

### Ruby Bridges

#### Lesson Plan for Grades 3-5

<b>Studies Weekly ELA Standards</b>	SW.RL.1, SW.RI.6, SW.RI.7, SW.RF.4, SW.W.1, SW.W.1.B, SW.2.F, SW.W.7, SW.SL.1, SW.SL.1.C, SW.SL.1.DSW.L.1.I, SW.L.2SW.L.3, SW.L.5.B
<b>Materials List</b>	<input type="checkbox"/> Smartboard <input type="checkbox"/> 3x5 notecards <input type="checkbox"/> Student response journals <input type="checkbox"/> Courage worksheet
<b>Approximate Time</b>	45 minutes, excluding a 1-3 minute article
<b>Balanced Literacy Format</b>	Interactive Writing
<b>Lesson Presentation Format</b>	Whole Group/Small Group
<b>Specific/Research-based Strategies</b>	Cooperative Learning - Think-Pair-Share
<b>Differentiated Instruction</b>	Pair up students with similar skill sets in the “read-pair-share” activity.
<b>Enrichment Activity</b>	<p><b>For all students:</b> Courage worksheet</p> <p><b>Gifted and Talented students:</b> Have students do more research on Ruby Bridges. Have them search to find how her courage changed the course of history for the United States.</p>
<b>Quiz</b>	Use the comparison writing as a mini-assessment to gauge whether the concept of courage was understood or not.
<b>Answer Key / Complexity Level</b>	Answers will vary but should explain why they feel their person is courageous and how it compares to what Ruby Bridges did to show courage. (MODERATE/2-3)
<b>Activity Directions for the Teacher</b>	
<ol style="list-style-type: none"> <li>1. Pass out a notecard to each student</li> <li>2. Have the students think of a person they consider heroic. Have them write that name on the front of the notecard.</li> <li>3. On the backside of the notecard, have students list at least three reasons why they consider that person to be heroic.</li> <li>4. Next, have students do a “read-pair-share” with their cards. On a separate sheet of paper, have them write down common traits they find when comparing their notecards.</li> </ol>	

5. Have students come together as a whole group. Write down their findings of the common traits.
6. Next, look the list that was created and have the students prioritize them with what they feel is the most important on top.
7. If the word courage was not yet brought up, now is the time to write it down and explain that people who have courage do the right thing even when it is difficult. It's being brave.
8. Watch the Studies Weekly video about Ruby Bridges:  
[https://app.studiesweekly.com/online/publications/137950/units/138330/related\\_media/147125](https://app.studiesweekly.com/online/publications/137950/units/138330/related_media/147125)
9. Discuss how she showed courage. Read the article about Ruby Bridges in Week 4, Page 1.
10. Compare the list of common heroic traits the students created with Ruby Bridges. Ask these questions: Does Ruby Bridges have many of the same qualities? Are these qualities what make her a hero or can these qualities be something ordinary people possess? Discuss the answers as a whole group.
11. Have students return to their seats. In their response journals, have them choose one of these topics to write about: Compare their heroic person with Ruby Bridges by giving concrete reasons. Does having courage make a person a hero? Be sure to explain why or why not.