

Mini-Lesson 1: How to do a read aloud for a socially controversial book

Title: Jackie Robinson

Author: Sally M. Walker

Illustrator: Rodney S. Pate

Grade level: Gr. 3

Skill: Close Reading of an extended text

Objective: After reading a socially controversial book, students will think and talk about social issues that impact their and/or others' daily lives.

Essential Question: How can high quality critical literacy texts help us to be better citizens?

Essential Question: How does a person's reaction to situations contribute to his or her achieving their goals?

PART 1: MINI-LESSON	
Teaching Point(s)	<p>Critical literacy texts can prompt questions and conversations about important social issues.</p> <p>The way a person chooses to react to a situation can affect their short and long term goals.</p> <p>The way a person chooses to react to a situation can change the way others think.</p>
Connection	<p>I want you to think about a time when you heard someone say something that was hurtful to either you or someone else.</p> <p>Today, we are going to read a book called <u>Jackie Robinson</u>. The author is telling her readers about a very famous baseball player who, many years ago, had to listen to some very hurtful remarks because he was black. This happened when he was a young child until he was a grown man. Jackie Robinson's reaction to these insults affected his life as well as others. Let's read and find out how Jackie Robinson reacted when these insults first happened and how and why his reactions changed as he got older.</p>
Vocabulary	<p>New vocabulary: accept, p. 9; smashed, p. 10; in the blink of an eye, p. 10; Negro leagues, p. 20; major-league teams, p. 22; stunning, p. 22; control his temper, p. 24; "a baseball player with guts enough not to fight back", p. 24; holding his temper, p. 26; spring training, p. 26; "full of feverish fireflies with claws on their feet", p.29; sharp game, p. 30; crude insults, p.31.; taunted, p. 31; made his mark, p. 32; drove, p. 32; pre-season game, p. 34; pounded his fist, p. 34; came his way, p. 34; open minds, p. 36; season opened, p. 38; clenched his teeth, p. 41; he caught fire, p. 42; blasted, p. 42; stole base, p. 42; daring, p. 42; rookie season, p. 43; umpire, p. 44; stormed out, p. 44; dugout, p. 44; race, p. 46</p> <p>(These words should be revisited/discussed as they are encountered if they are new to students. There are many multi-meaning words and unusual phrases in this text.)</p>

Teaching

- Today I want to teach you...
- Watch me as I show you...

Day 1 – Along with the **Connection**, do a picture walk with the students. Look at the cover art and tell students that the text type is biography. A biography is the story of someone's life written by another person. Ask students if they have heard, read, or seen anything about Jackie Robinson. (Begin to chart all accurate student contributions. You will add to this chart as the students' knowledge increases.) Look through the pages and have the students briefly discuss what they think is happening, paying particular attention to the emotions on Jackie's face during the different stages of his life. Encourage students to put together a story in their minds before we read the words; then have them turn and talk to a partner and share their ideas. The teacher should be circulating throughout and listening in to their conversations. At the end, the teacher should select 2 – 3 students to share whose conversation can move the whole group forward.

Day 2 - Teachers should read the back cover of the book to the students to continue to build background knowledge. After reading the paragraph about Jackie Robinson on the back cover stop and discuss the following vocabulary words/phrases: steal a base; in the blink of an eye; major- league baseball; the chance of a lifetime; braved; racism; modern major-league baseball.

Day 3 – First Chapter (*Pepper Street, Pasadena, California, 1927*)

Purpose for Reading/Listening- (Write the following question on chart paper) **What were Jackie's reactions to racism?** (he yelled at the girl,p.5; throw a rock back, p. 4-5; realized that skin color mattered less when people got to know each other, p.9; treated other athletes with respect even though they didn't like playing with a black athlete, p. 11; played harder when insulted,p.12; got into fights, p.12; argued with a white policeman, p.12; went to get help from his minister, p. 14-15) **Teachers should explain these answers in depth, as needed.** Read pgs. 4-17, stopping to discuss vocabulary listed above. Discuss purpose for reading and elicit and list students' responses.

Ticket out the door: Students should write down any questions they have on post-it notes and post the questions. (Teachers can use some of their questions during discussions on subsequent days.)

Day 4 – 2nd Chapter (*Baseball Star, Kansas City, 1945*)

Purpose for Reading/Listening- (Write the following question on chart paper) **What struggles did Jackie encounter in this chapter?**

(he had to play in the Negro American League because black athletes were not allowed to play major-league baseball, p.20; white hotel owners would not rent rooms to the team/they had to sleep in the bus/white gas station owners didn't let the team use their restrooms/his old anger came back/he thought about quitting, p.21; he had to meet with Branch Rickey secretly, p. 22; he had to start by playing for the Dodger's training team, p.

	<p>22; he had to be the first role model for all black athletes, p. 24; Teachers should explain these answers in depth, as needed.</p> <p>Day 5 – 3rd Chapter (<i>Royal Talent Jersey City, New Jersey, April 18th, 1946</i>) Purpose for Reading/Listening- (Write the following question on chart paper) How did Jackie’s behaviors change his life for the better, both personally and professionally? (the way he played baseball made him a favorite of the Montreal fans, p. 30, he became the league’s best batter in 1946, p. 32, 1946 his team won the Little World Series, p. 32, his wife gave birth to a son, p. 33)</p> <p>Day 6 – 4th Chapter (<i>The Major Leagues, Brooklyn, New York, April 11, 1947</i>) Purpose for Reading/Listening- (Write the following on chart paper) Give 5 examples that show how Jackie won the support of his team mates. (followed his team mates suggestions on how to improve his game, p. 37, worked hard at practice, p. 37, determined to do his best for The Dodgers, p. 37, remembered his mother’s lesson, p. 38, kept his promise to Branch Rickey of not fighting back, p. 38, did not show how terrible the insults made him feel inside, p. 38, did not lose his temper with the Phillies, p. 41, he caught fire on the playing field, p. 42, became the Rookie of the Year in 1947, p. 43, he got thrown out of the game by the umpire in order to show support for his team mate, p. 44)</p>
<p>Active Involvement</p> <ul style="list-style-type: none"> • Now it is your turn 	<p>Students’ responses to daily purpose questions. Students can turn and talk with their reading partner prior to responding and/or take notes in the reading journal while teacher is reading.</p>
<p>Share & Closure</p>	<p>Now that you read this book, how will it change you, as a person?</p>

Lesson Plan created by Anita Balabon & Nicole Overbey, July, 2014