rest of class on their own worksheets and they may take them home to finish if they need to.</p>

		Name: _____		
		Vivid Visualization		
		<table border="1" style="width: 100%;"><thead><tr><th style="width: 50%; padding: 2px;">Story Information:</th><th style="width: 50%; padding: 2px;">How I Pictured the Scene:</th></tr></thead><tbody><tr><td style="height: 150px;"></td><td style="height: 150px;"></td></tr></tbody></table>	Story Information:	How I Pictured the Scene:
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Procedure Lesson Three Smartboard pages:	Standard: <u>CCSS.ELA-LITERACY.RI.5.3</u> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	
	Objective: <ul style="list-style-type: none"> • Students will identify text, world, and self connections using a graphic organizer to develop deeper knowledge of the theme of the text 	
	Materials: <ul style="list-style-type: none"> • Class Text: <i>Josephine: The Dazzling Life of Josephine Baker</i> • Connections Log • SMARTboard slides on connections • Optional Warm Up Activity (Making connections to modern day-Misty Copeland) 	
	<p>*This optional warm up activity is a way to connect the overarching themes of the unit to today’s society. This TFK article on Misty Copeland talks about her life growing up as an African American ballerina and the discrimination she would at times feel (similar to Josephine). You can have students read this before class begins and have a warm up discussion based on connections between the two women. The link to the article is as follows: http://www.timeforkids.com/news/star-ballerina/340681</p>	
	Procedure:	
	Teacher Action:	Student Action:
	Welcome class back and go over agenda for lesson. -Optional Warm Up activity** -Connection SMARTboard slides -Finish Reading Josephine - Work on Connection Log	Actively listening
	Go over connection slides on SMARTboard and discuss the three different types of connections (text to text, text to self, text to world)	Actively listening and participating in discussion around making connections
	Finish reading Josephine sections 4-6 pausing at either major life events for timeline or modeling making connections	Actively listening and calling out when they hear major life events or connections to Civil Right unit.
	Both the timeline and connections log should be	

	pulled up on SMARTboard	
	Model how to fill in one of each type of connection on the connection log	Fill in log accordingly with teacher
	Give students the rest of the period to finish their own biographies and fill out individual connection log between their book and Josephine and any other Civil Rights connections they make	Students will work independently on connection log and reading until the end of the class

<p>Procedure Lesson Four</p> <p>Smartboard pages:</p>	<p>Standard: <u>CCSS.ELA-LITERACY.RI.5.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p> <p>Objective:</p> <ul style="list-style-type: none"> Students will determine important events from a persons life in order to understand their overcoming's and role in society <p>Materials:</p>
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	<ul style="list-style-type: none"> • Life Map Timelines • SMARTboard slides on determining importance • Writing Planning Template 	
	Procedure:	
	Teacher Action:	Student Action:
	Welcome class back and have students pull out their timelines for their own figures.	Actively listening and following opening directions
	Go over slides on determining importance and model how to pick out the most important events and details from Josephine’s timeline	Actively listening and participating in conversation about determining importance
	Give students about ten minutes to do the same for their own timelines	Work independently and quietly for ten minutes on picking out their top events
	Introduce summative assessment project with directions worksheet. Explain all parts of what students will be doing and what is expected.	Actively listening and asking questions about final project
	Explain that the writing will be done during writing block.	
	Hand out planning template for their writing	
Go over directions for the planning process and remind students of lessons they have been working on that correlate in their writing block.	Students will work independently on their planning templates for the rest of the class	
Give the rest of the class for students to begin brainstorming ideas for their pieces.		

		<p>Notes</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> Lets Plan It Out! </div>																	
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Features</th> <th style="width: 50%;">Notes for my Bio-Poem</th> </tr> </thead> <tbody> <tr> <td>Title</td> <td></td> </tr> <tr> <td>Childhood events and details</td> <td></td> </tr> <tr> <td>Early life, events and achievements</td> <td></td> </tr> <tr> <td>Later life, events and achievements</td> <td></td> </tr> <tr> <td>Concluding ideas</td> <td></td> </tr> <tr> <td>Descriptive words and figurative language ideas</td> <td></td> </tr> <tr> <td>Illustration ideas</td> <td></td> </tr> </tbody> </table>	Features	Notes for my Bio-Poem	Title		Childhood events and details		Early life, events and achievements		Later life, events and achievements		Concluding ideas		Descriptive words and figurative language ideas		Illustration ideas		
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	<p>The rest of the writing process will take place in a writing block time. Students will work on the poems for about a week in class and will have opportunities to conference with the instruction, peer review, and work on illustrations.</p>																		

<p>Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)</p>	<p>The goal by the end of the unit is for students to write and complete their own poetic biography of their famous Civil Rights activists in a similar writing format as the text <i>Josephine</i>. Because students will be recording and determining the most important events from their figures life, they will be able to write a short biography with descriptive language and illustrations on people and events that shaped this persons role in the Civil Rights movement. The students will be learning about the use of figurative language and poetry writing during mini lessons in their writing block, so they will be able to apply these strategies to their stories. The students should use descriptive language and vocabulary words in order to develop meaning in their story, and to help the reader get a sense of the hardships which were overcome by their figure. The students should also be incorporating themes from the Civil Rights movement that were focused on both in <i>Josephine</i> and their texts. The class will work on their stories for about a week in their writing block, and at the end of the week the class will put their stories together in a book format with binding and covers. The last day the class will have a gallery walk and book showing so every student can get recognition for their work. There will be snacks and refreshments and the class will celebrate all of their hard work. The stories will be collected for the teacher to assess, based on an in-depth rubric (see attached)</p>
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