



MISSISSIPPI

# EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 5

## Lesson 3: A Change is Gonna Come

**Focus Standard(s):** RI.5.2

**Additional Standard(s):** RL.5.4, RL.5.7

**Estimated Time:** 90 minutes

**Text(s):** “A Change is Gonna Come” by Sam Cooke; [What are Civil Rights?](#) by Newsela

**Resources and Materials:**

- Handout 3.1 *A Change is Gonna Come*
- [A Change is Gonna Come](#)
- [Civil Rights Movement US History Music Video](#)
- Teacher Resources and Research:
  - [Poems of the Freedom Movement](#)
  - [CPR Strategy](#)
  - [Context Clues Anchor Chart](#)
  - [Questioning Strategies to Engage All Learners](#)
  - [Jot-Pair-Share](#)
  - [Poetry Party PowerPoint](#)
  - [Reciprocal Teaching: Powerful Hands-On Comprehension Strategy](#)
  - [Reciprocal Teaching](#)
  - [Reciprocal Teaching Reading and Learning Strategy](#)
  - [Reciprocal Teaching Strategies Worksheet](#)
  - [WIN graphic organizer](#)
- Poetry notebooks
- Chart paper
- Markers

**Guiding Question(s):**

- How are songs a type of poetry?
- How can a writer use repetition to aid in developing the theme of the text?
- How can I use reciprocal teaching to better understand what I am reading?
- What are civil rights? Why are they important?

**Lesson Target(s):**

- Students will understand why songs are considered a type of poetry.
- Students will identify how the use of repetition can help develop the theme of a text.
- Students will practice using reciprocal teaching strategies to better understand a text.
- Students will define civil rights and understand their importance to the past, present, and future of our country.

## Vocabulary

**Academic Vocabulary:**

- Clarify
- Predict
- Question
- Repetition
- Summarize
- Tone

**Instructional Strategies for Academic Vocabulary:**

- Introduce words with student-friendly definition and by creating an anchor chart.
- Create a gesture or movement for each term
- 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:**

- Civil Rights

**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.

**Direct Instruction Text Vocabulary:**

- Constitution

**Instructional Strategies for Direct Instruction Text Vocabulary:**

- Introduce words with student-friendly definition and pictures

<ul style="list-style-type: none"> <li>• Integration</li> <li>• Jim Crow laws</li> <li>• Segregation</li> <li>• Unalienable</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Model how to use the words in writing/discussion</li> <li><input type="checkbox"/> Students create pictures/symbols to represent words</li> <li><input type="checkbox"/> Students write/discuss using the words</li> <li><input type="checkbox"/> Students act out the words or attach movements to the words</li> </ul>
Symbol	Type of Text and Interpretation of Symbol
	<p>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</p>
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p><b>Understanding Lesson Purpose and Student Outcomes</b></p> <p>Post the following I Can statements on the board and review with students prior to the lesson:</p> <ul style="list-style-type: none"> <li>• I can explain how songs are a type of poetry.</li> <li>• I can recognize repetition in poetry and explain how it develops the central message of the text.</li> <li>• I can use reciprocal teaching strategies to better understand a text.</li> <li>• I can define civil rights and explain their importance to the past, present, and future of our country.</li> </ul> <p><b>Anticipatory Set/Introduction to the Lesson: Poem of the Day</b></p> <p>Provide the students with <b>Handout 3.1 A Change is Gonna Come</b>. Have them glue the handout in their poetry notebook. Display the following questions and have students read the poem and answer the questions independently:</p> <ul style="list-style-type: none"> <li>• What do you think this poem could be about? What is the theme of the poem.?</li> <li>• What is the tone of this poem? (Provide the <a href="#">tone words</a> handout.) What words/phrases in the poem reveal the tone?</li> <li>• Do any of words/phrases add beauty to the poem? Which ones and how?</li> <li>• What did you notice about how the poem is organized/structured, specifically the words and stanzas?</li> </ul> <p>Have students share answers with a partner and then with the whole group.</p>	

- Check for understanding that students notice the repeated chorus, understand the gist of the poem, choose and support a tone word correctly, point out the figurative language (e.g., like a river...) add to the beauty.

Display and tell students to think about the following questions as they listen to the song.

- How does the song enhance the tone of the poem? Would you choose a different tone word now that you have heard the song?
- How does the song enhance the beauty of the poem?
- How does the song enhance the meaning of the poem?

Play the video, [A Change is Gonna Come](#).

Have students share answers with a partner and then with the whole group.

Introduce the term *repetition* to students. Provide direct instruction on the term by utilizing strategies found in the *Instructional Strategies for Academic Vocabulary* section. Lead students to locate, underline, and label the repetition found in the song within their poetry notebooks. Have a whole class discussion about the following ideas and questions:

- Authors can repeat sounds, syllables, words, phrases, lines, and stanzas. How does the author of this song use repetition?
- Why do authors use repetition? What is its impact on the reader? How does it help to enhance the theme?

Guide students to following conclusions:

- Repetition is a way to emphasize and clarify theme and/or produce an emotional effect about the theme.
- The repetition or restatement of words/phrases/sentences at intervals not only promotes clarity, but encourages the acceptance of an idea. When you emphasize ideas through repeated words/phrases/sentences, competing ideas are weakened and sometimes are driven completely out of the audience's mind.
- Why do you think the author repeated "It's been a long time, a long time coming, but I know a change gonna come, oh yes it will" in this song? What was the intended impact? How did it impact you?

T: We will revisit this song a little later in the lesson.

**Activity 1: Introducing Reciprocal Teaching**

T: As we interact with more complex text, it is important that we have the knowledge of how to use a variety of strategies to help us interact with, navigate through, and comprehend information presented to us. Today, we will begin learning how to utilize a new strategy, known as [reciprocal teaching](#), that will help us be better readers and thinkers.

Display a skeletal version of four anchor charts labeled as *Predict*, *Clarify*, *Question*, and *Summarize*.

T: Good readers are able to do each of these four things as they read: predict, clarify, question, and summarize. While each of these strategies help readers understand the text better, they become even more powerful when used together.

Provide direct instruction of each term by using the script below:

T: The word is *predict*. What's this word?

S:

T: *Predict* means to make an educated guess about what is going to happen (*Write this definition on the anchor chart*). Our motion will be to create a crystal ball with our hands because fortune-tellers make predictions. (*State the definition again while doing the gesture.*) What does *predict* mean?

S: (*encourage students to use the gesture while saying the definition*)

T: When we predict, we use clues in the pictures, in the text features, the text itself, and possibly from other texts to help us determine what we think the text will be about. As we are reading, we are able to either confirm our predictions or change them based on the new information we receive. There are several ways we may phrase our predictions. We may say *I think... I predict...This passage will be about...* (List sentence starters on the anchor chart under the definition.)

T: Predictions may take place before you read or during reading. After you read, you will be able to confirm or adjust your original prediction. Turn to your elbow buddy, and explain to them what it means to make a prediction.

S:

T: The word is *clarify*. What's this word?

S:

T: *Clarify* means to make something clear. (Write this definition on the anchor chart.) Our motion for clarifying will be to pretend we are looking through a magnifying glass. When we need to clarify something, we need to look at it more closely in order to truly understand what we are reading. You may need to clarify a word, a sentence, or an entire paragraph. Turn to your elbow buddy and tell them what the meaning of clarify.

S:

T: When we need to clarify something, there are several things we can do. (Divide the clarifying chart into two sections. Label one side *Word* and list the following strategies under this heading.) If we are having difficulty reading a word, we may need to try sounding it out with syllables, looking for familiar word parts, or asking a friend for help. If we are having difficulty understanding the meaning of a word, we might reread the text to see if we can clear up the misconception. We may need to use context clues, such as synonyms, antonyms, or descriptions found around the word. We might even need to use a dictionary, glossary, or thesaurus to help us figure out the meaning of the word. Good readers know when they need a word clarified and use appropriate strategies to clear things up. Turn to your elbow buddy and tell them ways to clarify a word.

S:

T: Sometimes, even when we understand how to read all of the words, we may still need to clarify an idea or the meaning of a sentence, paragraph, or story. (Write the word *Idea* in the next heading and list the following strategies as you explain them.) If the information seems confusing and unclear, we can reread the text a second time. We can look for text features. We may try to connect the information to something we have read about or experienced in our own lives. We may even ask a friend to help us when we are confused. Good readers realize when they are having difficulty understanding the ideas presented in a text. Turn to your elbow buddy and tell them ways to clarify confusing ideas.

S:

T: When we clarify words or ideas, there are several ways we might say this. (List the following sentence starters on the anchor chart: *I was confused by....so I..., I didn't understand..., so I...*)

T: You may need to clarify information before, during, or after reading, depending on the topic. It is important to realize when you need help with a word or idea and how you can figure things out.

T: Turn to your elbow buddy and tell them what you know about clarifying.

T: This word is *question*. What's this word?

S:

T: *Questioning* means to ask about something. (Write this definition on an anchor chart.) Our motion for questioning is to pretend we are a gameshow host holding a microphone. Tell your elbow buddy what *questioning* means and use the hand motion as you say it.

S:

T: Often *questioning* and *clarifying* go hand and hand. When we have a question about something, we need it clarified. There are questions we can answer that are called “Right There” questions which right there in the book. These questions often because with *Where? When? Who? or How many?* There are more in depth questions known as “*Think and Search*” questions. These may begin as *What if? How did? Why did? How would you feel if? What might?* These questions require the reader to dig deeper into the text to locate then answer. Good readers ask and answer questions in their mind as they read.

T: Turn to your neighbor and tell that what you know about the strategy of *questioning*.

T: The last strategy we will focus on with reciprocal teaching is *summarizing*. What’s this word?

S:

T: *Summarizing* means to round up the main idea. (Write this definition on an anchor chart.) Our motion for summarizing is to pretend we are wielding a lasso around our heads. Tell your elbow buddy what *summarizing* means and use the hand motion as you say it.

S:

T: It’s important to know how to summarize, because it is impossible for our brain to remember every detail we read. Summarizing helps our minds remember the most important information. It also helps us share with others what we have read and learned. When we summarize nonfiction text, we determine the text structure (such as cause and effect, description, compare and contrast) and identify the main idea or topic along with a few important details-which are often found in subtitles or subheadings. When we summarize fiction text, we include the story elements-the characters, setting, main events from problem to solution or beginning to end.

T: Turn to your neighbor and tell them what you know about the strategy of *summarizing*.

**Note:** Reciprocal Teaching can also be introduced using characters-such as the Fantastic Four or the Fab Four. Providing props or pictures such as cowboy hats, play microphones, magnifying glasses, and a ball can help students make connections to these strategies. Consider allowing students to come up with their own gestures, characters, and props when learning about using each of these strategies together.

## **Activity 2: Exploring Civil Rights through Reciprocal Teaching**

### **Activity 2a: Building Background Knowledge**

Show students the [Civil Rights Movement US History Music Video](#). Ask students the following:

- What did you notice about the images you saw?
- Did you recognize any of the images or people?
- How did the song provide meaning to the visuals?
- How did the visuals provide meaning to the song?

The Civil Rights Movement was an important moment in our nation’s history. We are going to begin researching and learning more about it and about those who played an important role in the movement. First, we need to truly begin to understand what civil rights are. We will do that during our lesson today.

### **Activity 2b: Vocabulary Direct Instruction**

Provide students with the Newsela passage [What are Civil Rights?](#) Provide brief, direct instruction on the following vocabulary words: *constitution*, *integration*, *Jim Crow laws*, *segregation*, and *unalienable* using the strategies in the *Instructional Strategies for Direct Instruction Text Vocabulary* section.

### **Activity 2c: Model**

T: I am going to read the first portion of this article aloud to you, demonstrating how to use all four components of the reciprocal teaching strategy.

Conduct a thorough Think-Aloud of the first portion of the article. Make predictions by looking at the pictures, title, and text features. Clarify at least two different words. Choose one word that you cannot pronounce and use an appropriate strategy to decode. Choose another word whose meaning you cannot understand and use a clarifying strategy to address this. Then choose a

sentence or idea that needs clarifying (perhaps the Declaration of Independence quote) and clarify it by rereading. Ask and answer questions as you go along. Be sure to use the sentence frames listed on the anchor charts and the hand gestures as you utilize each strategy. Once you have completed the Think Aloud, use the following script to lead students through summarizing.

T: Now that I have read the article, I need to do one more strategy. Can anyone tell me what that is?

S:

T: Right, I need to summarize what I have read so I can remember what this portion was really all about. In order to do that I will use the WIN strategy. Display the [WIN graphic organizer](#) on the overhead or on chart paper. Continue doing a Think-Aloud to complete the graphic organizer and determine a summary for the text. (*W-Civil Rights I-rights of all citizens of a country (no matter color, gender, or religion) N-Civil rights are the rights of all citizens of a country-no matter their background.*)

## 2d: Guided Practice

T: Now we will continue to read the next portion together, using the same strategies. Again, I will read aloud as you follow along. I will stop at points so we can utilize our various strategies to understand the text better. Encourage students to utilize hand signals as they make predictions, clarify words, and ask and answer questions. After the text, again lead students through utilizing the WIN strategy to create a summary of this portion of the text.

Provide students with the [Reciprocal Teaching Strategies Worksheet](#) or have them divide their paper into four sections, labeling each section. Provide students with an opportunity to silently read “Rights on Paper but Not in Daily Lives” and make notes on their worksheet. Encourage students to continue using the gestures while they make these predictions, clarify words or ideas, or ask and answer questions. Carefully monitor students as they work, using a checklist to monitor which students need additional support. Once students have finished their silent reading, read the portion aloud to the class. Stopping periodically so students can add to their worksheet. Provide scaffolding support as needed and utilize the WIN strategy with students to create the summary.

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

- Provide the 600L option for the article, [What are Civil Rights?](#)

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

- Provide the 1070L option for the article, [What are Civil Rights?](#)

✓ Provide students with a notecard. Ask them to create a summary of the entire article using the WIN Strategy. Collect these to identify which students need additional support on summarizing.

**Activity 3: Revisiting “A Change is Gonna Come”**

Ask students to locate “A Change is Gonna Come” in their poetry notebooks. Write the following questions on the board:

How does this song relate to civil rights?

What opinion/main idea about civil rights are they conveying?

Why do you think the author chose poetry/song to voice their opinion/main idea?

Tell students to consider this question as you replay the video from earlier in the lesson. Once again show the video, [Civil Rights Movement US History Music Video](#).

✓ Ask students to reflect and respond to the prompt. Have students share their responses with an elbow buddy. Listen carefully to the conversations and choose one or two to share their thoughts aloud.

**Reflection and Closing:**

Have students reflect and write in the *Reflections* portion of their poetry journal.

**Homework**

Student directions:

Choose a poem from your poetry notebook to practice reading and reciting aloud to your family or friends at home. Record the following:

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

**Handout 3.1****A Change Is Gonna Come****Sam Cooke**

I was born by the river in a little tent  
Oh and just like the river I've been running ev'r since  
It's been a long time, a long time coming  
But I know a change gonna come, oh yes it will

It's been too hard living, but I'm afraid to die  
'Cause I don't know what's up there, beyond the sky  
It's been a long, a long time coming  
But I know a change gonna come, oh yes it will

I go to the movie and I go downtown  
Somebody keep tellin' me don't hang around  
It's been a long, a long time coming  
But I know a change gonna come, oh yes it will

Then I go to my brother  
And I say brother help me please  
But he winds up knockin' me  
Back down on my knees, oh

There have been times that I thought I couldn't last for long  
But now I think I'm able to carry on  
It's been a long, a long time coming  
But I know a change is gonna come, oh yes it will

For training or questions regarding this unit,  
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