



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 5

Lesson 1: The Power of Poetry

Focus Standard(s): RL.5.1

Additional Standard(s): RL.5.5, RL.5.6, SL.5.1c, SL.5.6,

Estimated Time: 90 minutes

Text(s): *Ruby Bridges' Brave Steps* by Latorial Faison

Resources and Materials:

- Handout 1.1: Ruby Bridges' Brave Step
- Handout 1.2 Question Strips
- [Latorial Faison's Blog](#)
- [Poetry Out Loud](#) (video)
- [If You Give a Child a Word](#) (video)
- [Three Minutes to Save the World](#) (video)
- Teacher Resources and Research:
 - [CPR Strategy](#)
 - [Context Clues Anchor Chart](#)
 - [Questioning Strategies to Engage All Learners](#)
 - [Jot-Pair-Share](#)
 - [Poetry Party PowerPoint](#)
- [Homework Poems](#)
- Poetry notebooks
- Glue
- Chart paper
- Markers

Guiding Question(s):

- How can poetry tell a story?

- How is poetry different from other types of text?
- How does a speaker captivate an audience?
- How can a poet’s point of view be determined through his/her word choices and voice?

Lesson Target(s):

- Students will understand that a poem can tell a story.
 - Students will identify story elements in a poem.
- Students will understand how poetry is different from other types of text.
 - Students will identify parts of a poem.
- Students will understand how a poem can captivate an audience.
 - Students will identify ways that spoken language and body language can impact a poet’s performance.
- Students will understand how a speaker expresses his/her point of view and voice through a poem.
 - Students will identify the point of view of the poet.
 - Students will identify the decisions authors make to achieve a purpose and present a specific point of view.

Vocabulary

Academic Vocabulary:

- Point of View
- Rhyme
- Stanza
- Syntax
- Voice

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and by labeling on an anchor chart.
- Model how to use the words in writing/discussion.
- Read and discuss the meaning of word in multiple contexts.
- Have students write/discuss using the words.


In-ConTEXT Vocabulary:

- Diverse
- Integration
- Segregation
- Unwavering

Strategies for Teaching How to Determine Meaning from Context Clues:

- Model the [CPR context clue strategy](#).
- OR
- Use an [anchor chart](#) to model how to use context clues to determine the meaning of words.

Note: Words included as in-context are meant to aid in comprehension of the text through the instruction of context clue strategies. When assessing for student mastery of in-context vocabulary, assess students' ability to use strategies. See RL.4 AND L.4 in your grade level standards.

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan

Understanding Lesson Purpose and Student Outcomes

Post the following “I Can” statements on the board:

- I can identify the structural elements of a poem.
- I can identify ways that spoken language and body language can impact a poet’s performance.
- I can identify the point of view of the poet.
- I can identify how a speaker expresses his/her point of view and voice through a poem.

Anticipatory Set/Introduction to the Lesson:

Note: Prior to this lesson, explore videos from [Poetry Out Loud](#). Practice reciting *Ruby Bridges’ Brave Step* or choose a dynamic speaker (parent, other educator, or student) to memorize and recite this poem to the class.

Recite [Ruby Bridges’ Brave Step](#) to the class. Be sure to provide an exemplary model for the following: voice and articulation, physical presence, evidence of understanding through storytelling, and dramatic appropriateness.

After the recitation, place students in pairs of two and conduct a [Turn and Talk](#) with the following questions:

- What did you notice about my words?

- Did this sound like a regular story? Why or why not?
- What did you notice about the way I spoke?
- What did you notice about the way I stood?

Have students share out responses.

Activity 1: Poem Analysis of Ruby Bridges' Brave Step

Provide students with **Handout 1.1 Ruby Bridges' Brave Step**. Have them glue the poem into their poetry notebooks. Instruct students to track the words as you again recite the poem aloud.

After the reading, display the poem on chart paper. This will be used as an anchor chart throughout the unit to identify important aspects of a narrative poem.

Ask students the following questions:

- What type of text is this? How do you know?
- What do you notice about the way this text is written?

Label and explain stanzas and lines on the chart calling detail to the terminology. Have students label and take notes in their poetry notebooks. Explain to students that when you refer to poems, you should use these terms because it provides a common language for all of us to understand where to look.

T: For example, let's look at Stanza 1, line 3. Do you see how easy that was to know exactly where I wanted you to look?

Place students into small groups of 4 or 5 and provide them with a number cube (dice) and **Handout 1.2 Question Strips**. Have them take turns rolling the cube and answering the corresponding question as a group. Review the answers with the whole class once each group has completed the task.

Explain to students, that although this is a poem, it still provides a clear narrative, or story, about the life of Ruby Bridges. Label the chart *Narrative Poem*. Underline the words *segregation*, *integration*, *unwavering*, and *diverse*. Utilize the strategies listed in the *In-ConText Vocabulary* portion of this unit.

T: This poem told a story, the story of Ruby Bridges. During this unit, we will learn about other important people from our nation's history-particularly those who made their voices heard and brought about important changes during the Civil Rights Movement. We will also explore poetry and become poets ourselves as we learn about various ways to tell stories through poetry. We will then create our own narrative poems about these historical figures and recite these out loud, much like my example at the beginning of this lesson, for the class.

Activity 2: Understanding the Speaker's Point of View (Voice)

Explain to students that one way to express a point of view or to let your voice be heard is to write about a topic like this author did. Explain that there are many decisions to be made so that your point of view is delivered the way you want it to be.

Direct students to take notes about important definitions and concepts in their poetry journals while you have the following discussion and as you create an anchor chart:

T: Authors choose speakers for their poems. Sometimes the speaker is not the author. This means that the one talking/narrating is the speaker. The text is being told from their point of view, which means from the way that they see things. From whose point of view is this story being told? What words/phrases helped you to determine this?

S:

T: Great! Let's record the word point of view and define it. Draw a thumb-nail sketch of eyes (or other representation) to provide a visual for this word.

T: An author's point of view shapes his/her opinion. Often, the speaker will have an opinion about the topic they are speaking about based off their point of view. What is the topic of the poem? What is the speaker's opinion of Ruby Bridges? How does this reflect their point of view? What words/phrases helped you to determine this?

S:

T: Great! Let's record an additional definition of point of view and draw a thumb-nail sketch to represent it.

T: When you have a positive opinion of something, how do you describe it? What about negative opinion? Authors will have their speakers do the same thing with their words, so explain this: How does the speaker's point of view determine how the events are described?

S:

T: Good job! Let's turn, talk, and record what we just learned. (Pause.) Often, though not always, the speaker's point of view is the same as the author. Sometimes, they are different when the author is trying to make a point by saying the opposite of what they mean, like when someone is sarcastic or when they talk about the weather being great when it is raining outside. However, many times, the author will choose a speaker to express his/her own point of view. What might the speaker's point of view say about the author's point of view? Is it the same? Is it different? What makes you think this?

S:

T: Great! Let's turn, talk, and record what we just learned. (Pause.) All of these details about the point of view and the words the author chooses to describe events can help to reveal why an author wrote this, the purpose for writing it. Why, or for what purpose, do you think this the author wrote this text? Explain what information from the text helps you to determine this? How does this purpose influence the decisions the author makes about the way events are described and the speaker's point of view?

S:

T: Great! Let's turn, talk, and record what we just learned. (Pause.) Now, tell me something that you learned that made you think differently about poetry, authors, or speakers.

Students share.

✓ Provide students with a notecard. Ask them the following question:

If you want to share your point of view on a topic, what are some of the best ways to deliver your message? What are some of the best decisions you could make?

Collect the cards and use a classroom checklist to determine which students need additional support with this concept.

Activity 2: The Power of the Performed Poem

Explain to students that just as powerful as the way the poem is written is the way in which it is said. The way a poem is voiced physically can help the author's opinion to be received better.

Instruct students to draw a line down the middle of a piece of paper in their poetry journal. Have them label one side as spoken language and one side as body language. Do the same on chart paper.

T: You will watch two videos of three poets. As you listen to them speak, write down positive things that you notice about the way they talk and move. Consider what makes their spoken poetry interesting.

Play the Videos, [If You Give a Child a Word](#) and [Three Minutes to Change the World](#). Provide the students with an opportunity to [Jot-Pair-Share](#) with partner. Choose students to share their ideas aloud and add these to the anchor chart. Tell students these will be the expectations for them whenever they read or recite a poem. Have students create a title for this list (e.g., Poetry Parameters, Rules for Reciting). Allow students time to practice reading and reciting the first stanza of *Ruby Bridges' Big Step* with a partner.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Pull students who struggle with reading fluency to the teacher table. Conduct a model read, echo read, choral read, and finally a modified cloze read, where one word is omitted, then two words, and so on until students can begin reciting the stanza on their own.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Encourage students to read and recite multiple stanzas and record on a computer.

Reflection and Closing:

Have students create a *Thoughts and Reflections* section of their poetry notebook and add this chart:

Date	Ideas to Remember	Examples/Explanations	How will I apply this to my performance task?

Work with students to complete the first day's reflection.

Homework

Student directions:

Choose a poem from [Homework Poems](#) to practice reading aloud to your family or friends at home. Record this table in your journal.

Poem:	Author:	Date:	Read Aloud To:
			<i>Have listener sign here</i>

Handout 1.1

Ruby Bridges' Brave Step
by Latorial Faison

The year was 1960
The day, November 14
When a little Black girl
Was brave in New Orleans

Her name was Ruby Bridges
Some called her Ruby Nell
She lived through segregation
And gained quite a story to tell

William Frantz Elementary
Would never be the same
It was no longer a White school

The day that Ruby came

On her first day of school
She was so strong and proud
She stepped boldly without stopping
Through fiercely threatening crowds

There were people filled with hatred
Who told Ruby to go back home
They did not want integration
They taunted Ruby to make it known

But little Ruby had protection
Her mother, US Marshalls, and her God
As she stepped into this new school
Her teacher, Ms. Henry, won her heart

Ruby was, sometimes, afraid
But she prayed and continued on
With her family, teacher, and community
She weathered integration's storm

Ruby Bridges' experience
Is a significant part of history
Her unwavering faith and courage
Resulted in what we now see

Schools all across America
Integrated and diverse
Children of every color and creed
Learning together, breaking the curse.

Handout 1.2: Question Strips

1. Who is the main character in this poem?
2. What is the setting of this poem?
3. What was the conflict/problem? How was it solved?
4. Who is telling this story? What words/phrases helped you to determine this?

For training or questions regarding this unit,
please contact one of the following:

Wendy Clemons
Professional Development Director
Wclemons@mdek12.org

Dana R. Danis, ELA Content Specialist,
English Language Arts
ddanis@mdek12.org

Kristina Livingston
Professional Development Coordinator, Lead
klivingston@mdek12.org