FAMOUS BLACK AMERICANS

Christina Fiasconaro
FLA 518
5/9/06

Based on the New Haven Public Schools "Keys to Comprehension" Program;
Written by the Reading Department and Dr. Nancy Boyles
Introduction
Famous Black Americans

This unit will be presented to a 2nd grade Transitional Bilingual class integrating the areas of Social Studies and Language Arts.

Source of Text: *Happy Birthday Martin Luther King* by Jean Marzollo, and *A Picture Book of Rosa Parks* by David Adler. The teacher may also include alternative texts about other famous black Americans.

Source of lessons: New Haven CT Keys to Comprehension Curriculum
The Keys to Comprehension Curriculum is designed to be used as a shared reading component to the curriculum. Teachers are expected to spend thirty to forty-five minutes daily reading the target story and teaching the content strand. The curriculum as written for the second grade in New Haven is very ambitious in terms of its pace and the level of thinking required. Many teachers have found that the concepts are very difficult for the second graders to grasp, especially the bilingual students. Therefore, the teachers do a great deal of modeling, read-alouds and think-alouds. The curriculum does include graphic organizers, and some of them are very useful. Others are difficult for the students to understand. While they are included in this unit with the original lesson plans, not all the organizers have been used in the modified version of the plans. Lessons 2, 3 and 4 break down the reading and break down the concept of main idea into three parts to try to make the concept more accessible to students. They also include the use of a web to help the students understand the connections between the main idea and the details. All the lessons will be done as a whole class and students will have the chance to participate orally, talk with a buddy, use sentence strips and answer frames to respond.

*Happy Birthday, Martin Luther King* is part of the New Haven Keys to Comprehension curriculum, and is usually read in January or February. The story allows for discussions about community leaders, biography and curriculum strand A1: "Determining the main idea or theme/lesson in a written work." I would like to prioritize some of the objectives set by the curriculum and make them more accessible to English language learners. The book provides a good opportunity to study famous black Americans during the time between King's birthday and Black History Month. As an extension, several lessons in this unit go beyond the book to include objectives from

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the social studies curriculum. Further expansion could include a research project on other famous black Americans, involving the Library Media Specialist, and having the students write autobiographies.

**Goals:** The teacher will read aloud *Happy Birthday, Martin Luther King* and help the students find the main idea with supporting details. Students will write a response using an answer frame. Then they will read a new text about Rosa Parks and apply the same knowledge, as well as discuss how these two figures made changes to society and resolved conflict. Another aspect of the lessons will be to discuss the concept of a biography. The unit will assist the students in writing their responses, while gaining vocabulary and a deeper understanding of the importance of these and other leaders.

**New Haven Content Standards: Social Studies**

1. Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.

2. Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.

3. Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

6. Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

**New Haven Content Standards: Language Arts**

1. Identify and use main ideas and supporting details in informational texts or elements, such as key events, main characters and setting in narratives.
FAMOUS BLACK AMERICANS
UNIT MAP

main idea

LITERACY

biography

vocabulary

FAMOUS BLACK AMERICANS

FAMOUS BLACK AMERICANS

ESL

sequence words

past tense

adjectives

conditional

empathy for historical figures

SOCIAL STUDIES

conflict

polite words

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<table>
<thead>
<tr>
<th>LANGUAGE OBJECTIVES</th>
<th>1</th>
<th>2,3,4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>Students will volunteer a name of a famous person and either describe the person in the L1, use photos, magazines or books about famous people provided in class.</td>
<td>Student will point to main idea and read one word in sentence.</td>
<td>Students will fill in 3 events in a timeline of events in Martin Luther King Jr.'s life inside a birthday card.</td>
<td>Students will identify a feeling word during activity.</td>
<td>Students will identify a word to help solve a conflict, like &quot;please, excuse me, or help.&quot;</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Students will use a sentence starter written on the board to name a famous person and what he or she did: &quot;__ is famous because __. They will show subject-verb agreement.</td>
<td>Students will read main idea.</td>
<td>Students will write a birthday card using a sentence starter: &quot;This is a biography because it has---,&quot; and write one reason.</td>
<td>Students will describe a feeling in writing using a sentence starter.</td>
<td>Students will orally make a simple rule using a sentence starter, &quot;My rule is---.&quot;</td>
</tr>
<tr>
<td>Advanced</td>
<td>Students will orally make an independent statement in English and give an example of what the person does or did. They will use the correct verb tense.</td>
<td>Student will read the main idea sentence in the text and at least one detail.</td>
<td>Students will write a reason and example of why it is a biography inside a birthday card.</td>
<td>Students will describe a feeling in writing and give a reason.</td>
<td>Students will identify a conflict, and act it out after practicing with a partner.</td>
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<tr>
<td>LESSON</td>
<td>1</td>
<td>2, 3, 4</td>
<td>5</td>
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<tr>
<td>CONTENT OBJECTIVES</td>
<td>Students will access prior knowledge by making a web of famous people</td>
<td>Students will identify the main idea in a source of historical information</td>
<td>Students will identify the characteristics of a biography.</td>
<td>Students will display empathy for people who have lived in the past</td>
<td>Students will demonstrate knowledge of major trends in state and local history, including history of original peoples, early settlements and selected changes over the past two centuries</td>
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<td></td>
<td>Students will explain different types of conflict, different ways in which conflicts have been resolved, and different ways that conflicts and their resolutions have affected people</td>
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<td>Students will explain the importance of taking an active role in political leadership and public service in their school and community</td>
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<td>Students will establish, explain and apply criteria useful in evaluating rules and laws for solving problems and resolving conflicts between people</td>
</tr>
</tbody>
</table>
## FAMOUS BLACK AMERICANS

### FUNCTIONAL NOTIONAL CHART

<table>
<thead>
<tr>
<th>Participatory processes: answering questions, role play, pointing, communicating an idea</th>
<th>Learning strategies: graphic organizers, sentence strips, realia, photos, word wall</th>
<th>Content: Famous Black Americans, Literacy, Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture: famous people, conflict resolution, polite words, community helpers</td>
<td>Tasks and activities: role play, illustrating before and after, writing sentences, webs and maps, listing</td>
<td>Competencies: finding the main idea, identifying biography, conflict resolution, understanding societal changes, experiencing empathy</td>
</tr>
<tr>
<td>Listening skills: listening for a sentence, following oral directions</td>
<td>Speaking skills: using new words, polite words, turn taking</td>
<td>Reading skills: identifying main idea, biography, new words, picturing, figuring out and noticing, comprehension</td>
</tr>
<tr>
<td>Functions: persuading, meeting personal needs and resolving conflicts, timeline, answering questions</td>
<td>Notions: conflict, biography, empathy</td>
<td>Communicative situations: meeting personal needs, pair work, resolving conflict, sharing information</td>
</tr>
<tr>
<td>Grammar: past tense, adjectives, commands, polite words, sentence structure, subject-verb agreement.</td>
<td>Pronunciation: chunks, onsets-rimes, compound words</td>
<td>Vocabulary: content related words</td>
</tr>
</tbody>
</table>
Lesson 1
Happy Birthday
Martin Luther King
By: Jean Marzollo

Literacy Module
#17 for 2nd Grade

CMT Objective:
A-1: Determine the main idea (non-fiction) or theme/lesson within a written work

Genre:
Nonfiction
This is intended for a one week literacy module
Happy Birthday Martin Luther King

One Week:
 Pages 1-27
• Daily Reading Planner for Shared Reading: Pages 1-6
• Daily Reading Planner for Shared Reading: Pages 7-14
• Daily Reading Planner for Shared Reading: Pages 14-20
• Daily Reading Planner for Shared Reading: Pages 20-24
• Daily Reading Planner for Shared Reading: Pages 24-27
• Planner for Applying and Reflecting on Reading: Happy Birthday Martin Luther King
**DAILY READING PLANNER**

**CMT Objective:** A-1: Determine the main idea (non-fiction) or theme/lesson within a written work

**Text:** Happy Birthday Martin Luther King  
**By:** Jean Marzollo  
**Pages:** 1-6

## BEFORE READING

| Establish prior knowledge, purpose, and predictions | Prior Knowledge: What do you know about Dr. Martin Luther King? What do you notice on the front cover? Have you read other non-fiction books about him? | Purpose: What do you think would be a good purpose for reading this story? | Predictions: What might we learn about Dr. Martin Luther King in this story? |
|———|———|———|———|
| Introduce/review vocabulary | Pg. 5 elementary | pg.5 divinity |

## INTRODUCE/REVIEW VOCABULARY

| Introduce the focus strategy | A1: What is this story mainly about? Use evidence from the story to support your answer. |
|———|———|
| Reading Strategy | 1. Notice the main idea of each paragraph. You can do this by finding the topic sentence (The rest of the sentences in the paragraph should include details that support the topic sentence). |
| | 2. Notice if each topic sentence builds upon the next. |
| | 3. Notice how the illustrations are supporting the main idea. |
| | 4. Figure out how the topic sentences are related. What do they have in common? |
| | 5. Ask yourself, “What did I learn about this topic? This will be the main idea.” |

| Writing Strategy | 1. Write a topic sentence. The main idea of this text is_________. |
|———|———|
| 2. Give a reason why you think this is important. The main idea of this text is_________. I think this because_________. |
| 3. Give an example to support this. The main idea of this text is_________. I think this because_________. A example that supports this is_________. |

## DURING READING

| Apply the focus strategy | What is this story mainly about? Use evidence from the story to support your answer. |
|———|———|
| Pg. 1 born on 1/15/29 in Atlanta |
| Pg. 3 called junior, illustration shows Martin as a youth |
| Pg. 6 Martin went to elementary, high school and college… |
| Notice how the evidence shows this selection is about Martin as a young man. |

| Apply other strategies | Notice in the illustration how Martin was loved by his parents. |
|———|———|
| Picture in your mind Martin studying as a young man. |
| Do you have any connections to anyone called Junior the way Dr. Martin Luther King was called junior? |
| Figuring out what type of student Dr. Martin Luther King was. |
| Wonder why the author entitled this book Happy Birthday Dr. Martin Luther King? |

## AFTER READING

| CMT discussion questions | A1: What is this story mainly about? Use evidence from the story to support your answer. |
|———|———|
| D2: Imagine that you are going to write a letter to the author to find out more about Dr. Martin Luther King. What two questions would you ask that have not been answered in the text. |

| Reflect on strategy | What do you need to do in order to identify what the story is mainly about? Why do you think it is important as a reader to be able to identify what a story is mainly about? |
### BEFORE READING

| Establish prior knowledge, purpose, and predictions | Prior Knowledge: What makes this text a biography? (Dates are provided, facts about Dr. King’s life, told in sequence)  
Purpose: As you read see what other elements of a biography might be included in your reading  
Predictions: What might we learn about Dr. Martin Luther King next? |
|---|---|

| Introduce/review vocabulary | Pg.7 pastor  
Pg 9 minister  
You can tell the word pastor on page 7 means:  
a. a member of the church  
b. an electrician  
c. a religious leader of the church  
d. a person who lives in a pasture |
|---|---|

| Introduce the focus strategy | A1: What statement tells what this story is mainly about so far?  
**Reading Strategy**  
1. Notice the main idea of each paragraph. You can do this by finding the topic sentence. The rest of the sentences in the paragraph should include details that support the topic sentence.  
2. Notice if each topic sentence builds upon the next.  
3. Notice how the illustrations are supporting the main idea.  
4. Figure out how the topic sentences are related. What do they have in common?  
5. Ask yourself, “What did I learn about this topic? This will be the main idea.** |
|---|---|

### DURING READING

| Apply the focus strategy | A1: What statement tells mainly what this story is about so far?  
Pg. 9 ...help people in need  
Pg. 11...asked people not to fight  
Pg. 11...peaceful ways to solve problems  
Notice how the evidence proves that his job as a minister was to help those in need and bring peace into the world. |
|---|---|

| Apply other strategies | **Picture** the ways in which Dr. King Jr. would help those in need.  
**Notice** how Dr. King is progressively getting older throughout the story?  
**Wonder** why Dr. King became such a peaceful man.  
Can you **connect** to any one you know that tries to promote peace in your community?  
Can you **guess** what you might learn about next? |
|---|---|

### AFTER READING

| CMT discussion questions | A1: What statement tells mainly what this story is about so far?  
A. ***As a minister Dr. Martin Luther King’s job was to help those in need and bring peace into the world and led his community.**  
B. Dr. Martin Luther King was a good man and peaceful at all times.  
C. Dr. Martin Luther King and his father were both called “Reverend”  
D. Dr. King was happy when people solved problems peacefully.  
A2: Using information from the text, list ways that Dr. King Jr. was a good man.  
C1: Imagine Dr. Martin Luther King was alive today, what would you most like to ask him?  
D2: What might have appeared in the journal of someone in the hospital who was visited by Dr. Martin Luther King Jr.? |
|---|---|

| Reflect on strategy | What do you need to do in order to identify what the story is mainly about? Why do you think it is important as a reader to be able to identify what a story is mainly about? |
CMT Objective: A1: Determine the main idea (non-fiction) or theme/lesson within a written work

Text: Happy Birthday Martin Luther King

By: Jean Marzollo

Pages: 15-20

**SHARED READING**

| BEFORE READING                        | Prior Knowledge: Why are laws important in our country? Why do you think a law might need to be changed?  
|---------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Establish prior knowledge, purpose, and predictions | Predictions: Why do you think Dr. King needed to change some of the laws when he was alive?  
| Pg. 15 law pg 18 drinking fountain | Purpose: What would be a good purpose for reading this selection?  

| Introduce/review vocabulary | A1: There is no chapter title for this selection of text. What could be another title for it? Support your answer with details from the story.  
|-------------------------------|------------------------------------------------------------------------------------------------------------------|
| Introduce the focus strategy | Reading Strategy:  
1. Read each paragraph carefully. Notice the main idea that the author is trying to express.  
2. Figure out what is common between all of the paragraphs.  
3. Ask yourself, "What would the reader learn about this selection from an appropriate title? You want to give your reader a quick preview of what they will be reading with the title you choose.  
4. Determine a title that would best fit the selection.  

Writing Strategy:  
1. State what the title would be. Ex.: A good title for this selection would be  
2. Give a reason why this is a good title. Ex. A good title for this selection would be because  
3. Give an example from the text to support this. Ex. A good title for this selection would be because. An example to support this is  

| DURING READING | Notice the evidence:  
Pg. 15...a law...only white people could sit in the front  
Pg. 16...Rosa Parks changed it...  
Pg. 18...certain restaurants and drinking fountains...Dr. King helped to change the law  
Pg. 19...black and white children couldn’t go to school together...Dr. King helped to change the law  

Apply other strategies | Can you connect to anyone in your community like Dr. King trying to make changes?  
Picture how the bus ride must have looked like before Dr. King helped to change the law.  
Wonder how the black and white children must have felt the first day of school.  
Predict what our country might be like if Dr. King didn’t help to make these changes?  
Can you figure out what you might learn about next?  
Did you notice anything in the illustrations to help you understand the story?  

| AFTER READING | A1: There is no chapter title for this selection of text. What could be another title for it? Support your answer with details from the story.  
B3: What type of person do you think Dr. King was?  
C1: Would you like to be alive when Dr. King was alive? Why or why not? Use evidence to support your reason.  

Reflect on strategy | What do you need to do in order to give a title to a text?
DAILY READING PLANNER

CMT Objective: A1: Determine the main idea (non-fiction) or theme/lesson within a written work

Text: Happy Birthday Martin Luther King

By: Jean Marzollo
Pages: 21-24

SHARED READING

BEFORE READING

Establish prior knowledge, purpose, and predictions

Prior Knowledge: Have you ever had to speak in front of a large crowd of people? How did it feel? What do the words I Have A Dream mean to you...?

Purpose: What do you think we will learn about Dr. King now?

Predictions: What do you think Dr. King would say to a large group that came to listen to him speak?

Introduce/review vocabulary

Pg. talent pg. justice pg. famous

Introduce the focus strategy

A1: What does this selection say about Dr. King's ability to speak?

Reading Strategy

1. Notice carefully every time the author mentions what is being asked in the question. In this case, it is when Dr. King is speaking.
2. Notice important words that would describe this event. Again, it is Dr. King's speeches.
3. Figure out what the author is saying in order to answer the question. What did we learn about Dr. King's ability to speak? Or his speeches?

Writing Strategy

1. Write a topic sentence that answers the question. Use words from the question to write your sentence. Dr. King's speeches were
2. Give a reason to support your answer. You can do this by adding a "because." Dr. King's speeches were because
3. Give an example from the story to support your answer. Dr. King's speeches were because An example of this is when

DURING READING

Apply the focus strategy

Notice the evidence:
Pg. 22... people from all around listened...
Pg. 24... famous speech...
Pg. 24... quarter million people came to hear him
Pg. 24... he had a dream...

Apply other strategies

Picture the crowd of people listening to Dr. King.
Can you guess what else Dr. King would have said in his I Have a Dream Speech?
Can you figure out why so many people would have come to hear Dr. King?
Can you connect to reading a speech or speaking in front of a large crowd like Dr. King did?
Did you notice how the author repeated the word "people" i.e. Poor people, rich people, white people, black people? Wonder why the author did this.

AFTER READING

CMT discussion questions

A1: What does this selection say about Dr. King's ability to speak?
A2: Which word best describes Dr. King's ability to speak?
C1: Would you agree that Dr. King is a brave leader? Use information throughout the text to support your answer?

Reflect on strategy

How would you be able to find out what a selection is mainly about? Why is this important to be able to do?
**DAILY READING PLANNER**

**CMT Objective:** A1: Determine the main idea (non-fiction) or theme/lesson within a written work

**Text:** Happy Birthday Martin Luther King  
**Pages:** 25-27

### BEFORE READING

| Establish prior knowledge, purpose, and predictions | **Prior Knowledge:** What have you done in the past to celebrate Dr. Martin Luther King’s Birthday? What type of activities or festivities do you know about have been done to celebrate special heroes like Dr. King Jr.?  
**Predictions:** Why do you think people celebrate his birthday?  
**Purpose:** What do you think we will learn about in this selection? |
| --- | --- |
| Introduce/review vocabulary | Pg. 25 cemetery  
Pg. 25 funeral  
Pg. 27 freedom |
| Introduce the focus strategy | A1: What statement best describes the main idea in the last paragraph on page 27?  
**Reading strategy:**  
1. Re-read *the paragraph* carefully. Don’t be distracted by the other pages. They might discuss a slightly different topic...  
2. Figure out what are the key words or phrases that will help you to determine the main idea. (Look for the topic sentence.)  
3. Ask yourself, “What is the author telling me overall. What did I learn by reading this section? This is the main idea?”  

**Selecting Strategy:**  
1. Read each choice carefully. This is going to tell you have to select the answer that covers the entire selection you just read.  
2. Eliminate options that are too vague or about other selections you have read.  
3. Don’t be fooled by sentences that are lengthy. Just because it is long doesn’t mean it is correct.  
4. Select the choice that best describes what the paragraph is mainly about. |

### DURING READING

| Apply the focus strategy | Notice the key words  
Pg 27 honor, freedom, ...we say “Happy Birthday, Dr. King.” |
| Apply other strategies | Can you guess what Dr. King would be proud of in our society today?  
Can you picture how many people honor Dr. King on his birthday?  
Can you figure out why the author called the book Happy Birthday, Martin Luther King?  
*Notice* how the author started with the birth of Dr. King and ended with his birthday being honored?  
Can you *wonder* why the author did this?  
Any *connections*? |

### AFTER READING

| CMT discussion questions | A1: What statement best describes the main idea in the last paragraph on page 27?  
A. Dr. King wanted worked hard toward peace for everyone including rich, poor, white and black.  
B. Dr. King was a peaceful good leader.  
C. Dr. King’s birthday is January, 15th  
D. ****Dr. King is honored on his birthday because he worked so hard for freedom for all people.  
C2: Using information from the story, write a brief paragraph telling why you would or would not have enjoyed knowing Dr. Martin Luther King?  
B3: What type of person do you think Dr. King was? How do you know this? |
| Reflect on strategy | What do you need to do in order to find the main idea of a paragraph?  
Do you think the author had to do any research in order to write this? |
APPLYING THE READING DURING INDEPENDENT READING
Finding the main idea of your nonfiction reading material will better help you understand what the text is about. While you read independently, pause after several paragraphs. NOTICE what the author is mostly talking about. On a post-it note briefly write what the topic/main idea is for that selection. After you are done reading, go back and reread your notes to figure out if there is one main idea for the whole text—or if there are several different main ideas.

APPLYING THE READING DURING READER’S WORKSHOP

<table>
<thead>
<tr>
<th>Comprehension follow-up activities</th>
<th>Info-gram: (Important people, places, dates, events, etc.) Constructing Meaning pg. 193</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good Questions to Ask Constructing Meaning pg. 195</td>
</tr>
<tr>
<td></td>
<td>Summary Frame For Informational Text pg. 189</td>
</tr>
<tr>
<td>Vocabulary extension</td>
<td>Complete a Word Map. See attached worksheet. Write the selected word in the center. Then have the students write in the appropriate sections the definition, a sentence or picture to show understanding, an example or synonym, and a non-example/antonym.</td>
</tr>
<tr>
<td>Fluency practice</td>
<td>Pretend you are informing a group of students about Dr. King’s life. Practice reading a selection in the text that you think is important. Practice reading them with feeling and emotion.</td>
</tr>
<tr>
<td>Working with words</td>
<td>Use the attached worksheet and have students find the short vowel e words and the long e words made with “ee” and “ea.” Have the students write them in the appropriate columns.</td>
</tr>
<tr>
<td>Written response to text</td>
<td>What would you say is the main idea of the story? Use evidence from the story to support your answer. (Written Response to Text, Question I.G)</td>
</tr>
<tr>
<td>Reading extension</td>
<td>Read another non fiction book or article about Dr. Martin Luther King Jr. After reading the article and reviewing Happy Birthday Martin Luther King, create a timeline of important events in his life.</td>
</tr>
<tr>
<td>Writing extension</td>
<td>Make a birthday card for Dr. Martin King. Inside the card, write a note to Dr. King expressing your thoughts and feelings about his accomplishments. Try to design your card just like a real “Hallmark” by illustrating the front cover, with a nice caption or heading. It might be a good idea to bring in examples of what birthday cards look like. If there are objections to birthdays because of religious affiliation have the students write letters to Dr. King.</td>
</tr>
</tbody>
</table>

APPLYING THE READING DURING GUIDED READING
In order to reinforce the reading focus strategy and CMT objective(s), please do one of the following with small groups of children who all read at a similar instructional level:
1. Reread today’s text (or a portion of the text). Have students use the strategy cue cards in order to activate all of their comprehension strategies, with a special emphasis on the focus strategy. (Rereading familiar text will work well with struggling readers who need to improve their fluency and who benefit from reading a text more than once to ensure comprehension.
2. Use a different piece of short text or a portion of longer text. If you can locate a text with a similar theme or on the same topic, that would be ideal, but is not mandatory. Again, use the strategy cue cards to reinforce all of the comprehension strategies. Pay particular attention to students’ application of the focus strategy. (Students reading on grade level will probably need you to facilitate their group. Advanced readers with a solid grasp of the strategies may be able to conduct their group as a literature circle without your present.)

REFLECTING ON READING
Whole class discussion to help students reflect on what they learned today about using the new strategy to become an even better reader.

- What do you need to do when identifying the main idea of a story or text? How has this helped you become a better reader? How will you apply this in your own reading?

You’ve probably read other books about Martin Luther King Jr. How does this one compare? Did you like it better?
# GOOD QUESTIONS TO ASK

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Text:</td>
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<tr>
<td>Who:</td>
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© 2004 Nancy N. Boyles, *Constructing Meaning*
In the story there are several words that have the long e sound made by vowel teams (ee, ea). There are also short vowel words. Find as many as you can and sort them in the columns below.

<table>
<thead>
<tr>
<th>Long e</th>
<th>Long e</th>
<th>Short e</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;ee&quot;</td>
<td>&quot;ea&quot;</td>
<td>&quot;cvc&quot;</td>
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</tbody>
</table>
What would you say is the main idea of this [article/chapter/paragraph]?

**ANSWER ORGANIZER**

1. Write a topic sentence that states the main idea.

2. Write a sentence that explains how you know this is the main idea.

3. Write one detail that shows that this is the main idea. Try to use some of the author's exact words.

4. Write a second detail that shows that this is the main idea. Try to use some of the author's exact words.

5. For an extra-strong answer, write about a third detail, with some of the author's exact words.
QUESTION 1.G

What would you say is the main idea of this text?

PLEASE ANSWER THIS QUESTION FOR THE FOLLOWING TEXT:

WHAT YOU NEED TO DO:
1. Write a topic sentence that states the main idea.
2. Write one sentence that explains how you know this is the main idea.
3. Give two or three details from the text that support this main idea. It would be good to use some of the author's exact words. (2 or 3 sentences)
LESSON 1
Establishing Prior Knowledge
Book: Happy Birthday, Martin Luther King!

The first lesson will allow the teacher to see what students understand about famous people and famous black Americans. The book the class will read is about Martin Luther King Jr. and students who have lived in the U.S. for at least a year will already know some basic facts about this famous person. The new arrivals will be able to relate to famous people because we will include famous people from their own country in the web we create. We will later narrow the topic to famous black Americans to distinguish the race and the contributions of this group, including Martin Luther King Jr. The modifications allow all the students to participate and visualize the results. If they do not know some of the vocabulary about careers or achievements, the teacher will provide some initially and assess what other words might be missing from their vocabulary. The words will be introduced using several modalities, including visuals like photos. Students might also be able to act out some of the words, use a synonym, or translate the words. These methods will engage the students emotionally, as well as modifying for different learning styles and language learners. All students will be able to participate on their level and will be able to see the distinction between the different types of careers or achievements of the famous people.

Content objective
1. Students will access prior knowledge by making a web of famous people.

Language objectives
Beginners will volunteer a name of a famous person and either describe the person in their first language (L1) or use photos, magazines or books about famous people that teacher has propped in a visible spot.
Intermediate students will use a sentence starter written on the board to name a famous person and what he or she did. Example: ________ is famous because_____. They will show subject-verb agreement.
Advanced students will make an independent statement in English about a famous person and give an example of what the person does or did. They will use the correct tense of the verb.

Vocabulary 10 minutes
The teacher will make vocabulary cards with the words: famous, singer, leader and author. The teacher should read the words out loud and ask students if they know the meaning of any word. The students or teacher can mime, translate or show a picture to establish the meaning. After establishing meaning, the
teacher will place these words along the top of the pocket chart for students to refer to during the lesson.

Lesson 20 minutes

Students will name famous people they know. They may be singers, authors, leaders or another category. They may be of any nationality or ethnicity. The teacher will have made a web as shown on figure 1 and add labels as necessary. For example, students may name a famous person from their country and the teacher will ask students to share what the person did. The students may use the vocabulary cards, ask a buddy or speak in their native language to explain what the person did. Once the teacher finds out what the person did, she can add the category to the map. Then she can connect the name to the category with a line. Students who have lived in the U.S. will be expected to know about Martin Luther King or Rosa Parks, because they have studied these people in previous years. Then the teacher can add other names of famous black Americans to the web in the appropriate category. She can highlight their names within each category.

Teacher will assess students' knowledge by asking them to write the names from the web onto a 2-column sort, shown in figure 2. The title of the sort is "Famous People," and one column says, "Black Americans." The other column says "Other Famous People."

Review 5 minutes

Teacher will ask students which are the famous black Americans. Each student will respond in the manner according to their level. The teacher will then tell them they will be reading about Martin Luther King the next day.
Figure 1

FAMOUS PEOPLE

- Dr. Seuss
- Daddy Yankee
- Singers
- Rosa Parks
- Leaders
- Dr. Martin Luther King Jr.
- Authors

Christina Fiasconaro

FLA 518

5/9/06

Famous Black Americans
| Black Americans | Other famous people |

**Famous People**

Name: ____________________________
A Young Patriot Story for Wintertime

When Washington Crossed The Delaware
The Story Of
Harvesting Hope
Cesar Chavez
Illustrated By
Kathleen

[Image of a child with hands over their face, looking up through a small opening]
Illustrated by Robert Căsăță
David A. Adler
Rosa Parks
A Picture Book Of
On Martin Luther King Day, we take time to remember what Dr. King did to make our world a better place. This is the story of a great man of peace with a vision of love and justice for Americans of all colors.

SCHOLASTIC INC.

ISBN 0-590-42379-7
Lesson 2
Happy Birthday, Martin Luther King

by Jean Marzollo • Illustrated by J. Brian Pinkney
Martin Luther King, Jr., was born on January 15, 1929, in Atlanta, Georgia. His parents loved him very much.
Martin went to elementary school, high school, and college in Atlanta. He was a good student. Later he went to divinity school in Pennsylvania.
LESSON 2
Reading to find the main idea
Happy Birthday, Martin Luther King
pp. 1-6

The lessons in the "Keys to Comprehension" curriculum are quite intensive in the skills and strategies that they aim to cover in 30 minutes over three to five days. They need to be modified to make sure the English Language Learners (ELLs) understand the concepts and are not just following along. Each book has a focus strategy and this book focuses on the method for finding the main idea of a non-fiction work. Students also need to understand the vocabulary. If the beginning students can at least get a familiar word that might represent an important idea as listed in the "beginner objectives," they will be participating and have some idea of what we are trying to accomplish. Each lesson also tries to incorporate good reading strategies, although it is impossible to focus on both the reading strategies and the content strand in just 30 minutes, so lessons 2-4 only touch on predicting what will be in the book, before moving on to the new lesson, since good readers make predictions before they start their stories. The lesson assumes the idea of predicting has been covered in depth at the beginning of the school year. It should be routine for the students at this point in the school year. The fact that beginning students have a page that they can highlight or that is already highlighted provides a tactile input and allows them to focus on the important words or ideas without being overwhelmed by the content. The teacher will show students how to arrange the main idea and supporting details on a web (figure 3) which will be continued in the next 2 lessons.

Content objective
1. A-1 Students will identify the main idea in a source of historical information.

Language objectives
Beginning students will point to the main idea and read at least one word in the sentence.
Intermediate students will read the main idea.
Advanced students will read the main idea sentence in the text and identify at least one detail.

Vocabulary 5 min.
Teacher will prepare cards with the words elementary and divinity written in marker. At the beginning of the lesson, the teacher will hold up each card and ask students if they know the meaning, using mime, translation or a definition. For beginners, the teacher may have a copy of a picture from the book that may illustrate the definition. The student who defines the word will hold the card.
the word will hold the card. Students will hold up their cards as the teacher reads aloud the word within the context of the story.

LESSON 20 minutes

BEFORE READING

Predict: Ask the students to look at the front and back cover to predict what this book will be about. Ask them: "What do we know about Martin Luther King? How will what we already know about Martin Luther King help us read it?"

Purpose: Tell the students that they are going to look for the main idea. Ask them what to do to find it. Explain that they will look for what all the sentences have in common. They will look for evidence. The teacher will hand out mini post it notes to have students mark the main idea in the book.

DURING READING

Before the lesson the teacher should copy pages of the story with the main idea and highlight the words that will help the students find the main idea. At the end of the reading, the students will be able to read one highlighted passage, which will reflect the main idea.

In the first section, note the main idea of MLK as a young man. As students read and point out main idea and details, the teacher will write examples on sentence strips.

Text evidence (proof):
- p. 1 birthdate
- p. 3 called junior, look at picture of MLK as young man
- p. 6 Martin went to school

We can figure out what type of student MLK was. What do you think?
We ask ourselves, "What did we learn on these pages?" This is the topic or main idea.

AFTER READING

Put the sentence strips together to illustrate one main idea of the selection, with its supporting details. For an extension, the students can use these sentence strips to interactively fill out the Answer Frame (figure 4).

Reflect 5 minutes

What do you need to do to find out what the section is mainly about? How does this help you as a reader?
Martin Luther King Jr.

- Same name as his father
- Growing up in Atlanta
- Liked to study

Figure 3

FIND THE MAIN IDEA AND "PROVE IT!"
What would you say is the main idea of this [article/chapter/paragraph]?

ANSWER FRAME

The main idea of this is

I can tell this is the main idea because

Some details that support this are:

1. 

2. 

3. 

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LESSON 3
Reading to find the main idea
Happy Birthday, Martin Luther King
pp. 7-14

Content objective
1. A-1 Students will identify the main idea in a source of historical information.

Language objectives
Beginning students will point to the main idea and read at least one word in the sentence.
Intermediate students will read the main idea.
Advanced students will read the main idea sentence in the text and identify at least one detail.

Vocabulary 5 min.
Teacher will prepare cards with the words pastor, divinity, and minister written in marker. At the beginning of the lesson, the teacher will hold up each card and ask students if they know the meaning, using mime, translation or a definition. For beginners, the teacher may have a copy of a picture from the book that may illustrate the definition. The student who defines the word will hold the card. Students will hold up their cards as the teacher reads aloud the word within the context of the story.

LESSON 20 minutes
BEFORE READING
Predict: Ask the students to look at the front and back cover to predict what this book will be about. What do we know about Martin Luther King? How will what we already know about Martin Luther King help us read it?
Purpose: Tell the students that they are going to look for the main idea. Ask them what to do to find it. They may refer to the main idea web in figure 5 to help them explain. The teacher will hand out mini post it notes to have students mark the main idea in the book.
DURING READING
p. 7 Note when the main idea changes to Dr. King's work as a minister. Find examples of this.
p. 9 help people in need
p. 11 asked people not to fight
p. 11 peaceful ways to solve problems.
We can figure out what type of pastor MLK was. What do you think? We ask ourselves, "What did we learn on these pages?" This is the topic or main idea.

**AFTER READING**

Put the sentence strips together to illustrate one main idea of the selection, with its supporting details. For an extension, the students can use these sentence strips to interactively fill out the Answer Frame (figure 4).

**Reflect 5 minutes**

What do you need to do to find out what the section is mainly about? How does this help you as a reader?
LESSON 4
Reading to find the main idea
Happy Birthday, Martin Luther King
pp. 15-end

Content objective
1. A-1 Students will identify the main idea in a source of historical information.

Language objectives
Beginning students will point to the main idea and read at least one word in the sentence.
Intermediate students will read the main idea.
Advanced students will read the main idea sentence in the text and identify at least one detail.

Vocabulary 5 min.
Teacher will prepare cards with the words law, talent, leadership, justice, drinking fountain written in marker. At the beginning of the lesson, the teacher will hold up each card and ask students if they know the meaning, using mime, translation or a definition. For beginners, the teacher may have a copy of a picture from the book that may illustrate the definition. The student who defines the word will hold the card. Students will hold up their cards as the teacher reads aloud the word within the context of the story.

LESSON 20 minutes
BEFORE READING
Predict: Ask the students to remember what they know about Martin Luther King. How will what we already know about Martin Luther King help us read the next part?
Purpose: Tell the students that they are going to look for the main idea. Ask them what to do to find it. They may refer to the main idea web in figure 5 to help them explain. The teacher will hand out mini post it notes to have students mark the main idea in the book.

DURING READING
Note that in this section the topic changes to King's work to help people be equal.
p. 15 African Americans could only sit in certain places on the bus.
p. 16 MLK said this law needed to be changed.
p. 18 African Americans could only use certain restaurants and drinking fountains.
MLK helped change these laws.
p. 19 Black children and white children couldn't go to school together.
MLK changed this law too.
Note the change here to talk about his leadership qualities.
p. 22 ...had a special talent for leadership...people from all around the world listened.
p. 24 ...1963 ...gave the most famous speech of his life.
We ask ourselves, "What did we learn on these pages?" This is the topic or main idea.

AFTER READING
Put the sentence strips together to illustrate one main idea of the selection, with its supporting details. For an extension, the students can use these sentence strips to interactively fill out the Answer Frame (figure 4).

Reflect 5 minutes
What do you need to do to find out what the section is mainly about? How does this help you as a reader?
Figure 5

FIND THE MAIN IDEA AND "PROVE IT!"

same name as his father

born in Atlanta

Martin Luther King Jr.

growing up

liked to study

riding on the bus

helped change laws

going to school together

became a pastor

helped sick people

asked people not to fight

made speeches

said prayers and sang songs

people from around the world followed him
LESSON 5
Biography

Reread Happy Birthday Martin Luther King

Having read the entire story looking for main idea, we will discuss another aspect of non-fiction, called biography. Separating the two ideas will help the students focus rather than confusing the main idea and the biography by doing them at the same time. Again, this will be a new concept for some students, regardless of their language abilities, but for beginners, the timeline will allow the students to visualize the idea. They can just move the date from their page to the timeline. It will show them dates, facts and sequence. It will be a visual representation of the story as well, to add to their understanding. The intermediate students will need to start practicing how to write and prove their point, although they will need sentence starters so they will not get frustrated. The students can use a fun format in which to write their response, reminding them they are celebrating the life and birthday of Dr. King, but the advanced students will be writing on their own. They should be able to form their sentences independently and use the vocabulary in the pocket chart to help them.

Content objectives
1. Students will identify the characteristics of a biography.

Language objectives
Beginning students will fill in one part of a timeline.
Intermediate students will use sentence starter, "This is a biography because it has---," to write one reason.
Advanced students will write a reason and example of why it is a biography.

LESSON 20 minutes

BEFORE READING
Prior knowledge: Does anyone know what appears in a biography? (Dates, facts, sequence, someone else tells the story). Make a chart listing the parts of a biography (see figure 6). Pass out vocabulary cards for students to hold while reading.

Purpose: Let's read to find proof that this is a biography.

DURING READING
Teacher will make a copy of pages with biographical information for beginning students and have them highlight examples as we find them. Note the dates, places and important events in Dr. King's life, such as his birth, when he became a pastor, asking people to be peaceful, helping to change the laws, giving his speech in 1963 and his death.
AFTER READING
Allow all students to fold a 17"x22" piece of white construction paper in half horizontally like a "hamburger." Paste the timeline in figure 6a into the inside of the folded paper for beginning students. They will make a birthday greeting on the outside and fill in 3 events in Martin Luther King Jr.'s life. The intermediate students will write a birthday card using a sentence starter such as, "This is a biography because________." They will write 2 reasons or facts about Dr. King's life. Advanced students will make a birthday card with a reason and 3 examples of why it is a biography.

Reflect 5 minutes
What do you need to look for to find out if a book is a biography?
Figure 6

BIOGRAPHY

TRUE STORY ABOUT A PERSON'S LIFE

dates

facts

someone else tells story

sequence

Famous Black Americans
FLA 518
Christina Fiasconaro

5/9/06
Figure 6a

Timeline of Martin Luther King's Life

He was born on ______
in Atlanta, Georgia.

He became a ________
like his father

He asked people not to fight.

He helped to change ________.

In 1963 he gave the most famous speech of his life.

He died when someone shot him.
Lesson 3
Rosa Parks was born in Tuskegee, Alabama, on February 4, 1913. Her mother, Leona Edwards McCauley, was a schoolteacher. Rosa’s father, James McCauley, was a carpenter and housebuilder. Rosa was the great-granddaughter of slaves.
Soon after Rosa was born, her family moved to Pine Level, Alabama. They lived on Rosa’s grandparents’ small farm where there were cows, chickens, fruit, and nut trees.

In 1915, when Rosa was two years old, her brother Sylvester was born. Soon after that their father left. He moved around to find work. While Rosa was growing up, she hardly saw him.

As Rosa grew older, she worked on her grandparents’ farm and in the nearby cotton fields. In the spring she cleared weeds away. In the fall she picked cotton.
While Rosa lived in Pine Level, the Ku Klux Klan, a band of hate-filled whites, was active there. They wore white robes and covered their faces with pointed hoods. In southern cities and elsewhere in the United States, members of the Klan marched and helped elect political candidates who shared their hatred of African Americans, Roman Catholics, Jews, and foreigners. They burned crosses and beat, tortured, and killed many African Americans. Rosa’s grandfather, Sylvester Edwards, carried a shotgun to protect his family from the Klan.
Twelve years later, on Thursday December 1, 1955, Rosa Parks met James Blake again. Rosa was coming home from her work as a tailor’s assistant at a Montgomery department store. She got on the Cleveland Avenue bus and took a seat in the middle section. African Americans were allowed to sit in the back and in the middle section, too, as long as no white passenger was left standing.

At the next stop, some white passengers got on, and, because the bus was crowded, moved to the middle section, where Rosa was sitting. The driver told the four African American passengers in Rosa’s row to get up. Three of them did, but not Rosa Parks. She had paid the same fare as the white passengers. She knew it was the law in Montgomery that she give up her seat, but she also knew the law was unfair. James Blake called the police, and Rosa Parks was arrested.
On Monday, December 5, Rosa went to the local court and was found guilty of breaking the segregation laws. She was fined ten dollars plus court costs. Rosa and her lawyers appealed to a higher court.

Beginning on December 5, to protest the arrest of Rosa Parks, African Americans in Montgomery refused to ride on public buses. They found other ways to get to work. Many walked, some as far as twelve miles.
The bus boycott was led by Dr. Martin Luther King, Jr., the new minister at the Dexter Avenue Baptist Church. On Monday evening, December 5, he spoke to a large crowd. He explained the reason for the boycott. "There comes a time," he said, "that people get tired. We are here this evening to say to those who have mistreated us so long, that we are tired—tired of being segregated and humiliated, tired of being kicked about by the brutal feet of oppression."
The boycott lasted more than a year. During that time almost no African Americans rode a public bus in Montgomery, Alabama.

Rosa Parks, Dr. King, and many others were arrested. Homes of boycott leaders were bombed.

On November 13, 1956, the United States Supreme Court ruled that segregation on public buses was against the law. On December 21, after the court order reached Montgomery, the boycott ended. News reporters came to talk to Rosa and to photograph her sitting on a bus again.
In 1987 Rosa founded the Rosa and Raymond Parks Institute for Self-Development to give young people hope and to help them complete their education.

Rosa Parks has been called the "Mother of the Civil Rights Movement." The movement brought many needed changes in the United States. It is now against the law for Americans to discriminate against people because of their race, color, religion, or nationality, at work or in restaurants, hotels, and other public places. The right of every citizen to vote is protected.

Rosa Parks has received many honors, among them the Spingarn Medal, the Martin Luther King, Jr., Nonviolent Peace Prize, the Eleanor Roosevelt Woman of Courage Award, and the Presidential Medal of Freedom. Cleveland Avenue in Montgomery was renamed Rosa Parks Boulevard.
It is important to recognize that women can be famous black Americans too. Rosa Parks was a galvanizing force behind the civil rights movement and shows how people can make changes. We will work on feeling words, again, assuming this has been covered before and needs to be revisited, but students will also see the bounds of what people can do to create change and how that change affects us today. This lesson will help their communication skills, and it is hoped that they will also be able to use their new feeling words in writing and conversation. They will also understand how things changed after Rosa Parks and Dr. King to bring us to the beliefs we have today. Even if students can only write one word, their drawings should show whether they understand the reading and the concept.

There is no social studies curriculum for this age group, so we concentrate on relationships and community helpers. Rosa Parks fits into these categories. The students will also orally review how to find the main idea, although that is not the main focus of this lesson and would take too much time to discuss or write about.

**Content objectives**

1. Students will display empathy for people who have lived in the past
2. Students will recognize relationships between events and people of the past and present circumstances, concerns and developments.

**Language objectives**

Beginning students will identify a feeling word during activity.

Intermediate students will describe a feeling in writing using a sentence starter.

Example: People felt ______ before Rosa Parks because ______.

People felt ______ after Rosa Parks because ______.

Advanced students will describe a feeling in writing and give a reason.

**LESSON 45 minutes**

**BEFORE READING**

Prior knowledge: Ask the students to remember something they learned about Rosa Parks in *Happy Birthday Martin Luther King*. Ask how she worked with Martin Luther King Jr.

Purpose: Tell the students that they are going to read and find some ways that people were treated differently before and after the civil rights movement and Rosa Park’s actions.
DURING READING
Briefly point out one main idea with a supporting example. Review what parts of the book show that it is a biography. Talk about the feelings of people at that time. More advanced students can come up with feeling words, but teacher may suggest words such as frustrated, scared, determined.
As the teacher finishes reading, she will ask the following questions:
Connection: "Do you know anyone in your community who tries to make changes to help people?"
"Can you figure out why so many people followed Rosa Parks and Dr. King?"
"Why did the law need to be changed?"
AFTER READING
Picture: Students will hold a 17"x22" piece of white construction paper and fold it in half widthwise like a "hamburger," (see figure 7). They will label the left side "Before Rosa Parks" and the right side "After Rosa Parks." They will draw a picture to illustrate people's feelings before Rosa Parks refused to give up her seat and after her actions helped change the laws. Beginning students will label a feeling word on each side of the picture. Intermediate students will identify a feeling on each side using a sentence starter listed in the language objectives which will be posted in the classroom. More advanced students will write a sentence to explain each side of the picture, using feelings. Feeling words are used often in writing and will be posted in the writing center, accompanied by a picture.
Review 5 minutes
Check the web made on the first day to find out which famous people the class has read about. Draw a target next to those names.
Lesson 4
LESSON 7
Conflict
Book: Rosa Parks

Students constantly have conflict in their relationships with their classmates, and we try to infuse the day with positive statements, ways to resolve problems and understanding of others' feelings. Now that students have reviewed some feelings, and understood other perspectives, they need words to resolve their conflicts and see how others have resolved conflict. They will read a book that they are already somewhat familiar with to help them focus on the concept instead of trying to teach two things: the book and the concept. The new concept will be violence and non-violence, and of course, which one is best to use in school and might be most successful in life. The students will not learn this just from one lesson; it will require constant review to absorb this into their thoughts and habits. However, it will go a long way to understanding the "struggle" of the civil rights movement and the changes it brought about. The beginning students will be learning some important social customs and vocabulary, while the other students will learn some words to help get what they need and diffuse problems. The intermediate students will be able to make a statement using a sentence starter, and the advanced students can act out a short situation. The visual demo will help the beginner and intermediate students understand the concept and hear more vocabulary and the advanced students will be demonstrating their understanding. This lesson would be done over 2 days to allow for the role plays.

Content Objectives
1. Students will demonstrate knowledge of major trends in state and local history, including history of original peoples, early settlements and selected changes over the past two centuries.
2. Students will explain different types of conflict, different ways in which conflicts have been resolved, and different ways that conflicts and their resolutions have affected people.
3. Students will establish, explain and apply criteria useful in evaluating rules and laws for solving problems and resolving conflicts between people.

Language Objectives
Beginning students will identify a word to help solve a conflict, like "please, excuse me, or help."
Intermediate students will orally make a simple rule using a sentence starter, "My rule is--."
Prior knowledge 10 minutes

The teacher will start by asking students what they learn in school about solving problems. She will ask them if they know what a conflict is. Two students could act out a quick example. The teacher could tell one student that the other student took her pencil. What should the students do?

LESSON 45 minutes

BEFORE READING

Purpose: The teacher will read aloud Rosa Parks biography to find out what the conflict was.

DURING READING

How did Rosa Parks and Dr. King resolve their conflict? The teacher will have made copies of the pages that show examples of conflict resolution. The students can highlight the information as the teacher reads and looks for examples of non-violence.

AFTER READING

The teacher will review with the class some conflicts that might occur in school. Together, the class and teacher will make a two way sort (figure 8) showing how to resolve them violently or non-violently. The class will discuss which ones students can use in school. The teacher will assign a conflict from the chart to students. Students will work in pairs to create a solution to the conflict, according to their language objective. Advanced students will act out a role play. At the end of the lesson, students will note if there is a difference between the initiation scene and the scene at the end of the lesson.
<table>
<thead>
<tr>
<th>Violent</th>
<th>non-violent</th>
</tr>
</thead>
</table>

Figure 8
Appendix
SHELTERED CONTENT STRATEGIES CHECKLIST

Making lessons comprehensible through contextualization
- Prior knowledge web ................................................................. Lesson 1
- Making use of the cultural capital in the room ......................... Lesson 1
- Partner work ............................................................................... Lesson 5

Using an extensive amount of visuals ........................................ All lessons

Creating opportunities to negotiate meaning ............................. Lesson 2, 5
Question and answer opportunities ............................................. Lesson 2, 5

Making written academic text comprehensible
- Graphic organizers ................................................................. Lesson 1, 3, 5
- Timelines .................................................................................. Lesson 4
- Modification of text ................................................................. Lesson 2, 4, 5

Making classroom talk comprehensible
- Word walls ............................................................................... All lessons
- Frequent repetition of terms .................................................... All lessons
- Framing main ideas ................................................................. Lesson 2
GRAMMAR CHECKLIST

Adjectives.................................................................p. 12 Lesson 6
Past tense-irregular and regular........................................p. 12 Lesson 6, Lessons 2-4
Polite phrases/commands..................................................p. 13, Lesson 7
Sequence words: First, Next, Then, After that, Finally................p. 9 Lesson 5
Subject-Verb Agreement....................................................p. 1 Lesson 1
<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Page and Lesson</th>
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<tr>
<td>conflict</td>
<td>p. 14 Lesson 7</td>
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<td>dates</td>
<td>p. 9 Lesson 5</td>
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<tr>
<td>determined</td>
<td>p. 12 Lesson 6</td>
</tr>
<tr>
<td>divinity</td>
<td>p. 3 Lesson 2; p. 5 Lesson 3</td>
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<td>talent</td>
<td>p. 7 Lesson 4</td>
</tr>
<tr>
<td>violent</td>
<td>p. 13 Lesson 7</td>
</tr>
</tbody>
</table>
RESOURCES


Boyles, Nancy and New Haven Reading Department. *Keys to Comprehension*.


Connecticut State Frameworks, Social Studies.