



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 5

Lesson 8: Poetry Out Loud Performance Task

Focus Standard(s): RI 5.9, W.5.3, W. 5.7, SL 5.4

Additional Standard(s):

Estimated Time: 5-7 days

Text(s): *Ruby Bridges' Brave Step* by Latorial Fiason

Resources and Materials:

- Computers or laptops
- Access to the school library
- Handout 6.2 Frayer Model Graphic Organizer

Guiding Question(s):

- How can I gather and summarize relevant information from multiple sources to create a narrative poem?
- How can I use spoken language and body language to impact a listener?

Lesson Target(s):

- Students will gather and summarize relevant information from multiple sources to create a narrative poem about an unsung hero of the Civil Rights Movement.
- Students will use appropriate spoken language and body language to recite their poem and impact listeners.

Vocabulary

Academic Vocabulary:

- Articulation
- Recite

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words

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	
<p>Understanding Lesson Purpose and Student Outcomes</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"> • Students will gather and summarize relevant information from multiple sources to create a narrative poem about an unsung hero of the Civil Rights Movement. • Students will use appropriate spoken language and body language to recite their poem and impact listeners <p>Activity 1: Understanding the Performance/Culminating Task Directions</p> <p>T: During this unit, we have explored the Civil Rights Movement and looked at three important figures from that time: Ruby Bridges, Rosa Parks, and Martin Luther King, Jr. We have researched, summarized relevant information, and read or created narrative poems about each. We have also seen many examples of how poetry spoken aloud can be powerful and moving. You will now begin to research an unsung hero of the Civil Rights Movement. This will be a person that is not as famous as the figures we have already studied, but still played an important role in the movement. You will explore text and videos about these figures and record information about them in your notebook. Once you have gathered all the information you need, you will work to create a brief narrative about their life. From this narrative, you will then create a narrative poem that is at least 12 lines long. As the author, you can decide on the rhyme scheme, tone, and number of stanzas. You will then work to memorize your poem and recite it for the class using the expectations found on our Rules for Recitation/Parameters for Poetry anchor chart as well as the rubric.</p> <p>Activity 2: Understanding the Performance Task Rubric</p> <p>Distribute one copy of Handout 8.1 Performance Task Rubric to each student.</p> <ul style="list-style-type: none"> ✓ Students read each component one at a time and place a question mark (?) beside information they do not understand/need more information about and an exclamation mark (!) beside information that they understand. 	

Note: Consider using the rubric to analyze and grade the narrative poem “Ruby Bridges’ Brave Step” as well as a performance of the poem completed by you, the teacher, or a chosen speaker.

Activity 3: Everyday People: The Unsung Heroes of the Civil Rights Movement

Provide students with time to research and choose an unsung hero of the Civil Rights Movement. If needed, provide each student with just three choices. Once each student has selected a figure, provide students with enough time to collect data using the [Cornell/Two-Column Note-Taking Strategy](#).

Note: Prior to the research, create a folder of safe websites or search engines for students to conduct their research. (See [Famous Civil Rights Activists](#), [Bold Black and Brilliant](#), or [Parcast](#).)

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

- Provide printed articles at the students’ instructional levels and provide support on identifying the main idea and summarizing.
- Allow students to gather information from just two sources—one article and one video

Activity 4: Writing a Narrative

Provide students with **Handout 6.2 Four Square Template** and time to review their notes and complete the graphic organizer. Before writing their narrative, instruct students to verbally share their narrative with at least two other classmates. Once they are able to orally explain their narrative, allow them to put it on paper.

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

- Provide a brief-mini lesson on how to use the graphic organizer.
- Assist students with creating gestures to accompany their narrative.

Activity 5: Writing a Narrative Poem

Instruct students to create a rough draft of their narrative poem using the narrative they already created. Provide opportunities for peer review, editing and revisions, and publishing the poem (either on the computer or a neatly-written copy)

Each day students are working on their writing, collect anecdotal notes or use a checklist for common language errors. Provide classroom or group mini-lessons on these errors.

Activity 6: Poetry Out Loud Practice

Allow students time to practice memorizing and reciting their poem with a friend, family member (for homework), a favorite teacher, the principal, the custodian, or a different class. Allow time for students to explore other speakers performing [Poetry Out Loud](#).

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

- For students struggling to memorize and recite, allow them to create a PowerPoint, cue cards, or to write their poem on chart paper that they can view while reciting.

Activity 7: Poetry Out Loud Performance

Invite family members and other faculty members to attend the Poetry Out Loud Performance.

Provide students with a list of possible Civil Rights Contributors to research. Consider using a list from [Famous Civil Rights Activists](#), [Bold Black and Brilliant](#), or [Parcast](#).

Reflection and Closing

✓ Have students write a final poem in their poetry journals about how they can change the world.

Homework

No Homework

Handout 8.1 Performance Task Rubric

	4	3	2	1
Guidelines	Poems contain all required elements as stated in the directions.	Poem contains most of the required elements as stated in the directions.	Poem contains some of the required elements as stated in the directions.	Poem contains few or no required elements as stated in the directions.
Idea and Content	Poem contains appropriate story elements, has a clear beginning, middle, and end, and contains accurate information.	Poem contains story elements with a beginning, middle, and end and contains mostly accurate information.	Poem contains some story elements with some accurate information.	Poem contains few or no story elements and has incorrect information.
Conventions	Punctuation and grammar are correct. The writing is free from spelling errors.	Minor errors are made in punctuation, spelling, or grammar.	A few errors in punctuation, spelling, or grammar	Many errors make the writing confusing and hard to read
Word Choice	The writer uses specific nouns and strong verbs and modifiers to capture the reader's attention.	The writer uses grade-appropriate nouns, verbs, and modifiers in most cases.	Stronger nouns, verbs, and modifiers are needed.	Contains general and overused words that do not create an interesting piece
Poetry Out Loud Performance	Presenter makes good eye contact, articulates clearly, and using body language appropriately.	Presenter makes some eye contact, articulates most words clearly, and uses some body language.	Presenter articulates the poem with no eye contact or body language.	Presenter does not make eye contact, spoken words are unclear, and no body language was used.

For training or questions regarding this unit,
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