



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 4
Determining Author’s Opinions, Reasons, and Evidence: Signs of Hope and Progress for African Americans in the 1920s (*Promises to Keep*, Pages 14–15)



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using quotes from the text. (RI.5.1)

I can determine the main idea(s) of an informational text based on key details. (RI.5.2)

I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)

Supporting Learning Targets

- I can summarize the information in *Promises to Keep* about life for African Americans in the 1920s.
- I can identify the reasons and evidence Sharon Robinson uses to support an opinion about life for African Americans in the 1920s.
- I can explain how the reasons I identify support Sharon Robinson’s opinion.

Ongoing Assessment

- Great Migration Venn diagram (homework from Lesson 3)
- Vocabulary cards
- Journal (Author’s Opinion, Reasons, and Evidence graphic organizer)
- Evidence flags



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Homework Review (5 minutes)</p> <p>B. Engaging the Reader: Tea Party Protocol to Infer about Life for African Americans in the 1920s (10 minutes)</p> <p>2. Work Time</p> <p>A. First Read: Getting the Gist about Life for African Americans in the 1920s (10 minutes)</p> <p>B. Guided Practice: Identifying Reasons and Evidence That Support the Author’s Opinion (15 minutes)</p> <p>C. Small Group Practice: Identifying Reasons and Evidence That Support the Author’s Opinion (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief (5 minutes)</p> <p>4. Homework</p> <p>A. Read pages 16–19 of <i>Promises to Keep</i>. Answer homework questions on index cards.</p>	<ul style="list-style-type: none"> • This lesson introduces a new graphic organizer: Author’s Opinion, Reasons, and Evidence. This organizer builds directly on the Opinion and Evidence graphic organizer (from Unit 1). During Work Time B, the distinction between the terms <i>opinion</i>, <i>reasons</i>, and <i>evidence</i> is defined for students. Review and become familiar with these terms in order to define them clearly and consistently for students. • The guided practice (Work Time B) is particularly important for the overall success of the module, since it lays the foundation for students’ writing in Unit 3. After students identify the author’s opinion, reasons, and evidence, they work to explain how the reasons support the opinion. Encourage students to explain their thinking and make clear connections between the opinion and reasons by using statements such as: “The opinion _____ is supported by the reason _____ BECAUSE the reason is an example of _____.” These skills also are reinforced in future lessons. • During Opening B, students will participate in the Tea Party protocol. They read and discuss Tea Party cards with information from the picture captions on pages 14 and 15 of <i>Promises to Keep</i> in order to make inferences about what life was like in the 1920s for African Americans. There are only eight Tea Party cards, so at least three students should receive the same card. • In advance: Add to the Jackie Robinson and Life in America anchor chart, which students work with during the closing of this lesson. In the far left-hand column write: “During Jackie Robinson’s Childhood.” In the center column, write: “1920s.” • Review: Tea Party protocol (see Appendix). • Post: Learning targets.



Lesson Vocabulary	Materials
<p>opinion (Unit 1), reasons, evidence (Unit 1); operated, anti-segregation, resistance (14), Harlem Renaissance, rose (v., past tense of “rise”) (15)</p>	<ul style="list-style-type: none"> • Tea Party cards (enough so that each student gets a different one) • <i>Promises to Keep</i> (book; one per student) • Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2) • Document camera or projector • Students’ journals • Author’s Opinions, Reasons, and Evidence graphic organizer (one for display) • Evidence flags (small sticky notes, four per student) • Lesson 4 task card (one per group) • Vocabulary Strategies anchor chart (from Unit 1, Lesson 1) • Jackie Robinson and Life in America anchor chart (begun in Lesson 2) • Index cards (three per student)

Opening	Meeting Students’ Needs
<p>A. Homework Review (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to meet with partners to share the Great Migration Venn diagram and two of the vocabulary cards they completed for homework. 	<ul style="list-style-type: none"> • Intentionally partner ELL students with other students who speak the same home language.



Opening (continued)	Meeting Students’ Needs
<p>B. Engaging the Reader: Life in the 1920s for African Americans (10 minutes)</p> <ul style="list-style-type: none"> • Remind students they are learning about what life was like for African Americans in the United States both before and during Jackie Robinson’s life. This will help them better understand the impact Jackie Robinson made on American society as he overcame barriers of segregation and racism. • Tell students they will use the Tea Party protocol to read information about famous African Americans to help them make inferences about what life was like for African Americans in the 1920s. • Cold call several students to recall the meaning of the word <i>inference</i> (ideas we have based on what we read, hear, or see). • Remind students that they participated in a Tea Party in Unit 1 of this module, when they were beginning to build their background knowledge about the importance of sports in American culture. • Explain that each student will receive a card with information about a famous African American who lived during the 1920s. Distribute the Tea Party cards. (Make sure at least three students receive the same card.) • Give directions for students to <u>prepare</u> for the Tea Party: <ol style="list-style-type: none"> 1. On your own, read the information on your card. 2. Then make an inference about what life was like for African Americans, based on the information. 3. Write your inference on the back of your card. • Give students 3 or 4 minutes to read their cards and write inferences. • Give the next directions for the <u>actual</u> tea party. Students will circulate around the room and do the following: <ol style="list-style-type: none"> 1. First, find the individuals who have the same information. 2. Then discuss the similarities (compare) and differences (contrast) between their inferences (2 to 3 minutes). 3. Finally, meet with at least one other peer who has a different piece of information to discuss their information and inferences (2 to 3 minutes). 	<ul style="list-style-type: none"> • Intentionally give the same Tea Party protocol cards to a heterogeneous mix of students, so students who may need support will end up working with stronger readers. • Write the directions for preparing for the Tea Party protocol and Tea Party on the white board for students to reference as they work. • Students who struggle with writing may need to dictate their inference to a partner or teacher.



Opening (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Ask students to return to their seats and turn and talk with a peer: <ul style="list-style-type: none"> * “What did you infer about what life was like for African Americans during the 1920s?” • Ask several students to share out their inferences. Listen for: <ul style="list-style-type: none"> – “African Americans were speaking out about the violence they suffered.” – “They were making changes in society by starting schools and organizations like the NAACP.” – “There were famous African American authors, poets, actors, entrepreneurs, educators.” 	

Work Time	Meeting Students’ Needs
<p>A. First Read: Getting the Gist about Life for Americans in the 1920s (10 minutes)</p> <ul style="list-style-type: none"> • Ensure all students have access to <i>Promises to Keep</i> and ask them to sit with their small group. Students will remain in groups until Closing and Assessment. • Read the first learning target with the students: <ul style="list-style-type: none"> * “I can summarize the information in <i>Promises to Keep</i> about life for African Americans in the 1920s.” • Direct students to open their books to pages 14 and 15, and display the Features of Informational Text anchor chart (from Lesson 1) using a document camera or projector. Ask students to first review features already listed for biographies (a narrative, like a story; has a lot of details about a person’s life and times; told in chronological order; includes pictures of the person at different ages, etc.). • Then ask students to look closely at pages 14 and 15 to identify text features they notice. Ensure that they identify the photographs and captions on the sides and bottoms of these pages. Ask several students to share out how these text features help us as readers. Listen for: <ul style="list-style-type: none"> – “Photographs help us ‘see’ the people the text may refer to.” – “Captions share important details about the pictures.” 	<ul style="list-style-type: none"> • Strategically group stronger readers and writers with students who struggle with grade-level text. • Provide <i>Promises to Keep</i> for ELL students in the students’ home language. • Students may need to review how to summarize based on details from text (from Lesson 3). • Some students may need the text reread a second time to determine the gist. • Struggling writers may need to dictate their gist to a partner or teacher.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Ask students what they typically do when they first read a new text. Listen for students to say: <ul style="list-style-type: none"> – “Read to determine the gist.” – “Summarize the main idea of the text.” • Ask students to follow along silently as they hear a first read of the main text on pages 14 through 15 (start with “While my father fought …” and end with “... fame and popularity through the Harlem Renaissance”). • Prompt students to take 1 or 2 minutes to think about and discuss with their group members: <ul style="list-style-type: none"> * “What is the gist of this passage?” * “What was life like for African Americans in the 1920s?” • Direct students to turn to a new page in their students’ journals to record the gist of this passage. • Cold call a few students to share what they have written. Listen for ideas such as: <ul style="list-style-type: none"> – “African American leaders were working to change the way black people were treated in America.” – By the 1920s, African Americans owned businesses and worked as teachers, nurses, doctors, and lawyers.” 	
<p>B. Guided Practice: Identifying Reasons and Evidence That Support the Author’s Opinion (15 minutes)</p> <ul style="list-style-type: none"> • Read the second learning target aloud: <ul style="list-style-type: none"> * “I can identify the reasons and evidence Sharon Robinson uses to support an opinion about life for African Americans in the 1920s.” • Say: “Sharon Robinson shares many opinions throughout this book.” Ask several students to share what they recall about the word <i>opinion</i>, from Unit 1. Listen for: <ul style="list-style-type: none"> – “A person’s point of view.” – “Position on an issue.” – “Not everyone may agree.” – “Can be argued.” • Display the Author’s Opinions, Reasons, and Evidence graphic organizer and ask students to create this graphic organizer on a new page in their journals. 	<ul style="list-style-type: none"> • Provide visual clues (e.g., a magnifying glass for <i>identify</i>, a person holding up another person for <i>support</i>) for academic vocabulary words in learning targets. • Provide a copy of the Author’s Opinions, Reasons, and Evidence graphic organizer for those students who struggle with copying information into their journals.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Point out the Author’s Opinion (WHAT the author believes) line at the top of the organizer. Say: <ul style="list-style-type: none"> * “The author’s opinion, or point of view, can also be thought of as WHAT the author believes.” • Remind students that in Unit 1 they determined the author’s opinion within small chunks of text. In this unit, however, they will determine the author’s opinion for a passage, or several pages of a text. • Explain to students that authors will let us know “What” they think (their “opinion”) somewhere within the passage of text (beginning, middle, or end). Authors support their opinions by providing reasons and evidence. • Point out the lines titled “Reason” (WHY the author believes an opinion) to students. Explain that this is a new element they will begin to identify in an author’s argument. Say to students: “An author’s opinion is WHAT the author believes. The reasons an author provides to support an opinion tells us ‘why’ the author believes the opinion.” • Then direct students’ attention to the two lines titled “Evidence.” Ask students to recall what <i>evidence</i> is, from Unit 1 (facts, specific details). • Tell students they will now work with their group members to determine the author’s opinion—WHAT the author believes—for the passage on pages 14 and 15. Orient students to the text. Ask them to number the paragraphs of the main text on pages 12 to 15 (there are four paragraphs total). (Be sure students know to focus on the text on the white borders, not the captions they worked with earlier, which are on the orange borders.) • Focus students’ attention on page 14, Paragraphs 1 and 2 (starting with “While my father …” and ending “... signs of hope and progress”). Ask students to follow along silently as these two paragraphs are read aloud. • Give students 1 or 2 minutes to discuss in their groups: <ul style="list-style-type: none"> * “WHAT is the author’s opinion about life for African Americans in the 1920s?” • Invite several students to share their thinking whole group. Listen for: “By the 1920s there were visible signs of hope and progress for African Americans.” Write this on the line next to Author’s Opinion, and ask students to record the opinion onto the graphic organizers in their journals. 	<ul style="list-style-type: none"> • Provide visual clues for <i>Opinion</i> (an exclamation point), <i>Reasons</i> (a question mark), and <i>Evidence</i> (a check mark). • Some students may need the portion of text reread a second time in order to determine the author’s opinion, reasons, and evidence. • Write, or chart, the directions to complete with their group members on the white board so that students may reference them while they work.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Probe students’ thinking by asking: <ul style="list-style-type: none"> * “How is this an opinion?” * “Can it be argued or could someone disagree?” • Listen for students to share ideas such as: “It is an opinion because not everyone may agree there were signs of change or hope for African Americans in the 1920s.” • Focus students’ attention on Paragraph 3, pages 14 and 15 (starting “Black-owned and operated ...” and ending “... encourage an anti-segregation resistance movement.”). • Say: “Now we will read the third paragraph to determine one reason WHY Sharon Robinson believes there were signs of hope and progress for African Americans in the 1920s.” Read aloud as students follow along silently. • Say to students: “As I read this paragraph aloud, I heard that there were several black-owned and operated newspapers. I think this is part of WHY Sharon Robinson believes there were signs of hope and progress for African Americans in the 1920s, because we learned that before the 1920s African Americans had been enslaved, segregated, and would have been kept from owning a business.” • Paraphrase the text and write: “African Americans owned and managed newspapers,” next to the first Reason line on the graphic organizer. Ask students to record this on their graphic organizers. • Direct students’ attention to the two lines on the graphic organizer below the first Reason, titled Evidence. Ask students to recall what “evidence” is, from Unit 1 (facts, specific details, information). • Distribute four evidence flags to each student (students will use two evidence flags in Work Time B, and two in Work Time C). • Tell students to take 3 or 4 minutes to complete the following with their group members: <ol style="list-style-type: none"> 1. Reread the third paragraph to identify evidence (facts, specific details, information) about the newspapers owned and run by African Americans. 2. Mark the evidence you locate with evidence flags. 3. Discuss with your group members the evidence you locate. 	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • After students reread, mark evidence, and discuss with their group members, ask: <ul style="list-style-type: none"> * “What evidence (facts, details) did you locate in this paragraph about newspapers owned and managed by African Americans?” • Listen for: <ul style="list-style-type: none"> – “There were black-owned newspapers in major cities like Chicago, Pittsburgh, and Boston.” – “There were newspapers and magazines that wrote specifically for and about the story and life of African Americans.” – “Black-owned newspapers and magazines told stories of progress.” – “Encouraged an anti-segregation movement.” • Paraphrase and record students’ responses on the graphic organizer. Ask students to record paraphrased evidence on the graphic organizers in their journals. • Tell students that in the next step of Work Time, they will work in their groups to identify another reason and supporting evidence for Sharon Robinson’s opinion that there were signs of hope and progress for African Americans in the 1920s. 	
<p>C. Small Group Practice: Identifying Reasons and Evidence That Support the Author’s Opinion (15 minutes)</p> <ul style="list-style-type: none"> • Remind students they are still working on the same learning target. • Focus students’ attention on Paragraph 4 (the main paragraph on page 15, starting: “There was also a small but growing ...” and ending “... fame and popularity through the Harlem Renaissance”). Display and distribute the Lesson 4 task cards (one per group). • Read each step of the task card aloud to students. Clarify directions as necessary. Direct students to take 7 to 8 minutes to complete the steps listed on their task cards. 	<ul style="list-style-type: none"> • Some groups may need additional time to identify additional reasons and evidence.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Circulate to support as needed. As students read, focus their attention on key vocabulary in this paragraph: <ul style="list-style-type: none"> – Harlem Renaissance (an African American cultural and artistic movement of the 1920s that centered on the neighborhood of Harlem, in New York) – rose (the past tense of the verb “rise,” meaning “became more successful”) • Encourage students to refer to the Vocabulary Strategies anchor chart for support with determining the meaning of unfamiliar words or phrases. • After 7 to 8 minutes, refocus students whole group. Cold call several students to share out the Reason and Evidence they identified to support the author’s opinion. Listen for: <ul style="list-style-type: none"> – “The author’s opinion that there was progress for African Americans in the 1920s is supported by the reasons such as: There was a growing group of professional African Americans. Evidence to support this includes the fact that African Americans taught school and were nurses, doctors, lawyers, and business owners. In addition, the Harlem Renaissance gave us great African American writers, artists and musicians.” • Ask: <ul style="list-style-type: none"> * “How do the reason and evidence you identified in Paragraph 4 support the author’s opinion that there was progress for African Americans in the 1920s?” • Listen for students to make connections between the opinion and the reasons and evidence they identified. For example: “Sharon Robinson supports her opinion that there were signs of progress for African Americans in the 1920s by giving the reason that there were a growing number of African Americans in professional jobs. This reason supports the opinion because in the past, African Americans had been forced into slavery and were kept out of professional careers through segregation laws. The evidence gives specific examples of the types of professional jobs African Americans held in the 1920s, such as doctors, lawyers, nurses, and educators.” • Help students recognize that while Sharon Robinson believes there were “visible signs of hope and progress” for African Americans during the 1920s, the United States was still segregated. Emphasize the importance of this as they keep reading about Jackie Robinson’s life because it will help them better understand that there were still significant barriers to overcome. • Congratulate students on their first try at working to identify reasons and giving evidence to support an opinion. • Collect students’ journals to review as an ongoing assessment. 	



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. Focus their attention back on the Jackie Robinson and Life in America anchor chart. Say: “As we read today we learned many more details about what life was like in America for African Americans in the 1920s.”• Ask students to take 1 minute to turn and talk with a partner about details they could add to the far right-hand column of the anchor chart:<ul style="list-style-type: none">* “What was happening in America during the 1920s?”• Ask several students to share their thinking aloud. Listen for ideas such as:<ul style="list-style-type: none">– “There were signs of progress for African Americans.– “There were black-owned businesses.”– “African Americans held professional jobs.”– “The Harlem Renaissance took place.”• Add students’ ideas to the anchor chart.• Read the first learning target aloud:<ul style="list-style-type: none">* “I can summarize the information in <i>Promises to Keep</i> about life for African Americans in the 1920s.”• Ask students to indicate their progress toward the learning targets by showing thumbs-up or thumbs-down.• Repeat with the second and third learning targets:<ul style="list-style-type: none">* “I can identify the reasons and evidence Sharon Robinson uses to support an opinion about life for African Americans in the 1920s.”* “I can explain how the reasons I identify support Sharon Robinson’s opinion.”• Note students who show thumbs-down, as they may need more support summarizing information, or help identifying reasons and evidence that an author uses to support an opinion.• Distribute three index cards to each student for homework.	<ul style="list-style-type: none">• Provide sentence stems or starters (e.g., “One thing that happened in America in the 1920s was _____.”) for students who struggle with language.



Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Read pages 16–19 of <i>Promises to Keep</i>. On one of your index cards, write a gist statement about the information on pages 16–19 of <i>Promises to Keep</i>.• Choose two of the following vocabulary words from today’s lesson: <i>opinion, reasons, evidence, operated</i>, <input type="checkbox"/> <i>anti-segregation, resistance, Harlem Renaissance, rose (v.)</i>.• Record each word on an index card. On the back of each index card, draw a picture to show what the word means AND write a definition for the word. Bring your three index cards as an admit ticket to the next class. <input type="checkbox"/> <p><i>Note: Review students’ journals to determine their current level of understanding about opinion, reasons, and evidence.</i></p>	<ul style="list-style-type: none">• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading at grade level.• Consider prewriting vocabulary words on index cards for students who struggle with writing.• Students who struggle with language may need to dictate the gist and the definitions of their vocabulary words to someone at home.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 4

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Tea Party Cards

Directions: Make enough copies of this page so that you can cut the page into strips and give each student a single excerpt.

1. **Ida B. Wells** (1862–1931) was a journalist born in Mississippi. She used the media to expose the violence African Americans were often subjected to in the 1890s and the early 20th century.
2. **W.E.B. (William Edward Burghardt) Dubois** (1868–1963) was a scholar and writer who believed African Americans should be educated and activists. He was one of the founders of the nation’s first biracial civil rights organization, which later became the National Association for the Advancement of Colored People (NAACP).
3. **Madame C. J. Walker** (1867–1919), a self-made millionaire and entrepreneur, amassed a fortune through her cosmetics business. Walker was an important supporter of the Harlem Renaissance.
4. **Booker T. Washington** (1856–1915), a former slave, became a leading educator, author, and spokesperson for African Americans. He headed the Tuskegee Institute in Alabama, an all-black college where students learned vocational skills.
5. **Duke Ellington** (1899–1974), a legendary bandleader, took his famous jazz-swing orchestra all around the world.
6. **Paul Robeson** (1898–1976), an extraordinary singer and stage and film actor, stunned audiences with his powerful performances.
7. **Langston Hughes** (1902–1967), a famous poet-playwright-essayist-novelist, captured the heart and voice of the African American experience in his work.
8. **Zora Neale Hurston** (1891–1960), an anthropologist and novelist, is best known for her book *Their Eyes Were Watching God*, published in 1937.



Author's Opinion, Reasons, and Evidence Graphic Organizer

Name:

Date:

Author's Opinion (WHAT the author believes):

Reason (WHY the author believes an opinion):	
Evidence (facts, details, information):	
Evidence:	



Lesson 4 Task Card

Work with your group members to complete the following:	1. Read the last paragraph on page 15.
	2. Think about and discuss: What reason does the author give to support her opinion?
	3. On your graphic organizer, record the reason you identify next to second line titled "Reason."
	4. Locate two pieces of evidence that support the reason you identified. Mark these with evidence flags.
	5. Discuss the evidence you located with your group members.
	6. Paraphrase the evidence you identified and record onto your graphic organizer, next to the lines titled "Evidence."