





4 | Module 4

Let's Play Ball

How can individuals contribute to a collective legacy?



Great Minds® is the creator of *Eureka Math*®, *Eureka Math*²®, *Wit & Wisdom*®, *Arts & Letters*™, and *PhD Science*®.

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Arc A | *We Are the Ship*

L1 Opening Bookend	16
- Share knowledge about baseball and Negro League baseball. - Explore the module topic.	
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- Analyze the text structure of the article “Baseball.” - Build knowledge about baseball from the article “Baseball.”	
L3 Wonder	36
- Notice and wonder about <i>We Are the Ship</i>. - Notice and wonder about <i>Harmonizing</i>.	
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- Identify the chronological events that led to the creation of the Negro National League in <i>We Are the Ship</i>. - Describe <i>Harmonizing</i>.	
L5 Reveal	62
- Analyze Rube Foster’s metaphor for the Negro National League by using details from <i>We Are the Ship</i>. - Examine the composition of <i>Harmonizing</i>.	
L6 Reveal and Distill	78
- Using details from <i>We Are the Ship</i>, determine what the bunt-and-run reveals about Rube Foster. - Conclude what <i>Harmonizing</i> communicates about harmony.	

L7 | Organize and Know 92

- Explain what made Negro League baseball exciting according to *We Are the Ship*.
- Express knowledge gained from studying *Harmonizing*.

L8 | Organize 102

- Describe life in the Negro Leagues based on details in “3rd Inning” of *We Are the Ship*.
- Examine the steps of the research process.

L9 | Reveal 118

- Analyze the etymology of a word in “3rd Inning” of *We Are the Ship*.
- Examine the criteria for an effective research question.

L10 | Know 128

- Reflect on knowledge gained from the first three chapters of *We Are the Ship*.
- Develop an understanding of how to determine research categories.

Arc B | *We Are the Ship*

L11 | Organize 140

- Describe the Negro League team owners in “4th Inning” of *We Are the Ship*.
- Take notes about Rube Foster from a print source.

L12 | Organize 152

- Describe the qualities of the Negro League all-stars in “5th Inning” of *We Are the Ship*.
- Take notes about Rube Foster from a print source.

L13 | Organize 166

- Summarize the Negro League players’ Latin American experiences in “6th Inning” of *We Are the Ship*.
- Take notes about Rube Foster from a digital source.

L14 | Reveal 176

- Analyze the effect of a first-person narrator’s point of view in *We Are the Ship*.
- Identify areas that require more information to answer the research question.

L15 | Organize 186

- Examine the exhibition games between the Negro League teams and White teams described in “7th Inning” of *We Are the Ship*.
- Locate relevant information on a website to close a research gap.

L16 | Organize 198

- Describe the Negro League all-star game in *We Are the Ship*.
- Synthesize knowledge from multiple sources.

L17 | Reveal 210

- Analyze the effect of Negro League baseball in *We Are the Ship*.
- Brainstorm ideas to share research with a specific audience.

L18 | Organize 220

- Explain different positions about the integration of Major League Baseball.
- Explain how two writing models share information.

L19 | Reveal and Organize 232

- Determine why Jackie Robinson was chosen to integrate the major leagues as depicted in *We Are the Ship*.
- Describe *Joie de Vivre*.

FIRST GAME—TUES., SEPT. 17, 8:45 P.M. at the Pole Grounds in New York City
SECOND GAME THURS., SEPT. 19, 8:45 P.M. at Ruppert Stadium, Newark, N. J.



L20 | Distill and Reveal 246

- Explain the legacy of Jackie Robinson and the Negro Leagues in *We Are the Ship*.
- Examine balance and harmony in *Joie de Vivre*.

L21 | Know 258

- Reflect on knowledge gained from studying *We Are the Ship*.
- Describe connections among *Harmonizing*, *Joie de Vivre*, and *Icarus*.

L22 | Know 270

- Build knowledge about women in the Negro Leagues.

L23 | Know 280

- Build knowledge about women in the Negro Leagues.
- Use understanding of homophones to spell frequently confused words.

L24 | Reading Comprehension Assessment 1 292

- Demonstrate knowledge of two sports figures and apply reading comprehension skills to a new text related to the two sports figures.

L25 | Responsive Teaching 296

- Analyze relevant questions on Reading Comprehension Assessment 1.

Arc C | *Testing the Ice*

L26 | Wonder 302

- Notice and wonder about *Testing the Ice*.
- For Module Task 1, determine categories.



L27 | Organize 314

- Describe Sharon Robinson's memories in *Testing the Ice*.
- For Module Task 1, identify relevant information to answer a research question.

L28 | Reveal 326

- Examine an extended metaphor.
- For Module Task 1, take notes from sources.

L29 | Distill 338

- Determine a central idea in *Testing the Ice*.
- For Module Task 1, use search terms to find relevant information to close a research gap.

L30 | Know 348

- Reflect on knowledge gained from *Testing the Ice*.
- For Module Task 1, synthesize knowledge about a person from the Negro Leagues.

Module Finale

L31 | Know 358

- Evaluate a model presentation of the End-of-Module Task.
- For the End-of-Module Task, determine how to share research with a specific audience through writing, speaking, and a visual display.

L32 | Know 368

- Select information to share in the written component of the End-of-Module Task.
- Draft the written component of the End-of-Module Task.

L33 | Know 378

- Provide peer feedback on the written component of the End-of-Module Task.
- For the End-of-Module Task, revise the written component.

L34 | Know 386

- Plan the spoken component of the End-of-Module Task.
- Plan the visual component of the End-of-Module Task.

L35 | Know 394

- Provide peer feedback on the spoken component of the End-of-Module Task.

L36 | Know 402

- For the End-of-Module Task, share research findings.

L37 | Know 408

- Apply knowledge of how the attributes of a group created the legacy of Negro League baseball.

L38 | Reading Comprehension Assessment 2 416

- Demonstrate knowledge of a sports figure and apply reading comprehension skills to a new text related to the sports figure.

L39 | Responsive Teaching 420

- Analyze relevant questions on Reading Comprehension Assessment 2.

L40 | Closing Bookend 426

- Share knowledge gained from the module about baseball and Negro League baseball.
- Reflect on the module topic.

Appendices

Achievement Descriptors 430

Vocabulary 436

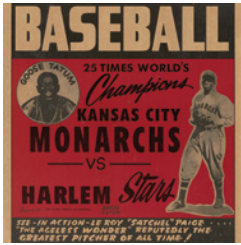
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ESSENTIAL QUESTION

How can individuals contribute to a collective legacy?

SUMMARY

Baseball is a uniquely American sport that has bridged cultural and racial divides for generations. In this module, students learn about the rich history of baseball, the power of the Negro Leagues, and the courageous individuals who contributed to the success of those leagues in the mid-20th century. Students conduct research using numerous sources as they seek to answer the Essential Question: How can individuals contribute to a collective legacy?

Students begin the module by learning about the game of baseball and its history from the *Britannica Kids* article “Baseball.” Then students begin their study of *We Are the Ship* by Kadir Nelson. Through this text, students learn the history of the Negro Leagues: how they started, why they prospered, and why they eventually disappeared. They learn about the heart, determination, passion, and strength of the individuals who made it possible for Jackie Robinson to eventually cross the color barrier and end decades of segregation in professional baseball. Nelson’s rich oil paintings and “Everyman” player, first-person narrator capture students’ attention and lend a rare perspective on these little-known but worthy heroes. To extend their knowledge about the Negro Leagues, students examine sources about players such as Mamie “Peanut” Johnson and Toni Stone, women who played alongside men in the Negro Leagues.

Students examine three works of art to complement their study of the Negro Leagues. In Horace Pippin’s painting *Harmonizing*, students explore the concept of harmony in art—how multiple parts contribute to a collective whole. Students consider similar themes as they turn to *Joie de Vivre* by sculptor Mark di Suvero and *Icarus* by painter Henri Matisse. In each of these works, the artists used parts to assemble cohesive,





complete wholes. In addition to examining connections among the works of art, students learn about each of the artists and how they overcame personal challenges to pursue their passions and create masterpieces.

Next, students read *Testing the Ice* by Sharon Robinson. This text broadens students' knowledge of Jackie Robinson as a barrier-breaker and an accomplished baseball player, and reveals a lesser-known side of him as a caring and attentive parent. The story his daughter shares shows Robinson to be a courageous man both on and off the field.

During writing instruction, students learn about and engage in research. To begin, students conduct guided research about Rube Foster, the founder of the Negro National League. They determine a research focus, take notes from print and digital sources, refine their research, and synthesize their knowledge. Students then apply their understanding of the research process as they work independently to research another individual from the Negro Leagues. Finally, students share their research with an audience of their choice using written, spoken, and visual components.

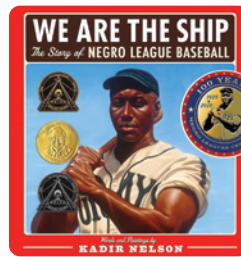
In *Let's Play Ball*, students develop an appreciation for the way Negro League baseball served as a platform for the fight for equality, both in baseball and in society. By conducting careful text analysis and research, students gain understanding of the power of a collective to challenge injustices, bring people together, and leave a legacy of hope for future generations.

TEXTS

Books

Literary Nonfiction

- *Testing the Ice: A True Story About Jackie Robinson*, Sharon Robinson and Kadir Nelson
- *We Are the Ship: The Story of Negro League Baseball*, Kadir Nelson



Art

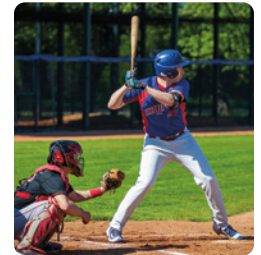
- *Harmonizing*, Horace Pippin
- *Icarus*, Henri Matisse
- *Joie de Vivre*, Mark di Suvero

Videos

- "Baseball," Great Minds®
- "Chapter 16: Rube Foster," Bob Kendrick, Negro Leagues Baseball Museum

Articles

- "Baseball," *Britannica Kids*
- "Cool Papa Bell," *Britannica Kids*
- "Martín Dihigo," Milton Jamail
- "On and Off the Field," Simeon Lipman
- "An Overdue Honor," Clay Stites
- "Rube Foster," *Britannica Kids*
- "Toni Stone: First Woman to Play Big-League Baseball," Amber Paranick
- "Women of the Negro Leagues," Dr. Layton Revel



Audio

- "Jackie Robinson, 'Testing the Ice' for His Children," *Morning Edition*, hosted by Steve Inskeep, NPR
- "Mamie 'Peanut' Johnson, Pitching Pioneer," *Morning Edition*, hosted by Bob Edwards, NPR



KNOWLEDGE THREADS

- Baseball has a history of uniting people.
- The Negro Leagues were organized to bring excluded athletes together to compete professionally in baseball.
- Race and gender have presented barriers for some athletes throughout the history of professional baseball.
- Individuals who have faced challenges and barriers can teach us important lessons about perseverance, courage, and dedication.
- The legacy of the Negro Leagues continues to endure.



MATERIALS AND PREPARATION

- Module 4 World Knowledge Chart
- Module 4 ELA Knowledge Chart
- Module 4 Word Analysis Chart (digital platform)
- Module 4 Speaking and Listening Goal Tracker (digital platform)

Determine how to display class versions of *Learn* book pages and lesson materials throughout the module. Use the slides available on the digital platform, or use another method of display, such as chart paper or a document camera. For a comprehensive list of all the materials used in the module, see the digital platform.

In arc B, students view the video “Rube Foster” from the Negro Leagues Baseball Museum. To access this video, search online using the following terms: *Storied Chapter 16, Rube Foster, Negro Leagues Baseball Museum*.

Module 4 presents an opportunity for students to engage in research about the Negro Leagues. Students will learn about the research process in lessons 8–18 and will conduct independent research in lessons 26–36. This module provides instruction and related materials to support independent research on an important individual from the Negro Leagues. However, you may choose to customize the research topic to incorporate your community and local history by inviting students to research a local sports hero. If you choose to focus on local individuals, prepare for the module by identifying relevant sources to support student research. See lesson 26 for the introduction to independent research.



LEARNING GOALS

- By reading literary and informational texts, build knowledge about how individuals contributed to the collective legacy of the Negro Leagues.
- Summarize sections of texts and determine central ideas.
- Describe the structure of ideas and information in texts about Negro League baseball.
- Examine the Negro Leagues and their impact on the integration of Major League Baseball.
- Gather and synthesize information from print and digital resources.
- Use writing, speaking, and a visual display to present research to a specific audience about an important individual from the Negro Leagues.
- Participate in class discussions about the ways in which individuals who have faced challenges or barriers can teach us important lessons, and ask and answer questions to deepen understanding and clarify meaning.



ASSESSMENTS

In every *Arts & Letters*™ module, students complete three types of formal assessments: module tasks, Reading Comprehension Assessments, and an End-of-Module Task. This module synthesizes all the knowledge-building around research students have built through modules 1–3. As preparation for the first module task, students engage in a guided research process about an individual from the Negro Leagues. For Module Task 1, students use the research process to gather information about a Negro League figure of their choice. Module Task 1 prepares students for the End-of-Module Task, in which they will share their research through writing, speaking, and a visual display.

For additional information about assessments, including texts, rubrics, achievement descriptors, scoring guidance, and report analysis, see the Assessment Guide on the digital platform.

End-of-Module Task | Research Writing

For the End-of-Module Task, students share their research about an important individual from the Negro Leagues by using writing, speaking, and a visual display. Students prepare for the End-of-Module Task by considering what audience would be most interested in their research. They then decide what written and spoken components would best convey their research findings. Students create a visual display that connects to their written and spoken work. They use a checklist and engage in peer review and feedback. Finally, students present their research findings in an organized and engaging manner.

Summary of Assessments

Lesson 24 | Reading Comprehension Assessment 1

Students complete a four-section Reading Comprehension Assessment. The first section, Fluency, assesses rate, accuracy, phrasing, and expression. The second section, Show What You Know, assesses content knowledge and vocabulary built during the first half of the module. The third section, Grow What You Know, assesses comprehension of a new topically related text about how individuals can contribute to a collective legacy. The fourth section, Self-Reflection, gives students an opportunity to evaluate their own confidence about the assessment and identify challenges posed by the assessment text.

Lessons 26–30 | Module Task 1

Students choose from a list an important individual from the Negro Leagues and use the research process to investigate a research question about that person. First, students create categories of information they will need to answer the research question. Then, students take notes from print and digital sources and sort those notes into categories. After their initial research, students pause to review their findings and decide what information they still need. They identify this missing information as their research gap, and they create a list of search terms to help them locate new information to close the gap. Finally, students synthesize their research notes into knowledge statements that answer the research question.

Lessons 31–36 | End-of-Module Task

For the End-of-Module Task, students share their research about an important individual from the Negro Leagues by using writing, speaking, and a visual display.

Lesson 38 | Reading Comprehension Assessment 2

Students complete a four-section Reading Comprehension Assessment. The first section, Fluency, assesses rate, accuracy, phrasing, and expression. The second section, Show What You Know, assesses content knowledge and vocabulary built during the first half of the module. The third section, Grow What You Know, assesses comprehension of a new topically related text about how individuals can contribute to a collective legacy. The fourth section, Self-Reflection, gives students an opportunity to evaluate their own confidence about the assessment and identify challenges posed by the assessment text.

ACHIEVEMENT DESCRIPTORS OVERVIEW

Achievement Descriptors (ADs) are standards-aligned descriptions that detail what students should know and be able to do based on instruction. ADs are written by using portions of various standards to form a clear, concise description of the work covered in each module. Grade-level ADs may appear in multiple modules.

Arts & Letters alignment to state standards is available on the digital platform.

The ADs are organized into five strands.

Each strand is composed of grade-level parent ADs. Some parent ADs are further divided into child ADs, and some child ADs are further broken down into grandchild ADs.

Each AD has a unique code, which indicates the strand, the AD number, and the grade to represent the parent AD. If applicable, the code may also include a capital letter to indicate a child AD and a lowercase letter to indicate a grandchild AD.

The example shows the relationship of parent, child, and grandchild ADs.

The first number in the code is the AD number, which corresponds to the list of Achievement Descriptor Numbers by Strand. The second number in the code is the grade-level number.

For a list of this module's Achievement Descriptors, see the appendix.

Achievement Descriptor Strands

MM	Make Meaning from Texts
CP	Compose and Present Content
BU	Build Understanding
DF	Develop Foundations
DM	Develop Metacognition

Grade Level 4 Achievement Descriptor

CP.4.4.A.a

Parent

CP.4.4 Structure: Organize content with an effective structure appropriate to the task, purpose, and audience.

Child

CP.4.4.A: Develop an introduction.

Grandchild

CP.4.4.A.a: Introduce a text or topic and an opinion clearly.

ENGLISH LANGUAGE DEVELOPMENT STANDARDS

By engaging students in a variety of language- and text-based activities, module 4 lessons align with the following English Language Development (ELD) standards. *Arts & Letters Prologue™* lessons provide additional language support to develop ELD standards. Educators should consult their state's ELD standards and proficiency descriptors to identify the best ways to help multilingual learners reach the module's learning goals. See the digital platform for a lesson-by-lesson breakdown of ELD standards.

WIDA Standards

ELD-SI.4-12.Narrate: Multilingual learners will

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Recount and restate ideas to sustain and move dialogue forward

ELD-SI.4-12.Inform: Multilingual learners will

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain: Multilingual learners will

- Generate and convey initial thinking

- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

ELD-SI.4-12.Argue: Multilingual learners will

- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback

ELD-LA.4-5.Inform.Interpretive: Multilingual learners will interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics

ELD-LA.4-5.Inform.Expressive: Multilingual learners will construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Develop coherence and cohesion throughout text

ELP Standards

Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Standard 2: An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Standard 3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Standard 4: An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Standard 5: An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Standard 6: An ELL can analyze and critique the arguments of others orally and in writing.

Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Standard 9: An ELL can create clear and coherent grade-appropriate speech and text.

Standard 10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

MODULE PLAN

Essential Question | How can individuals contribute to a collective legacy?

KEY

 = **assessment**

 = **Prologue lesson**

Arc A | *We Are the Ship*

Lesson 1 Opening Bookend	Lesson 2 Know “Baseball” article	Lesson 3 Wonder <i>We Are the Ship</i> <i>Harmonizing</i>	Lesson 4 Organize <i>We Are the Ship</i> <i>Harmonizing</i> 	Lesson 5 Reveal <i>We Are the Ship</i> <i>Harmonizing</i> 	Lesson 6 Reveal <i>We Are the Ship</i> Distill <i>Harmonizing</i>	Lesson 7 Organize <i>We Are the Ship</i> Know <i>Harmonizing</i> 
Lesson 8 Organize <i>We Are the Ship</i> 	Lesson 9 Reveal <i>We Are the Ship</i>	Lesson 10 Know <i>We Are the Ship</i> 				

Arc B | *We Are the Ship*

Lesson 11 Organize <i>We Are the Ship</i> 	Lesson 12 Organize <i>We Are the Ship</i> 	Lesson 13 Organize <i>We Are the Ship</i> 	Lesson 14 Reveal <i>We Are the Ship</i>	Lesson 15 Organize <i>We Are the Ship</i> 	Lesson 16 Organize <i>We Are the Ship</i> 	Lesson 17 Reveal <i>We Are the Ship</i>
Lesson 18 Organize <i>We Are the Ship</i> 	Lesson 19 Reveal <i>We Are the Ship</i> Organize <i>Joie de Vivre</i> 	Lesson 20 Distill <i>We Are the Ship</i> Reveal <i>Joie de Vivre</i> 	Lesson 21 Know <i>We Are the Ship</i> <i>Icarus</i>	Lesson 22 Know “Women of the Negro Leagues” “Mamie ‘Peanut’ Johnson”	Lesson 23 Know “Toni Stone” 	Lesson 24  Reading Comprehension Assessment 1
Lesson 25 Responsive Teaching						

Arc C | *Testing the Ice*

Lesson 26 Wonder <i>Testing the Ice</i>	Lesson 27 Organize <i>Testing the Ice</i> P	Lesson 28 Reveal <i>Testing the Ice</i> P	Lesson 29 Distill <i>Testing the Ice</i> P	Lesson 30 Know <i>Testing the Ice</i> “Jackie Robinson” Module Task 1 completed P

Module Finale

Lesson 31 Know module texts	Lesson 32 Know module texts	Lesson 33 Know module texts	Lesson 34 Know module texts	Lesson 35 Know module texts	Lesson 36 Know module texts End-of-Module Task completed	Lesson 37 Know module texts

Lesson 38 Reading Comprehension Assessment 2	Lesson 39 Responsive Teaching	Lesson 40 Closing Bookend

Refer to the digital platform for Year in Review, a lesson to reflect on all four module topics.



Lesson 1

Essential Question | How can individuals contribute to a collective legacy?

OVERVIEW

Preview

In this opening Bookend lesson, students explore the module topic and the Essential Question. Students share what they know about baseball and Negro League baseball. They continue to engage with the module topic through an experience that the teacher chooses. Students may explore a baseball field, experience a baseball training clinic, read a text about the Negro Leagues, or engage in a teacher-created experience.

Learning Goals

- Share knowledge about baseball and Negro League baseball.
- Explore the module topic.

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Share:** Discuss Prior Knowledge
- **Engage:** Explore, Experience, or Read

LAND

Revisit the Essential Question

Vocabulary

collective (adj.)

Materials and Preparation

- Knowledge Card: *collective*
- Determine how to display the Essential Question. Students continue working with the Essential Question throughout the entire module.
- Prepare materials for the selected activity in the Engage section.
- Depending on the option you choose, consider planning for more than the typical 60 minutes recommended for a lesson.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Tell students that today they are starting a new module about Negro League baseball.

Teacher Note

Arts & Letters materials use *Black* or *African American* to describe people of African or African American descent. “Negro League baseball” (and similar constructions) is a special case, as the term is widely used and acceptable today to refer to the historical teams and leagues.

2. Display and Choral Read the Essential Question: How can individuals contribute to a collective legacy?

Teacher Note

Customize this lesson’s content to incorporate your school’s regional geography, the community’s resources, and the area’s history. Use the activities to activate and honor students’ funds of knowledge, including their home life, languages, and experiences.

LEARN 53 minutes

Share | Discuss Prior Knowledge | 10 minutes

1. Assess and activate prior knowledge by asking this question:

 **What do you know about the sport of baseball?**

Use responses to emphasize that baseball games are played with two teams.

2. Invite students to name the different positions people play on a baseball team (e.g., pitcher, center fielder, shortstop, manager, owner).

3. Ask this question:

 **How do the people on a baseball team work together?**

Key Ideas

- focus on winning as a shared goal
- practice together to improve their skills
- encourage one another

4. Introduce the vocabulary term *collective* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Teacher Note

The Word Analysis Chart, located on the digital platform, identifies relevant word-part information for each vocabulary term defined in the module. Use the chart to inform additional phonics and word analysis support for students.



Definition

collective (adj.): shared or done by a group of people

5. Explain that while students may already know something about baseball, in this module, they will build knowledge about Negro League baseball. Invite students to share prior knowledge about baseball leagues and Negro League baseball.
6. Instruct students to Think–Pair–Share to respond to this question:

 **What do you want to know about Negro League baseball?**

Engage | Explore, Experience, or Read | 43 minutes

Choose an Explore, Experience, or Read activity to engage students with the module topic. Plan your own activity or choose an option below.

Option 1 | Explore a Local Baseball Field

1. Facilitate a field trip to a local baseball field (e.g., at a city park, high school, college campus, or minor league or major league ballpark).
2. Conduct a walk-through of these parts of the baseball field:
 - **infield**—bases, pitcher's mound, home plate
 - **outfield**—right field, center field, left field
 - **other**—dugout or player benches, batting cage, bleacher seats for fans

Name the parts of the field and the players who would occupy them. Alternatively, invite students with baseball knowledge to share what they know about this information.

3. Allow students to walk or run the bases and to sit in the dugout and on the bleachers. Encourage students to notice and wonder about these locations as they explore them.
4. Instruct students to Think–Pair–Share to answer this question:



What do you notice or wonder about the different parts of a baseball field?

Option 2 | Experience a Baseball Training Clinic

1. Invite your school's PE teacher or a high school coach to guide students with varying levels of experience through a baseball training clinic in which they learn about and practice baseball skills, such as catching, pitching, hitting, fielding, throwing, and baserunning.
2. At the conclusion of the clinic, ask these questions:

 **Which skill did you like the best? Why?**

 **Which skill did you find challenging? Why?**

Option 3 | Read a Text About the Negro Leagues

1. Display and briefly introduce the volume of reading texts. Allow time for students to explore the texts.
2. Instruct students to select one text and to begin reading.

LAND 5 minutes

Revisit the Essential Question

1. Facilitate a brief discussion to connect what students experienced in this lesson to the Essential Question. Consider using one of the following questions, based on each option from the Engage section, to initiate the discussion:
 - **Option 1**—What did you learn from exploring different parts of a baseball field?
 - **Option 2**—Which skill or skills do you think baseball players need to be successful? Why?
 - **Option 3**—Why did you select this volume of reading text?

2. Tell students that throughout the module they will continue to build knowledge about Negro League baseball.

Teacher Note

Arts & Letters student and teacher materials feature borders, header images, and other carefully chosen visuals to align with each module's knowledge. Consult About the Images, located in the appendices, to learn more about how these elements connect to the module's knowledge. As students progress through the module, share related information about the images and encourage them to make connections to what they are learning.

ACHIEVEMENT DESCRIPTORS

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.B

BU.4.4 Expression

DM Develop Metacognition

DM.3.4 Schema Building



Lesson 2

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students read the article “Baseball” to build knowledge of game play, player roles, and necessary equipment. Students identify the text structures in “Baseball” and explain how those structures help the reader understand the game of baseball. Students then use details from the text and diagram to write a response that explains how to play baseball.

Learning Goals

Analyze the text structure of the article “Baseball.”

 **LEARNING TASK:** Explain how text structure helps to convey information in the article “Baseball.”

Build knowledge about baseball from the article “Baseball.”

 **LEARNING TASK:** Write a response to explain the basic player positions, equipment, and rules of a baseball game using details from “Baseball.”

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Notice and Wonder About “Baseball”
- **Respond:** Use Text Structure to Build Knowledge About “Baseball”
- **Respond:** Express Knowledge About “Baseball”

LAND

View “Baseball”

Materials

TEACHER

- “Baseball” article (digital platform)
- “Baseball” video (digital platform)
- Module 4 World Knowledge Chart
- Module 4 ELA Knowledge Chart

STUDENTS

- “Baseball” (*Learn* book)
- Glossary of Baseball Terms (*Learn* book)
- journal

Preparation

- Determine how to display the text structures and their descriptions. See the first Respond section for details.
- Determine how to display the knowledge charts. Students continue working with these charts throughout the entire module.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

1. Display “Baseball.”
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Explain that during a Know lesson the class reflects on the knowledge they build from reading a text to share what they know. Tell students that in this lesson they will build knowledge about baseball.



LEARN 48 minutes

1. Assess and activate prior knowledge by asking this question:



2. Direct students to the Glossary of Baseball Terms, located in the *Learn* book. Instruct students to read the list of terms with a partner. Explain that this list provides definitions for some of the words they will see in texts throughout the module.



3. Instruct students to Think–Pair–Share to answer these questions:

 **Which terms reflect what you already know about baseball?**

 **Which terms are unknown to you?**

Teacher Note

Encourage students who have knowledge of baseball to explain the meaning of a few of the terms.

4. Direct students to “Baseball,” located in the *Learn* book. Read aloud the article, including the Baseball Field Diagram. Instruct students to follow along and look up the definitions of unknown baseball terms using the Glossary of Baseball Terms.

Language Support

Based on your students’ needs, pause to define select words with a synonym (e.g., *advance*, *aluminum*, *mound*).

5. Instruct students to Think–Pair–Share to answer these questions:

 **What do you notice about the article?**

 **What do you wonder about the article?**

Respond | Use Text Structure to Build Knowledge About “Baseball” |

18 minutes

1. Lead students through Give One–Get One–Move On to answer this question:



What is one thing you learned from the article?

2. Listen for students to address key ideas in their discussions.

Key Ideas

- Baseball is popular in America, Latin America, and Japan.
- Baseballs are made with cork, rubber, yarn, and leather.
- A batter can get to first base with a walk, with a hit, or if hit by a pitch.

3. Ask this question:



How does the author organize the information in this text?

Key Ideas

- section that describes baseball equipment and the playing area
- section that describes how to play baseball
- headings to tell what each section is about
- diagram that shows the playing area

4. Explain that the way a writer organizes information in a text is called text structure. Display the following list of text structures, and read aloud the descriptions:

- **descriptive**—describes the characteristics of something
- **chronological**—presents events in time order
- **sequential**—shares the steps or actions of an activity in the order in which they happen
- **cause and effect**—tells what happened and why
- **compare and contrast**—explains how things are similar and different
- **problem and solution**—identifies a problem and offers one or more solutions

5. Explain that a writer may use one structure or multiple structures to organize a text. Direct attention to “Playing Area and Equipment.” Tell students that in this section the author uses a descriptive text structure.

6. Ask this question:



How do you know that this section uses a descriptive text structure?

Reinforce the correct response: includes details that describe the characteristics of a baseball field, ball, bat, and glove.

7. Instruct students to independently read paragraphs 9–11. Ask these questions:



Which text structure does the author use in this section? How do you know?

Differentiation Support

To help students identify the text structure, ask these questions:

- What information does the author share in these paragraphs?
- What does the word *after*, at the beginning of paragraphs 10 and 11, help you understand?

Key Ideas

- **text structure:** sequential
- explains what a fielder should do after a batter hits the ball into the field
- explains what a batter should do after hitting a ball
- tells the order of actions in an inning and in a game
- presents a sequence of actions

8. Instruct students to Think–Pair–Share to answer this question:



Why are these paragraphs organized using a sequential, instead of a descriptive, text structure?

Language Support

To help students understand the difference between sequential and descriptive text structures, provide an image of a flowchart to illustrate a sequential structure and an image of a word web to illustrate a descriptive structure.

Reinforce the correct response: Sequential text structure helps the reader understand the order of actions in a game.

9.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this question: How do the two structures in this text help you understand the game of baseball? Use details from “Baseball” to support your response.
-

Analyze Student Progress

Monitor: Do students write responses that include details about how the text structures help to convey key information?

Offer Immediate Support: If students need additional support explaining how the text structures help them understand the game, instruct them to write two sentences: one sentence about how the descriptive text structure supports their understanding, and one sentence about how the sequential text structure supports their understanding.

Plan Future Practice: Students practice identifying text structure in *We Are the Ship* in lesson 4.

10. Invite a few students to share their responses.

Key Ideas

- **descriptive:** gives characteristics of baseball field, ball, bat, and glove; describes parts of a baseball field; tells what the ball is made of and looks like; tells what a bat is made of and feels like; tells what a glove is made of
- **sequential:** tells the order of actions in the game; explains what happens before and after the actions; provides a sequence of actions that make up a baseball game

Respond | Express Knowledge About “Baseball” | 15 minutes

1. Ask this question:

 **During a game of baseball, what is the goal of both teams?**

Reinforce the correct response: winning by scoring more runs than the other team.

2. Direct attention to the Baseball Field Diagram in “Baseball.” Tell students to imagine that they are a batter standing on home plate, facing the pitcher’s mound. Instruct students to place their finger on home plate. Ask this question:

 **To advance to first base, which direction would you run?**

Reinforce the correct response: To advance to first base, you would run to the right.

Teacher Note

As an extension to using the Baseball Field Diagram to orient students, take them to a gym or an outdoor area to act out a baseball game.

3. Instruct students to trace a path around the bases, simulating a home run.
4. Ask this question:

 **How does this diagram help you understand the text?**

Key Ideas

- It shows what a baseball field looks like.
- It gives information about the places where players are positioned.
- It helps the reader visualize details from the text, such as where a batter would run after hitting the ball.

5. Form small groups. Assign each group a role as the batting team or the fielding team.

Teacher Note

Incorporate strategic, flexible ways to form groups of students throughout the module. Bringing together students who have different levels of reading, writing, or English language proficiency can promote rich conversation and exchange of ideas. Also, grouping students with similar levels of reading, writing, or English language proficiency can help focus students on a specific task with teacher support. As applicable, complement any of these groups by pairing students who speak the same home language.

6. Instruct students to work with their groups to reread paragraphs 5–11 and annotate details that answer these questions:



Which positions are included in your role?



What does each player do to help their team win?

Differentiation Support

To help students identify key details for their assigned group, direct them to these paragraphs:

- **batting team**—paragraphs 5–10
- **fielding team**—paragraphs 5–9

Remind students to use the Baseball Field Diagram to clarify and add to their understanding of their role.

7. Listen for students to address key ideas in their discussions.

Key Ideas

- **batting team positions:** batters, base runners
- **fielding team positions:** pitcher, fielders
- **batting team wins:** batter hits the ball with the bat, base runner runs bases, base runner scores runs, base runner avoids being called out
- **fielding team wins:** pitcher throws the ball to strike out batters, fielders tag base runners out, fielders catch the ball that was hit by a batter before it hits the ground

8. Instruct students to work with a partner from an opposite group to share their responses.
9.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this prompt: Imagine that you are going to play a game of baseball with a friend who has never played the game before. Using details from the text and the diagram, explain the different positions, the equipment you will need, and how to play the game.

Analyze Student Progress

Monitor: Do students clearly explain the basic player positions, the equipment, and the general sequence of play?

Offer Immediate Support: If students need additional support explaining how to play baseball, direct attention to the “Playing the Game” section of the text and the Baseball Field Diagram, and ask this question: How can you help your team during baseball? Instruct students to consider both the batting and fielding positions.

Plan Future Practice: Students practice building knowledge about baseball throughout module 4.

10. Invite a few students to share their responses.
11. Facilitate a brief discussion of these questions:



Which text structure or text feature helped you the most to develop your understanding of baseball? Why?

LAND 10 minutes

View “Baseball”

1. Tell students that they will view a video to learn more about baseball. Play “Baseball.”

Teacher Note

Subsequent lessons do not include instructions to play “Baseball.” As needed, play the video in subsequent lessons to help students make more connections between the world knowledge in the text and the video. For students whose home language is Spanish, arrange for them to view the Spanish version of the video.

2. Direct attention to both knowledge charts, and read aloud each chart title. Explain that knowledge of the world is knowledge students gain from texts in the module. Explain that knowledge of ELA is knowledge students gain as they learn reading, writing, and speaking skills. Writing statements about new learning helps people remember and track the knowledge they gain.
3. Facilitate a brief discussion of the following question to help students articulate the knowledge they built during the lesson:

 What did you learn today?
Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from reading the article “Baseball”?
- What did you learn from watching the video “Baseball”?

World Knowledge

ELA Knowledge

4. Add a few student-generated knowledge statements to the charts. Place statements about key ideas from the lesson and information from the texts on the World Knowledge Chart, and place statements about language arts on the ELA Knowledge Chart.

Teacher Note

Adding all students' knowledge statements to the charts is not necessary. Encourage all students to share their knowledge statements, and then choose a few to add to the charts. Write statements in a clear, simple way, as students will practice expanding and combining sentences in future lessons. We do not include a prescribed list of student knowledge statements because the discussion should flow organically and the statements should represent the authentic learning of each class. As needed, ask follow-up questions to guide students toward key ideas from the lesson, world knowledge from the texts, or ELA knowledge related to the learning goals.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.e

MM.7.4 Structure: MM.7.4.C

MM.9.4 Media: MM.9.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.c

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 3

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Wonder:** What do I notice and wonder about this text?

OVERVIEW

Preview

In this Wonder lesson, students begin reading *We Are the Ship*, an informational text that describes the history of Negro League baseball. Students listen closely to the foreword of the text, explore the text features, and write what they notice and wonder. During visual art instruction, students look closely at *Harmonizing*, an oil painting that depicts a Black quartet singing. Students then share what they notice and wonder about the work of art.

Learning Goals

Notice and wonder about *We Are the Ship*.

 **LEARNING TASK:** Write at least three things you notice about *We Are the Ship* and at least three related questions.

Notice and wonder about *Harmonizing*.

 **LEARNING TASK:** Write at least four things you notice about *Harmonizing* and at least four related questions.

Vocabulary

dedication (n.)

passion (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read the Foreword to *We Are the Ship*
- **Respond:** Notice and Wonder About the Text
- **Observe:** Notice and Wonder About *Harmonizing*

LAND

Reflect on Learning

Materials

TEACHER

- *We Are the Ship*
- *Harmonizing* (digital platform)
- class Notice and Wonder Chart for *We Are the Ship* (*Learn* book)
- Knowledge Cards: *passion, dedication*
- Fluency Reference Chart (Reference Charts appendix)

STUDENTS

- *We Are the Ship*
- Notice and Wonder Chart for *We Are the Ship* (*Learn* book)
- Fluency Practice for *We Are the Ship*, passage 1 (*Learn* book, Fluency)
- Notice and Wonder Chart for Work of Art 1 (*Learn* book)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *We Are the Ship*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
3. Explain that during a Wonder lesson the class begins to read the text for the first time to spark their curiosity. Students share what they notice and wonder about the text. Introduce *We Are the Ship* by reading aloud the title and author-illustrator. Tell students that in this lesson they will read part of the text and share what they notice and wonder.

LEARN 53 minutes

Read | Read the Foreword to *We Are the Ship* | 18 minutes

Teacher Note

Module 4 Wonder lessons provide the opportunity for students to grow in independence and apply all they have learned so far as they notice and wonder about new texts. Teachers can formatively assess students' transfer of knowledge by looking for connections to previous texts and topics. Also, teachers can formatively assess students' ELA knowledge by looking for application of literary and informational standards.

1. Remind students that they built knowledge about baseball by reading an informational text during the previous lesson. Tell students that during this lesson they will continue to add to their knowledge by beginning to read an informational text about Negro League baseball.

Teacher Notes

The text uses the terms *colored* and *Negro*. Reinforce that while these terms were used in the past, they are no longer acceptable. *Arts & Letters* materials use *Black* or *African American* to describe people of African or African American descent. "Negro League baseball" (and similar constructions) is a special case, as the term is widely used and acceptable today to refer to the historical teams and leagues.

Chapters 2 and 3 of *We Are the Ship* contain references to the Ku Klux Klan. This is a racist hate group that has tried to fight against equal rights and freedoms for Black Americans. Be aware that students may have connections to this part of the text that make it difficult for them to discuss.

Page 58 of *We Are the Ship* refers to a racial slur. This slur shows disrespect toward Black people.

Reinforce that it is not appropriate to use the word today. Remind students that considering their use of language is one way they can help bring more kindness and fairness to the world.

2. Direct students to *We Are the Ship*. Tell students to examine the front cover, the back cover, and the pages leading to the foreword. Instruct students to Think–Pair–Share to answer these questions:

... **What do you notice?**

... **What do you wonder?**

Differentiation Support

Remind students to use something they notice to generate a question. Think aloud to model how to notice something and ask a related question.

3. Display the class Notice and Wonder Chart for *We Are the Ship*, and direct students to the page in their *Learn* book. Instruct students to write two things they notice and two related questions on their chart. Invite a few students to share their responses and add those responses to the class chart.
4. Direct attention to the foreword. Explain that a foreword is a text feature that introduces the reader to a text. It is usually written by someone other than the author who is knowledgeable about the text's topic. Tell students that Hank Aaron, a well-known African American baseball player, wrote the foreword for *We Are the Ship*.

Notice	Wonder

5. Read aloud the foreword. Instruct students to listen for what they notice and wonder about this section of the text.

Language Support

Based on your students' needs, pause to define select words with a synonym (e.g., *aspire*, *improvise*, *rookies*).

6. Instruct students to add what they notice and wonder about the foreword to their Notice and Wonder Chart.
7. Introduce the vocabulary term *passion* by displaying the Knowledge Card, saying it, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.
8. Direct attention to the term *passion* in the first sentence of the foreword. Read aloud the sentence, starting with "From the time." Instruct students to work with a partner to infer the term's meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.
9. Introduce the vocabulary term *dedication* by displaying the Knowledge Card, saying it, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.
10. Direct attention to the term *dedication* in the second sentence of the second paragraph. Read aloud the sentence, starting with "We Are the." Instruct students to work with a partner to infer the term's meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.
11. Instruct student to Think–Pair–Share to answer this question:

 **How might the terms *passion* and *dedication* relate to baseball?**

Key Ideas

- People have a passion to play and watch baseball.
- Great baseball players show dedication to the game.



Definition

passion (n.): a strong feeling of enthusiasm or excitement for something or about doing something



Definition

dedication (n.): a feeling of very strong support for or loyalty to someone or something

Respond | Notice and Wonder About the Text | 21 minutes

1. Remind students that they learned about different text features in previous lessons. Tell students that they will now explore the entire text, paying close attention to text features as well as unknown words in those features.
2. Ask this question:



What text features have you noticed and asked questions about in other texts?

Key Ideas

- illustrations
 - glossaries
 - chapter titles and headings
3. Instruct students to review the text features in *We Are the Ship* and to annotate what they notice and wonder. Tell students that they may include unknown words in what they notice and wonder about the text features.
 4.  **Introduce the learning task.** Instruct students to write three additional things they notice about the text features and three related questions on their Notice and Wonder Chart.

Analyze Student Progress

Monitor: Do students write three things they notice about the text features and three related questions?

Offer Immediate Support: If students need additional support noticing something about a text feature and asking a related question, direct them to the chapter titles and instruct them to describe what they notice and wonder.

Plan Future Practice: Students practice noticing and asking related questions about *Testing the Ice* in lesson 26.

5. Invite a few students to share their responses.
6. Explain that now that students have read the foreword and explored the text with curiosity and attention, they will practice fluently reading a passage from *We Are the Ship*. Display the Fluency Reference Chart and review the definition of *fluency*.

Teacher Note

In arc A, students solidify their understanding of the elements of fluency and have an opportunity to practice reading fluently.

Fluency Reference Chart	
fluency (n.): the ability to read with accuracy, phrasing, and expression at an appropriate rate	
accuracy	correctly decode the words
phrasing	group words into phrases, and pause for punctuation
expression	use voice to show feeling
rate	read at an appropriate speed

7. Explain that students will first focus on the element of accuracy. Remind students that they have practiced reading with accuracy during previous modules. Instruct students to Think–Pair–Share to answer this question:

 **What does it mean to read with accuracy?**

Reinforce the correct response: Reading with accuracy means decoding the words correctly.

8. Instruct students to Think–Pair–Share to respond to this question:

 **How does reading with accuracy help you understand a text?**

Reinforce the correct response: Recognizing and understanding the words helps a reader understand the text's meaning. Remind students that even fluent readers sometimes make mistakes, and it is okay to self-correct while reading.

9. Direct students to Fluency Practice for *We Are the Ship*, passage 1, located in the *Learn* book. Instruct students to work with a partner to annotate words in the passage that may be challenging to decode.
10. Instruct students to follow along as you read aloud, modeling fluent reading.

Fluency Practice	
We Are the Ship, passage 1	
1. Ask a friend or adult to listen to you read. 2. Read aloud the fluency passage three to five times. 3. Focus on the day's fluency element as you read. 4. Ask the listener to initial and comment below.	
Initials	Comments
Day 1 Accuracy	
Day 2 Phrasing	
Day 3 Expression	
Day 4 Rate	
Retelling	

Fluency Elements

Accuracy: Correctly decode the words.

Phrasing: Group words into phrases, and pause for punctuation.

Expression: Use voice to show feeling.

Rate: Read at an appropriate speed.

11. Instruct students to take turns reading the passage fluently with a partner. Remind students to self-correct small mistakes in the moment.
12. Explain that students will continue to read this passage from *We Are the Ship* while focusing on different elements of fluency throughout the next several lessons.

Observe | Notice and Wonder About *Harmonizing* | 14 minutes

1. Tell students that they will now notice and wonder about a work of art.
2. Display *Harmonizing* without telling students the title or the name of the artist. Instruct students to look closely at the work of art in silence. After at least two minutes, direct attention to different parts of the work of art, including the top, bottom, middle, and sides. Ask these questions:

 **What do you notice or wonder about the foreground?**

 **What do you notice or wonder about the background?**

 **What do you notice or wonder about the composition?**

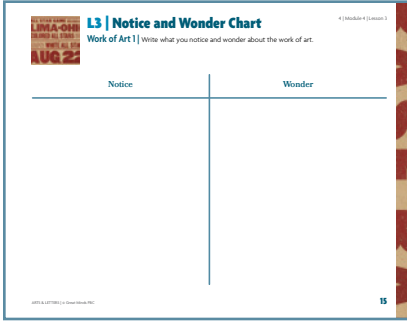
Teacher Note

Harmonizing is an oil painting created by Horace Pippin, a self-taught artist. Pippin completed this bold and expressive painting, which spans 24.5 by 30.375 inches, in 1944. The painting depicts a quartet of men singing together on a street corner and features horizontal and vertical lines that draw viewers' attention around the painting. After Pippin was wounded during World War I, he used art as therapy to rehabilitate his injured arm. Pippin painted scenes inspired by history and everyday life, with a particular focus on the experiences of Black Americans. Lessons 4, 5, and 6 provide students with background information about the work of art and the artist.

3. Facilitate a brief discussion of these questions:

 **What draws your attention in this work of art? Why?**

4.  **Introduce the learning task.** Direct students to the Notice and Wonder Chart for Work of Art 1, located in the *Learn* book. Instruct students to write at least four things they notice about the work of art and at least four related questions.



Analyze Student Progress

Monitor: Do students describe details in the work of art and ask questions connected to those details?

Offer Immediate Support: If students need additional support describing what they notice and wonder, ask these questions: What do you notice in the foreground? What do you notice in the background? What do these things make you wonder?

Plan Future Practice: Students practice noticing things and asking questions about a work of art in lesson 19.

5. Invite a few students to share their responses.
6. Instruct students to review their Notice and Wonder Chart and to Think–Pair–Share to answer these questions:
 -  **What do you think the work of art might be titled?**
 -  **How do the things you noticed and wondered about connect to the possible title of the work of art?**
7. Tell students that in the next lesson they will discuss what is happening in the work of art.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Notes

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the terms *passion* and *dedication*?
- What did you learn from *We Are the Ship*?
- What did you learn from the work of art?

Adding to knowledge charts is a concrete way for students to self-assess how their learning has progressed. Students reflect on their growing knowledge of the module topic and their own development as readers and writers. This reflection helps students identify what they may need to learn more about, including topic- and text-related knowledge and ELA knowledge related to the learning goals.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.b, MM.5.4.A.c, MM.5.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.b

BU Build Understanding

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DF.5.4 Fluency: DF.5.4.A, DF.5.4.B, DF.5.4.C

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.A

DM.3.4 Schema Building



Lesson 4

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read “1st Inning” of *We Are the Ship* and identify the text structure of the chapter. Students then describe the events that led to the formation of the Negro National League. During visual art instruction, students examine the elements in the foreground and background of *Harmonizing*. Students then describe what is happening in the work of art.

P A Prologue to lesson 4 is available for students who need additional support.

Learning Goals

Identify the chronological events that led to the creation of the Negro National League in *We Are the Ship*.

LEARNING TASK: Using the Timeline for *We Are the Ship*, describe the events that led to the development of the Negro National League.

Describe *Harmonizing*.

LEARNING TASK: Describe the setting and figures in *Harmonizing*.

Vocabulary

league (n.)

professional (adj.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Chronological Events in *We Are the Ship*
- **Respond:** Describe the Development of the Negro National League
- **Observe:** Describe What Is Happening in *Harmonizing*

LAND

Reflect on Learning

Materials

TEACHER

- *We Are the Ship*
- *Harmonizing* (digital platform)
- Syllable Types (Reference Charts appendix)
- Knowledge Cards: *professional*, *league*
- Fluency Reference Chart (Reference Charts appendix)

STUDENTS

- *We Are the Ship*
- Timeline for *We Are the Ship* (*Learn* book)
- journal
- Fluency Practice for *We Are the Ship*, passage 1 (*Learn* book, Fluency)

Preparation

- Determine how to display side by side Syllable Types and the term *professional* with its syllable division. See the Respond section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *We Are the Ship*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Explain that during an Organize lesson the class reads sections of the book and identifies what is happening to gain a basic understanding of the text. Tell students that in this lesson they will look closely at events in “1st Inning” of *We Are the Ship* and organize information from the chapter on a timeline.

LEARN 53 minutes

Read | Identify Chronological Events in *We Are the Ship* | 20 minutes

1. Direct students to page 1 of *We Are the Ship*. Invite a student to read aloud the chapter title and introductory quote. Ask this question:

 **What do you notice about the chapter title and heading?**

2. Direct attention to the chapter heading “1st Inning.” Ask this question:

 **How does the chapter heading relate to what you have learned about baseball?**

Reinforce the correct response: An inning measures game play and tracks time in baseball.

3. Read aloud “1st Inning” of *We Are the Ship*. Instruct students to annotate phrases that indicate when an event occurred.

Language Support

Based on your students’ needs, pause to define select words with a synonym (e.g., *opposing*, *staves*, *wit*).

4. Invite a few students to share their annotations.

Reinforce the correct responses: back in the mid-1800s; in the mid-1860s; by the late 1800s; soon after 1887; in the early 1900s; February 20, 1920.

5. Display the Timeline for *We Are the Ship*, and direct students to the page in their *Learn* book. Tell students that they will use the timeline to organize information about events in the chapter.

6. Instruct students to review their text and annotations. Ask this question:

... **What happened during the mid-1800s?**

Reinforce the correct responses: Baseball became popular across the United States; professional teams and organized leagues formed.

Instruct students to add this information to the Mid-1800s box on their timeline.

7. Instruct students to work with a partner to review the portion of pages 1–2 from “In the mid-1860s” to “play alongside them.” Instruct students to annotate information that describes what occurred in the mid-1860s.

L4 | Timeline
We Are the Ship | Read the text. Describe what happened during each of the year ranges.

Years

Mid-1800s Mid-1860s Late 1800s

Events

Differentiation Support

To check students' comprehension, ask these questions:

- Who was Bud Fowler?
- How was he treated?

8. Instruct students to Think–Pair–Share to answer this question:

 **What happened during the mid-1860s?**

Reinforce the correct responses: Most professional baseball teams had only White players; White players and managers treated the few professional Black players poorly.

Instruct students to add this information to the Mid-1860s box on their timeline.

9. Instruct students to review the remainder of chapter 1 independently and to add information about each of the dates to their timeline.

Invite a few students to share their responses.

Key Ideas

- **late 1800s:** Black baseball players disappeared from the professional leagues; White owners agreed not to add any more Black players to their teams.
- **early 1900s:** Many Black baseball teams formed, but there was no professional league; Rube Foster found success as the manager of the Leland Giants, which later became the Chicago American Giants.
- **1920s:** Foster formed the Negro National League; Foster called together all of the owners of Black baseball teams to agree on rules for the league; a group of White owners formed the Eastern Colored League; a Colored World Series took place.

Differentiation Challenge

To encourage students to evaluate cause and effect, ask this question: In your opinion, what was the most impactful factor that contributed to the formation of the Negro National League?

10. Ask these questions:

 **What is the text structure of chapter 1?**

 **How do you know?**

Reinforce the correct responses:

- **structure**—chronological
- **how do you know**—events are sequenced in the order in which they happened; phrases in the text indicate the timing of events

11. Instruct students to Think–Pair–Share to answer this question:



How does a timeline help us organize information in a chronological text?

Reinforce the correct response: A timeline helps us organize events in the order in which they occurred.

Respond | Describe the Development of the Negro National League |

15 minutes

- 1. 🎯 Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this prompt: Using the Timeline for *We Are the Ship*, describe the events that led to the development of the Negro National League.

Analyze Student Progress

Monitor: Do students use details from the timeline to describe the chronological events that led to the formation of the Negro National League?

Offer Immediate Support: If students need additional support identifying the events that led to the development of the Negro National League, ask this question: What events from the timeline help you to understand the formation of the Negro National League?

Plan Future Practice: Students practice organizing information from “2nd Inning” of *We Are the Ship* in lesson 7.

2. Invite a few students to share their responses.

Key Ideas

- Baseball became popular across the United States.
- Black players could not play in professional baseball leagues.
- Many Black baseball teams existed all over the United States.
- Rube Foster found success as a baseball manager.

3. Explain that students will now examine two important terms from the chapter.

4. Display side by side Syllable Types and the term *professional* with its syllable division, pro-fes-sion-al. Instruct students to work with a partner to identify each syllable type, decode each syllable, and accurately blend the syllables to read the word.

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

Syllable Type	Examples	Definition
Closed	be-gin fun-ny	a syllable that ends in one or more consonants and the vowel sound is usually short
Open	bro-ken car-go	a syllable that ends in a vowel and the vowel sound is usually long
Vowel-Consonant-e	rep-tile mis-take	a syllable that has a vowel followed by one consonant then an e; the e is silent and the vowel is long
Vowel Team	pea-nut en-joy	a syllable with two vowels together that make one sound; that sound can be long, short, or sometimes a special sound
Vowel-r Controlled	par-ty fur-ther	a syllable with ar, er, ir, or ur; the vowel sound often changes
Consonant-le	lit-tle ta-ble	an unstressed final syllable that contains a consonant before the letter l, followed by a silent e
Other: Stable Final	fic-tion	a syllable at the end of a multisyllabic word that makes a stable sound (e.g., -tion, -sion, -cian, -ture, -cial, -cious, -tious)

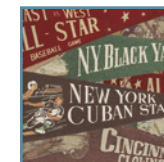
5. Display and read aloud the word part and its definition:

- **pro (prefix/root)**—forth, forward, often as the best

Direct attention to the text and descriptions in the first paragraph on page 9 of *We Are the Ship*. Instruct students to work with their partner to use the meaning of *pro* and the context to infer the meaning of *professional*. Invite a few students to share their ideas. As students share, display the Knowledge Card and reinforce the correct definitions.



6. Introduce the vocabulary term *league* by displaying the Knowledge Card, saying it, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.



Definitions

professional (adj.):

1. paid to participate in a sport or activity
2. showing appropriate behavior and judgment when performing a specific job

Definition

league (n.): a group of sports teams that play against each other

7. Direct attention to descriptions in the first paragraph on page 9 of *We Are the Ship*. Instruct students to work with a partner to infer the term's meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.

8. Ask this question:

 **Why was it important to Foster to create a professional league for Black baseball players?**

Key Ideas

- He wanted to show that Black players were just as talented as White players.
- A professional league would help prepare Black players to integrate professional baseball.
- He wanted to put a whole league of Black players into the major leagues.
- He knew that if Black players wanted a professional league, they would need to organize it themselves.

9. Tell students that now that they have learned more about the formation of the Negro National League, they will practice reading a passage about the Negro National League with fluency.

10. Display the Fluency Reference Chart. Invite a student to read the definition of *fluency*. Direct attention to the phrasing row. Ask this question:

 **How do readers practice proper phrasing?**

Key Ideas

- by grouping together meaningful phrases
- by pausing for punctuation

- 11.** Instruct students to Think–Pair–Share to answer this question:

 **How do commas help readers with proper phrasing?**

Key Ideas

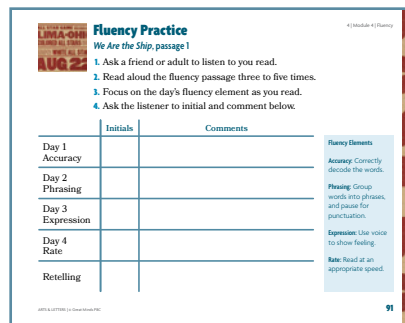
- They indicate a short pause.
- They show grouped words and phrases.
- They separate items in a list.

- 12.** Direct students to Fluency Practice for *We Are the Ship*, passage 1, located in the *Learn* book. Instruct students to work with a partner to annotate the commas in the passage.

- 13.** Instruct students to take turns reading the fluency passage with a partner, focusing on proper phrasing.

Language Support

To support multilingual learners with beginning and intermediate English proficiency, pair them with students who fluently speak and read English.



Fluency Practice
We Are the Ship, passage 1

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day's fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

Fluency Elements

Accuracy: Correctly divide the words.

Phrasing: Group words into phrases, and pause for punctuation.

Expression: Use voice to show feeling.

Rate: Read at an appropriate speed.

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- 14.** Tell students that during the next lesson they will practice reading the passage with attention to expression.

Observe | Describe What Is Happening in *Harmonizing* | 18 minutes

1. Display *Harmonizing* without telling students the title of the painting. Tell students that an artist named Horace Pippin completed this painting in 1944. It measures 24.5 by 30.375 inches. Instruct students to observe the work of art for at least one minute.

2. Ask these questions:

 **What do you see in the background?**

 **What do you see in the foreground?**

Key Ideas

- **background:** buildings, blue sky, trees, church steeple, grass
- **foreground:** group of four men, fence, streetlamp, dirt

3. Ask these questions:

 **What is the setting?**

 **What details provide clues to the setting?**

Key Ideas

- **setting:** outdoors, could be present day or in the past, daytime, neighborhood
- **details:** exteriors of buildings, the clothes the people are wearing, the sky is blue, a house, a church

4. Direct attention to the figures. Explain that when examining figures in a work of art, it is important to consider the body as a whole. This includes the facial expressions and what the figures are looking at. Examining the figures holistically can help a viewer to learn more about a work of art. Instruct students to respond to this prompt with a partner:

 **Describe the poses and facial expressions of the figures. What might they be doing?**

Listen for students to address key ideas in their discussions.

Key Ideas

- **poses and facial expressions:** standing close together, pointing, arms around each other, looking at one another, mouths open, smiling
- **what they might be doing:** having a conversation, singing, hanging out together, telling a story, playing

5. Form groups of four. Instruct groups to create a Tableau of the figures in the foreground of the painting. Tell students to consider both the poses and facial expressions of the figures when creating their Tableau.
6. Facilitate a brief discussion about this question:



What did re-creating the poses and facial expressions for the Tableau help you understand about the figures in the painting?

Key Ideas

- open mouths show they are singing or speaking
 - standing close together with arms around each other shows they are friends
 - gesturing with hands demonstrates they are actively participating
 - looking at one another shows they are engaged
7.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this prompt: Describe the setting and the figures in the painting. Use the terms *background* and *foreground* in your response.

Analyze Student Progress

Monitor: Do students write a response that includes details from the previous discussions and correctly uses the terms *background* and *foreground*?

Offer Immediate Support: If students need additional support describing the setting or figures, direct attention to the foreground and ask this question: What do you see?

Plan Future Practice: Students practice describing what is happening in a work of art in lesson 19.

8. Tell students that in future lessons they will learn more about the artist and the title of the painting.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *We Are the Ship*?
- What did you learn from the work of art?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.b, MM.5.4.A.c, MM.5.4.A.d, MM.5.4.C

MM.7.4 Structure: MM.7.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DF.5.4 Fluency: DF.5.4.A, DF.5.4.B

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 5

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Reveal:** What does a deeper look at a metaphor reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine a metaphor in “1st Inning” of *We Are the Ship*. Students analyze Rube Foster’s metaphor for the Negro Leagues and what it reveals about establishing a successful professional baseball league. During visual art instruction, students analyze the composition of *Harmonizing* by examining line and repetition. Students use these elements of composition to explain how Horace Pippin created harmony in his painting.

P A Prologue to lesson 5 is available for students who need additional support.

Learning Goals

Analyze Rube Foster’s metaphor for the Negro National League by using details from *We Are the Ship*.

LEARNING TASK: Explain what an adage reveals about a successful professional baseball league by using details from *We Are the Ship*.

Examine the composition of *Harmonizing*.

LEARNING TASK: Explain how lines and repetition create harmony in *Harmonizing*.

Vocabulary

dignity (n.)

harmony (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine a Metaphor in *We Are the Ship*
- **Respond:** Explain an Adage in *We Are the Ship*
- **Observe:** Analyze the Composition of *Harmonizing*

LAND

Reflect on Learning

Materials

TEACHER

- *We Are the Ship*
- *Harmonizing* (digital platform)
- Syllable Types (Reference Charts appendix)
- Fluency Reference Chart (Reference Charts appendix)
- Knowledge Card: *harmony*

STUDENTS

- *We Are the Ship*
- journal
- Fluency Practice for *We Are the Ship*, passage 1 (*Learn* book, Fluency)

Preparation

- Determine how to display side by side Syllable Types and the term *dignity* with its syllable division. See the Read section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *We Are the Ship*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at a metaphor reveal?
3. Explain that during a Reveal lesson the class focuses on only a part of the text—a part that is particularly complex or important. The class closely rereads and discusses this part to gain a deeper understanding of it. Tell students that in this lesson they will examine the metaphor Rube Foster used to describe the Negro National League.

LEARN 53 minutes

Read | Examine a Metaphor in *We Are the Ship* | 18 minutes

1. Assess and activate prior knowledge by asking this question:

 **Who started the Negro National League?**

Reinforce the correct response: Rube Foster.

2. Explain that before looking at how Foster described the Negro National League, they will consider how the text's author, Kadir Nelson, describes Foster's actions. Display side by side Syllable Types and the term *dignity* with its syllable division, dig-ni-ty. Instruct students to work with a partner to identify each syllable type, decode each syllable, and accurately blend the syllables to read the word.

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

3. Direct attention to the term *dignity* in the fourth sentence in the third paragraph on page 9. Instruct students to work with a partner to infer the term's meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.
4. Remind students of the work they completed with figurative language during module 1. Remind students that metaphors are a type of figurative language. Assess and activate prior knowledge by asking this question:

 **What is a metaphor?**

Reinforce the correct responses: a phrase that shows how two things are similar by saying one thing is the other; a way to explain complex ideas and concepts.

5. Direct students to page 9 of *We Are the Ship*. Engage students in Repeated Reading of the first paragraph. Instruct students to listen for the metaphor in the text.
6. Invite a few students to share the metaphor they identified. Reinforce the correct response: “We are the ship; all else the sea.”
7. Display the metaphor. Direct attention to the word *we*. Ask this question:

 **Who does Foster mean when he says “We”?**

Reinforce the correct response: the Negro National League.

Definition

dignity (n.): the quality of being worthy of honor or respect

8. Direct attention to the word *ship*. Facilitate a brief discussion of this question:



Why would Foster compare the Negro National League to a ship?

Language Support

To help students understand the comparison in the metaphor, display an image of a ship sailing through a rough sea.

Key Ideas

- Ships keep passengers safe, and the Negro National League was meant to give Black baseball players a safe place to play professional baseball.
- Ships go to new and exciting places, and the Negro National League was new and exciting.
- Ships keep all passengers together just as Rube Foster was trying to do by creating the Negro National League.
- Ships travel independently, and the Negro National League would be independent of other leagues.

9. Instruct students to independently read the remainder of page 9 and annotate the challenges the Negro National League faced. Invite a few students to share their annotations.

Key Ideas

- money
- disputes between players and owners

10. Ask this question:



What do you know about the sea?

Key Ideas

- waves
- rough
- calm
- unpredictable

11. Facilitate a brief discussion of this question:



How are the challenges faced by the Negro National League similar to the sea?

Key Ideas

- challenges can be unpredictable
- challenges can be rough
- ups and downs, like waves

12. Ask this question:



How did Rube Foster keep his “ship” together through the challenges?

Key Ideas

- gave money
- settled disputes
- established rules

Respond | Explain an Adage in *We Are the Ship* | 18 minutes

1. Explain that “We are the ship; all else the sea” is an example of an adage. An adage is a saying, often a metaphor, that expresses a common observation or truth.
2.  **Introduce the learning task.** Direct students to their journals. Instruct them to respond to the following question: How does the adage “We are the ship; all else the sea” express what Rube Foster considered necessary to create a successful baseball league? Tell students to use vocabulary terms in their response.

Analyze Student Progress

Monitor: Do students explain how the adage reflects the elements needed for the formation of a successful league?

Offer Immediate Support: If students need additional support explaining the adage, direct them to the third paragraph on page 9, and ask this question: What did Rube Foster do to keep the league going?

Plan Future Practice: Students practice examining figurative language in *Testing the Ice* in lesson 28.

3. Invite a few students to share their responses.

Key Ideas

- The adage shows that independence and self-sufficiency are important for a professional baseball league.
- The adage helps us understand that a leader needs a clear vision to begin a professional baseball league.
- The adage helps us understand that to have a successful professional baseball league, you need to adapt to changing conditions.

4. Ask this question:

Why would Kadir Nelson choose *We Are the Ship* as the title of this text?

Key Ideas

- It highlights Rube Foster's ideas and vision for the Negro National League.
- It demonstrates how Rube Foster and Black baseball players felt about the Negro Leagues.
- It describes the challenges that Rube Foster and others had to overcome to establish the Negro Leagues.

5. Tell students that during the next lesson they will continue to examine Rube Foster by investigating how he changed game play in the Negro Leagues.

6. Ask this question:

According to the narrator, how did Rube Foster say, “We are the ship; all else the sea”?

Reinforce the correct response: Rube Foster “proudly declared” this statement. Remind students that when they reflect proper emotion as they read passages like this, they are reading with expression.

7. Display the Fluency Reference Chart, and direct attention to the expression row. Choral Read the expression row.

8. Display Fluency Practice for *We Are the Ship*, passage 1, and direct students to the page in their *Learn* book. Instruct students to follow along and listen closely as you read aloud the passage with a focus on expression.

9. Ask this question:

How did I use my voice to show feelings?

Reinforce the correct response: voice reflected feelings of pride.

Fluency Practice
We Are the Ship, passage 1

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day's fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1		
Accuracy		
Day 2		
Phrasing		
Day 3		
Expression		
Day 4		
Rate		
Retelling		

Fluency Elements

Accuracy: Correctly decode the words.

Phrasing: Group words into phrases, and pause for punctuation.

Expression: Use voice to show feeling.

Rate: Read at an appropriate speed.

10. Instruct students to take turns reading aloud the passage to a partner, with a focus on expression.

Remind students that they will continue to practice fluency with this passage from *We Are the Ship* in the next lesson.

Observe | Analyze the Composition of *Harmonizing* | 17 minutes

1. Display *Harmonizing* without telling students the title of the painting. Tell students that just as they examined the elements of a successful professional baseball league, they will look at the elements the artist uses in this work of art. Remind students that artists make choices about how to organize elements in their work to create particular effects.
2. Remind students that one element of composition they have examined in previous modules is line. Instruct students to silently observe the people and objects in the foreground and background of the painting for at least 30 seconds. Ask these questions:



Where do you see vertical lines?



Where do you see horizontal lines?

Language Support

To help students understand the meaning of *vertical* and *horizontal*, provide a visual example of each type of line.

Key Ideas

- **vertical:** in the fence, along the lamppost, in the man's shirt, along the sides of the church steeple, along the sides of the houses
- **horizontal:** in the houses, along the dirt path, along the curb, along the grass, along the top of the fence, along the roofs of the houses, in the church steeple

3. Ask this question:

 **How are the lines grouped together?**

Key Ideas

- They are in repeated patterns in some places.
- They are placed very close together.
- Horizontal lines are grouped with other horizontal lines and vertical lines are grouped with other vertical lines.

4. Instruct students to work with a partner to answer these questions:

 **What would we see if we only focused on the parts of the painting where vertical lines are grouped together?**

 **What would we see if we only focused on the parts of the painting where horizontal lines are grouped together?**

Listen for students to address key ideas in their discussions.

Key Ideas

- **vertical:** the fence, the men and the lamppost, mostly the foreground, the middle
- **horizontal:** the houses, the ground, the sidewalk, mostly the background, the right side of the painting

5. Instruct students to Think–Pair–Share to answer this question:

 **What effect does the repetition of lines have on the viewer?**

Key Ideas

- draws your eye to different parts of the painting
- makes the different sections of the painting feel like they go together
- creates different sections of the painting

6. Tell students that like the line repetition they noticed, other repeated elements appear in this work of art. Ask this question:

 **What else repeats in this painting?**

Key Ideas

- trees
- houses
- people
- boards in the fence
- knots in the boards in the fence

7. Ask this question:

 **Why would an artist choose to repeat something?**

Key Ideas

- to show that something is important
- to create an image that feels like it goes together
- to draw attention to something

8. Introduce the vocabulary term *harmony* by displaying the Knowledge Card. Engage students in Vocabulary Exploration. Emphasize that *harmony* has a musical and an artistic definition.



Definitions

harmony (n.):

1. the combination of different musical notes played or sung at the same time to produce a pleasing sound
2. the combination of separate but similar elements to create a pleasing, unified whole

9. Explain that often people think of harmony in relation to music. Ask this question:

 **What do you know about harmony in music?**

Differentiation Support

To help students explain the musical definition of *harmony*, play an audio or video clip of a singing group (e.g., a choir or quartet) that includes harmony.

Key Ideas

- It makes music sound pretty.
- Some musical notes sound nice together and others do not.
- Harmony makes songs fun to listen to.
- Harmony can be tricky to learn.

10. Remind students that while they can hear harmony in music, they cannot hear it in a work of art. Explain that, in a work of art, they can see visual harmony in the way the artist brings the elements of the work together.

11. Tell students that the title of this painting is *Harmonizing*. Instruct students to Think–Pair–Share to discuss this question:

 **Why might the artist, Horace Pippin, have chosen the title *Harmonizing* for this painting?**

Listen for students to address key ideas in their discussions.

Key Ideas

- The men are singing.
- He put together things that you think would not match, like vertical and horizontal lines, in a way that makes sense.
- The repetition makes the different elements and sections of the painting feel like they go together.

- 12.  Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this question: How did Horace Pippin use lines and repetition to create harmony in this painting? Use at least two examples from the painting.
-

Analyze Student Progress

Monitor: Do students explain how Pippin uses repetition and lines to create harmony in this painting?

Offer Immediate Support: If students need additional support explaining how Pippin created harmony in this painting, instruct them to write two sentences: one that explains how the lines create harmony, and one that explains how the repetition creates harmony.

Plan Future Practice: Students practice examining a specific aspect of a work of art in lesson 20.

- 13.** Invite a few students to share their responses.

Key Ideas

- Pippin creates harmony by putting together elements that you would not normally think belong together, such as vertical and horizontal lines.
- Pippin creates harmony by repeating elements and objects in his painting such as lines, the figures, and the trees.
- Pippin creates harmony by combining lines and objects in a way that shows how different parts of the painting work together.

Differentiation Challenge

To encourage students to make connections across art and text, ask this question: Where does harmony exist in baseball?

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *We Are the Ship*?
- What did you learn from *Harmonizing*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.b, MM.5.4.A.c, MM.5.4.B, MM.5.4.B.a, MM.5.4.B.b

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

DF **Develop Foundations**

DF.3.4 Phonics and Spelling: DF.3.4.A

DF.5.4 Fluency: DF.5.4.A, DF.5.4.B

DM **Develop Metacognition**

DM.1.4 Content Stages: DM.1.4.C

DM.3.4 Schema Building



Lesson 6

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Reveal:** What does a deeper look at a baseball play reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine the bunt-and-run described in “1st Inning” of *We Are the Ship*. They model the steps, analyze the play, and explain how its invention supports a point about Rube Foster. During visual art instruction, students synthesize what they have learned about *Harmonizing* to express a central idea. They participate in a class discussion to share how the composition of the painting conveys harmony.

Learning Goals

Using details from *We Are the Ship*, determine what the bunt-and-run reveals about Rube Foster.

 **LEARNING TASK:** Using textual evidence from *We Are the Ship*, explain how the invention of the bunt-and-run supports the author’s point about Rube Foster.

Conclude what *Harmonizing* communicates about harmony.

 **LEARNING TASK:** During a class discussion, share how *Harmonizing* conveys the idea of harmony.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine the Bunt-and-Run in *We Are the Ship*
- **Respond:** Analyze the Bunt-and-Run
- **Observe:** Interpret the Meaning of *Harmonizing*

LAND

Reflect on Learning

Materials

TEACHER

- *We Are the Ship*
- *Harmonizing* (digital platform)
- class Baseball Field for *We Are the Ship* (*Learn* book)
- Fluency Reference Chart (Reference Charts appendix)
- Knowledge Card: *harmony*

STUDENTS

- *We Are the Ship*
- Baseball Field for *We Are the Ship* (*Learn* book)
- small objects, such as game pieces, manipulatives, or erasers
- journal
- Fluency Practice for *We Are the Ship*, passage 1 (*Learn* book, Fluency)
- Talking Tool (*Learn* book)

Preparation

- Determine which small objects to use as students simulate the bunt-and-run on their Baseball Field for *We Are the Ship*. Small objects could include game pieces, erasers, base-ten blocks, pebbles, or math manipulatives. See the Read section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *We Are the Ship*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH **2 minutes**

Read the Content Framing Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at a baseball play reveal?
3. Remind students that during a Reveal lesson the class focuses on only a part of the text—a part that is particularly complex or important. The class closely rereads and discusses this part to gain a deeper understanding of it. Tell students that in this lesson they will determine what made the bunt-and-run an effective play and how its invention supports Kadir Nelson's point about Rube Foster.

LEARN **53 minutes**

Read | Examine the Bunt-and-Run in *We Are the Ship* | **20 minutes**

1. Direct students to the illustration on page 4 of *We Are the Ship*. Ask this question:

 **What stands out to you about the illustration of Rube Foster?**

2. Ask this question:

 **What have you learned about Rube Foster?**

Key Ideas

- former pitcher
- passionate about baseball
- managed the Leland Giants, which later became the Chicago American Giants
- organized the Negro National League

3. Read aloud the second paragraph on page 5. Instruct students to listen for the point that Nelson makes about Rube Foster.

Teacher Note

Based on the needs of your students, direct them to the Glossary of Baseball Terms, located in the *Learn* book, to define specific baseball-related terms.

4. Ask these questions:



What point does Nelson make about Foster? What evidence does he include to support his point?

Key Ideas

- **point:** “Rube was a master. A brilliant man” (5).
- had a lot of baseball knowledge
- knew how to win games
- invented the bunt-and-run

5. Explain that students will look more closely at the bunt-and-run. Remind students of the work they completed with figurative language in previous lessons and modules. Read aloud the sentence in the second paragraph that begins with “They’d steal your.” Instruct students to review the sentences before and after this line. Ask this question:



What does “they’d steal your shirt” mean?

Key Ideas

- They would steal bases.
- The players were tricky.

6. Tell students that they will consider what players needed to do to successfully bunt and run. Read aloud the sentence that begins with “They’d put a.” Instruct students to Think–Pair–Share to answer this question:

 **What does “racehorse” mean?**

Reinforce the correct response: a very fast runner.

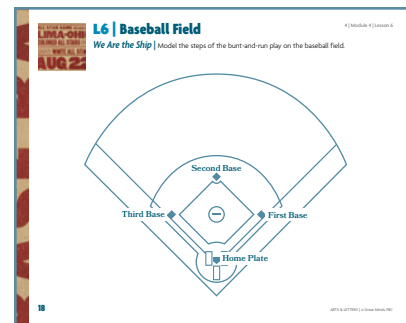
7. Instruct students to read the paragraph again, annotating details about the bunt-and-run.

8. Display the Baseball Field for *We Are the Ship*, and direct students to the page in their *Learn* book. Explain that students will act out the bunt-and-run with a partner using small objects and the baseball field.

Teacher Note

If manipulatives, erasers, or other small objects are not available, students may annotate the diagram to simulate the bunt-and-run.

As an alternative to modeling the bunt-and-run on the Baseball Field for *We Are the Ship*, take your students to a gym, a baseball field, or another outdoor area to act out the play.



9. Model how to place objects to represent the fielding team in the correct positions in the infield: pitcher on the mound, catcher behind home plate, first baseman near first base, second baseman between first and second base, shortstop between second and third base, and third baseman near third base.
10. Distribute small objects to students. Instruct students to work with a partner to place objects representing the fielding team on the baseball field.

Differentiation Support

To help students place the objects representing the players, instruct them to label the objects with the relevant positions before placing them on the baseball field.

- 11.** Instruct students to review their annotations and to use the small objects to model the movements of the runners, the third baseman, and the baseball. Tell students to take turns modeling the actions of the fielding team and the hitting team and to act out the play with a runner starting at first and with a runner starting at second.

Language Support

If possible, pair students who speak the same home language, and instruct them to work together to discuss and model the bunt-and-run.

- 12.** Remind students that in module 3 they learned how to use the past progressive tense to describe actions that were happening in the past. Think aloud to model how to describe steps of the bunt-and-run by using the past progressive.
- 13.** Instruct students to practice describing other steps of the bunt-and-run by using the past progressive tense.

Sample Think Aloud

The past progressive works best when we are describing ongoing actions that took place in the past. The bunt-and-run play was used in the past and its steps required ongoing actions from the players. For example, I can say: “While the batter was bunting, the first base runner was running as fast as possible through second base and onto third.” Notice how I used the verbs *was bunting* and *was running* in that description.

Respond | Analyze the Bunt-and-Run | 16 minutes

- 1.** Ask this question:

 **What is necessary for the bunt-and-run to be successful?**

Key Ideas

- speed
- trickiness
- accurate bunts

2. Ask this question:



What makes the bunt-and-run an effective play?

Key Ideas

- The play is hard to defend against because all the actions happen quickly.
- The fielding team must decide who will field the ball.
- The third baseman must decide where to play. If behind the base, the hitter may get to first base; if in front of the base, a runner may advance.
- There are opportunities for the runners to remain safely on base if the defense gets to the ball.

3. **Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this question: How does the invention of the bunt-and-run demonstrate that Rube Foster was “a brilliant man” (5)? Tell students to use details from *We Are the Ship*, their experience acting out the play, and the class discussion to explain their response.

Analyze Student Progress

Monitor: Do students explain how the steps involved in the bunt-and-run support Nelson’s claim that Foster was “a brilliant man” (5)?

Offer Immediate Support: If students need additional support identifying details related to the play, instruct them to review their annotations, and ask these questions: What does the fielding team do in response to the bunt-and-run? What does this play show about Rube Foster?

Plan Future Practice: Students practice identifying an author’s point and supporting evidence in “Women of the Negro Leagues” in lesson 22.

4. Invite a few students to share their responses.

Key Ideas

- The creative design of the play shows Foster's brilliance because it led to success for his teams.
- The success of the bunt-and-run demonstrates Foster's knowledge of the game of baseball.
- The play was set up so that it would be nearly impossible for the defense to get an out or prevent a runner from scoring.

5. Remind students that the bunt-and-run was a successful play in part because of its speed, or rate. Remind students that proper rate is also an important part of fluency. Display the Fluency Reference Chart. Invite a student to read the definition of *fluency*.

6. Direct attention to the rate row. Remind students that they have practiced reading at an appropriate rate during previous modules. Ask this question:

☞ **How does reading at a proper rate help you understand a text?**

Key Ideas

- If you read too fast, it can be hard to understand a text.
- If you read too slow, it is hard to stay engaged.

7. Remind students that an appropriate rate is similar to the speed of a normal conversation. Remind them to pay attention to punctuation and features such as italics to help determine an appropriate rate.

8. Direct students to Fluency Practice for *We Are the Ship*, passage 1, located in the *Learn* book. Instruct students to take turns reading aloud the fluency passage with a partner. Encourage students to focus on reading at an appropriate rate, with accuracy, phrasing, and expression.

9. Tell students that they will continue to practice fluency with this passage in the next lesson.

Fluency Practice		
We Are the Ship, passage 1		
1. Ask a friend or adult to listen to you read.		
2. Read aloud the fluency passage three to five times.		
3. Focus on the day's fluency element as you read.		
4. Ask the listener to initial and comment below.		
	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

Fluency Elements

Accuracy: Correctly decode the words.

Phrasing: Group words into phrases, and pause for punctuation.

Expression: Use voice to show feeling.

Rate: Read at an appropriate speed.

Observe | Interpret the Meaning of *Harmonizing* | 17 minutes

1. Display *Harmonizing*. Remind students that Horace Pippin is the artist who created the painting. Tell students that Pippin began making art after he returned home from World War I. During the war, he sustained an injury to his arm, so he taught himself how to paint to help with his recovery.
2. Remind students that in the previous lesson they discussed why Pippin might have chosen the title *Harmonizing* for the painting. Ask this question:

 **Where are examples of visual harmony in this painting?**

Differentiation Support

To help students identify examples of visual harmony, direct them to the responses they wrote in their journals during the previous lesson.

Key Ideas

- in the vertical lines on the fence, lamppost, and men's clothing
 - in the group of men singing
 - in the group of trees
 - in the horizontal lines on the houses
3. Remind students of the Tableau of the painting they created during a prior lesson. Tell students to examine the group of figures closely and imagine they are singing. After at least 30 seconds, instruct students to Think–Pair–Share to answer these questions:

 **What kind of relationship do these four men seem to have? What evidence supports that idea?**

Key Ideas

- **relationship:** close, friendly
- **evidence:** They are standing close together; one has his hand on another's shoulder.

4. Ask this question:

 **How does the portrayal of the men make the viewer feel?**

Key Ideas

- calm
- peaceful
- happy

5. Display the Knowledge Card for *harmony*, and direct attention to the image to spark students' memory. Remind students that *harmony* has both musical and artistic definitions.

6. Display and read aloud the discussion question: What does Horace Pippin's painting help us understand about harmony?

Instruct students to silently observe the painting for at least one minute as they consider the discussion question.

7. Direct students to their journals. Instruct students to write a response to the question to prepare for the discussion.

8. Display and introduce the speaking and listening goal: Adjust your speech to match your audience, setting, and purpose. Ask this question:

 **How might you adjust your speech for today's discussion?**

Key Ideas

- Speak slowly and clearly so all classmates can hear.
- Use appropriate art terms when discussing the work of art with fellow students.

Direct students to the Talking Tool, located in the *Learn* book. Remind students that they can also use the sentence frames in the Talking Tool during the discussion.

Teacher Note

During the discussion, use the Module 4 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward this goal. As students practice their speaking and listening skills throughout the module, continue to use the tracker to monitor students' progress toward each goal.

Talking Tool

Listen Closely

What do you mean by _____?
Can you tell me more about _____?

Share What You Think

I think _____ because _____
First, _____ Also, _____
I agree and I will add that _____
I disagree because _____
What you said makes me think _____

Support What You Say

In the text, _____
For example, _____
One reason is _____ Another reason is _____
This evidence shows _____

9. **Introduce the learning task.** Display the discussion question, and explain that students will now engage in a discussion. Begin the discussion by asking this question:

What does Horace Pippin's painting help us understand about harmony?

Analyze Student Progress

Monitor: Do students share a central idea about harmony related to the painting?

Offer Immediate Support: If students need additional support determining a central idea, ask these questions: What do the men have to do to harmonize? What important message does that tell you about harmony?

Plan Future Practice: There is no additional instruction on concluding what a work of art communicates in this level.

10. At the end of the discussion, reinforce key ideas.

Key Ideas

- Artists can use elements such as repetition, line, and color to create visual harmony in a work of art.
- The figures help us see that when people harmonize they feel connected to one another, and this makes them happy.
- When people harmonize, they are doing more than just singing together. They are sharing their emotions.
- People appreciate seeing others work together to create something that makes everyone happy.

LAND 5 minutes

Reflect on Learning

- 1.** Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the bunt-and-run?
- What did you learn from *Harmonizing*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.3.4 Summary: MM.3.4.C

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.b, MM.5.4.B, MM.5.4.B.a, MM.5.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.8.4 Presentation: CP.8.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.5.4 Fluency: DF.5.4.A, DF.5.4.B

DF.10.4 Verbs: DF.10.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.C

DM.3.4 Schema Building



Lesson 7

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read “2nd Inning” of *We Are the Ship* and identify evidence that supports the author’s point. This work prepares students to demonstrate their understanding by writing a summary explaining the unique qualities of Negro League game play. During visual art instruction, students reflect on what they have learned from *Harmonizing*. They then share knowledge using a coordinating conjunction.

P A Prologue to lesson 7 is available for students who need additional support.

Learning Goals

Explain what made Negro League baseball exciting according to *We Are the Ship*.

 **LEARNING TASK:** Describe the exciting game play style of Negro League baseball by using evidence from *We Are the Ship*.

Express knowledge gained from studying *Harmonizing*.

 **LEARNING TASK:** Write three knowledge statements about *Harmonizing*, using a coordinating conjunction in at least one.

Vocabulary

pride (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Game Play in *We Are the Ship*
- **Respond:** Summarize Negro League Baseball Game Play
- **Observe:** Express Knowledge About *Harmonizing*

LAND

Reflect on Learning

Materials

TEACHER

- *We Are the Ship*
- *Harmonizing* (digital platform)
- Knowledge Card: *pride*
- Fluency Reference Chart (Reference Charts appendix)

STUDENTS

- *We Are the Ship*
- journal
- Fluency Practice for *We Are the Ship*, passage 1 (*Learn* book, Fluency)
- Sentence Strategies for Module 4 (*Learn* book, Writing)
- World Knowledge Statements for Module 4 (*Learn* book)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *We Are the Ship*, passage 1 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Explain that during an Organize lesson the class rereads sections of the book and identifies what is happening to gain a basic understanding of the text. Tell students that in this lesson they will learn more about Negro League game play by reading “2nd Inning” of *We Are the Ship*.

LEARN 53 minutes

Read | Examine Game Play in *We Are the Ship* | 20 minutes

1. Assess and activate prior knowledge by asking this question:

 **Which adjective would you use to describe the bunt-and-run?**

Key Ideas

- fast
- tricky
- sneaky

2. Direct students to page 17 in *We Are the Ship*. Invite a student to read aloud the chapter title and introductory quotation. Ask this question:

 **Based on the chapter title and quotation, what might you learn about in “2nd Inning”?**

Key Ideas

- how baseball was played in the Negro Leagues
- how Negro League game play was tricky
- how Negro League game play was different

3. Remind students that writers can organize a text by presenting a point, or idea, and supporting it with evidence. Tell students that they will identify the point and supporting evidence that Kadir Nelson makes about Negro League game play.
4. Read aloud the first two paragraphs on page 17, starting with “We had some.”

Language Support

Based on your students’ needs, pause to define select words with a synonym (e.g., *brand*, *precision*, and *stats*).

5. Instruct students to Think–Pair–Share to answer this question:

 **What point does the author make about Negro League game play?**

Key Ideas

- Negro League baseball was different from the major league.
- Negro League baseball was entertaining.
- People enjoyed watching Negro League baseball because it was exciting.
- Negro League games were more fast paced and lively than major league games.

6. Emphasize that Kadir Nelson makes the point that game play in the Negro Leagues was exciting to watch. Direct students to their journals. Instruct them to write the author's point.
7. Remind students that writers support their points by providing evidence. Tell students that they will read the rest of the chapter to identify the evidence Nelson uses to support his point.
8. Explain that before they read the next section of the text, it is helpful to know the definition of the term *pride*. Introduce the vocabulary term *pride* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
9. Instruct students to independently read the remainder of the chapter, starting with “We took pride.” Tell students to add evidence that supports the author's point in their journals.



Definition

pride (n.): a feeling that you respect yourself and deserve to be respected by other people

Differentiation Support

To help students identify evidence that supports the author's point, instruct them to identify adjectives used to describe the game play on page 17 (e.g., “fast,” “flashy,” “daring,” “funny”). Then ask this question: What made the game play fast, flashy, daring, or funny?

Language Support

Remind students that they may consult the Glossary of Baseball Terms, located in the *Learn* book, for the meanings of unknown baseball terms they encounter while reading the chapter.

Respond | Summarize Negro League Baseball Game Play | 17 minutes

1. Instruct students to Think–Pair–Share to answer this question:



Based on your notes, what made Negro League baseball exciting to watch?

Key Ideas

- Players would do whatever it took to win.
- Everything was legal.
- Pitchers could knock players down.
- Base runners could spike other players.
- Umpires were not always good at their jobs, which led to arguments.

2.  **Introduce the learning task.** Direct students to their journals. Instruct students to respond to this prompt: Using details from the text, summarize what baseball game play was like in the Negro Leagues.

Analyze Student Progress

Monitor: Do students write summaries that include accurate, text-based responses for all elements from the previous discussion?

Offer Immediate Support: If students need additional support describing game play in the Negro Leagues, direct attention to the first sentence in the second full paragraph on page 18, starting with “We didn’t really,” and ask this question: What made game play in the Negro Leagues rough?

Plan Future Practice: Students practice identifying important details in “3rd Inning” of *We Are the Ship* in lesson 8.

3. Invite a few students to share their summaries.
4. Remind students that just as a baseball team has different elements that work together to make it effective, so does fluency. Tell students that they will perform a fluent reading of Fluency Practice for *We Are the Ship*, passage 1, for a small group, demonstrating all of the elements of fluency.
5. Display the Fluency Reference Chart, and remind students of all the work they have done in previous lessons with the different elements of fluency. Facilitate a brief discussion of what it means to read with fluency.
6. Direct students to Fluency Practice for *We Are the Ship*, passage 1, located in the *Learn* book. Form small groups, and instruct students to take turns performing a fluent reading of the passage.
7. Ask this question:



How did the fluency work across all modules help you as a reader?

Fluency Practice		
We Are the Ship, passage 1		
1. Ask a friend or adult to listen to you read. 2. Read aloud the fluency passage three to five times. 3. Focus on the day's fluency element as you read. 4. Ask the listener to initial and comment below.		
Initials	Comments	
Day 1		Fluency Elements Accuracy Correctly decode the words. Phrasing Group words into phrases, and pause for punctuation. Expression Use voice to show feeling. Rate Read at an appropriate speed.
Accuracy		
Day 2		
Phrasing		
Day 3		
Expression		
Day 4		
Rate		
Retelling		

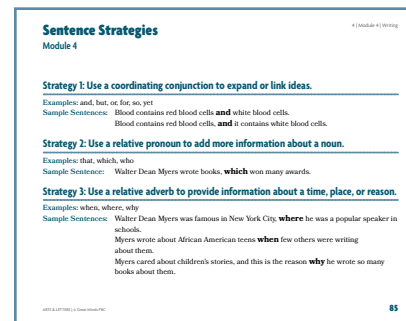
8. Tell students that they will continue to practice fluency as follow-up work throughout the module.

Teacher Note

After this arc of explicit instruction on the elements of fluency (accuracy, phrasing, expression, and rate), students have numerous opportunities to practice fluent oral and silent reading during lessons. Encourage students to apply what they have learned about fluent reading when they read in class, and reinforce these skills with the fluency passages assigned for follow-up. See Implementation Resources for additional fluency resources and advice on identifying readers who need regular fluency support, setting goals, and tracking progress.

Observe | Express Knowledge About *Harmonizing* | 16 minutes

1. Display *Harmonizing*. Direct attention to the World Knowledge Chart. Invite students to read aloud a few knowledge statements related to the painting.
2. Tell students that they will review a sentence strategy as they express knowledge about the painting. Display Sentence Strategies for Module 4, and direct students to the page in their *Learn* book. Invite a student to read the examples of coordinating conjunctions in strategy 1.
3. Display and Choral Read these sentences:
 - Horace Pippin taught himself how to paint.
 - The lines in *Harmonizing* create visual harmony.
 - The people in *Harmonizing* are singing together in harmony.



Instruct students to work with a partner to orally expand a sentence using a coordinating conjunction to expand or link ideas.

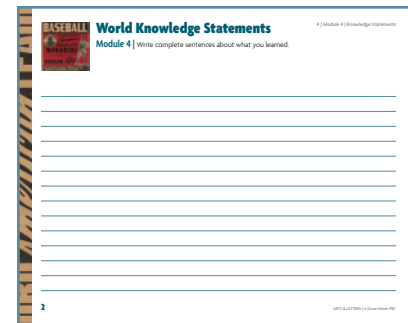
4. Invite a few students to share their responses.

Key Ideas

- Horace Pippin was injured during World War I, so he taught himself how to paint to help his recovery.
- The lines and repetition in *Harmonizing* create visual harmony.
- The people in *Harmonizing* are singing together in harmony, but Pippin also creates visual harmony using art elements.

5. Form small groups. Instruct students to take turns orally rehearsing a sentence that shares knowledge about *Harmonizing*.

6.  **Introduce the learning task.** Direct students to World Knowledge Statements for Module 4, located in the *Learn* book. Instruct students to write three knowledge statements to express knowledge about *Harmonizing*, using a coordinating conjunction in at least one of their knowledge statements.



Differentiation Support

If students need help crafting a knowledge statement, direct attention to specific sentences in the World Knowledge Chart that can be expanded, or provide two sentences that can be linked using a coordinating conjunction.

Analyze Student Progress

Monitor: Do students write sentences to express what they learned about *Harmonizing*, using a coordinating conjunction in at least one?

Offer Immediate Support: If students need additional support using a coordinating conjunction to write a knowledge statement, provide a sentence about *Harmonizing*, and ask this question: How could you add another idea to this sentence by using a coordinating conjunction?

Plan Future Practice: Students practice expressing what they learned about a work of art in lesson 21.

7. Invite a few students to share their responses.

Key Ideas

- The painting *Harmonizing* shows harmony through a group of men singing, but it also shows harmony through the use of art elements.
- In his painting *Harmonizing*, Horace Pippin uses multiple elements such as repetition and grouping that come together to depict harmony.

8. If time allows, facilitate a brief discussion of this question:



Where else in your studies have you seen harmony?

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *We Are the Ship*?
- What did you learn from *Harmonizing*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.3.4 Summary: MM.3.4.B

MM.10.4 Argument: MM.10.4.A

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.2.4 Discovery and Evidence: BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DF.5.4 Fluency: DF.5.4.A, DF.5.4.B

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 8

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read “3rd Inning” of *We Are the Ship* to learn about life in the Negro Leagues. Students use details from the text to describe the challenges and the joys that the players experienced. During writing instruction, students examine the steps of the research process. Students then explain how the Guided Research Log will support their research of Rube Foster.

P A Prologue to lesson 8 is available for students who need additional support.

Learning Goals

Describe life in the Negro Leagues based on details in “3rd Inning” of *We Are the Ship*.

 **LEARNING TASK:** Describe the challenges and the joys that Negro League players experienced.

Examine the steps of the research process.

 **LEARNING TASK:** Explain how the Guided Research Log supports the research about Rube Foster.

Vocabulary

research (n.)

research (v.)

segregate (v.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Important Details in *We Are the Ship*
- **Respond:** Describe Life in the Negro Leagues
- **Write:** Examine the Research Process

LAND

Reflect on Learning

Materials

TEACHER

- *We Are the Ship*
- Syllable Types (Reference Charts appendix)
- Knowledge Cards: *segregate*, *research*
- Research Process (Reference Charts appendix)

STUDENTS

- *We Are the Ship*
- journal
- Guided Research Log (*Learn* book, Writing)

Preparation

- Determine how to display side by side Syllable Types and the term *segregate* with its syllable division. See the Read section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *We Are the Ship*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will read “3rd Inning” of *We Are the Ship*.

LEARN 53 minutes

Read | Identify Important Details in *We Are the Ship* | 20 minutes

1. Direct students to page 23 of *We Are the Ship*. Read aloud the chapter title and the quotation from Hilton Smith.
2. Ask this question:

 **What do you think the phrase “rough life” means?**

Key Ideas

- a hard or difficult life
- a life with obstacles
- a life that is not easy

3. Read aloud the portion of pages 23–24 from “We played in” to “on the bus.” Instruct students to annotate details that describe how the players’ lives were rough, or difficult.

Differentiation Support

To help students annotate, pause after reading each paragraph and provide more specific directions, such as the following:

- **after paragraph 1**—Annotate how life was rough while playing baseball.
- **after paragraph 2**—Annotate how life was rough on the bus.
- **after paragraph 3**—Annotate how life was rough in the South.
- **after paragraph 4**—Annotate how life was rough in the North.

4. Direct attention to the word “segregated” in the first sentence of the second paragraph on page 24. Display side by side Syllable Types and the term *segregate* with its syllable division, seg-re-gate. Instruct students to work with a partner to identify each syllable type, decode each syllable, and accurately blend the syllables to read the word.

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

5. Display the Knowledge Card for *segregate*. Annotate and read aloud these word parts and their definitions:

- **se- (prefix)**—apart from
- **greg (root)**—herd, flock, gather



Definition

segregate (v.): to separate people because of race, gender, religion, or ability

Instruct students to work with a partner to infer the term’s meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.

6. Instruct students to review their annotations. Ask this question:



How does knowing the meaning of segregate help you understand what made the players' lives rough?

Key Ideas

- Players could only eat and sleep in specific places, which made their lives more difficult.
- Because of segregation, the players often had to travel many miles before they found a place to eat or use the bathroom.
- Sometimes the players would get their food from the back door of a restaurant because they would not be served inside.

7. Continue reading aloud from page 24, starting with “Some of the” and ending on page 29 with “our time doing.” Instruct students to continue annotating details that describe how the players' lives were rough.

8. Invite a few students to share their annotations.

Key Ideas

- slept in cars, jails, funeral homes, and hotels with bed bugs
- slept two or three people to a bed
- entered theaters through a back entrance and sat in the balcony
- played up to four games a day on unkept fields
- were not allowed to use ballpark locker rooms

9. Ask this question:



Why did the players continue to play baseball despite the challenges?

Reinforce the correct response: They loved the game.

- 10.** Explain that the players found joy when they played and at times found joy in their travels.
- 11.** Direct attention to page 24. Instruct students to reread the portion of pages 24–26 from “In small towns” to “were college educated,” and annotate details that describe how the players’ lives were joyful.

Differentiation Support

To help students visualize the contrasting details they are annotating, instruct them to use different-colored highlighters or sticky notes to annotate the joyful details.

- 12.** Instruct students to discuss their annotations with a partner.

Listen for students to address key ideas in their discussions.

Key Ideas

- stayed with local families
- ate meals cooked by members of Black churches
- fished or went to movies
- earned good money
- ate barbecue, listened to music, and hung out with nice people

Differentiation Challenge

To extend student thinking, direct attention to the illustration on page 22. Tell students to examine the figures in the illustration and consider earlier discussions about harmony. Ask this question: What does the illustration help you understand about the players’ lives?

Respond | Describe Life in the Negro Leagues | 15 minutes

1.  **Introduce the learning task.** Direct students to their journals. Tell students to review all their annotations. Instruct students to write a response to this prompt: Describe the challenges and joys that the players in the Negro Leagues experienced, using details from the text.

Language Support

Remind students that in a previous lesson they used a transition word or phrase to connect contrasting ideas. Direct students to Sentence Strategies for Module 4, located in the *Learn* book. Direct attention to the contrast transition word and phrase, *however* and *on the other hand*, in strategy 9.

Analyze Student Progress

Monitor: Do students describe the challenges (e.g., segregation) and the joys (e.g., meeting nice people) that were part of the Negro League players' experiences?

Offer Immediate Support: If students need additional support writing a response, provide these sentence frames: Life in the Negro Leagues was joyful because _____. However, life in the Negro Leagues was rough because _____.

Plan Future Practice: Students practice identifying important details in "4th Inning" of *We Are the Ship* in lesson 11.

2. If time allows, invite a few students to share their responses.
3. Direct attention to these sentences on page 24: "Traveling was even rougher down South." "It was segregated in the North, too." Explain that the word *too* in the second sentence signals that players experienced similar challenges in the South and the North.
4. Direct attention to this sentence on page 26: "Barnstorming through the South was nice at times." Explain that the word *nice* signals a contrast and suggests that playing baseball in the South was not always rough. It could be joyful.

5. Facilitate a brief discussion of this question: How does comparing the players' challenges and joys help you understand what life was like in the Negro Leagues?

Write | Examine the Research Process | 18 minutes

1. Ask this question:

 **Why do people engage in research?**

Key Ideas

- They want to learn more about a topic.
- They have questions about something.
- They have a problem they want to solve.

2. Direct students to the author's note on page 80 of *We Are the Ship*. Read aloud the portion of the page from "I began my" to "over thirty years." Ask this question:

 **What inspired Kadir Nelson to focus his research on the Negro Leagues?**

Key Ideas

- a painting he was creating about the Negro Leagues
- a documentary about baseball
- the characteristics of the Negro League players

3. Direct attention to the headings “Bibliography” and “Filmography” on page 83. Tell students that *biblio* in the word *bibliography* means “book” and *film* in *filmography* refers to movies. Remind students that *graph* relates to writing. Ask this question:

 **Based on what you know about the word parts, what do *bibliography* and *filmography* mean?**

Reinforce the correct responses:

- **bibliography**—a written list of books
- **filmography**—a written list of films or movies

4. Ask this question:

 **Why are a bibliography and a filmography included in this book?**

Reinforce the correct response: to show readers where Nelson gathered information about the Negro Leagues.

5. Instruct students to review the entries in the bibliography and filmography, paying attention to the italicized titles. Ask this question:

 **How did Nelson build knowledge about the Negro Leagues?**

Key Ideas

- by reading or viewing different kinds of sources
- by reading books about Negro League players, teams, and games
- by reading books about different eras in Negro League baseball
- by watching films about the Negro Leagues and baseball

6. Ask this question:

 **How did Nelson share his knowledge of the Negro Leagues?**

Reinforce the correct response: He wrote *We Are the Ship*, and he created illustrations.

7. Reinforce that Nelson followed a process to research a topic that interested him. Introduce the vocabulary term *research* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.



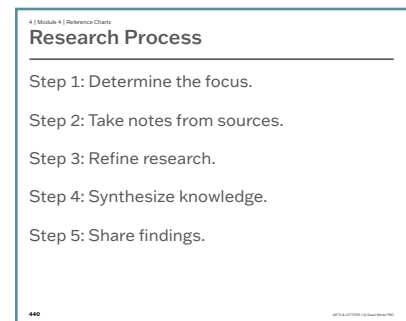
Teacher Note

Module 4 presents an opportunity for students to engage in research about the Negro Leagues. Students will learn about the research process in lessons 8–18 and will conduct independent research in lessons 26–36. This module provides instruction and related materials to support independent research on an important individual from the Negro Leagues. However, you may choose to customize the research topic to incorporate your community and local history by inviting students to research a local sports hero. If you choose to focus on local individuals, prepare for the module by identifying relevant sources to support student research. See lesson 26 for the introduction to independent research.

8. Display Research Process. Remind students that the research process consists of five steps. Choral Read the steps in the process.

Teacher Note

Research skills, such as collecting and organizing textual evidence, drawing evidence from multiple texts, and synthesizing findings, are taught in all modules of all levels in *Arts & Letters* because students are always building knowledge from texts. In module 4, students integrate additional skills, such as determining a research focus and using key terms to narrow searches for relevant information, and apply them to a formal research project.



Definitions

research (n.): careful study or activity to find and report new knowledge about a subject

research (v.): to collect more information about a subject

9. Ask this question:



Which steps reflect what you understand about Nelson's research process?

Key Ideas

- **step 1:** He decided to research the Negro Leagues.
- **step 2:** He took notes from books and a film.
- **step 3:** He made sure he had the information he needed.
- **step 4:** He put together the information he gathered.
- **step 5:** He created a book and illustrations to share his findings.

10. Instruct students to discuss this question with a partner:



Which steps sound like something you have done this year?

Listen for students to address key ideas in their discussions.

Key Ideas

- **step 1:** determined the focus of a narrative story in module 2, chose an opinion for an essay in module 3
- **step 2:** took notes from sources during informative and opinion writing
- **step 3:** chose relevant evidence to support points in modules 1 and 3
- **step 4:** wrote statements that express knowledge, combined pieces of information into an essay during modules 1 and 3
- **step 5:** shared writing across all modules

11. Reinforce that students have engaged in different steps of the research process in previous modules. Tell students that in this module they will use all the steps to learn more about an important individual from the Negro Leagues. To prepare for their independent research, students will first participate in a guided research process in which the whole class will build knowledge about the same research topic.

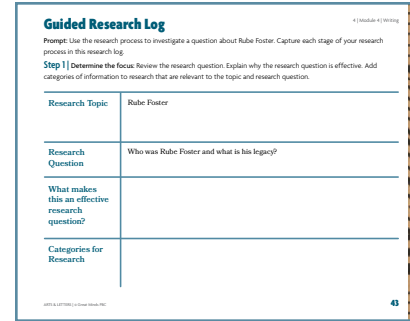
12. Display the first page of the Guided Research Log, and direct students to the page in the *Learn* book. Read aloud the prompt. Ask this question:

 **What is the research topic for the guided research?**

Reinforce the correct response: Rube Foster.

Teacher Note

During the guided research process, examples and key ideas that appear in the lessons and in the Guided Research Log align with the on-target writing models.



Guided Research Log

4 | Module 4 | Writing

Prompt: Use the research process to investigate a question about Rube Foster. Capture each stage of your research process in this research log.

Step 1 | Determine the focus: Review the research question. Explain why the research question is effective. Add categories of information to research that are relevant to the topic and research question.

Research Topic:	Rube Foster
Research Question:	Who was Rube Foster and what is his legacy?
What makes this an effective research question?	
Categories for Research:	

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13. Direct attention to Step 1: Determine the focus. Tell students that the Guided Research Log will guide them through the research process, reminding them of four of the five steps in the research process and providing directions for those steps. Instruct students to review all pages of the log and silently read the directions for the four steps.

- 14.** Instruct students to work with a partner to orally paraphrase, or share in their own words, the four steps.

Language Support

To leverage students' home languages as resources to support learning, encourage students who share the same home language to paraphrase the steps together.

Listen for students to address key ideas in their paraphrases.

Key Ideas

- **step 1:** To determine a focus, you need to make sure you have an effective research question, and then you name research categories that relate to the topic and question.
- **step 2:** To take notes from sources, you list the sources and authors, and then you quote or paraphrase information that relates to your research categories.
- **step 3:** To refine research, you identify a research gap, and then you close it by using a search term to find another source that you can take notes from.
- **step 4:** To synthesize knowledge, you combine what you have learned about the research topic and write two knowledge statements.

- 15.**  **Introduce the learning task.** Direct students to their journals. Instruct them to write a response to this question: How will the Guided Research Log support your research of Rube Foster?

Analyze Student Progress

Monitor: Do students explain how the Guided Research Log details the actions needed to complete each step of the research process and the order in which they should be completed?

Offer Immediate Support: If students need additional support explaining how the Guided Research Log supports research, ask these questions: What do you need to do to research Rube Foster? Where do you see these actions represented in the log?

Plan Future Practice: Students practice using the Guided Research Log in lesson 9.

16. Invite a few students to share their responses.

Key Ideas

- describes the actions needed to complete each step in the research process
- shows the order of the steps of the research process
- provides a space to track sources, take notes, and share knowledge
- organizes notes

17. Tell students that they will begin step 1 of the research process in the next lesson.

LAND 5 minutes

Reflect on Learning

- 1.** Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about life in the Negro Leagues?
- What did you learn from *We Are the Ship*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.b, MM.5.4.A.d, MM.5.4.B, MM.5.4.B.a, MM.5.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.2.4 Planning: CP.2.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 9

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Reveal:** What does a deeper look at a word's etymology reveal?

OVERVIEW

Preview

In this Reveal lesson, students gain a deeper understanding of the word *barnstorming* by examining details in “3rd Inning” of *We Are the Ship*. Students analyze the etymology of *barnstorm* to explain how the term’s history shapes its meaning when applied to baseball. During writing instruction, students examine the criteria for an effective research question. Students then explain what makes the research question in the Guided Research Log effective.

Learning Goals

Analyze the etymology of a word in “3rd Inning” of *We Are the Ship*.

 **LEARNING TASK:** Explain how the history of the word *barnstorm* helps readers better understand how it relates to baseball.

Examine the criteria for an effective research question.

 **LEARNING TASK:** Explain what makes the research question in the Guided Research Log effective.

Vocabulary

legacy (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Barnstorming in *We Are the Ship*
- **Respond:** Analyze the Etymology of *Barnstorm*
- **Write:** Evaluate Research Questions

LAND

Reflect on Learning

Materials

TEACHER

- *We Are the Ship*

STUDENTS

- *We Are the Ship*
- journal
- Guided Research Log (*Learn* book, Writing)

Preparation

- To access an etymology entry for *barnstorm*, search online by using the phrase *barnstorm etymology*. Preview the entry before displaying it to the class. See the Respond section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *We Are the Ship*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at a word's etymology reveal?
3. Remind students that in module 2 they learned that words have history and that looking at a word's history, or etymology, helps readers understand the word. Tell students that they will take a closer look at the etymology of a word that appears in "3rd Inning."

LEARN 53 minutes

Read | Examine Barnstorming in *We Are the Ship* | 15 minutes

1. Display and read aloud these sentences from "3rd Inning": "We were ballplayers. There was nothing we would have rather spent our time doing" (Nelson 29). Remind students that the Negro League players spent a lot of time doing what they loved—playing baseball.
2. Direct students to page 26 of *We Are the Ship*. Read aloud the portion of the page from "We played about" to "be invited back." Ask this question:

 **How many games did the Negro League teams play in the regular season?**

Reinforce the correct response: 80 to 120 games.

3. Ask this question:

 **What did the players do with their time after the regular season?**

Reinforce the correct response: barnstorm.

4. Instruct students to read the portion of pages 26–29 from “We played about” to “the locker rooms” and annotate details that describe barnstorming in the off-season.

Look for students to address key ideas in their annotations.

Key Ideas

- played anyone anywhere
- played professional, semipro, and college teams
- played two to four games per day
- earned \$15 to \$20 per game
- were treated like they were a big deal in small Black towns
- enjoyed food and entertainment provided by community members
- recruited new players

Respond | Analyze the Etymology of *Barnstorm* | 20 minutes

1. Display the term *barnstorm*. Instruct students to Think–Pair–Share to respond to this question:



What do you think is the history, or etymology, of this word?

Differentiation Support

To help students consider the etymology of *barnstorm*, instruct them to first identify the two word parts and then think about why these two words would be put together to form one word.

2. Navigate to an online etymology dictionary. Model how to search for the term *barnstorm*. Read aloud the history of the word, providing synonyms for unknown words.

3. Reinforce that the word part *barn* refers to the place where actors often traveled to perform their show. The word part *storm* refers to how they took over a barn. Ask this question:

 **What does it mean to take something by storm?**

Language Support

To help students determine the meaning of the phrase *take by storm*, tell them that it is an idiom. Remind students that an idiom means something other than a literal meaning. Use the phrase in sentences to demonstrate its figurative meanings (e.g., the king's army took the castle by storm; fans were eager to see the new movie that took the country by storm).

Key Ideas

- to use force
- to be powerful
- to draw attention

4. Instruct students to use their annotations to discuss this question with a partner:

 **What evidence of the word's history do you see in the barnstorming that took place in the off-season?**

Key Ideas

- traveled from town to town to play games
- entertained audiences
- brought excitement to the places where they played

5.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a response to this question: Why did baseball teams use the word *barnstorming* to describe what they did in the off-season?

Analyze Student Progress

Monitor: Do students use their knowledge of the word's etymology to explain barnstorming in baseball?

Offer Immediate Support: If students need additional support connecting the history of the word to its meaning, remind them of the word's history. Then ask this question: What did the baseball teams do during the off-season that is similar to what the actors and pilots did?

Plan Future Practice: There is no additional instruction on examining a word's etymology in this level.

6. Invite a few students to share their responses.

Key Ideas

- Baseball teams and players used the word *barnstorming* because they would travel to different places to play games that would draw in audiences like the actors and pilots who traveled the country putting on shows in barns and in fields.
- The word *barnstorming* originally referred to traveling actors and pilots who would travel to entertain others. Baseball players did the same thing in the off-season when they traveled to towns and played different teams.
- *Barnstorming* was used to describe what baseball teams did in the off-season because it was like what actors and pilots did by going to different cities to perform shows and stunts.

Teacher Note

If time allows, direct students to the Glossary of Baseball Terms, located in the *Learn* book. Instruct students to add a definition for *barnstorming* to the page.

7. Tell students that barnstorming in sports didn't only occur in baseball and didn't end with the Negro Leagues. Basketball teams also barnstormed. Two teams known for barnstorming today include the Savannah Bananas baseball team and the Harlem Globetrotters basketball team.

Write | Evaluate Research Questions | 18 minutes

1. Remind students that the whole class will participate in a guided research process to build knowledge about Rube Foster, the founder of the Negro National League. Instruct students to Think–Pair–Share to respond to this question:



What questions might a researcher ask about Rube Foster?

Differentiation Support

To help students generate research questions, ask the following questions:

- What do you find interesting about Rube Foster?
- What more would you like to learn about Rube Foster?
- What is something about Rube Foster that made you wonder?

Key Ideas

- Why is Rube Foster important?
- How did Rube Foster invent the bunt-and-run?
- What was Rube Foster like as a baseball player?

2. Tell students that while a researcher can ask many different questions about Rube Foster, not every question will provide a focus for research. To determine a focus, a researcher will first need to create an effective research question that meets these requirements. Display the following criteria:

- specific
- open-ended

Explain that an effective research question is specific. It helps a researcher focus their research on a specific part of the topic. The question should also be open-ended, meaning that the question cannot be answered simply with just a few facts. Instead, the researcher will need to find multiple pieces of evidence to share a more complex answer.

3. Display the following question: When was Rube Foster a team manager, and what baseball play did he invent as a manager? Think aloud to model how to evaluate the effectiveness of the question.
4. Display the following question: When was Rube Foster a baseball player and for which teams did he play? Instruct students to Think–Pair–Share to answer these questions:

 **Is this an effective research question? Why or why not?**

Differentiation Support

To help students evaluate the question, simultaneously display the question and the criteria of an effective research question.

Reinforce the correct response: No, it is not an effective research question because the answer is only a few facts—dates and names of teams.

5. Display the Guided Research Log, and direct students to the page in the *Learn* book. Tell students that during the class's guided research process, they will use the same research question. Direct attention to the Research Question row in the research log. Invite a student to read aloud the question: Who was Rube Foster and what is his legacy?

Guided Research Log	
Purpose: Use the research process to investigate a question about Rube Foster. Capture each stage of your research process in this research log. Step 1 Determine the focus: Review the research question. Explain why the research question is effective. Add categories of information to research that are relevant to the topic and research question.	
Research Topic	Rube Foster
Research Question	Who was Rube Foster and what is his legacy?
What makes this an effective research question?	
Categories for Research	

Sample Think Aloud

Let's see if this research question is effective. It is specific because it focuses on Rube Foster's time as a manager and a play he invented. But my answer to this question would include a list of dates and the name of the play, the bunt-and-run. I could share these facts in a few sentences. That means the question is not open-ended. Therefore, this is not an effective research question.

6. Direct attention to the word *legacy* in the question. Remind students that they learned about the legacy of Walter Dean Myers during module 1. Invite students to share what they know about the word *legacy*. Reinforce students' understanding by displaying the term and its definition.
7.  **Introduce the learning task.** Instruct students to reread the research question. Instruct students to respond to this question in their research logs: What makes this an effective research question?

Definition

legacy (n.): contributions a person makes to the world; memorable actions or characteristics of a person

Analyze Student Progress

Monitor: Do students explain how the research question is specific or open-ended?

Offer Immediate Support: If students need additional support, ask these questions: How is the question specific? How is it open-ended? Does the answer require multiple pieces of evidence?

Plan Future Practice: Students practice writing an effective research question for Module Task 1 in lesson 26.

8. Invite a few students to share their responses.

Key Ideas

- The question is specifically about Rube Foster and his legacy.
 - The question will have more than one answer because it doesn't focus on only one part of Rube Foster's baseball career.
 - The question requires different evidence to describe who Rube Foster was and what his legacy is.
9. Tell students that they will fill in the Categories for Research row in the next lesson.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the word *barnstorm*?
- What did you learn from *We Are the Ship*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.b, MM.5.4.A.e, MM.5.4.B, MM.5.4.B.b, MM.5.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.C

DM.3.4 Schema Building



Lesson 10

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students read the front inside jacket cover and synthesize their learning about the first three chapters of *We Are the Ship*. Students review using relative pronouns and relative adverbs as strategies to express their knowledge. During writing instruction, students determine categories that will guide their research on Rube Foster. This work prepares students to determine research categories for Module Task 1.

P A Prologue to lesson 10 is available for students who need additional support.

Learning Goals

Reflect on knowledge gained from the first three chapters of *We Are the Ship*.

 **LEARNING TASK:** Write three knowledge statements about *We Are the Ship*, using a relative pronoun or relative adverb in one.

Develop an understanding of how to determine research categories.

 **LEARNING TASK:** Describe at least three groups of categories with titles.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Reflect on Knowledge from *We Are the Ship*
- **Respond:** Share Knowledge
- **Write:** Determine Research Categories

LAND

Synthesize Learning

Materials

TEACHER

- *We Are the Ship*

STUDENTS

- *We Are the Ship*
- Sentence Strategies for Module 4 (*Learn* book)
- World Knowledge Statements for Module 4 (*Learn* book)
- Guided Research Log (*Learn* book, Writing)
- journal

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *We Are the Ship*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will reflect on what they have learned about the Negro Leagues from the first three chapters of *We Are the Ship* to write knowledge statements.

LEARN 53 minutes

Read | Reflect on Knowledge from *We Are the Ship* | 13 minutes

1. Direct attention to the World Knowledge Chart, and instruct students to read the knowledge statements. Ask this question:

 **What have we learned so far from *We Are the Ship*?**

Teacher Note

Tell students that they can also share knowledge by answering any of the questions in their Notice and Wonder Chart for *We Are the Ship*, located in the *Learn* book (lesson 3).

Key Ideas

- In the late 1800s, Black baseball players were prohibited from playing in the major leagues.
- The Negro Leagues created opportunities for Black athletes to play professional baseball.
- Rube Foster created the first Negro League, the Negro National League.
- The style of play in the Negro Leagues was more daring than the style in the major leagues because the Negro Leagues had fewer rules.
- Segregation made it difficult for the players to find places to eat or sleep as they barnstormed.
- Black towns and churches would treat the players like they were family.

2. Direct students to the front inside jacket cover. Explain that inside jacket covers often provide a summary of the book as well as information about the author and illustrator. The information is typically written in a style to promote interest in the book. Read aloud the three paragraphs, and instruct students to listen for interesting or new information about the book and the author-illustrator, Kadir Nelson.
3. Invite a few students to share the information and details they found interesting or new.

Key Ideas

- Players in the Negro Leagues were unsung heroes.
- Nelson uses an “Everyman” narrator that makes readers feel like they are listening to someone tell a story about the Negro Leagues.
- Nelson’s paintings show emotion.

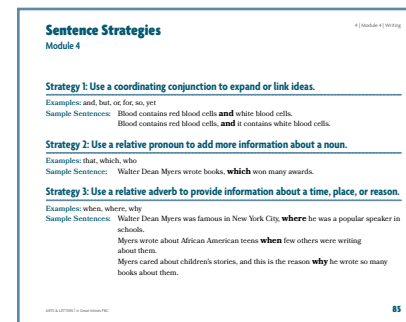
Add a few student-generated knowledge statements to the chart.

Differentiation Challenge

To extend student thinking about the narrator, ask the following questions: Who does the “Everyman” narrator represent? How does the “Everyman” narrator relate to the title of the book?

Respond | Share Knowledge | 20 minutes

1. Direct students to Sentence Strategies for Module 4, located in the *Learn* book. Remind students that throughout the year they have learned several strategies to express their knowledge in a variety of ways, and in a previous lesson, they reviewed strategy 1. Tell students that in this lesson they will review strategies 2 and 3. Instruct students to read strategies 2 and 3, their examples, and sample sentences.



2. Display and Choral Read these sentences:

- Rube Foster was a smart baseball manager.
- Rube Foster ran his team like a major league team.
- Rube Foster organized the Negro National League.

3. Ask this question:



How could you use a relative pronoun or a relative adverb to add more information about a noun or to provide information about a time, place, or reason?

Instruct students to work with a partner to orally create a sentence that uses a relative pronoun or adverb.

Language Support

To help students use a relative pronoun or relative adverb, direct them to the sample sentences in strategies 2 and 3.

Differentiation Support

To help students identify details that expand the ideas in the displayed sentences, direct them to pages 5 and 9 in *We Are the Ship*.

4. Invite a few students to share their responses.

Key Ideas

- Rube Foster was a smart baseball manager who knew how to win.
- Rube Foster ran his team like a major league team when other teams were not as organized.
- Rube Foster organized the Negro National League that was made up of eight teams.

5. Direct attention to the World Knowledge Chart. Instruct students to work with a partner to orally rehearse knowledge statements about *We Are the Ship*. Prompt students to practice using strategies 2 and 3 as they craft their sentences.

6. **🎯 Introduce the learning task.** Direct students to World Knowledge Statements for Module 4, located in the *Learn* book. Instruct students to write three knowledge statements to share what they learned from studying the first three chapters in *We Are the Ship*. Prompt students to use a relative pronoun or a relative adverb in at least one of their knowledge statements.

Analyze Student Progress

Monitor: Do students write relevant and meaningful knowledge statements and include a relative adverb or a relative pronoun in at least one?

Offer Immediate Support: If students need additional support using a sentence strategy to write a knowledge statement, provide two sentences about the Negro Leagues, and ask these questions: How could you combine the ideas using a relative pronoun? How could you combine ideas using a relative adverb?

Plan Future Practice: Students practice forming knowledge statements about *We Are the Ship* in lesson 21.

7. Invite a few students to share their responses.

Key Ideas

- Rube Foster, who was a baseball player and manager, created the Negro National League.
- Negro League baseball was fast and flashy, and this is the reason why many people came to watch the games.
- Barnstorming, which happened in the off-season, allowed the players to play all year.

Write | Determine Research Categories | 20 minutes

1. Display the first page of the Guided Research Log, and direct students to the page in the *Learn* book. Remind students that in the previous lesson they began step 1 of the research process. Instruct students to read the directions for Step 1: Determine the focus. Ask these questions:

... **What have you already done to determine the focus of your research?**

... **What do you need to do to complete step 1?**

Reinforce the correct responses:

- **already done**—reviewed the research question and explained why the research question is effective
- **need to do**—add categories of information to research

2. Explain that categories help guide researchers to find information that is relevant, or connected, to their topic and research question. Tell students that they will use the research question to help them determine categories.
3. Invite a student to read aloud the research question. Ask this question:

... **What are the two parts of the research question?**

Reinforce the correct responses: Who was Rube Foster? What is his legacy?

4. Ask this question:

... **What information will you need to answer the first part: Who was Rube Foster?**

Differentiation Support

To help students create a list of information, ask these questions:

- What do you already know about Rube Foster that you would like to share with others?
- What more do you want to know about Rube Foster?

As students share, create a class list of their responses.

Key Ideas

- when and where he was born
- when and where he died
- family (wife and children)
- teams he played for
- positions he played
- how he played
- teams he managed
- how he managed teams

5. Ask this question:



What information will you need to answer the second part: What was his legacy?

Language Support

To remind students of the meaning of *legacy*, display the term and its definition.

As students share, add their responses to the class list.

Key Ideas

- what he is remembered for as a player
- what he is remembered for as a manager
- what he did to help Black people play baseball

6. Tell students that they can sort the information in the displayed list into groups. Think aloud to model how to make a group with at least two examples. Tell students that some groups may have more information than others, and that there is no wrong way to create a group as long as they can explain why the information in a group goes together.

Sample Think Aloud

To make a group, I'm going to look for pieces of information that go together or share something in common. For example, I can put these two pieces of information into a group: when and where he was born and when and where he died. I can put these into a group because they tell me more about Rube Foster's life rather than his baseball career, and they also have dates and places in common.

7. Form small groups. Direct students to their journals. Instruct students to review the displayed list and create groups of similar pieces of information, writing those groups in their journals. Encourage students to discuss their reasons for grouping information together.
8.  **Introduce the learning task.** Instruct students to independently review the groups, considering what each group has in common, and write a title for each group. Tell students that these titles name their research categories.

Analyze Student Progress

Monitor: Do students' category titles reflect three distinct categories that will effectively respond to the research question?

Offer Immediate Support: If students need additional help creating distinct categories, direct them to look at each category and ask these questions: What does this category tell you about Rube Foster? How does this category help you respond to the research question?

Plan Future Practice: Students practice determining research categories for Module Task 1 in lesson 26.

9. Invite a few students to share their responses.

Key Ideas

- Rube Foster's life
 - Rube Foster's contributions to baseball
 - Rube Foster's memorable characteristics
10. Direct attention to the Categories for Research row in the research log. Instruct students to select three categories and add them to this row.
 11. Tell students that they will use the categories to begin step 2 of the research process in the next lesson.

LAND 5 minutes**Synthesize Learning**

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



How can individuals contribute to a collective legacy?

2. Use responses to reinforce these Knowledge Threads:

- The Negro Leagues were organized to bring excluded athletes together to compete professionally in baseball.
- Race and gender have presented barriers for some athletes throughout the history of professional baseball.
- Individuals who have faced challenges and barriers can teach us important lessons about perseverance, courage, and dedication.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What barriers did Black baseball players face?
- How did the players show perseverance, courage, or dedication as they faced these barriers?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence: BU.2.4.B

BU.4.4 Expression

DF Develop Foundations

DF.9.4 Nouns and Pronouns: DF.9.4.A

DF.11.4 Adjectives and Adverbs: DF.11.4.A

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



LEROY "Satchel" PAIGE

Lesson 11

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read “4th Inning” of *We Are the Ship* to identify important details about the team owners in the Negro Leagues. Students then describe what the team owners did for their teams during the Great Depression. During writing instruction, students use *We Are the Ship* as a source for their research, consulting the index to locate pages that contain information about Rube Foster. They review the pages and take notes related to their categories.

P A Prologue to lesson 11 is available for students who need additional support.

Learning Goals

Describe the Negro League team owners in “4th Inning” of *We Are the Ship*.

LEARNING TASK: Describe the actions of the owners of the Negro League teams during the Great Depression.

Take notes about Rube Foster from a print source.

LEARNING TASK: Take notes from *We Are the Ship* about Rube Foster’s life and legacy.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Important Details in *We Are the Ship*
- **Respond:** Describe the Actions of the Team Owners
- **Write:** Take Notes from a Book

LAND

Reflect on Learning

Materials

TEACHER

- *We Are the Ship*
- class Guided Research Log (*Learn* book, Writing)

STUDENTS

- *We Are the Ship*
- journal
- Guided Research Log (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Before the next lesson, students read “5th Inning” of *We Are the Ship*.
- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *We Are the Ship*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will read “4th Inning” of *We Are the Ship*.

LEARN 53 minutes

Read | Identify Important Details in *We Are the Ship* | 20 minutes

1. Direct students to page 31 of *We Are the Ship*, and instruct them to silently read the chapter title and the quote by Effa Manley. Prompt students to examine the illustration on page 30.
2. Ask this question:

 **What do you think this chapter will be about?**

Key Ideas

- Negro League owners
- how running a baseball team is expensive
- money

3. Read aloud the portion of page 31 from “In October 1929” to “Leagues were over.” Ask this question:

 **How did the Great Depression affect people in general and the Negro Leagues specifically?**

Language Support

Based on your students’ needs, pause to explain that the phrase *pass the hat* means “to collect money for someone or something.”

Key Ideas

- Businesses closed.
- People lost their jobs and savings and could only afford the necessities, like food and heat.
- The Eastern Colored League and the Negro National League folded.
- Many teams disappeared.
- Some teams passed a hat to get paid while barnstorming.

4. Continue reading from page 31, starting with “Despite the hard” and ending on page 32 with “the Pittsburgh Crawfords.” Ask these questions:



Who was Gus Greenlee?



What did he do for Black baseball?

Reinforce the correct responses:

- **who**—wealthy businessman and owner of the Pittsburgh Crawfords
 - **what**—reorganized the Negro National League
5. Tell students that in addition to Greenlee, other people organized baseball teams. Direct attention to page 32. Instruct students to read the portion of pages 32–38 from “Across town, there” to “on Sunday morning” and annotate what these other owners did for their teams.

Teacher Note

The “Chitlin’ Circuit” mentioned on page 34 refers to the places in the US that were safe for African American entertainers to perform during the era of racial segregation.

Respond | Describe the Actions of the Team Owners | 10 minutes

1. Instruct students to discuss their annotations with a partner.

Listen for students to address key ideas in their discussions.

Key Ideas

- paid players a salary and an allowance for food
- put players in good hotels
- paid players on time
- built a ballpark for their team
- provided teams with a bus
- gave players jobs during the off-season
- bought clothes for the players
- installed lights so games could be played at night and players could make more money

2.  **Introduce the learning task.** Direct students to their journals. Instruct students to use their annotations to describe the actions of the Negro League team owners.

Analyze Student Progress

Monitor: Do students describe specific actions that the Negro League team owners took to support their teams during the Great Depression?

Offer Immediate Support: If students need additional support describing the actions of the owners, instruct them to review their annotations. Then ask this question: What are three things the owners did for their teams?

Plan Future Practice: Students practice identifying important details in “5th Inning” of *We Are the Ship* in lesson 12.

3. If time allows, invite students to share their responses.
4. Remind students that J. L. Wilkinson, one of the Negro League team owners, installed a light system so his team could play at night. Ask this question:

 **How did night baseball affect the Negro League players and audiences?**

Key Ideas

- People who worked during the day were able to attend a game at night.
- The players could play more games and earn more money.
- Some outfielders and batters didn't play as well because they had trouble seeing the ball in the dim light.

Write | Take Notes from a Book | 23 minutes

1. Display step 2 of the Guided Research Log, and direct students to the page in the *Learn* book. Tell students that they are now ready to begin step 2 of the research process. Instruct students to read the directions for Step 2: Take notes from sources. Ask this question:

 **Why do researchers take notes from sources?**

Key Ideas

- to gather information they want to share
 - to remember important information without rereading entire books or websites
 - to organize information
2. Direct attention to the plural word *sources* in the directions for step 2. Remind students that researchers take notes from multiple sources to deepen their learning and because different sources provide different kinds of information. Explain that researchers evaluate their sources to make sure they contain information relevant to their topic and research question.

Guided Research Log	
Purpose: Use the research process to investigate a question about Rube Foster. Capture each stage of your research process in this research log. Step 1 Determine the focus: Review the research question. Explain why the research question is effective. Add categories of information to research that are relevant to the topic and research question.	
Research Topic	Rube Foster
Research Question	Who was Rube Foster and what is his legacy?
What makes this an effective research question?	
Categories for Research	

3. Remind students that one type of source is a print source, such as the book *We Are the Ship*. Ask this question:

 **Why is *We Are the Ship* a relevant source for our research?**

Reinforce the correct response: It contains information about Rube Foster and his legacy. Instruct students to add *We Are the Ship* by Kadir Nelson to the Source and Author column in their research logs.

4. Direct attention to the remaining column headings. Remind students that in the previous lesson they determined three categories that will guide their research on Rube Foster. Instruct students to add their research categories to the Category 1, Category 2, and Category 3 columns.
5. Display *We Are the Ship*. Explain that to find information in a book that is related to the categories, researchers can often use text features. Pose this prompt:

 **Name the text features you might find in an informational book.**

Key Ideas

- table of contents
 - chapter titles or headings
 - glossary
 - index
 - captions
 - illustrations
 - bold type
6. Tell students that *We Are the Ship* contains some of the features they named, but one in particular will help them find information about Rube Foster. Invite a student to name that feature. Reinforce the correct response: the index.

7. Direct students to pages 86–87. Instruct students to find the entry for Andrew “Rube” Foster. Ask this question:

 **Where can you find information about Rube Foster?**

Reinforce the correct responses: on pages v, 3, 4, 5, 9, gatefold, 17, 18, 31, 34, and 79.

8. Instruct students to work with a partner to review the pages listed in the index and annotate details on those pages that relate to their research categories.

Differentiation Support

To help students determine which details to annotate, direct them to the three groups associated with the research categories they wrote in their journals during lesson 9. Prompt students to look for details that provide the information in the three groups.

9. Display the second page of the Guided Research Log. Tell students that now that they have identified details, they are ready to select the most important ones and add notes to their logs. The notes can be quotes or paraphrases. Instruct students to Think–Pair–Share to answer these questions:

 **What are the differences between a quote and a paraphrase?**

 **Why would you use a quote?**

 **Why would you use a paraphrase?**

Key Ideas

- **differences:** quotes use an author’s exact words and have quotation marks around those words; paraphrases are written in the researcher’s words
- **reason to use a quote:** when details are short or memorable
- **reason to use a paraphrase:** when details are long and exact wording is not as important

10. Think aloud to model how to add an annotated detail to the log as a quote or paraphrase.
11.  **Introduce the learning task.** Instruct students to add at least three notes from *We Are the Ship* to their research logs that are related to their research categories. Remind students to use quotes or paraphrases. Encourage students to add at least one note to each column, with one of the notes written in the form of a quote.

Analyze Student Progress

Monitor: Do students add relevant details to the appropriate categories using quotes or paraphrases?

Offer Immediate Support: If students need additional support taking notes from *We Are the Ship*, direct them to page 5. Prompt students to use their annotations to answer these questions: What does this page tell you about Rube Foster's life? What does this page tell you about his legacy?

Plan Future Practice: Students practice taking notes from an encyclopedia article in lesson 12.

12. Look for students to address key ideas in their logs.

Key Ideas

- **Rube Foster's life:** first name Andrew, died during the Great Depression
- **Rube Foster's contributions to baseball:** played as pitcher, managed teams including the Chicago Leland Giants, designed a play called the bunt-and-run, ran teams like major league teams, organized the Negro National League on February 20, 1920
- **Rube Foster's memorable characteristics:** "Rube was a master. A brilliant man. He knew baseball like the back of his black hand, and more important, he knew how to win" (5); "He gave black baseball dignity and set the standard for things to come" (9).

13. Tell students that they will take notes from another source in the next lesson.

Sample Think Aloud

One of my research categories is "Rube Foster's memorable characteristics." On page 9, I annotated this sentence that tells what he will be remembered for: "He gave black baseball dignity and set the standard for things to come." Because I like how the author, Kadir Nelson, describes Rube Foster using the word *dignity*, I'm going to add the sentence to my log as a quote. I'll copy the sentence exactly as Nelson wrote it, and I'll put quotation marks around it.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the Negro League owners?
- What did you learn from *We Are the Ship*?
- What did you learn to do?

2. Assign the follow-up work to read “5th Inning” of *We Are the Ship* before the next lesson.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.7.4 Structure: MM.7.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.3.4 Content: CP.3.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 12

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students review what they learned about the Negro League all-stars in “5th Inning” of *We Are the Ship* by creating baseball cards for some of the players. Students then describe the qualities of a Negro League all-star. During writing instruction, students read an encyclopedia article from *Britannica Kids* about Rube Foster. Students take notes from the article related to their research categories.

P A Prologue to lesson 12 is available for students who need additional support.

Learning Goals

Describe the qualities of the Negro League all-stars in “5th Inning” of *We Are the Ship*.

 **LEARNING TASK:** Describe what made players all-stars.

Take notes about Rube Foster from a print source.

 **LEARNING TASK:** Take notes about Rube Foster’s life and legacy from *Britannica Kids*.

Vocabulary

legend (n.)

recognition (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Details of Negro League Players
- **Respond:** Describe Negro League All-Stars
- **Write:** Take Notes from an Encyclopedia Article

LAND

Reflect on Learning

Materials

TEACHER

- *We Are the Ship*
- Syllable Types (Reference Charts appendix)
- Knowledge Card: *legend*
- Hank Aaron Baseball Card (front) (digital platform)
- Hank Aaron Baseball Card (back) (digital platform)

STUDENTS

- *We Are the Ship*
- All-Star Baseball Card for *We Are the Ship* (*Learn* book)
- journal
- Guided Research Log (*Learn* book, Writing)
- “Rube Foster” article (*Learn* book)

Preparation

- Determine how to display side by side Syllable Types and the term *recognition* with its syllable division. See the Read section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *We Are the Ship*, passage 2 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will review “5th Inning” of *We Are the Ship*.

LEARN 53 minutes

Read | Identify Details of Negro League Players | 19 minutes

1. Direct students to page 41 of *We Are the Ship*. Read aloud the chapter title. Ask this question:

 **What important ideas did you learn from reading this chapter?**

Differentiation Support

To help students share what they learned, ask the following questions:

- Who was the chapter about?
- Who were some of the all-star players in the Negro Leagues?
- Which players did you find most interesting? Why?

Key Ideas

- The Negro Leagues had many talented players.
- Some of the Negro League players, such as Buck Leonard who was known as “Black Gehrig,” were often compared to famous White players.
- Some of the Negro League players are in the Baseball Hall of Fame, but many are not.

Teacher Note

A few of the Black all-stars have nicknames associated with famous White major league players: “Black Gehrig” (page 42) refers to Lou Gehrig, a powerful player for the New York Yankees; “The Black Wagner” (page 42) refers to Honus Wagner, a great player for the Pittsburgh Pirates who could play almost any position; “Black Babe Ruth” (page 51) refers to Babe Ruth, one of the most celebrated baseball players of all time.

2. Remind students that the chapter describes some of the all-star players with more detail than others. Direct attention to page 51. Read aloud the portion of page 51 from “But you know” to “of these fellows.” Ask this question:

 **Why do you think people have never heard of these players?**

Key Ideas

- Only some people saw them play, and their games happened a long time ago.
- Many of these players were not included in the Baseball Hall of Fame.
- The Negro Leagues did not always record statistics for their players.

3. Tell students that whether a Negro League player has been included in the Baseball Hall of Fame or not, they deserve recognition.
4. Display side by side Syllable Types and the term *recognition* with its syllable division, rec-og-ni-tion. Instruct students to work with a partner to identify each syllable type, decode each syllable, and accurately blend the syllables to read the word.

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.
5. Display the term and definition. Invite a student to read aloud the definition.
6. Tell students that inclusion in the Baseball Hall of Fame is only one way to recognize a player. A baseball card is another. Explain that a baseball card is a type of trading card that provides information about a player. Many baseball fans collect and trade baseball cards that highlight their favorite players or legends from the game.

Definition

recognition (n.): special attention or notice especially by the public for someone’s work or actions

7. Introduce the vocabulary term *legend* by displaying the Knowledge Card, saying the term, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.
8. Direct students to the foreword of *We Are the Ship*. Direct attention to forms of the term in paragraphs 4 and 6. Instruct students to work with a partner to infer the term's meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.
9. Display the Hank Aaron Baseball Card (front). Remind students that Hank Aaron is the baseball player who wrote the foreword for *We Are the Ship*. Tell students that the front side of the card usually has a photo of the player. Display the Hank Aaron Baseball Card (back). The back side often lists baseball details and may share interesting facts about the player.
10. Tell students that they will create a baseball card to recognize a Negro League player from “5th Inning” that you will assign to them. Direct students to the All-Star Baseball Card for *We Are the Ship*, located in the *Learn* book. Read aloud the directions. Think aloud to model how to complete the page for Satchel Paige.

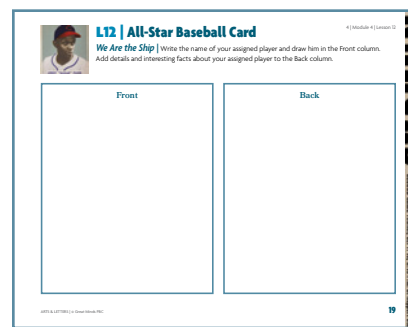
Assign one of the following players to each student, providing page numbers for details and an illustration.

- George Suttles (details on page 41, illustration on page 65)
- Norman Stearnes (details on page 41, illustration on page 50)
- Oscar Charleston (details on page 42, illustration on page 19)
- Buck Leonard (details on page 42, illustrations on pages 64 and 67)
- Ray Dandridge (details on page 42, illustration on page 75)
- Raleigh Mackey (details on page 47, illustrations on gatefold and page 46)
- Josh Gibson (details on page 51, illustration on page 65)



Definition

legend (n.): a famous person who is known for doing something extremely well



Sample Think Aloud

The two columns on this page represent the front and back sides of a baseball card. In the Front column, I'm going to write the name of my assigned player, Satchel Paige, and I'm going to sketch a drawing of him with the help of the illustration on page 48. In the Back column, I'm going to list details that describe Paige. I'll go back to the text to find those details, but I won't copy sentences. I'll copy a few words, or I'll write short descriptions in my own words. My list will include baseball details like this: pitcher, threw fastballs, put the ball where he wanted. And it will include interesting facts like this: put arm in hot water, threw ball over a candy wrapper or bottle cap when warming up, called legendary, drove fast.

11. Instruct students to complete the All-Star Baseball Card page for their assigned player.

Differentiation Support

To help students complete the page, allow students to work with a partner who has been assigned the same player.

Look for students to address key ideas in their responses.

Key Ideas

- **George Suttles:** Newark Eagles, hard hitter, killed curveballs, hit the ball far, called “Mule” because he hit the ball hard
- **Norman Stearnes:** good hitter, many home runs, quiet, talked to his bat, called “Turkey” because he had a potbelly
- **Oscar Charleston:** played hard, ran over basemen to get onto base, fast runner, hit all types of pitches to all fields, strong, tore a steering wheel off a car, played center field, would run to catch balls over his head
- **Buck Leonard:** hit everything, nice swing, could always get on base, killed fastballs, didn’t smoke or curse, called “Black Gehrig,” first baseman
- **Ray Dandridge:** third baseman, scooped ball and threw in one motion, flashy, showman, called “Squatty” because he was bowlegged
- **Raleigh Mackey:** great catcher, could throw to second from a crouch, no one would try to steal bases, caught all kinds of balls, solid hitter, taught Campanella, wouldn’t take mask off to catch fly balls
- **Josh Gibson:** hit many home runs, hit everything, worked hard to be a good hitter and catcher, could throw to second from a crouch, called “Mr. Black Baseball” and “Black Babe Ruth,” jolly

Respond | Describe Negro League All-Stars | 17 minutes

1. Form groups of seven or more so that each group includes a representative for each player. Instruct students to take turns sharing the information about their assigned player with their group members.

Language Support

To help multilingual learners hear proficient language models, form groups of students with a variety of English proficiency levels.

2. Remind students that these players are some of the greatest players in the world; they are all-stars. Tell students to display their group's baseball cards so that all students can independently review the details that tell what makes these players all-stars. Instruct students to discuss this question with their group:

 **What qualities do many of the all-star players share?**

Listen for students to address key ideas in their discussions.

Key Ideas

- good hitters
- fast runners
- tough
- worked hard
- excelled at the positions they played

3.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this question: What made a Negro League player an all-star? Tell students to use details from their group's baseball cards in their response.
-

Analyze Student Progress

Monitor: Do students write about qualities that show the Negro League all-stars were outstanding players who worked hard?

Offer Immediate Support: If students need additional support describing the Negro League all-stars, instruct them to review the details in their group's baseball cards. Ask this question: What skills helped these players excel at baseball?

Plan Future Practice: Students practice identifying important details in "6th Inning" of *We Are the Ship* in lesson 13.

4. If time allows, invite a few students to share their responses.

Key Ideas

- Negro League all-stars worked hard to excel at their positions. They could hit fastballs and curveballs, and they ran fast to get on a base or to catch a ball.
- Negro League all-stars were baseball players that could run fast and hit the ball far. They could also hit different kinds of pitches.
- Negro League all-stars were solid hitters, fast runners, and good pitchers and catchers.

Write | Take Notes from an Encyclopedia Article | 17 minutes

1. Direct students to step 2 of the Guided Research Log, located in the *Learn* book. Remind students that in the previous lesson they took notes from a print source, specifically the book *We Are the Ship*. Tell students to review their notes. Ask this question:

 **How did you take notes?**

Key Ideas

- used the index to find pages that contain information about Rube Foster
- gathered information that relates to the three research categories
- paraphrased information
- quoted information

2. Tell students that they will take notes from another type of print source, an encyclopedia article about Rube Foster. Direct students to “Rube Foster,” located in the *Learn* book. Ask this question:

 **Why is this encyclopedia article a relevant source for our research?**

Reinforce the correct response: It contains information about Rube Foster. Explain that experts create encyclopedias, which makes them accurate sources.

Guided Research Log 4 | Module 4 | Writing

Prompt: Use the research process to investigate a question about Rube Foster. Capture each stage of your research process in this research log.

Step 1 | Determine the focus: Review the research question. Explain why the research question is effective. Add categories of information to research that are relevant to the topic and research question.

Research Topic	Rube Foster
Research Question	Who was Rube Foster and what is his legacy?
What makes this an effective research question?	
Categories for Research	

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Britannica Kids 4 | Module 4 | Lesson 12

Rube Foster

Introduction

1 Rube Foster was a US baseball player. He gained fame as a pitcher, manager, and team owner in the first three decades of the 1900s. Foster became known as the “father of Black baseball” after founding the Negro National League in 1920.

Early Life

2 Andrew Foster was born on September 17, 1879, in Calumet, Texas. He dropped out of school after the eighth grade. By the time he was 18, he was playing semi-professional baseball in Texas for the “Waco Yellow Jacks.”

Baseball Career

3 In 1902 Foster joined Frank Leland’s Chicago Union Giants. He left soon afterward to play in an integrated (both Black and White players) semi-professional league in Michigan. Foster gained attention in 1909 when, pitching for the Cuban X-Giants, he won four games (of a seven-game series) against the Philadelphia Giants in the “Colored Championship of the World.” In 1905 he recorded 51 victories out of 55 games played. Foster said he had earned his nickname “Rube” at some point before 1905 by outpitching the great White pitcher Rube Waddell.

4 Foster returned to Chicago and the Leland Giants in 1907. Working as both star pitcher and manager, Foster guided the team to 110 wins and 10 losses that year. He

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3. Instruct students to scan the article. Ask this question:

 **What do you notice about the way the article is organized?**

Key Ideas

- three sections with headings
- introduction
- dates
- information in chronological, or time, order

4. Instruct students to Think–Pair–Share to answer this question?

 **How will the article’s organization help you take notes?**

Key Ideas

- Headings guide to specific information that is related to research categories.
- Dates keep events in order.
- Introduction provides important ideas.

5. Instruct students to read “Rube Foster” and annotate details that relate to their research categories.

6. Display the second chart in step 2 of the Guided Research Log. Remind students that once they have completed their annotations, they are ready to select the most important ones to add as quotes or paraphrases to their research logs.

7. Instruct students to review their annotations and Think–Pair–Share to respond to these questions:

 **What quote or paraphrase will you add to your research log?**

 **Under which category will you add this note?**

8. Direct attention to the second chart in step 2 of the Guided Research Log. Instruct students to add “Rube Foster” article to the Source and Author column and to add their research categories to the Category 1, Category 2, and Category 3 columns.
9.  **Introduce the learning task.** Instruct students to add at least three notes from “Rube Foster” to their research logs that are related to their research categories. Remind students to write their notes as quotes or paraphrases.

Analyze Student Progress

Monitor: Do students add relevant details to the appropriate categories by using quotes or paraphrases?

Offer Immediate Support: If students need additional support taking notes from “Rube Foster,” direct attention to an annotation. Ask these questions: In which category would you add this detail? Would you add it as a quote or a paraphrase?

Plan Future Practice: Students practice taking notes from a video in lesson 13.

10. Look for students to address key ideas in their responses.

Key Ideas

- **Rube Foster’s life:** born September 17, 1879, in Calvert, Texas; only completed eighth grade; called “Rube” after being a better pitcher than Rube Waddell; died December 9, 1930, in Kankakee, Illinois
- **Rube Foster’s contributions to baseball:** played for the Waco Yellow Jackets, Chicago Union Giants, semiprofessional league in Michigan, Cuban X-Giants; pitched four out of seven Cuban X-Giants wins in the 1903 “Colored Championship of the World”; won 51 games out of 55 in 1905 as pitcher; won 110 games and lost 10 in 1907 as pitcher and manager; formed Chicago American Giants; organized the Negro National League in 1920
- **Rube Foster’s memorable characteristics:** “father of Black baseball” (par. 1), “aggressive and intimidating” (par. 4), inducted into Baseball Hall of Fame in 1981

11. Tell students that in the next lesson they will explore another type of source.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the Negro League all-stars?
- What did you learn from *We Are the Ship*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.b, MM.5.4.A.c, MM.5.4.C

MM.7.4 Structure: MM.7.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.3.4 Content: CP.3.4.B

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



LEROY "Satchel" PAIGE

Lesson 13

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read “6th Inning” of *We Are the Ship* to understand the Negro League players’ experiences when they played in Latin America. Students summarize the advantages and disadvantages of playing in Latin America. During writing instruction, students view a video about Rube Foster. They watch the video multiple times to take notes that relate to their research categories.

P A Prologue to lesson 13 is available for students who need additional support.

Learning Goals

Summarize the Negro League players’ Latin American experiences in “6th Inning” of *We Are the Ship*.

LEARNING TASK: Orally summarize the advantages and disadvantages of playing in Latin America using the Latin America Chart.

Take notes about Rube Foster from a digital source.

LEARNING TASK: Take notes about Rube Foster’s life and legacy from the video “Rube Foster.”

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Players' Experiences in Latin America
- **Respond:** Summarize Advantages and Disadvantages
- **Write:** Take Notes from a Video

LAND

Reflect on Learning

Materials

TEACHER

- *We Are the Ship*
- Latin America Map (Reference Charts appendix)
- “Rube Foster” video (see the Preparation section for details)

STUDENTS

- *We Are the Ship*
- Latin America Chart for *We Are the Ship* (*Learn* book)
- Guided Research Log (*Learn* book, Writing)
- “Rube Foster” video (see the Preparation section for details)

Preparation

- To access the “Rube Foster” video, search online using the following terms: *Storied Chapter 16*, *Rube Foster*, *Negro Leagues Baseball Museum*. Determine how students will access the video. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *We Are the Ship*, passage 3 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will read “6th Inning” of *We Are the Ship*.

LEARN 53 minutes

Read | Examine Players’ Experiences in Latin America | 18 minutes

1. Direct students to page 53 of *We Are the Ship*. Read aloud the chapter title and the quote by Johnny Taylor.
2. Ask this question:

 **What do you think you will read about in this chapter?**

Key Ideas

- Latin America
- Negro League players playing baseball in Latin America
- how playing baseball in Latin America was like paradise, fun, and exciting

Teacher Note

The following references are to famous White major league players: Joe DiMaggio (page 53) was a standout player for the New York Yankees; Christy Mathewson (page 53) played for the New York Giants and was one of the first modern pitching stars.

3. Tell students that before they read the chapter, they'll examine a map of Latin America. Display the Latin America Map. Instruct students to look closely at the map. After at least 30 seconds, invite students to name a few Latin American countries.

4. Ask this question:

 **Where is Latin America in relation to the US?**

Reinforce the correct response: Latin America is south of, or below, the US.

5. Read aloud the portion of page 53 from the title “6th Inning” to “could blame ’em?” Instruct students to pay attention to details that connect Latin America to baseball.

Teacher Note

Segregation blocked most Latinos from playing in the major leagues. However, Major League Baseball owners would often recruit light-skinned Latino athletes to play on their White teams.

6. Tell students that the beginning sentences of the chapter cover players from some of the countries they just identified on the map. Explain that some Latin American players moved to the US to play in the Negro Leagues, and some remained in Latin America and only played baseball there. Ask this question:

 **What do these sentences tell you about Latin America and baseball?**

Differentiation Support

To help students identify connections between Latin America and baseball, ask the following questions:

- Why were the Latin American players and teams so good?
- Who were some Latin American players who played in the Negro Leagues?



Key Ideas

- Baseball is popular in Latin America.
- Baseball is played all year in Latin America because it is warm.
- Players and teams from Latin America were strong because they played a lot.
- Martín Dihigo, José Méndez, and Cristóbal Torriente were Latin American players who played in the Negro Leagues.

7. Tell students that the remaining paragraphs mostly cover the American Negro League players who traveled from the US to play in Latin America. Direct students to the Latin America Chart for *We Are the Ship*, located in the *Learn* book. Instruct students to independently read pages 53–55, starting with “It was nice.” Prompt students to list at least five advantages the American Negro League players experienced in Latin America in the left column of the chart and at least five disadvantages in the right column.

Advantages	Disadvantages

Language Support

To help students identify advantages and disadvantages, direct attention to the sentence “It was nice down there” on page 53. Tell students that this sentence signals to readers that the advantages of playing in Latin America will follow. Then point out the “But” that begins the first paragraph on page 55. Tell students it signals a change from advantages to disadvantages.

Look for students to address key ideas in their responses.

Key Ideas

- **advantages:** nice and warm, no segregation, treated like a king, travel and hotel paid for, families could come, played three or four games per week, paid well, could get money or a car for a home run, made friends with Latin American players, beautiful
- **disadvantages:** had to leave if they didn’t play well, fans could be mean, hot weather, hot food, Latin American players could be mean during games, lonely, homesick, language barrier, different culture

Respond | Summarize Advantages and Disadvantages | 12 minutes

1. Instruct students to review the advantages and disadvantages on their charts. Instruct students to annotate the advantages and disadvantages they believe affected the Negro League players the most.
2.  **Introduce the learning task.** Instruct students to work with a partner to orally summarize the most important advantages and disadvantages the Negro League players experienced in Latin America.

Analyze Student Progress

Monitor: Do students share summaries that include accurate, text-based responses from their charts?

Offer Immediate Support: If students need additional support developing a summary, provide these sentence frames: Some of the advantages the Negro League players experienced in Latin America were _____. Some of the disadvantages they experienced were _____.

Plan Future Practice: Students practice summarizing “9th Inning” of *We Are the Ship* in lesson 18.

3. Invite a few students to share their summaries.

Write | Take Notes from a Video | 23 minutes

1. Direct students to step 2 of the Guided Research Log, located in the *Learn* book. Remind students that in the previous lessons they took notes from two print sources: a book and an encyclopedia article. Tell students that print sources are one type of source, and digital sources are another. Ask this question:

 **What are some examples of digital sources?**

Language Support

To help students share examples of digital sources, tell them that *digital* refers to any electronic piece of technology.

Guided Research Log	
Purpose: Use the research process to investigate a question about Rube Foster. Capture each stage of your research process in this research log. Step 1 Determine the focus: Review the research question. Explain why the research question is effective. Add categories of information to research that are relevant to the topic and research question.	
Research Topic	Rube Foster
Research Question	Who was Rube Foster and what is his legacy?
What makes this an effective research question?	
Categories for Research	

Key Ideas

- website
- video
- audio recording
- podcast
- movie or television show
- e-book

2. Reinforce that one type of digital source is a video. Tell students that they will take notes from a video. Direct attention to the third chart in step 2 of the research log. Instruct students to add “Rube Foster” video to the Source and Author column and their research categories to the Category 1, Category 2, and Category 3 columns. Explain that this video will provide relevant and accurate information because it focuses on Rube Foster, and experts from the Negro Leagues Baseball Museum created it.
3. Remind students that a video has visual components, or what you see, and audio components, or what you hear, and paying attention to both is important when viewing a video. Tell students that they will first watch the video about Rube Foster without taking notes. Prompt them to pay attention to the visual and audio components. Play “Rube Foster.”
4. Ask this question:



What did you notice as you watched the video?

5. Use responses to emphasize that students noticed different visual and audio components during the first viewing. Explain that watching a video multiple times will help them notice more components and allow them to focus on gathering information that is relevant to their research categories.
6. Tell students that during the second viewing they will identify information related to their research categories. Play “Rube Foster” again. Instruct students to watch and listen for information that fits into their categories.

7.  **Introduce the learning task.** Tell students that they will now play the video on their own and take notes. Instruct students to add their notes to the appropriate categories in their research logs. Prompt students to add at least three notes, and remind students that their notes can be quotes or paraphrases. Encourage students to pause, rewind, and fast forward as many times as needed to gather information.

Teacher Note

If students do not have individual or shared devices to view the video, play the video several times and encourage students to pay attention to information relevant to the research categories. Pause or replay the video as needed to provide enough time for students to take notes.

Analyze Student Progress

Monitor: Do students add relevant details to the categories in their research logs while appropriately paraphrasing or quoting?

Offer Immediate Support: If students need additional support taking notes from the video, instruct them to listen and look for information that tells what Foster invented, the roles he had during his baseball career, and what he is best known for.

Plan Future Practice: Students practice taking notes from a source for Module Task 1 in lesson 27.

8. Look for students to address key ideas in their responses.

Key Ideas

- **Rube Foster's life:** baseball player, manager, and team owner
- **Rube Foster's contributions to baseball:** credited with inventing the screwball (then called the fadeaway), had high expectations of players—sliding, bunting, playing “fast, aggressive, daring” baseball
- **Rube Foster's memorable characteristics:** “greatest baseball mind this sport has ever seen,” invited to major league camps to teach pitchers how to throw the screwball, “tremendous leader”

Differentiation Challenge

To encourage students to evaluate their sources, ask these questions:

- Which source provided the most information about Rube Foster?
 - Which source provided the least information?
9. Tell students that in the next lesson they will begin step 3 of the research process.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the Negro League players' experiences in Latin America?
- What did you learn from *We Are the Ship*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.3.4 Summary: MM.3.4.B, MM.3.4.C

MM.9.4 Media: MM.9.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.c

CP Compose and Present Content

CP.3.4 Content: CP.3.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 14

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Reveal:** What does a deeper look at point of view reveal?

OVERVIEW

Preview

In this Reveal lesson, students identify details in “6th Inning” of *We Are the Ship* that only a first-person narrator would share about playing in Latin America. Students explain how first-person narration helps them understand the Negro League players’ experiences. During writing instruction, students identify additional information they need to answer a research question. This work prepares students to refine their research for Module Task 1.

Learning Goals

Analyze the effect of a first-person narrator’s point of view in *We Are the Ship*.

 **LEARNING TASK:** Explain the effect of a first-person narrator’s point of view in *We Are the Ship*.

Identify areas that require more information to answer the research question.

 **LEARNING TASK:** Add to the Guided Research Log a research gap, a reason for that gap, and search terms to locate a source.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Details the Narrator Shares in *We Are the Ship*
- **Respond:** Analyze the Narrator's Point of View
- **Write:** Refine Research

LAND

Reflect on Learning

Materials

TEACHER

- *We Are the Ship*

STUDENTS

- *We Are the Ship*
- journal
- Guided Research Log (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *We Are the Ship*, passage 3 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at point of view reveal?
3. Tell students that they will return to “6th Inning” and look closely at the details that describe the Negro League players’ experiences in Latin America.

LEARN 53 minutes

Read | Identify Details the Narrator Shares in *We Are the Ship* | 20 minutes

1. Display and read aloud the following excerpt from *We Are the Ship*: “Down there, Negroes were treated just the same as anyone else, the way we were supposed to be treated. There was no such thing as segregation. We could stay at any hotel and eat at any restaurant” (53).
2. Ask this question:

 **From whose point of view is most of this story told?**

Reinforce the correct response: first-person narrator; Negro League baseball players.

Differentiation Challenge

To encourage students to make connections within the text, ask this question: What connections do you see between Kadir Nelson’s use of *we* in the text and Rube Foster’s use of *we* in his quote “We are the ship; all else the sea” (9)?

3. Display and read aloud the following excerpt from the front jacket of *We Are the Ship*: “The voice is so authentic, you will feel as if you are sitting on dusty bleachers listening intently to the memories of a man who has known the great ballplayers of that time and shared their experiences.”

4. Direct students to page 55. Engage students in Repeated Reading of the portion of page 55 from “And boy, was” to “his rotten teeth.” Instruct students to annotate details that describe experiences playing in Latin America.
5. Invite students to share their annotations.

Key Ideas

- The temperature outside was hot.
- You could see the heat coming off the ground.
- The heat would burn up through the bottoms of shoes.
- Guys passed out in the field and dugout.
- Teams played in the morning and in late afternoon when the temperature was cooler.
- Food was hot and spicy.

6. Instruct students to review their annotations. Ask this question:



What makes the narrator's voice authentic?

Differentiation Support

To help students describe the narrator's voice, ask this question: What does the narrator include in the descriptions to make the reader feel as if they are “sitting on dusty bleachers” listening to someone share old memories?

Key Ideas

- uses conversational, familiar language
- uses exclamation points to convey emotion
- shares personal details in parentheses
- includes sensory details that make the scene more vivid

7. Instruct students to work with a partner to read the portion of page 55 from “We had some” to “to go home” and annotate details that contribute to the authentic first-person narrator.

Language Support

To leverage students’ home languages as resources to support learning, encourage students who share the same home language to discuss questions like this together, especially in preparation for larger class discussions.

8. Invite students to share their annotations.

Key Ideas

- good friends with the Latin American players
- hang out, play cards, fish
- don’t know each other on the field
- don’t get sympathy or give sympathy
- fun but lonely
- homesick
- tough without greens, yams, and biscuits
- know when it is time to go home

Respond | Analyze the Narrator’s Point of View | 16 minutes

1. Direct students to page 80. Instruct students to read the portion of the page from “In keeping with” to “the same effect.” Ask this question:



Why did Nelson choose to use a first-person narrator in *We Are the Ship*?

Reinforce the correct responses:

- to demonstrate the power of the collective
- to make the players’ experiences more real and accessible

2.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this question: How does the first-person narration in *We Are the Ship* affect readers? Use specific details from “6th Inning” in your response.

Analyze Student Progress

Monitor: Do students explain that first-person narration helps readers feel as if they are hearing a first-hand account?

Offer Immediate Support: If students need additional support explaining the effect of first-person narration, instruct students to review their annotations. Ask this question: What do readers gain from reading a first-hand account?

Plan Future Practice: There is no additional instruction on analyzing point of view in this level. Consider using volume of reading texts to provide more practice.

3. Instruct students to share their responses with a partner.

Listen for students to address key ideas in their discussions.

Key Ideas

- The first-person narrator helps readers know that even though the players had fun playing in Latin America, they also got homesick.
- The first-person narrator helps readers connect to the players because they come to know more about the players. For example, readers learn that the players missed eating greens, yams, and biscuits.
- The first-person narrator gives a more complete picture of how the players worked hard to not let fans down during games and fished and played cards after games.

4. Instruct students to give a nonverbal signal (e.g., a thumbs-up for yes, a thumbs-down for no) to respond to this question:



Did Nelson accomplish telling a real and accessible story about the Negro Leagues?

Write | Refine Research | 17 minutes

1. Display step 3 of the Guided Research Log, and direct students to the page in the *Learn* book. Tell students that they will begin step 3 of the research process. Instruct students to read the directions for Step 3: Refine research.
2. Direct attention to the phrase *research gap*. Instruct students to Think–Pair–Share to answer this question:

Using what you know about the word *research* and the word *gap*, what do you think a research gap is?

Key Ideas

- something missing from my notes
 - a question that has not been answered
 - information that I want to know but don't have
3. Explain that to identify a research gap, a researcher will review their notes and consider whether they have gathered enough information to answer their research questions by asking these questions:
 - In which category do I have the least amount of information?
 - In which category would I like to learn more information?
 4. Think aloud to identify a possible research gap and explain the reason for the gap.
 5. Instruct students to review their notes and determine what additional information they need to answer their research question.

Guided Research Log 4 | Module 4 | Writing

Prompt: Use the research process to investigate a question about Rube Foster. Capture each stage of your research process in this research log.

Step 1 | Determine the focus. Review the research question. Explain why the research question is effective. Add categories of information to research that are relevant to the topic and research question.

Research Topic	Rube Foster
Research Question	Who was Rube Foster and what is his legacy?
What makes this an effective research question?	
Categories for Research	

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Sample Think Aloud

First, I'm going to review my research question: Who is Rube Foster and what is his legacy? Then I'm going to look over my notes to see if I have enough information. One research category I'm interested in is Foster's contributions to baseball. I took notes about his wins in 1903, 1905, and 1907, but I'd like more information about his wins and losses in other years. I'd like to know his career statistics.

6. Instruct students to share their research gap with a partner and provide a reason for the gap.

Language Support

To help students express a research gap and a reason for the gap, provide these sentence frames:

- I have the least amount of information in the _____ category. I want to learn more about _____.
- I am interested in the _____ category. I want more information about _____.

7. Explain that to close a research gap, a researcher finds a source that contains the information they need. To locate a digital source, a researcher uses search terms related to their research gap.
8. Remind students of the research gap you identified earlier in the lesson: Foster's career wins and losses as a player and manager. Instruct students to Think–Pair–Share to answer this question:



What search terms would you use to find this information?

Key Ideas

- Rube Foster wins
- Rube Foster losses
- Rube Foster career statistics

9.  **Introduce the learning task.** Instruct students to add to their research logs a research gap, a reason for that gap, and search terms that will help them locate a source that closes the research gap. Tell students that they will complete the last two rows (i.e., Source and Author, Notes) in the next lesson.

Analyze Student Progress

Monitor: Do students identify information needed to answer the research question, explain the reason for the gap, and add relevant search terms to find the information?

Offer Immediate Support: If students need additional support creating search terms, allow them to work with a partner who has a similar research gap.

Plan Future Practice: Students practice identifying a research gap for Module Task 1 in lesson 29.

10. Instruct students to take turns sharing their search terms with the partner they shared their research gap with. Tell students to confirm that their partner's search terms relate to their research gap.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about a narrator's point of view?
- What did you learn from *We Are the Ship*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.8.4 Point of View, Perspective, and Purpose: MM.8.4.A

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

DM **Develop Metacognition**

DM.1.4 Content Stages: DM.1.4.C

DM.3.4 Schema Building



LEROY "Satchel" PAIGE

Lesson 15

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read about the exhibition games between the Negro League teams and White teams in “7th Inning” of *We Are the Ship*. They describe how different people reacted to these exhibition games. During writing instruction, students take notes from a website to close a research gap. This work prepares students to refine their research from Module Task 1.

P A Prologue to lesson 15 is available for students who need additional support.

Learning Goals

Examine the exhibition games between the Negro League teams and White teams described in “7th Inning” of *We Are the Ship*.

LEARNING TASK: Describe people’s reactions to the exhibition games in which the Negro League teams participated.

Locate relevant information on a website to close a research gap.

LEARNING TASK: Add notes from a website that closes a research gap to the Guided Research Log.

Vocabulary

exhibition (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Details in the Text About the Exhibition Games
- **Respond:** Describe Reactions to the Exhibition Games
- **Write:** Take Notes from a Website

LAND

Reflect on Learning

Materials

TEACHER

- *We Are the Ship*
- class Exhibition Games Organizer for *We Are the Ship* (*Learn* book)
- Research Process (Reference Charts appendix)

STUDENTS

- *We Are the Ship*
- Exhibition Games Organizer for *We Are the Ship* (*Learn* book)
- journal
- Guided Research Log (*Learn* book, Writing)

Preparation

- To access the National Baseball Hall of Fame website, search online using the term *baseball hall of fame*. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *We Are the Ship*, passage 3 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will read “7th Inning” of *We Are the Ship*.

LEARN 53 minutes

Read | Identify Details in the Text About the Exhibition Games | 21 minutes

1. Invite students to stretch their arms over their heads while seated, or invite them to stand and stretch. Explain that the 7th inning stretch is a tradition that encourages fans to rise, stretch, or move around during the 7th inning of a baseball game.

Teacher Note

During a baseball game, the song “Take Me Out to the Ball Game” often accompanies the 7th inning stretch. If time permits, play a recording of the song and invite students who know it to sing along as they stretch.

2. Direct students to page 57 of *We Are the Ship*. Invite a student to read aloud the chapter title and the quotation by Gene Benson.
3. Introduce the vocabulary term *exhibition* by displaying the term and definition. Engage students in Vocabulary Exploration.

Definition

exhibition (n.): a public display of athletic skill

4. Display the class Exhibition Games Organizer for *We Are the Ship*, and direct students to the page in the *Learn* book. Tell students that they will complete this page as they read the chapter. Instruct students to review the organizer.
5. Read aloud pages 57–58, starting with “Our season started.” Ask this question:

💬 **When did the exhibition games take place?**

Reinforce the correct response: during the off-season. Add the correct response to the class organizer, and instruct students to add the response to their organizers.

6. Direct attention to the second question in the class organizer: Who did Negro League teams play against in the exhibition games? Instruct students to respond to the question on their organizers.
7. Invite a few students to share their responses. As students share, add their responses to the class organizer.

Key Ideas

- home teams
- House of David teams
- knockoff House of David teams with major league players
- major league teams

L15 | Exhibition Games Organizer

We Are the Ship | Respond to the questions. Then describe how different people reacted to the exhibition games with the Negro League teams.

When did the exhibition games take place? _____

Who did Negro League teams play against in the exhibition games? _____

Home Team Players	Umpires and Audiences	Major League Players	Baseball Commissioner

8. Tell students that they will look more closely at the exhibition games between the Negro League teams and home teams. Ask this question:

 **How did the home team players react to playing against the Negro League teams in exhibition games?**

Key Ideas

- tried to prevent the Negro League teams from winning
- cheated

As students share, add their responses to the Home Team Players column in the class organizer. Instruct students to add the responses to their organizers.

Differentiation Challenge

To extend student thinking, instruct students to summarize the anecdote about Chappy Gray and Satchel Paige (pages 57–58) and explain what makes it humorous.

9. Direct attention to the Umpires and Audiences column in the class organizer. Instruct students to Jot–Pair–Share to respond to this question:

 **How did the umpires and audiences react?**

Key Ideas

- made bad calls
- called the Negro League players names

10. Direct attention to the headings in the remaining two columns of the class organizer. Ask this question:

 **Whose reactions will you look at next?**

Reinforce the correct responses: major league players and baseball commissioner.

- 11.** Instruct students to read pages 58–60, starting with “We played major” to “baseball, after all.” Prompt students to add responses to their organizers that describe how the major league players and Major League Baseball commissioner reacted to the exhibition games with Negro League players.

Language Support

Based on your students’ needs, explain the meanings of the idioms *dead set*, *caught wind of*, *broke the whole thing up*, and *made a killing*.

Differentiation Support

To help students determine the Major League Baseball commissioner’s reactions, ask these questions:

- What rules did the commissioner make for the major leaguers?
- What did he call the games between the Negro League players and major leaguers? Why?

Respond | Describe Reactions to the Exhibition Games | 12 minutes

- 1.** Instruct students to share their responses for the major league players and baseball commissioner with a partner.

Listen for students to address key ideas in their discussions.

Key Ideas

- **major league players:** acted friendly, told the Negro League players they were good, respected the Negro League players
- **commissioner:** cut back the number of games the Negro League players were allowed to play, called the games *exhibitions* to show that they were not as important

2.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this question: How did different people react to the exhibition games in which the Negro League teams played? Support your ideas with specific details.

Analyze Student Progress

Monitor: Do students write summaries that include accurate, text-based responses from their organizers?

Offer Immediate Support: If students need additional support describing how people reacted to the exhibition games, direct attention to the Home Team Players column in their organizers, and ask this question: How did the home team players react? Repeat the question for the other three columns.

Plan Future Practice: Students practice identifying important details in “8th Inning” of *We Are the Ship* in lesson 16.

3. Read aloud Benson’s quotation on page 57. Ask this question:

 **What does Benson mean when he says, “They won some and we won some”?**

Key Ideas

- The teams were balanced and competitive.
 - The players had similar skills.
 - Both Negro League teams and White teams had good players.
4. Emphasize that the Negro League teams equally matched the White teams. Ask these questions:

 **Which of the people listed in the organizer believed that the Negro League players equally matched the White players? How do you know?**

Key Ideas

- **people:** major league players
- showed the Negro League players respect
- treated the Negro League players as friends
- told the Negro League players they were good
- learned things from the Negro League players

Write | Take Notes from a Website | 20 minutes

1. Direct students to step 3 of the Guided Research Log, located in the *Learn* book. Pose this prompt:

☞ **Share one of your search terms that will help you find information to close a research gap.**

2. Remind students that they previously took notes from print sources. Tell students that in this lesson they will use their search terms to find information from a digital source, the National Baseball Hall of Fame website. Instruct students to add “National Baseball Hall of Fame” to the Source and Author row in their research logs.

3. Direct attention to page 79 of *We Are the Ship*. Direct attention to the heading “Negro Leaguers in the National Baseball Hall of Fame” and to Andrew “Rube” Foster’s name in the list underneath. Ask this question:

☞ **Why is the National Baseball Hall of Fame website a relevant source for finding information about Rube Foster?**

Reinforce the correct response: Rube Foster is in the National Baseball of Fame, so the website will have information about him.

Guided Research Log	
Purpose: Use the research process to investigate a question about Rube Foster. Capture each stage of your research process in this research log. Step 1 Determine the focus: Review the research question. Explain why the research question is effective. Add categories of information to research that are relevant to the topic and research question.	
Research Topic	Rube Foster
Research Question	Who was Rube Foster and what is his legacy?
What makes this an effective research question?	
Categories for Research	

4. Model how to navigate to the National Baseball Hall of Fame website by opening a search engine, typing the search term *baseball hall of fame* into the search bar, and clicking the website's link.
5. Direct attention to *.org* in the URL. Explain that *.org* stands for *organization*, which tells researchers that experts created the website and it will provide accurate information.
6. Explain that a website, similar to a book, has features that enable researchers to find information. Though a website doesn't have an index, it may have a search feature. Tell students that they can often find the search feature by looking for a magnifying glass. Think aloud to model how to use the search feature by typing in a search term.
7. Emphasize that the search produces multiple results. Explain that the first result is often the one most closely related to the topic searched. Click the first link.
8. Ask this question:



What can a researcher do to check whether this page will provide the information they need?

Key Ideas

- skim the page for the search terms
 - scan the page for headings related to the missing information
 - read sections that are under related headings or that contain search terms
9. Think aloud to model how to locate information to close a research gap.
 10. Direct attention to other links that appear on the page. Explain that a web page may contain hyperlinks to other pages. Some of those pages may contain relevant information and some may not. Tell students to keep their research question in mind as they carefully read the pages within a website and search for information that will help them answer their question.

Sample Think Aloud

In the previous lesson, we identified a few search terms to help me find more information about Rube Foster's wins and losses throughout his career. I'm going to type one of those search terms, *Rube Foster's career statistics*, into the website's search feature.

Sample Think Aloud

As I scan the page, I see the heading "Stats," which takes me to a chart titled *Career at a Glance*. However, the chart doesn't provide the wins and losses I'm looking for. Underneath the chart, though, I see "View more stats." When I click it, I get to this page that tells me Foster participated in 542 games in which he won 336, lost 195, and tied 11. This is the information I want, so I'm going to add these notes to my research log.

- 11.  Introduce the learning task.** Guide students to the National Baseball Hall of Fame website. Instruct students to use their search terms to locate information that closes their research gap and to complete the Notes row on their research log. Remind students that they can write notes in the form of quotations or paraphrases.

Analyze Student Progress

Monitor: Do students' search terms lead to relevant information that closes a research gap?

Offer Immediate Support: If students need additional support locating relevant information on the National Baseball Hall of Fame website, provide a word bank of search terms.

Plan Future Practice: Students practice taking notes from a source to close a research gap for Module Task 1 in lesson 29.

- 12.** Display Research Process. Tell students that in the next lesson they will move to step 4 of the research process.

LAND 5 minutes

Reflect on Learning

- 1.** Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the exhibition games between the Negro League teams and White teams?
- What did you learn from *We Are the Ship*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.3.4 Content: CP.3.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.B, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



LEROY "Satchel" PAIGE

Lesson 16

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read “8th Inning” of *We Are the Ship* to learn about the East-West Classic, the Negro League all-star game. Students then explain what made the East-West Classic popular. During writing instruction, students review their research notes to synthesize what they have learned about Rube Foster. Students write two knowledge statements to express important ideas they have learned.

P A Prologue to lesson 16 is available for students who need additional support.

Learning Goals

Describe the Negro League all-star game in *We Are the Ship*.

LEARNING TASK: Explain what made the East-West Classic a popular game based on details from “8th Inning” of *We Are the Ship*.

Synthesize knowledge from multiple sources.

LEARNING TASK: Write two knowledge statements on the Guided Research Log that share important ideas about Rube Foster.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Organize Details in *We Are the Ship*
- **Respond:** Describe the East-West Classic
- **Write:** Synthesize Knowledge

LAND

Reflect on Learning

Materials

TEACHER

- *We Are the Ship*
- Research Process (Reference Charts appendix)

STUDENTS

- *We Are the Ship*
- East-West Classic Organizer for *We Are the Ship* (*Learn* book)
- journal
- Guided Research Log (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *We Are the Ship*, passage 3 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH **2 minutes**

Read the Content Framing Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will read “8th Inning” of *We Are the Ship* and consider what made the Negro League all-star game such a popular game.

LEARN **53 minutes**

Read | Organize Details in *We Are the Ship* | **20 minutes**

1. Direct students to page 63 of *We Are the Ship*. Read aloud the chapter title and the quotation from Buck O’Neil. Ask this question:



Based on the title and quotation, what will we be reading about in this chapter?

Key Ideas

- wartime heroes
- World War II
- Negro League all-star game
- East-West Game

2. Tell students that the first part of the chapter discusses World War II, which took place from 1939 to 1945. The United States joined the conflict in 1941 and drafted men of certain ages to serve in the military. Read aloud the portion of pages 63–66 from “When the United” to “finish the game.” Instruct students to listen for and annotate details that describe how World War II affected the Negro League players and the leagues.

Language Support

Based on your students’ needs, pause to define select words with a synonym (e.g., *ammunition*, *barracks*, *commissary*).

Teacher Note

The *Saturday Evening Post* is a popular magazine that reports on art, entertainment, and other information.

3. Tell students to review their annotations about Negro League players who served during World War II. Ask this question:



What did Negro League players do in the military?

Key Ideas

- played baseball in the Special Services
- cooked, cleaned, unloaded ammunition
- a few fought in battles

4. Remind students that Negro League teams continued to play baseball during the war. Ask this question:



What did you learn about wartime Negro League games?

Differentiation Support

To help students share what they learned about the Negro League games, instruct them to review their annotations in the first two paragraphs on page 66, and ask these questions:

- How did the Negro League games compare to the major league games?
- How did night baseball help the Negro Leagues?
- How did playing many games with big crowds help the Negro League players?

Key Ideas

- Wartime Negro League games drew big crowds, bigger than the major league games.
- Wartime Negro League games had entertainment before and after the games.
- Important people attended wartime Negro League games.
- Wartime Negro League games were played at night.
- Wartime Negro League games resulted in increased salaries for players.
- As a result of wartime Negro League games, some of the players were written about in magazines.

5. Emphasize that during the war people were eager to attend Negro League games. Ask this question:



Based on what you learned from the chapter title, which game will the rest of the chapter be about?

Reinforce the correct response: the Negro League all-star game.

6. Tell students that the Negro League all-star game is also known as the East-West Game or East-West Classic. Direct students to the East-West Classic Organizer for *We Are the Ship*, located in the *Learn* book. Instruct students to independently read the portion of page 66 from “The *biggest* crowds” to “changing folks’ minds” and to respond to the questions in the organizer.

Teacher Note

Students with previous *Arts & Letters* experience may be familiar with Bill “Bojangles” Robinson, a famous African American tap dancer and actor who starred in films and on Broadway. This chapter also mentions other African American celebrities from the 1930s and 1940s. For example, Joe Louis was a famous boxer and the world heavyweight champion from 1937 to 1949, and his wife, Marva Louis, was a big band singer. Louis Armstrong was a famous trumpeter and one of the most influential artists in jazz history. Billie Holiday was a famous jazz singer, and Lena Horne was a famous actress and singer.

L16 | East-West Classic Organizer
We Are the Ship | Respond to the questions about the East-West Classic.

When was the East-West Classic played?

Where was it played?

Who played in the game?

How were the players selected?

Who attended the game?

Respond | Describe the East-West Classic | 18 minutes

1. Instruct students to share their responses with a partner.

Listen for students to address key ideas in their discussions.

Key Ideas

- **when:** August
- **where:** Chicago's Comiskey Park
- **who played:** Negro League all-stars
- **how selected:** managers and owners elected players, fans voted for them in newspapers
- **who attended:** fans from all over, famous people, Black and White people

2.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this question: What made the East-West Classic a popular game?

Analyze Student Progress

Monitor: Do students describe how the players or fans contributed to the popularity of the East-West Classic?

Offer Immediate Support: If students need additional support explaining what made the East-West Classic popular, direct students to their organizers, and ask this question: Was it the month, the place, or the people who made the game popular?

Plan Future Practice: Students practice identifying important details in “9th Inning” in *We Are the Ship* in lesson 18.

3. Invite a few students to share their responses.

Key Ideas

- The East-West Classic was popular because it was an all-star game, and fans could vote on which players they wanted to see play.
 - The East-West Classic was attended by famous people, and this is part of what made it popular.
 - Because all the players who played in the East-West Classic were all-stars, it was an exciting game. This made it a popular game to attend.
4. Direct attention to the illustration on pages 64–65. Tell students to examine the illustration, paying attention to details in the foreground and background as well as the captions. Facilitate a brief discussion about how the illustration extends what they learned from “8th Inning.”

Write | Synthesize Knowledge | 15 minutes

1. Display Research Process. Remind students that in the previous lesson they completed step 3 of the process. Tell students that they are now ready for step 4. Choral Read step 4.
2. Remind students that *synthesize* means “to put together.” Assess and activate prior knowledge by asking this question:

... **How do researchers synthesize their knowledge?**

Key Ideas

- think about what they have learned
- review their notes
- identify important ideas
- combine ideas in writing

3. Explain that students will synthesize knowledge to draft two knowledge statements that share the important ideas they have learned about Rube Foster and his legacy.
4. Direct students to step 2 of the Guided Research Log, located in the *Learn* book. Tell students to review their notes from all of their sources.
5. Instruct students to Mix and Mingle to answer these questions:

... **What is an important idea that you have learned about Rube Foster?**

... **Why is the idea important?**

Guided Research Log

Prompt: Use the research process to investigate a question about Rube Foster. Capture each stage of your research process in this research log.

Step 1 | Determine the focus: Review the research question. Explain why the research question is effective. Add categories of information to research that are relevant to the topic and research question.

Research Topic	Rube Foster
Research Question	Who was Rube Foster and what is his legacy?
What makes this an effective research question?	
Categories for Research	

ARTS & LETTERS | © Great Minds PBC

6.  **Introduce the learning task.** Direct students to step 4 of the Guided Research Log. Read aloud the directions. Instruct students to add two knowledge statements to their research logs that share important ideas they have learned about Rube Foster.

Analyze Student Progress

Monitor: Do students' knowledge statements demonstrate an understanding of who Rube Foster was and why he was important to baseball?

Offer Immediate Support: If students need additional support writing knowledge statements, ask these questions: If someone had never heard of Rube Foster, what is one thing you would want to tell them about him? What is a second thing you would tell them?

Plan Future Practice: Students practice synthesizing knowledge for Module Task 1 in lesson 30.

7. Invite a few students to share their knowledge statements.

Key Ideas

- Rube Foster played baseball and managed Black teams, but he is best known as the person who created the Negro National League.
- Rube Foster is called the father of Black baseball because he organized the Negro National League.

8. Direct attention to Research Process. Tell students that in the next lesson they will explore step 5.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the East-West Classic?
- What did you learn from *We Are the Ship*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.9.4 Media: MM.9.4.B

MM.11.4 Connections: MM.11.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

DF **Develop Foundations**

DF.13.4 Sentence Construction: DF.13.4.A

DM **Develop Metacognition**

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



LEROY "Satchel" PAIGE

Lesson 17

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Reveal:** What does a deeper look at events reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine different types of Negro League games and the effects they had on players and audiences. Students explain how the games united people during a period of segregation. During writing instruction, students brainstorm how to share their research. This work prepares students to share research findings for the End-of-Module Task.

Learning Goals

Analyze the effect of Negro League baseball in *We Are the Ship*.

 **LEARNING TASK:** Explain how Negro League baseball united people.

Brainstorm ideas to share research with a specific audience.

 **LEARNING TASK:** Identify how to share research about Rube Foster through writing, speaking, and a visual display.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Negro League Games
- **Respond:** Analyze the Effect of Negro League Games
- **Write:** Determine How to Share Research

LAND

Reflect on Learning

Materials

TEACHER

- *We Are the Ship*
- “Rube Foster” video (see the lesson 13 Preparation section for details)
- Research Process (Reference Charts appendix)

STUDENTS

- *We Are the Ship*
- sticky notes
- journal
- Guided Research Log (*Learn* book, Writing)

Preparation

- Save the Audience list to use in subsequent lessons in module 4. See the Write section for details.
- Determine how to display the questions for the Chalk Talk. See the Write section for details. Save the Writing, Speaking, and Visual lists students generate to use in subsequent lessons in module 4.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *We Are the Ship*, passage 3 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at events reveal?
3. Tell students that they will return to “7th Inning” and “8th Inning” to examine the games played by teams from the Negro Leagues.

LEARN 53 minutes

Read | Examine Negro League Games | 20 minutes

1. Play “Rube Foster” from 2:47 to 3:07. Tell students to listen for the way Bob Kendrick describes Negro League baseball.
2. Ask this question:



According to Kendrick, for what were the Negro Leagues a driving force?

Reinforce the correct response: social change. Explain that social change is a change in the way people interact with one another.

3. Tell students that they will explore how Negro League baseball became a driving force for social change during a time of segregation. Direct students to page 58 of *We Are the Ship*. Read aloud the portion of the page from “We played major” to “it to ’em.” Ask this question:



What type of games does the author describe in this paragraph?

Reinforce the correct response: exhibition games between Negro League teams and major league teams.

4. Distribute sticky notes. Instruct students to write a response to this question:

 **What did the players, both Black and White, discover about each other when they played these games?**

5. Invite a few students to share their responses.

Key Ideas

- The teams and the players were equally matched.
- They could be friends with one another.
- They had mutual respect.

6. Tell students that they will now look at the exhibition games that Negro League all-stars played against White all-stars. Direct attention to page 60. Instruct students to work with a partner to read a portion of the page from “Satchel Paige put” to “bring it too.” Instruct students to write on a sticky note what the players, both Black and White, discovered about each other and the audiences who attended all-star exhibition games.

Language Support

To support multilingual learners with beginning and intermediate English proficiency, pair them with students who fluently speak and read English.

7. Invite a few students to share their responses.

Key Ideas

- **players:** equally matched
- **audiences:** big, paid full price

8. Tell students that they will now review information about another type of game, the East-West Classic. Ask this question:

 **Who played in the East-West Classic?**

Reinforce the correct response: Negro League all-stars.

9. Direct attention to page 66. Instruct students to independently review the portion of page 66 from “The *biggest* crowds” to “people a show” and write on a sticky note what they discover about the audiences of the East-West Classic.
10. Look for students to address key ideas in their responses.

Key Ideas

- Audiences were bigger than at other games.
- Audiences traveled from far places.
- Audiences included famous people.
- Audiences included Black and White people.

Respond | Analyze the Effect of Negro League Games | 13 minutes

1. Instruct students to share their responses with a partner. Then instruct them to discuss this question:



How did the audiences of the East-West Classic display evidence of social change?

Listen for students to address key ideas in their discussions.

Key Ideas

- People of all races attended the game.
- White people came to watch the Negro League all-stars play baseball.
- Black people and White people were drawn to the same baseball game.

2.  **Introduce the learning task.** Direct students to their journals. Tell students to review their sticky notes. Instruct students to write a response to this question: How did Negro League baseball unite people during a time of segregation?

Analyze Student Progress

Monitor: Do students' responses demonstrate understanding of how Black and White players or fans came together because of baseball games?

Offer Immediate Support: If students need additional support explaining how Negro League games united people, ask these questions: Who played in the games? What is interesting about the players? Who attended the games? What is interesting about the audiences?

Plan Future Practice: Students practice analyzing events in *Testing the Ice* in lesson 28.

3. Invite a few students to share their responses.

Key Ideas

- Negro League baseball united Black and White players by bringing them together in exhibition games, where they became friends.
- Negro League baseball united people from different races by bringing them to Negro League games where they saw Black players who were just as good as White players.
- Through the East-West Classic, Negro League baseball united Black and White audiences in their desire to see a game with talented players.

Write | Determine How to Share Research | 20 minutes

1. Display Research Process. Ask this question:

 **What is the final step in the research process?**

Reinforce the correct response: Share findings.

2. Explain that researchers can share their findings in different ways. Tell students that they will consider how they could share information about Rube Foster. Emphasize that when they present their independent research for the End-of-Module Task, they will share the information in three ways: through written, spoken, and visual components.

Teacher Note

Students will not create written, spoken, and visual components for their guided research. In this lesson, they will brainstorm for ideas for components a researcher could create to engage an audience. Later in the module, they will create written, spoken, and visual components for the End-of-Module Task based on their independent research for Module Task 1.

3. Tell students that to begin planning how to share information, they will return to their research. Direct students to the Guided Research Log, located in the *Learn* book. Instruct students to review their notes in steps 2 and 3. Ask this question:



Who would be interested in knowing this information about Rube Foster?

Key Ideas

- teacher
- classmates
- parents
- PE teacher or coach
- youth baseball players
- younger children
- readers of the school newspaper

As students share, begin a list (e.g., on chart paper) with the title Audience, and add responses to it.

Guided Research Log

Prompt: Use the research process to investigate a question about Rube Foster. Capture each stage of your research process in this research log.

Step 1 | determine the focus. Review the research question. Explain why the research question is effective. Add categories of information to research that are relevant to the topic and research question.

Research Topic	Rube Foster
Research Question	Who was Rube Foster and what is his legacy?
What makes this an effective research question?	
Categories for Research	

4. Display the following questions around the room, and instruct students to begin a Chalk Talk.

- What are all the ways you could share this information in writing?
- What are all the ways you could share this information by speaking?
- What are all the ways you could share this information visually?

Encourage students to think about how they might share their research creatively.

5. Look for students to address key ideas in their silent discussions.

Key Ideas

- **writing:** research report, slide show, script, children's book, newspaper article
- **speaking:** oral presentation of a research report, oral summary of research findings, podcast, read aloud, news report
- **visual:** photographs, poster, illustrations, video

6. Tell students that now that they have generated lists of different audiences and ways to share their research, they can consider how best to match an audience with written, spoken, and visual parts. Think aloud to model how to select an audience and determine three ways to share their research with that audience.

7. Form small groups. Assign each group an audience from the Audience list. Instruct students to work with their group to determine the written, spoken, and visual parts to share their research in a way that would match their assigned audience. Then instruct students to share their ideas with other groups.

Differentiation Support

To help students determine the parts to share research with a specific audience, ask these questions:

- Which written, spoken, and visual forms are best for your audience?
- Which written form can you connect to a spoken form?
- Which written form can you connect to a visual display?

Sample Think Aloud

I'm going to choose a group of youth baseball players as my audience. To share information with them, I could write a research report, and I could present my report orally. Because youth baseball players might also be familiar with baseball cards, I could display a baseball card of Foster that shows a picture of him and provides his career highlights. The research report is my written component, the oral presentation is my spoken component, and the baseball card is my visual component.

8. Instruct students to independently select an audience that they would like to share their research product with. Tell students to review the responses in the Chalk Talk and consider which written, spoken, and visual parts would best present their information for their chosen audience.
9.  **Introduce the learning task.** Direct students to their journals. Tell students to create a three-column chart with the headings Written, Spoken, and Visual. Instruct students to complete the chart by identifying how they could share their research with a specific audience through writing, speaking, and a visual element.

Analyze Student Progress

Monitor: Do students identify a written, a spoken, and a visual component to share their research, appropriate to the audience they have chosen?

Offer Immediate Support: If students need additional support selecting their components, tell them to think about their audience, and then ask these questions: How can you share research with your audience in writing? How can you share research with your audience by speaking? How can you share research with your audience by using visuals?

Plan Future Practice: Students practice determining how to share their research for the End-of-Module Task in lesson 31.

10. Tell students that in the next lesson they will look at the written components of two research products that share research about Rube Foster.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about how Negro League games united people?
- What did you learn from *We Are the Ship*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.3.4 Summary: MM.3.4.C

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.c

CP Compose and Present Content

CP.2.4 Planning: CP.2.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.B

BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.C

DM.3.4 Schema Building



LEROY "Satchel" PAIGE

Lesson 18

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read “9th Inning” of *We Are the Ship* to identify details about people who played a role in the integration of Major League Baseball. Students organize information about the individuals’ positions on integration to summarize their contributions. During writing instruction, students examine two writing models and compare the way the models share information. This work prepares students to share information through writing for their End-of-Module Task.

P A Prologue to lesson 18 is available for students who need additional support.

Learning Goals

Explain different positions about the integration of Major League Baseball.

LEARNING TASK: Explain the roles of four people in the integration of the major leagues.

Explain how two writing models share information.

LEARNING TASK: Explain how a research report writing model and a creative writing model share information about Rube Foster.

Vocabulary

integrate (v.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Details in *We Are the Ship*
- **Respond:** Summarize Important Details
- **Write:** Examine Writing Models

LAND

Reflect on Learning

Materials

TEACHER

- *We Are the Ship*
- Syllable Types (Reference Charts appendix)
- Knowledge Cards: *segregate*, *integrate*
- class Integration Organizer for *We Are the Ship* (*Learn* book)
- Writing list (lesson 17)
- Speaking list (lesson 17)
- Visual list (lesson 17)
- Audience list (lesson 17)

STUDENTS

- *We Are the Ship*
- Integration Organizer for *We Are the Ship* (*Learn* book)
- journal
- Research Report Writing Model for Module 4 (*Learn* book, Writing)
- Creative Writing Model for Module 4 (*Learn* book, Writing)

Preparation

- Determine how to display side by side Syllable Types and the term *integrate* with its syllable division. See the Read section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *We Are the Ship*, passage 4 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will read “9th Inning” of *We Are the Ship* and consider how individuals described in the chapter contributed to the ending of segregation in Major League Baseball.

LEARN 53 minutes

Read | Identify Details in *We Are the Ship* | 23 minutes

1. Direct students to page 69 of *We Are the Ship*. Read aloud the chapter title, the quotation from Branch Rickey, and the portion of pages 69–70 from “There is a” to “that Cuban go!” Ask this question:



What does the young man in the story want from the White baseball manager?

Reinforce the correct response: He wants to try out for a White baseball team.

2. Display side by side Syllable Types and the term *integrate* with its syllable division, in-te-grate. Instruct students to work with a partner to identify each syllable type, decode each syllable, and accurately blend the syllables to read the word.

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

3. Display the Knowledge Card for *segregate* and direct attention to the image to spark students' memory. Remind students that *segregate* means “to separate people because of race, gender, religion, or ability.” Explain that the word *segregate* is an antonym, or a word with an opposite meaning, for *integrate*. Ask this question:



Based on what you know about *segregate*, what do you think *integrate* means?

Display the Knowledge Card for *integrate* and reinforce the correct definition.

4. Display the class Integration Organizer for *We Are the Ship*, and direct students to the page in their *Learn* book. Tell students that they will read “9th Inning” and focus on a group of people who each played a role in integrating Major League Baseball. Invite a student to read aloud the names of the four people listed in the Person column.

L18 | Integration Organizer
We Are the Ship | Respond to the questions for each person.

Person	What did he think about integration?	How do you know?
Judge Kenesaw Mountain Landis		
A. B. “Happy” Chandler		
Branch Rickey		
Jackie Robinson		

5. Direct attention to page 70. Read aloud the portion of pages 70–72 from “Major league owners” to “done a thing.” Instruct students to listen for details that describe Judge Kenesaw Mountain Landis and A. B. “Happy” Chandler.

Language Support

To support students' understanding of Chandler's quotation on page 70, pause to explain that Okinawa and Guadalcanal are references to World War II battles.

Definition

integrate (v.): to bring together people who have previously been separated because of race, gender, religion, or ability

6. Direct attention to the class organizer. Think aloud to model how to add responses to the questions for Landis in the organizer.

Instruct students to add responses to the questions for Landis in their organizers.

7. Tell students that the paragraphs they listened to also provided information about Chandler. Instruct students to work with a partner to add responses to the questions for Chandler to their organizers.
8. Invite a few students to share their responses.

Key Ideas

- for integration
 - said if a Black person could fight in World War II, then he could play Major League Baseball
9. Instruct students to independently read the portion of pages 72–75 from “After the door” to “as first-class citizens” and add responses to the questions about Branch Rickey and Jackie Robinson to their organizers.

Language Support

Based on your students’ needs, explain the relationship between a farm or minor league team and a major league team, using the Montreal Royals and the Brooklyn Dodgers, referred to on page 74, as examples.

Sample Think Aloud

I have two questions that I need to answer about Landis: What did he think about integration, and how do I know? When I look back at the paragraphs I just read, I understand that Landis was against integration. I’ll add *against* as my answer to the first question. I know Landis was against integration because he refused to allow Black baseball players to play in the major leagues, and he prevented Bill Veeck from buying the Philadelphia Phillies because Veeck wanted to hire Black players. I’ll add these details as my answer to the second question.

Respond | Summarize Important Details | 12 minutes

1. Instruct students to share their responses for Branch Rickey and Jackie Robinson with a partner.

Listen for students to address key ideas in their discussions.

Key Ideas

- **Branch Rickey:** for integration; was the first major league team owner to sign a Black player
- **Jackie Robinson:** for integration; told Branch Rickey he could control his temper if people treated him badly as a major leaguer; signed a contract to play in the major leagues

2.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a response to this prompt: Explain the roles of four people in this chapter related to the integration of Major League Baseball.

Analyze Student Progress

Monitor: Do students write responses that include accurate, text-based details for all elements from the integration organizer?

Offer Immediate Support: If students need additional support explaining the roles of the four individuals, instruct them to use their organizers to orally summarize the beliefs and actions of all four people before they begin writing.

Plan Future Practice: Students practice identifying important information in *Testing the Ice* in lesson 27.

3. Tell students that in the next lesson they will look more closely at Jackie Robinson.

Write | Examine Writing Models | 18 minutes

1. Direct attention to the Writing, Speaking, and Visual lists. Remind students that researchers can share their research findings in a variety of ways. In the previous lesson, they generated lists of different ways to share research in writing, by speaking, and with a visual display.
2. Tell students that they will examine how a researcher shared information about Rube Foster in writing in two different ways. Direct students to the Research Report Writing Model for Module 4 and the Creative Writing Model for Module 4, located in the *Learn* book. Instruct students to read the two models.

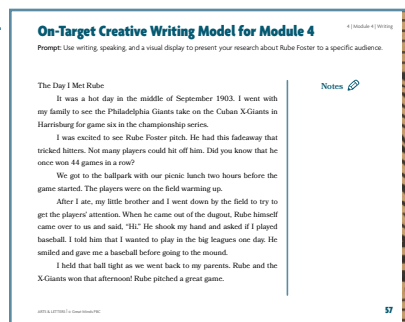
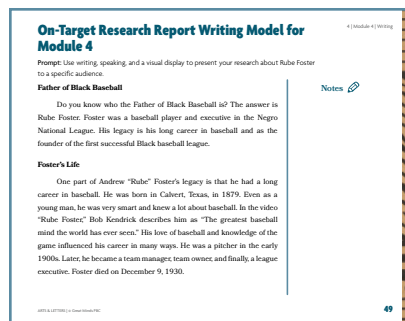
Teacher Notes

The research report and creative writing models show students two structures for sharing research for the writing component of the End-of-Module Task. The on-target writing models provide examples of a research report and a narrative that fully meet the on-target writing criteria from the End-of-Module Task rubric. The advanced writing models provide examples that exceed some criteria for the End-of-Module Task. See the Assessment Guide for more information.

The *Learn* book also includes a Checklist for the Writing and Presentation Model. This checklist can be used to clarify expectations for the written, spoken, and visual components of the End-of-Module Task. Lesson 31 includes descriptions of models for the presentation components of the End-of-Module Task.

Differentiation Challenge

Some students may be able to write advanced responses. For example, they may be able to use a variety of sentence structures to present their research findings in a research report or use dialogue in a narrative to engage the audience. Use the advanced writing models to support instruction for these students.



3. Ask this question:**How are the two models similar?****Key Ideas**

- Both are about Rube Foster.
- Both say Foster was a baseball player and manager.
- Both say Foster began the Negro National League.

4. Instruct students to discuss this question with a partner:**How are the two models different?****Differentiation Support**

To help students identify differences between the models, ask these questions:

- How are the models organized differently?
- What information does one model share but not the other?
- What types of details does one model have that the other doesn't?

Listen for students to address key ideas in their discussions.

Key Ideas

- The research report writing model provides dates for Foster's birth and death, and the creative writing model includes a date and location for a specific game.
- The research report writing model includes a direct quotation from Bob Kendrick, and the creative writing model includes dialogue between characters.
- The research report writing model says that Foster invented the bunt-and-run, and the creative writing model describes his fadeaway pitch.
- The research report writing model has headings and includes introductory, body, and concluding paragraphs, while the creative writing model has a narrator who tells a story with a beginning, middle, and end.

5.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a response explaining how each model shares information about Rube Foster.

Analyze Student Progress

Monitor: Do students describe how each writing model shares information about Rube Foster using details from the previous discussion questions?

Offer Immediate Support: If students need additional support explaining how each model shares information, instruct students to orally respond to these questions before writing a response: How does the research report writing model share information? How does the creative writing model share information?

Plan Future Practice: Students practice sharing research for the End-of-Module Task in lesson 36.

6. Direct attention to the Audience list. Remind students that in the previous lesson they also brainstormed a list of audiences who might want to know more about Rube Foster. Tell students to review the list of audiences. Ask these questions:

 **Which audiences might be interested in the research report writing model?**

 **Which audiences might be interested in the creative writing model?**

Key Ideas

- **research report writing model:** teacher, classmates, parents, coach, youth baseball players, readers of the school newspaper
- **creative writing model:** teacher, classmates, parents, younger children, readers of the school newspaper

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the integration of the major leagues?
- What did you learn from *We Are the Ship*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.5.4 Vocabulary: MM.5.4.B, MM.5.4.B.c, MM.5.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

CP Compose and Present Content

CP.2.4 Planning: CP.2.4.A, CP.2.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.B

BU.4.4 Expression

DF **Develop Foundations**

DF.3.4 Phonics and Spelling: DF.3.4.A

DM **Develop Metacognition**

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 19

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Reveal:** What does a deeper look at personal characteristics reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine the portrayal of Jackie Robinson in “9th Inning” of *We Are the Ship*. Students identify Robinson’s reaction to mistreatment and consider his personal characteristics in order to determine why he was able to integrate Major League Baseball. During visual art instruction, students look closely at the sculpture *Joie de Vivre*. Students describe the composition of the work of art and explain how it relates to the title, *Joie de Vivre*.

P A Prologue to lesson 19 is available for students who need additional support.

Learning Goals

Determine why Jackie Robinson was chosen to integrate the major leagues as depicted in *We Are the Ship*.

LEARNING TASK: Use details from *We Are the Ship* to explain why Jackie Robinson was “the right man” to integrate Major League Baseball.

Describe *Joie de Vivre*.

LEARNING TASK: Write a response that describes the connection between the composition and title of *Joie de Vivre*.

Vocabulary

eloquent (adj.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Jackie Robinson's Personal Characteristics
- **Respond:** Examine Jackie Robinson's Personal Characteristics
- **Observe:** Describe a Work of Art

LAND

Reflect on Learning

Materials

TEACHER

- *We Are the Ship*
- *Joie de Vivre* (digital platform)
- Syllable Types (Reference Charts appendix)

STUDENTS

- *We Are the Ship*
- journal

Preparation

- Determine how to display side by side Syllable Types and the term *eloquent* with its syllable division. See the Read section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *We Are the Ship*, passage 4 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at personal characteristics reveal?
3. Tell students that they will take a closer look at “9th Inning” of *We Are the Ship* to examine and describe Jackie Robinson.

LEARN 53 minutes

Read | Identify Jackie Robinson’s Personal Characteristics | 18 minutes

1. Direct students to page 68 of *We Are the Ship*. Instruct students to study the illustration. Ask this question:



What stands out to you about the illustration?

Key Ideas

- The player looks focused.
- There is only one Black player.
- One player is standing separately from the rest of the team.
- The stands are full of fans.

Direct attention to the caption on page 69 to reinforce that the illustration depicts Jackie Robinson.

2. Remind students that Jackie Robinson was the Negro League player who first integrated Major League Baseball. Read aloud the portion of the second full paragraph on page 72 from “A lot of” to “the right man.” Tell students that they will read to identify what made Robinson “the right man” to integrate baseball.

Instruct students to read the portion of pages 72–74 from “All of that” to “really helped Jackie” and annotate information that describes Jackie Robinson’s personal characteristics.

3. Invite a few students to share their annotations.

Key Ideas

- “He wouldn’t take anything from anybody” (72).
- “Jackie had a terrific temper” (72).
- “If he felt someone was doing him wrong, he would let him know about it” (72).
- “The military was segregated back then and it drove him crazy” (72).
- “He knew he was smarter than a lot of those guys and got himself into trouble talking back” (72).

4. Tell students that they will now reread the passage about the meeting between Jackie Robinson and team owner Branch Rickey. Instruct students to listen for what each man does during this meeting. Read aloud the portion of page 74 from “Before Jackie signed” to “eloquent Jackie was.”

5. Instruct students to respond to this prompt with a partner:



Describe what happened during Jackie Robinson and Branch Rickey’s meeting.

Differentiation Support

To help students describe the meeting between Jackie Robinson and Branch Rickey, ask these questions:

- How did Branch Rickey treat Jackie Robinson at first? How did Robinson respond?
- Why did Branch Rickey treat Jackie Robinson this way?
- What did Branch Rickey ask Jackie Robinson? What was Robinson’s response?

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss Branch Rickey’s test and Jackie Robinson’s reaction.

6. Listen for students to address key ideas in their discussions.

Key Ideas

- Rickey yelled at Robinson and called him names.
- Rickey acted like he was angry with Robinson because he wanted to test the baseball player's famous temper.
- Robinson stayed calm while Rickey yelled at him.
- Rickey explained to Robinson that he would have to hold his temper during games and asked if he would be able to do that.
- Robinson told Rickey that he would be able to hold his temper if Rickey were willing to take a risk on him.

7. Ask this question:



What does this interaction reveal about Jackie Robinson?

Key Ideas

- He is able to control his temper even when being yelled at.
- He can speak eloquently even when frustrated.
- He impresses Branch Rickey.

8. Emphasize that when Robinson did respond, the narrator says that he was *eloquent*. Display side by side Syllable Types and the term *eloquent* with its syllable division, el-o-quent. Instruct students to work with a partner to identify each syllable type, decode each syllable, and accurately blend the syllables to read the word.

Reinforce the correct response by saying the term. Instruct students to say the term and simultaneously clap once for each syllable.

9. Display the term and definitions. Invite a student to read aloud the definitions.

Definitions

eloquent (adj.):

1. having or showing the ability to use language clearly and effectively
2. clearly showing feeling or meaning

Respond | Examine Jackie Robinson's Personal Characteristics | **18 minutes**

1. Tell students that they will now read about how players and fans treated Robinson when he started playing for the Brooklyn Dodgers. Instruct students to read the portion of page 74 from “Jackie signed with” to “Nothing else” and annotate information that describes what it was like for him to play for the Brooklyn Dodgers.
2. Instruct students to discuss with a partner a response to this prompt:



Describe Jackie Robinson's treatment when he started playing for the Brooklyn Dodgers and his reaction to this treatment.

Key Ideas

- Fans called him names and threw things at him.
- Other players tried to hurt him. People threatened him and his family.
- He couldn't fight back or speak up like he normally would.

3. Ask this question:



What does Robinson's reaction to this treatment reveal about his character?

Key Ideas

- Jackie Robinson was reliable; he was a person who kept his promises.
- Jackie Robinson thought of others because he didn't want to ruin the chances for other Black players to play in the majors.
- Jackie Robinson was confident; he knew that he was just as talented as the other baseball players.

4.  **Introduce the learning task.** Direct students to their journals. Instruct students to respond to the following question: Why was Jackie Robinson “the right man” to integrate Major League Baseball?

Analyze Student Progress

Monitor: Do students explain how Robinson’s personal characteristics helped him when he played for the Brooklyn Dodgers?

Offer Immediate Support: If students need additional support explaining why Robinson was “the right man” to integrate Major League Baseball, ask these questions: What was important to Jackie Robinson? How did what was important to Jackie Robinson help him endure mistreatment?

Plan Future Practice: Students practice identifying characteristics of a baseball player in “Mamie ‘Peanut’ Johnson” in lesson 22.

5. Invite a few students to share their responses.

Key Ideas

- Even though he had a temper, Jackie Robinson held it so he and other Black players would be able to play in the major leagues.
- Robinson played skillfully under pressure and showed he was just as talented as the White baseball players.
- Robinson believed in integrating the major leagues, and he endured mistreatment to allow other Black baseball players to follow him.
- Jackie Robinson was trustworthy. He kept his promise to Branch Rickey and held his temper when facing mistreatment.

6. Read aloud the portion of the second full paragraph on page 72 from “But they chose” to “man in Jackie.” Instruct students to Think–Pair–Share to answer these questions:

 **How does the narrator feel about Jackie Robinson?**

 **What evidence in the text makes you think so?**

Key Ideas

- **feel:** The narrator admires Jackie Robinson.
- **evidence:** The narrator describes Robinson as “a good man”; the narrator knows that Robinson tolerated mistreatment in order to support other Black baseball players.

Observe | Describe a Work of Art | 17 minutes

1. Remind students that they have been studying Jackie Robinson and other athletes who were passionate about baseball. They will now study a new work of art and start to consider the connections between artists and athletes.
2. Display *Joie de Vivre* without telling students the title of the sculpture or the name of the artist. Instruct students to look closely at the work of art in silence. After at least two minutes, direct attention to different parts of the work of art, including the top, bottom, and middle. Ask these questions:

 **What is the first thing you notice?**

 **What is something you did not notice right away?**

 **What questions do you have?**

Teacher Note

Joie de Vivre is a sculpture by artist Mark di Suvero. The title of the sculpture means “joy of living” in French. Made of steel I-beams and measuring 70 feet tall, *Joie de Vivre* uses grommets to support and protect the openings in the beams. The sculpture is currently located in New York City, but it can be taken apart and moved to different locations. In 1960, di Suvero was badly injured in an elevator accident while working at a construction job. He never fully recovered. He uses braces, canes, and assistive devices to help him walk and work. While he was in a wheelchair, di Suvero learned how to weld metal. His background in construction allowed him to operate cranes and heavy machinery to create *Joie de Vivre*. Lesson 20 provides further background information about the artist and sculpture.

3. Remind students that the composition of a work of art includes the choices artists make to construct and arrange their work. Artists use elements such as color and line to create form and movement. Instruct students to respond to this prompt with a partner:



Describe the composition of the work of art. Include descriptions of art elements such as color, line, form, and movement.

Differentiation Support

To help students describe *Joie de Vivre*, provide these prompts:

- Describe the beams.
- Describe the middle.
- Describe how the sculpture is put together.

Key Ideas

- There are three red beams on the top and three on the bottom.
- The beams make continuous diagonal lines that point up and down.
- The beams meet in the center, creating an interconnected form.
- The beams seem to be moving as they reach for the sky, and they seem to be still where they are grounded to the earth.

4. Explain that *Joie de Vivre* is an example of abstract art. Remind students that abstract art does not try to show the world as it actually is. Remind students that when viewers consider what is happening in a work of abstract art, they describe the artistic elements they can see and identify. Ask this question:



What familiar shapes do you notice in *Joie de Vivre*?

Key Ideas

- beams shaped like the letter /
- circles in the middle
- shapes like the letter v

5. Tell students that the sculpture is made of steel beams that are called I-beams because they look like the letter *I*. Explain that the sculpture also uses grommets, or metal eyelets, like those used to edge the holes in shoes for shoelaces, to strengthen or protect openings in the beams.
6. Tell students that the sculpture is called *Joie de Vivre*, which means “joy of living” in French. Share that an artist named Mark di Suvero created the sculpture and it is currently located in New York City, but it has been in other places because the sculpture can be taken apart and moved. The sculpture is over 70 feet tall, which is about the size of two school buses stacked end to end. Following an injury that left him in a wheelchair, di Suvero’s passion for art led him to work hard to find new ways to create his sculptures.

Language Support

To leverage students’ home languages as resources to support learning, invite students to share the phrase “joy of living” in their home language.

7. Ask this question:



What does *Joie de Vivre* make you feel?

Key Ideas

- excitement
- power
- wonder
- joy

8.  **Introduce the learning task.** Direct students to their journals. Instruct students to respond to this prompt: How does the composition of *Joie de Vivre* help you understand its title?

Analyze Student Progress

Monitor: Do students write a response that includes details that support the connection between the composition and title of *Joie de Vivre*?

Offer Immediate Support: If students need additional support connecting the composition of *Joie de Vivre* to its title, ask these questions: How does the color make you feel? How does the sculpture depict joy?

Plan Future Practice: Students practice describing a work of art in lesson 21.

9. Invite a few students to share their responses.

Key Ideas

- The height and bright-red color of the sculpture make the viewer feel excitement and joy, so the artist named the sculpture *Joie de Vivre*.
 - Mark di Suvero named his sculpture *Joie de Vivre* because it can be taken apart and put back together in different places, which helps to spread joy.
10. Tell students that in the next lesson they will learn more about the artist and the choices he made while creating this sculpture.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *We Are the Ship*?
- What did you learn about Jackie Robinson?
- What did you learn from *Joie de Vivre*?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.b

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF **Develop Foundations**

DF.3.4 Phonics and Spelling: DF.3.4.A

DM **Develop Metacognition**

DM.1.4 Content Stages: DM.1.4.C

DM.3.4 Schema Building



LEROY "Satchel" PAIGE

Lesson 20

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students gather evidence from *We Are the Ship* about the legacy of Jackie Robinson and the Negro Leagues. Describing this legacy prepares students to discuss a central idea of the text. During visual art instruction, students consider balance and harmony in *Joie de Vivre*. Students then explain how Mark di Suvero created harmony in his work of art.

P A Prologue to lesson 20 is available for students who need additional support.

Learning Goals

Explain the legacy of Jackie Robinson and the Negro Leagues in *We Are the Ship*.

LEARNING TASK: During a class discussion, share a central idea from *We Are the Ship*.

Examine balance and harmony in *Joie de Vivre*.

LEARNING TASK: Explain how the artist creates harmony in *Joie de Vivre*.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss a Central Idea
- **Observe:** Examine Balance and Harmony in *Joie de Vivre*

LAND

Reflect on Learning

Materials

TEACHER

- *We Are the Ship*
- *Joie de Vivre* (digital platform)
- Knowledge Card: *harmony*

STUDENTS

- *We Are the Ship*
- journal
- Talking Tool (*Learn* book)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *We Are the Ship*, passage 4 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Tell students that they will revisit *We Are the Ship* to discover a central idea in the text.

LEARN 53 minutes

Read | Prepare for a Discussion | 15 minutes

1. Display and Choral Read today's discussion question: What is the legacy of the Negro Leagues?

Tell students that they will revisit the text to help them prepare to discuss this question and determine a central idea in *We Are the Ship*.

2. Remind students that *legacy* means “contributions a person makes to the world” or “memorable actions or characteristics of a person.”

Language Support

Remind students that they learned about Walter Dean Myers's legacy during module 1 and Rube Foster's legacy during this module.

3. Direct students to page 77 and read aloud the chapter title. Explain that during a baseball game, if one team does not score more runs than the other by the end of nine innings, then the game goes into extra innings. The teams continue to play until a winner is finally determined.

4. Tell students that they will now read to learn about the final years of the Negro Leagues. Read aloud pages 77–78, starting with “After Jackie crossed.” Instruct students to Think–Pair–Share to answer this question:



What happened to the Negro Leagues after Jackie Robinson integrated Major League Baseball?

Key Ideas

- Owners of major league teams signed more Negro League players.
- Negro League owners received little or no money for Negro League players signed to the major leagues.
- Fans went to watch Black players in major league games, not Negro League games.
- The Negro National League ended in 1948.

Emphasize that after Jackie Robinson integrated Major League Baseball, the Negro Leagues lost players and fans and played their last game in 1960.

5. Explain that in the same way a single person can make contributions to the world or engage in memorable actions, so can a group of people. Tell students that a group, organization, or event can also leave a legacy.

Instruct students to work with a partner to review *We Are the Ship* and annotate details about memorable actions of the players and the leagues.

Differentiation Support

To help students identify memorable details, direct them to the following pages of the text: 17, 41–51, and 66.

6. Remind students that many players in the Negro Leagues left behind a legacy. Direct attention to the discussion question: What is the legacy of the Negro Leagues?

Direct students to their journals. Instruct students to write a response to the question before they begin the discussion.

Respond | Discuss a Central Idea | 20 minutes

1. Display and introduce the speaking and listening goal for today's discussion: Elaborate on the evidence you use.

Remind students that they worked on this goal during a previous module.

2. Direct students to the Talking Tool, located in the *Learn* book. Remind students that they can practice this goal by using a sentence frame. Choral Read this sentence frame:
 - This evidence shows _____.

Invite a few students to share additional ways to elaborate on evidence.

Key Ideas

- This evidence means _____.
- This evidence is important because _____.

Teacher Note

During the discussion, use the Module 4 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward this goal.

3. Tell students that they will now engage in a discussion about the text. Begin the discussion by asking this question:



What is the legacy of the Negro Leagues?

Key Ideas

- The Negro Leagues succeeded despite many challenges faced by the players and teams.
- The Negro Leagues demonstrated that Black athletes were just as skilled as White athletes.
- The Negro Leagues provided representation that helped change the face of baseball.
- The Negro Leagues created a space for Black baseball players to practice and play their sport.

4.  **Introduce the learning task.** Continue the discussion by asking this question:

 **What is a central idea in *We Are the Ship*?**

Analyze Student Progress

Monitor: Do students name a central idea in *We Are the Ship*?

Offer Immediate Support: If students need additional support explaining a central idea in *We Are the Ship*, ask these questions: How did the Negro Leagues help change baseball? How did the Negro Leagues help change the United States?

Plan Future Practice: Students practice determining a central idea in *Testing the Ice* in lesson 29.

5. Reinforce key ideas.

Key Ideas

- The Negro Leagues demonstrated that Black athletes were as talented and professional as White athletes.
- The players of the Negro Leagues made it possible for other Black athletes to play professional sports, especially baseball.
- The creation of the Negro Leagues helped change the course of sports history in the United States.

6. Direct students to their journals and instruct them to write a central idea from *We Are the Ship*.

7. Remind students that Rube Foster was the founder of the Negro National League. Ask this question:



What were Rube Foster's goals for creating the Negro National League?

Key Ideas

- to create a league that would exhibit a professional level of play equal to or better than the major leagues
- to prepare Black baseball players to integrate professional baseball
- to put a whole league into the major leagues
- to establish rules for the league
- to create a professional league for Black baseball players

8. Continue the discussion by asking this question:



How did the legacy of the Negro Leagues fulfill Rube Foster's goals?

Key Ideas

- The Negro Leagues demonstrated a professional level of play equal to or better than the major leagues.
- Black players prepared to play in the major leagues by playing in the Negro Leagues.
- The Negro Leagues paved the way for many Black players to move to the major leagues.
- Black players had a place to play baseball professionally because of the Negro Leagues.

Observe | Examine Balance and Harmony in *Joie de Vivre* | 18 minutes

1. Display *Joie de Vivre*. Tell students that they will learn more about how the artist Mark di Suvero created the sculpture and examine the ways he used balance.
2. Instruct students to use their bodies to mimic the stance of the art. Ask this question:

**How does the pose feel?****Key Ideas**

- strong
- tall
- large
- spread out

3. Remind students that they previously considered balance in their examinations of works of art. Remind students that balance is a way of organizing the art elements so that the sides or main parts of a work of art seem even or in harmony.

Language Support

To help students understand the meaning of balance, provide an image of a piece of paper being folded in half.

4. Explain that in addition to being visual, balance can also be physical, like standing on a balance beam. Instruct students to recall how it felt to mimic the pose of *Joie de Vivre*. Ask these questions:

**Is this work of art balanced? Why or why not?****Key Ideas**

- Yes, because the top and the bottom are similar.
- Yes, because it looks like it stands steady and strong.
- Yes, because I was not leaning or falling over when I mimicked the pose.

5. Direct attention to the top and bottom of the sculpture. Remind students that the artist used heavy steel beams to make *Joie de Vivre*.
6. Tell students that the artist, Mark di Suvero, wanted to be an artist but had to support his dream by doing other work. To help pay for his art, he worked in construction and operated heavy cranes and machines. Tell students that he began making art with materials left over from construction sites, such as large scraps of wood and metal. Explain that di Suvero needed a crane to move these large materials, and that he became the first sculptor to use a crane as an artistic tool. Di Suvero loves to work with tools and his hands. He did most of the metal cutting and crane operation to create *Joie de Vivre* himself, though he did need some help since his sculpture is so large.
7. Display the Knowledge Card for *harmony*, and direct attention to the image to spark students' memory. Remind students that in visual art, harmony is a pleasing combination or arrangement of different things.
8. Remind students that they looked at line, color, balance, and repetition to determine how Horace Pippin created harmony in *Harmonizing*.
9.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this prompt: Describe how Mark di Suvero created harmony in *Joie de Vivre*. Use the term *balance* in your explanation.

Analyze Student Progress

Monitor: Do students explain how balance creates harmony in the sculpture?

Offer Immediate Support: If students need additional support explaining how balance relates to harmony, instruct students to consider the top and the bottom of the sculpture. Ask this question: What do the top and the bottom have in common?

Plan Future Practice: Students practice examining balance in a work of art in lesson 21.

10. Invite a few students to share their responses.

Key Ideas

- Mark di Suvero created harmony by making sure the top and the bottom of the sculpture are balanced.
- The sculpture looks sturdy and strong. The balance of the heavy steel beams creates harmony.
- The combination of the I-beams and circular grommets creates balance and harmony. The shapes are different, but they go together because they are all the same color and they work together to help the sculpture stand upright.

Differentiation Challenge

To extend student thinking about the sculpture, display the image of *Joie de Vivre* and ask this question: To what extent is the sculpture in harmony with its surroundings? Tell students to explain their answers by using examples from the sculpture and its surroundings.

11. Facilitate a brief discussion of this question:



How does the idea of harmony connect to sports?

Key Ideas

- Each player has unique responsibilities that contribute to team success.
- A team is made up of multiple individuals who work together in harmony.

12. Tell students that in the next lesson they will examine another work of art that uses different elements of composition to create harmony.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about legacy?
- What did you learn from *We Are the Ship*?
- What did you learn from *Joie de Vivre*?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.2.4 Theme and Central Idea: MM.2.4.B, MM.2.4.C, MM.2.4.D

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A, CP.8.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B, BU.3.4.C, BU.3.4.D, BU.3.4.E

BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.D

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 21

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students read the author's note and synthesize information they learned from reading *We Are the Ship*. Students review adjectives, adverbs, and prepositional phrases as strategies for expressing their knowledge using complete sentences. During visual art instruction, students encounter the work of art *Icarus*. Students consider the composition of *Icarus* and other module works of art.

Learning Goals

Reflect on knowledge gained from studying *We Are the Ship*.

 **LEARNING TASK:** Write three knowledge statements about *We Are the Ship*, including an adjective, an adverb, or a prepositional phrase in each.

Describe connections among *Harmonizing*, *Joie de Vivre*, and *Icarus*.

 **LEARNING TASK:** Describe how elements come together to create a whole, including references to balance, composition, and harmony, in three works of art: *Harmonizing*, *Joie de Vivre*, and *Icarus*.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Reflect on Knowledge from *We Are the Ship*
- **Respond:** Share Knowledge
- **Observe:** Build Knowledge from Visual Art

LAND

Synthesize Learning

Materials

TEACHER

- *We Are the Ship*
- *Icarus* (digital platform)
- *Harmonizing* (digital platform)
- *Joie de Vivre* (digital platform)

STUDENTS

- *We Are the Ship*
- Sentence Strategies for Module 4 (*Learn* book)
- World Knowledge Statements for Module 4 (*Learn* book)
- journal

Preparation

- Determine how to display *Icarus*, *Harmonizing*, and *Joie de Vivre* simultaneously. See the Observe section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *We Are the Ship*, passage 4 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will reflect on knowledge gained from studying *We Are the Ship* to write knowledge statements.

LEARN 53 minutes

Read | Reflect on Knowledge from *We Are the Ship* | 15 minutes

1. Direct attention to the Module 4 World Knowledge Chart. Instruct students to read the knowledge statements related to the Negro Leagues.
2. Facilitate a brief discussion of this question:



What have you learned about the Negro Leagues?

Teacher Note

Tell students that they can also share knowledge by answering any of the questions in their Notice and Wonder Chart for *We Are the Ship*, located in the *Learn* book (lesson 3).

Key Ideas

- Rube Foster created the first successful Negro League, the Negro National League.
- A fast, daring style of game play, which included plays like the bunt-and-run, became popular because of the Negro Leagues.
- Many talented baseball players, such as Cool Papa Bell and Satchel Paige, played for the Negro Leagues.
- Jackie Robinson first played for the Negro Leagues and then integrated the major leagues.

Add a few student-generated knowledge statements to the chart.

3. Tell students that they will now continue to build knowledge about this text and its author by reading the author's note. Direct students to page 80 of *We Are the Ship*. Read aloud the author's note on pages 80–81, starting with “I began my.” Instruct students to listen for information about the author and illustrator, Kadir Nelson, and how he created *We Are the Ship*.

Language Support

Based on your students' needs, pause to define select words with a synonym (e.g., *antagonism*, *daunting*, *intellectual*).

4. Instruct students to Think–Pair–Share to answer this question:



What did you learn about Kadir Nelson's process for creating *We Are the Ship*?

Key Ideas

- It took Nelson eight years to create *We Are the Ship*.
- The Negro League players' stories inspired Nelson to create the book.
- Nelson chose to use the voice of every player as a collective narrator.
- The Negro Leagues Baseball Museum and the National Baseball Hall of Fame helped Nelson do research for *We Are the Ship*.
- Some of the original paintings from *We Are the Ship* have been exhibited in museums across the country.

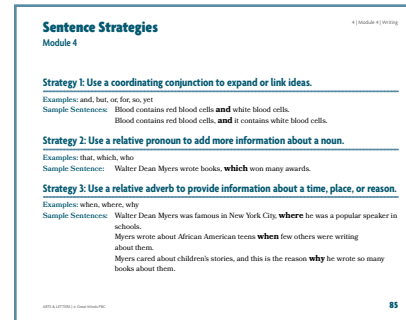
Add a few student-generated knowledge statements to the chart.

Respond | Share Knowledge | 16 minutes

1. Direct students to Sentence Strategies for Module 4, located in the *Learn* book. Remind students that throughout the year they have learned a variety of strategies for expressing their knowledge. Instruct students to read strategies 4–6, including the examples and sample sentences.
2. Instruct students to Think–Pair–Share to answer this question:



What do these three strategies have in common?



Reinforce the correct response: All these strategies add details to sentences. Tell students that they will use the strategies to expand sentences. Display and Choral Read these sentences:

- Rube Foster was a manager.
 - Satchel Paige pitched in the Negro Leagues.
 - Kadir Nelson wrote and illustrated *We Are the Ship*.
3. Instruct students to work with a partner to select a sentence and add an adjective, an adverb, or a prepositional phrase to provide more detail.

Language Support

To help students add appropriate detail to their selected sentence, remind them of the following functions of each part of speech:

- **adjectives**—describe a noun
- **adverbs**—describe how an action takes place
- **prepositional phrases**—provide more information about a time or place

Differentiation Support

To help students identify details to expand the ideas in the displayed sentences, direct them to pages 5, 47, and 81 in *We Are the Ship*.

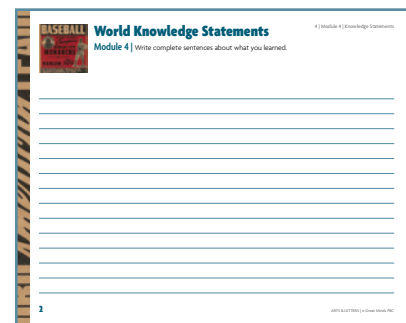
4. Invite a few students to share their responses.

Key Ideas

- Rube Foster was a smart manager.
- Satchel Paige professionally pitched in the Negro Leagues.
- Kadir Nelson wrote and illustrated *We Are the Ship* over a period of eight years.

Direct attention to the Module 4 World Knowledge Chart. Instruct students to work with their partner to orally rehearse knowledge statements about *We Are the Ship* using strategies 4–6 to include details.

5.  **Introduce the learning task.** Direct students to World Knowledge Statements for Module 4, located in the *Learn* book. Instruct them to write three knowledge statements to share what they learned about *We Are the Ship*. Tell students to include an adjective, an adverb, or a prepositional phrase in each statement.



Analyze Student Progress

Monitor: Do students write relevant and meaningful knowledge statements about *We Are the Ship* that include an adjective, an adverb, or a prepositional phrase?

Offer Immediate Support: If students need additional support using one of the sentence strategies to write a knowledge statement, provide a sentence about the Negro Leagues, and ask this question: How can you add more information to this sentence by using an adjective, an adverb, or a prepositional phrase?

Plan Future Practice: Students practice forming knowledge statements about *Testing the Ice* in lesson 30.

6. Invite a few students to share their responses.

Key Ideas

- For many years, the Negro Leagues were the only professional baseball league for Black players.
- Rube Foster invented the speedy bunt-and-run play.
- Branch Rickey carefully selected the first Black professional baseball player to play in the major leagues.

Differentiation Challenge

To expand language use, prompt students to further expand their knowledge statements by including multiple adjectives, adverbs, or prepositional phrases.

Observe | Build Knowledge from Visual Art | 22 minutes

- 1. Remind students that in addition to building knowledge by reading a text, they can also build knowledge by examining a work of art.**
- 2. Display *Icarus* without telling students the title or the name of the artist. Instruct students to look closely at the work of art in silence. After at least two minutes, direct attention to different parts of the work of art, including the foreground and background.**

Teacher Note

Artist Henri Matisse created the collage *Icarus* out of cut paper. Matisse spent most of his life as an acclaimed painter. He was part of a group of artists called the Fauves, which means “wild beasts” in French. The Fauves used bold color in their paintings. Matisse began working with cut-outs in 1941—the year Germany occupied his native country of France. After surgery for cancer, he became confined to his bed and a wheelchair, and he turned to cut-outs as his primary art form. Matisse worked with scissors and sheets of gouache-painted paper and scissors to create his compositions.

3. Tell students that they will discuss what they notice and wonder about this work of art. Instruct students to answer these questions with a partner:

 **What do you notice?**

 **What do you wonder?**

4. Direct attention to the figure in the work of art. Instruct students to mimic the pose of the figure by using their body. Instruct students to answer this question with their partner:

 **How does the pose feel?**

5. Invite a few students to share their responses. Ask this question:

 **What does this work of art make you feel?**

6. Remind students that they have previously discussed what makes works of art abstract. Instruct students to Think–Pair–Share to answer these questions:

 **Is this work of art abstract?**

 **Why or why not?**

Language Support

To support students' analysis of the work of art, remind students that *abstract* refers to works of art that do not show the world as it actually is, but still use line, color, shape, form, texture, value, and space.

Key Ideas

- No, because you can tell there is a human figure in the work of art.
- Yes, because there are no realistic details.

7. Emphasize that while you can tell there is a human figure in it, this work of art does not feature realistic detail, so it is abstract.

8. Tell students that the title of the work of art is *Icarus*, and an artist named Henri Matisse created it in 1947. Explain that *Icarus* is different from many of Matisse's other works because it is a paper collage. Matisse spent most of his life as a painter. He was well-known for colorful paintings of flowers, people, and his favorite places, like his garden or studio. Later in his life, Matisse turned to cut-outs because he had surgery and was confined to his bed and a wheelchair.
9. Explain that to create *Icarus* and other cut-paper collages, Matisse, with the help of his assistants, painted sheets of paper with specific colors. Then he cut out shapes from the painted paper and arranged them into different compositions.
10. Remind students that some works of art tell stories. This work of art presents the artist's interpretation of a very old story, a myth from ancient Greece. Remind students that they studied the myth of Prometheus in module 2. Summarize the story of Icarus:
 - According to Greek mythology, King Minos invited an artist named Daedalus to the island of Crete to build a maze. Daedalus brought his son, Icarus, with him.
 - Daedalus angered the king, who trapped Daedalus and Icarus in the maze. Daedalus made plans to escape. He gathered bird feathers and created two pairs of wings by gluing the feathers together with wax.
 - As they prepared to fly away from the island, Daedalus warned Icarus not to fly too close to the Sun or the wax would melt.
 - Ignoring his father's warnings, Icarus flew high over the ocean, higher and higher toward the Sun. Soon, the Sun began to melt the wax. Icarus's wings weakened, and he began to fall.
 - Icarus tried desperately to flap his wings to continue flying, but it was too late. He fell into the sea and drowned.
11. Tell students that Matisse created this work many hundreds of years after the story of Icarus was first told. Instruct students to Think–Pair–Share to answer these questions:

 **After listening to the story of Icarus, what else do you notice about the work of art?**

 **To what extent do your feelings about the work of art change?**

- 12.** Direct students to their journals. Instruct students to write a description of *Icarus*, noting the different pieces of the collage and how they fit together. Encourage students to use the terms *balance*, *composition*, and *harmony* in their notes.
- 13.** Invite a few students to share their responses.

Key Ideas

- *Icarus* shows a figure with its arms and legs out. It is balanced because the arms and legs are in the same position on either side of the body. The composition of the artwork shows the figure in the foreground and stars in the background. All the different elements work together to create harmony.
- *Icarus* is a collage that shows harmony because the different pieces of paper are arranged together to create a whole work of art. The composition is balanced because the number of stars is equal on both sides of the collage.
- *Icarus* is not balanced because the outline of the figure is uneven. Its arms and legs are different lengths. There is a red spot that only appears on one side of the collage. The composition is made of different parts that fit together, but they are not arranged in a way that creates harmony.

- 14.** Remind students that they studied two other works of art in this module. They will now discuss all three works of art together.
- 15.**  **Introduce the learning task.** Display *Icarus*, *Harmonizing*, and *Joie de Vivre* side by side. Facilitate a brief discussion of this prompt: In each of the three works of art, describe how different elements come together to make a unified whole.

Analyze Student Progress

Monitor: Do students describe how specific elements come together to create a cohesive whole in multiple works of art?

Offer Immediate Support: If students need additional support describing how artistic elements make a unified whole, instruct students to consider how each artist created their work of art.

Plan Future Practice: There is no additional instruction on describing works of art in this level.

16. Reinforce key ideas.

Key Ideas

- *Harmonizing* uses vertical lines, horizontal lines, and repetition to create a unified whole.
- *Joie de Vivre* is made of multiple steel beams that are balanced and work together.
- *Icarus* uses many different pieces of paper to create one connected piece of art.
- All three works of art demonstrate harmony through elements such as color, line, and balance.

Emphasize that all three artists considered the idea of harmony when creating their works of art.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



How can individuals contribute to a collective legacy?

2. Use responses to reinforce these Knowledge Threads:

- Baseball has a history of uniting people.
- The Negro Leagues were organized to bring excluded athletes together to compete professionally in baseball.
- Race and gender have presented barriers for some athletes throughout the history of professional baseball.
- Individuals who have faced challenges and barriers can teach us important lessons about perseverance, courage, and dedication.
- The legacy of the Negro Leagues continues to endure.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *We Are the Ship*?
- What did you learn from *Harmonizing, Joie de Vivre*, and *Icarus*?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.3.4 Summary: MM.3.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.b

CP Compose and Present Content

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.2.4 Discovery and Evidence: BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.12.4 Prepositions: DF.12.4.A

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



LEROY "Satchel" PAIGE

Lesson 22

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students build knowledge about women who played in the Negro Leagues. Students read “Women of the Negro Leagues” to learn about the history of women players in the Negro Leagues. Then students listen to an interview with Mamie “Peanut” Johnson to learn more about her life as a pitcher. Students describe Johnson and the role she played in the Negro Leagues.

Learning Goal

Build knowledge about women in the Negro Leagues.

 **LEARNING TASK:** Using details from an interview, describe Mamie Johnson and her role in the Negro Leagues.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Build Knowledge About Women in the Negro Leagues
- **Read:** Take Notes from an Interview
- **Respond:** Explain Mamie Johnson's Role in the Negro Leagues

LAND

Reflect on Learning

Materials

TEACHER

- “Women of the Negro Leagues” (digital platform)
- “Mamie ‘Peanut’ Johnson” (digital platform)

STUDENTS

- “Women of the Negro Leagues” (*Learn* book)
- journal

Preparation

- none

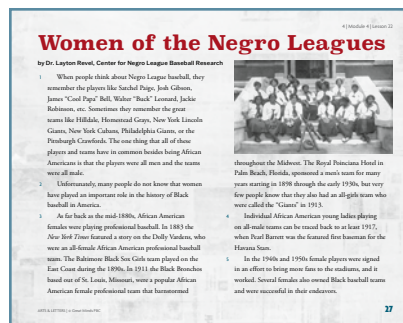
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *We Are the Ship*, passage 4 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “Women of the Negro Leagues.”
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will build knowledge about women who played in the Negro Leagues by reading an article and listening to an interview.

**Teacher Note**

In this lesson, the Learn section focuses solely on reading instruction so that students can build their knowledge about women in the Negro Leagues.

LEARN 53 minutes

Read | Build Knowledge About Women in the Negro Leagues | 16 minutes

1. Remind students that *We Are the Ship* built their knowledge about the Negro Leagues. Explain that while *We Are the Ship* provides information about many people involved in the Negro Leagues, it leaves out a specific group of players. Tell students that they will learn more about the women who played in the Negro Leagues.
2. Direct students to “Women of the Negro Leagues,” located in the *Learn* book. Read aloud the first paragraph, starting with “When people think.” Ask these questions:

What do you notice?

What do you wonder?

3. Read aloud paragraphs 2–5, starting with “Unfortunately, many people.” Instruct students to listen for the author’s point about women players in the Negro Leagues and the evidence he shares to support his point.

Language Support

Based on your students’ needs, pause to define select words with a synonym (e.g., *endeavors*, *featured*, and *sponsored*).

4. Ask these questions:



What point does the author make about women in the Negro Leagues?



What evidence does the author share to support his point?

Differentiation Support

To help students understand the role of women in the Negro Leagues, ask these questions:

- Why did the author write this article?
- What does the author want you to learn from reading the article?

Key Ideas**Point**

- Women played an important role in the Negro Leagues.

Evidence

- “Unfortunately, many people do not know that women have played an important role in the history of Black baseball in America” (par. 3).
- “As far back as the mid-1880s, African American females were playing professional baseball” (par. 3).
- “Individual African American young ladies playing on all-male teams can be traced back to at least 1917, when Pearl Barrett was the featured first baseman for the Havana Stars” (par. 4).
- “In the 1940s and 1950s female players were signed in an effort to bring more fans to the stadiums, and it worked” (par. 5).

Read | Take Notes from an Interview | 25 minutes

1. Tell students that they will learn about Mamie Johnson, a woman who played in the Negro Leagues, by listening to an audio recording of an interview. Explain that an interview is a conversation in which one person asks questions of another. Interviews can be written, recorded, or both. This interview was recorded in 2002.
2. Remind students that in a prior lesson, they followed specific steps to collect information from a video. Ask this question:



How did you collect information from a video?

Key Ideas

- focused on relevant information
 - watched multiple times
 - watched with a different focus each time
3. Emphasize that students watched the video multiple times to build knowledge about a topic. Tell students that they will listen to the interview multiple times to build knowledge about Mamie Johnson.
 4. Play “Mamie ‘Peanut’ Johnson” and tell students to listen for what they notice and wonder.
 5. Instruct students to Think–Pair–Share to answer these questions:



What do you notice?



What do you wonder?

6. Tell students that they will listen to the interview a second time to take notes about Mamie Johnson.

7. Direct students to their journals. Explain that as they listen to the interview, they will write three facts about Mamie Johnson and two facts they learn about the Negro Leagues. Play the interview.

Differentiation Support

To help students take notes while listening to the interview, pause the interview at the following time stamps and ask these questions:

- **1:45**—What did Johnson experience when she wanted to try out for the All-American Girls Professional Baseball League?
- **3:45**—What was Johnson’s experience playing baseball for the Clowns?
- **5:45**—What were Johnson’s interactions with her teammates like?

8. Invite a few students to share their responses.

Key Ideas

- **Johnson:** was unable to try out for the All-American Girls Professional Baseball League because of segregation, described the games she played in as “beautiful” and enjoyable, worked with Satchel Paige to improve her curveball, the only female major league pitcher
- **Negro Leagues:** Indianapolis Clowns had spring training in Richmond; everybody had to be able to hit.

9. Instruct students to Think–Pair–Share to respond to this question:

 **What additional question would you want to ask Mamie Johnson in an interview?**

10. Ask this question:

 **Is this interview an example of a primary or secondary source? How do you know?**

Reinforce the correct responses:

- **source type**—primary
- **how**—Mamie Johnson is sharing information about her own experiences.

Respond | Explain Mamie Johnson's Role in the Negro Leagues | 12 minutes

1.  **Introduce the learning task.** Direct students to their journals. Instruct students to use details from their notes to write a response to this question: Who was Mamie Johnson and what was her role in Negro League baseball?

Analyze Student Progress

Monitor: Do students use relevant details from the interview and their notes to explain Mamie Johnson's role as the first woman pitcher in the Negro Leagues?

Offer Immediate Support: If students need additional support identifying and explaining Mamie Johnson's role, direct them to their notes, and ask this question: What did Mamie Johnson do that was important?

Plan Future Practice: Students practice identifying important information about a person in "Toni Stone" in lesson 23.

2. Invite a few students to share their responses.

Key Ideas

- Mamie Johnson was the first and only woman pitcher in the Negro Leagues.
- Mamie Johnson was a professional baseball player who played with well-known Negro League players such as Satchel Paige.
- Mamie Johnson showed that women were as capable of being professional baseball players as men during her time in the Negro Leagues.

3. Remind students that Johnson said she was glad that the All-American Girls Professional Baseball League didn't let her try out. Ask this question:

 **Why was Johnson glad that she didn't get to try out?**

Key Ideas

- She was able to make history as the only woman pitcher in the Negro Leagues.
 - She was able to play baseball with Negro League greats such as Satchel Paige.
 - She was still able to do what she loved by continuing to play baseball.
4. Tell students that during the next lesson, they will learn about another woman who played in the Negro Leagues.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from “Women of the Negro Leagues”?
- What did you learn about Mamie Johnson?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.3.4 Summary: MM.3.4.C

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.8.4 Point of View, Perspective, and Purpose: MM.8.4.B

MM.10.4 Argument: MM.10.4.A

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.c

BU Build Understanding

BU.2.4 Discovery and Evidence: BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



LEROY "Satchel" PAIGE

Lesson 23

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students continue to build knowledge about women who played in the Negro Leagues. Students read “Toni Stone” and consider the various contributions women made to the Negro Leagues. During writing instruction, students identify and distinguish the meanings of homophones. They then practice crafting sentences using correct homophones.

P A Prologue to lesson 23 is available for students who need additional support.

Learning Goals

Build knowledge about women in the Negro Leagues.

LEARNING TASK: Using details from “Toni Stone,” describe Toni Stone and her role in the Negro Leagues.

Use understanding of homophones to spell frequently confused words.

LEARNING TASK: Write two sentences that correctly use homophones.

Vocabulary

homophone (n.)

induct (v.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read “Toni Stone”
- **Respond:** Explain Toni Stone’s Role in the Negro Leagues
- **Write:** Identify and Use Homophones

LAND

Synthesize Learning

Materials

TEACHER

- “Toni Stone” (digital platform)
- index cards

STUDENTS

- “Toni Stone” (*Learn* book)
- journal
- dictionary

Preparation

- Save the Homophones list to use in lesson 33. See the Write section for details.
- Create sets of homophone index cards featuring one homophone per card (e.g., *sale, sail; two, too, to; worn, warn; break, brake; your, you’re*). See the Write section for details.

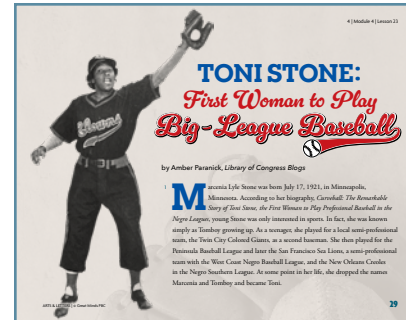
Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “Toni Stone.”
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will continue to build knowledge about women who played in the Negro Leagues.

**LEARN** 53 minutes

Read | Read “Toni Stone” | 15 minutes

1. Ask this question:

What have you learned about women players in the Negro Leagues?

Key Ideas

- Black women have played professional baseball since the 1880s.
 - Some Black women played on teams with other Black women, and some played as the only women on teams with men.
 - Teams first signed women to draw crowds.
 - Mamie Johnson pitched for the Indianapolis Clowns.
 - Mamie Johnson and other women played alongside famous players such as Satchel Paige.
2. Tell students that they will continue to add to their knowledge about women in the Negro Leagues. Direct students to “Toni Stone,” located in the *Learn* book. Tell students that they will listen to the first paragraph of the article and then discuss what they notice and wonder.

3. Read aloud paragraph 1, starting with “Marcenia Lyle Stone.” Instruct students to Think–Pair–Share to answer these questions:

 **What do you notice?**

 **What do you wonder?**

4. Remind students that in the previous lesson they listened to an audio recording of an interview and collected information to answer a question. Tell students that they will read this article and collect information to answer a similar question: Who was Toni Stone and what was her role in the Negro Leagues?
5. Instruct students to read the article and to annotate interesting facts about Toni Stone and the Negro Leagues.

Differentiation Support

To help students identify information to annotate, ask these questions:

- What Negro League teams did Toni Stone play for?
- What position did Stone play?

6. Invite a few students to share their annotations.

Key Ideas

- Toni Stone played for the Twin City Colored Giants, the San Francisco Sea Lions, the New Orleans Creoles, the Indianapolis Clowns, and the Kansas City Monarchs.
 - Toni Stone was the first woman to play professional baseball in the Negro Leagues.
 - Stone was a second baseman and had a batting average of .243.
7. Display and read aloud the following sentence: “In 1993, she was inducted into the Women’s Sports Hall of Fame and the International Women’s Sports Hall of Fame” (Paranick par. 7). Introduce the vocabulary term *induct* by directing attention to the term *inducted* in the displayed sentence, saying *induct*, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.

8. Display and read aloud this word part and its definition:
 - *duc, duct* (root)—to lead
9. Instruct students to work with a partner to infer the term's meaning using both the meaning of the root and the context of the passage. Invite a few students to share their ideas. As students share, reinforce the correct definition.

Definition

induct (v.): to officially make someone a member of a group or organization

Respond | Explain Toni Stone's Role in the Negro Leagues | 18 minutes

1.  **Introduce the learning task.** Direct students to their journals. Instruct them to use details from their notes to write a response to this question: Who was Toni Stone and what was her role in the Negro Leagues?

Analyze Student Progress

Monitor: Do students use relevant details from the interview to explain Toni Stone's role as the first woman to play professional baseball in the Negro Leagues?

Offer Immediate Support: If students need additional support identifying and explaining Toni Stone's role, direct them to their annotations and ask this question: Why was Toni Stone important to the Negro Leagues?

Plan Future Practice: Students practice identifying important details in *Testing the Ice* in lesson 27.

2. Invite a few students to share their responses.

Key Ideas

- Toni Stone was a very talented professional baseball player who broke the gender barrier in professional baseball.
- Stone was a second baseman who played with Hall of Fame players and was inducted into the Women's Sports Hall of Fame.
- Stone was originally signed to draw crowds but proved herself a good baseball player.
- Stone showed that women were just as capable of being professional baseball players as men.

3. Remind students of the work they completed during the previous lesson as they listened to “Mamie ‘Peanut’ Johnson.” Instruct students to Think–Pair–Share to compare the two texts.

Key Ideas

- Both texts include information about a woman who played in the Negro Leagues.
- The interview is an audio recording, and the article is a print source.
- The interview allowed listeners to hear Mamie Johnson's voice as she told her own story; the article provided secondhand stories about Toni Stone.

4. Ask this question:



Based on what you have learned about Mamie Johnson and Toni Stone, how did professional women baseball players contribute to the Negro Leagues?

Key Ideas

- Johnson and Stone showed that women could play alongside the best players in the league.
- Women helped Negro League baseball continue to draw crowds after the integration of the major leagues.

5. Facilitate a brief discussion of this question:



How did learning about some of the women in the Negro Leagues extend your knowledge about the Negro Leagues?

Key Ideas

- know more about additional players and perspectives
- understand more about the complete history of the Negro Leagues
- know more about how the Negro Leagues changed over time
- familiar with lesser-known figures from history

Write | Identify and Use Homophones | 20 minutes

1. Display and Choral Read the following sentences:

- A catcher has an important role on a baseball team.
- The ball will roll across the baseball diamond.
- The players put meat on rolls to make sandwiches.

Ask this question:



What do these sentences have in common?

Reinforce the correct response: They use the words *role* and *roll* that sound the same but are spelled differently. Underline the words *role* and *roll* in the sentences.

2. Tell students that these words are homophones. Introduce the vocabulary term *homophone* by displaying the term and definition. Engage students in Vocabulary Exploration.
3. Explain that because homophones have different meanings, readers need to use the context of the sentence to determine the meaning of the term. Instruct students to silently read each sentence and to consider the meanings of *role* and *roll*.

Definition

homophone (n.): a word that is pronounced like another word but has a different meaning, origin, or spelling

4. Ask this question:



Using the context, what do the terms *role* and *roll* mean in the sentences?

Language Support

To help students understand the concept of homophones, display the terms *role* and *roll* with images to reinforce their meanings. Echo Read the words to emphasize that they are pronounced the same way.

Reinforce the correct responses:

- **first sentence**—the position or part someone plays
- **second sentence**—how something moves
- **third sentence**—a type of bread

5. Display and Choral Read these sentences:

- There is home plate.
- They're great baseball players.
- Their team won the championship.

6. Tell students that *there*, *they're*, and *their* are also homophones. Underline these terms in the sentences. Explain that another way to determine the meaning of a homophone is to use a dictionary. Distribute dictionaries. Instruct students to find the definitions of the homophones.

7. Invite students to share the definition of each homophone. Reinforce that *there* refers to a location or the existence of something, *they're* is the contraction for *they are*, and *their* is a possessive pronoun for an individual or a group. Emphasize that each word means something different but sounds the same.

8. Explain that writing that uses incorrect homophones can be difficult to understand, so writers need to know the definitions in order to make sure they use the correct homophones. Tell students that they will use the definitions of *there*, *they're*, and *their* to determine which term best completes sentences. Display the following sentences:

- During the 1800s, _____ was no professional baseball league for Black players.
- Rube Foster founded the Negro National League so that Black baseball players could play _____ sport professionally.
- Satchel Paige and Hank Aaron were talented Negro League players. _____ both in the National Baseball Hall of Fame.

9. Instruct students to work with a partner to complete each sentence with the correct homophone: *there*, *they're*, or *their*. Encourage students to use context and the dictionary definitions to determine the correct homophone.

10. Invite a few students to share their responses. As students share, add the correct homophone to each sentence. Reinforce the correct responses:

- During the 1800s, ***there*** was no professional baseball league for Black players.
- Rube Foster founded the Negro National League so that Black baseball players could play ***their*** sport professionally.
- Satchel Paige and Hank Aaron were talented Negro League players. ***They're*** both in the National Baseball Hall of Fame.

11. Begin a list (e.g., on chart paper) with the title Homophones. Ask this question:



What other homophones can you think of?

As students share, add responses to the list.

Language Support

Provide students with a list of words and instruct them to identify the homophones.

Key Ideas

- worn, warn
- be, bee
- two, too, to
- sale, sail
- eye, I
- made, maid

12. Tell students that they will consider context and use a dictionary to create sentences with homophones.
13. Pair students and distribute a set of homophone index cards to each pair. Instruct students to generate a sentence for each homophone.
14. Tell students that they will now share their sentences with another pair of students. Instruct pairs to form groups of four. Instruct one pair from each group to display their homophone cards and to orally share their sentences, one at a time. Tell the other pair to determine which homophone each sentence uses. After students have identified the correct homophones, instruct them to switch roles.
15.  **Introduce the learning task.** Direct students to their journals. Instruct students to choose a pair of homophones from the Homophones list. Tell students to write one sentence for each homophone. Encourage students to generate sentences about Negro League baseball.

Analyze Student Progress

Monitor: Do students write two sentences that correctly use homophones?

Offer Immediate Support: If students need additional support writing sentences that include homophones, instruct them to begin by defining each homophone.

Plan Future Practice: There is no additional instruction on homophones in this level.

- 16.** Invite a few students to share their sentences. As they share, instruct students to identify the homophones in the sentences.

Key Ideas

- Mamie Johnson and Toni Stone were **two** women who played in the Negro Leagues.
- Some Negro League players did not like playing in Latin America because it was **too** hot.

LAND 5 minutes

Synthesize Learning

- 1.** Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



How can individuals contribute to a collective legacy?

- 2.** Use responses to reinforce these Knowledge Threads:
- Baseball has a history of uniting people.
 - The Negro Leagues were organized to bring excluded athletes together to compete professionally in baseball.
 - Race and gender have presented barriers for some athletes throughout the history of professional baseball.
 - Individuals who have faced challenges and barriers can teach us important lessons about perseverance, courage, and dedication.
 - The legacy of the Negro Leagues continues to endure.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from the article “Toni Stone”?
- What did you learn about homophones?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.4.4 Individuals, Events, and Ideas: MM.4.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.c, MM.5.4.A.d, MM.5.4.C

MM.11.4 Connections: MM.11.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A, DF.3.4.B

DF.4.4 High-Frequency and Irregularly Spelled Words: DF.4.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 24

Essential Question | How can individuals contribute to a collective legacy?

OVERVIEW

Preview

In this lesson, students complete Reading Comprehension Assessment 1. In the first section of the assessment, students demonstrate their fluency by reading aloud an excerpt from the assessment text. In the second section, students demonstrate their knowledge by answering questions about important words and concepts in the module. In the third section, students expand their knowledge by applying comprehension skills to the assessment text. In the fourth section, students evaluate their confidence about the assessment and identify challenges posed by the assessment text. After completing the assessment, students read from a volume of reading text.

Learning Goal

Demonstrate knowledge of two sports figures and apply reading comprehension skills to a new text related to the two sports figures.

 **LEARNING TASK:** Complete Reading Comprehension Assessment 1.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Respond:** Complete an Assessment
- **Read:** Read More About the Negro Leagues

LAND

Revisit the Essential Question

Materials

TEACHER

- text for Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)

STUDENTS

- Reading Comprehension Assessment 1 (Assessment Guide or digital platform)

Preparation

- Refer to the Assessment Guide for information on how to administer Reading Comprehension Assessment 1.
- Select volume of reading books for the Read section.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How can individuals contribute to a collective legacy?
2. Tell students that in this lesson they will show and grow what they know about sports figures by completing an assessment. Reinforce that the text students read during the assessment will add to their understanding of the Essential Question.

LEARN 55 minutes

Respond | Complete an Assessment | 40 minutes

1.  **Introduce the learning task.** Tell students that they will complete an assessment. Explain that the assessment includes four sections. In the first section, students demonstrate fluency by reading aloud a new text related to sports figures. In the second section, they answer questions related to important words and ideas in the module. In the third section, they closely reread the new text and answer questions about the text. In the fourth section, they evaluate their answers and identify challenges.
2. Administer the assessment according to the instructions in the Assessment Guide.

Teacher Notes

Students may complete Reading Comprehension Assessment 1 on paper or on the digital platform. Using the platform gives students experience with technology-enhanced assessments.

As needed, adjust instruction in the next section to allow students time to complete the assessment.

Analyze Student Progress

Refer to the Assessment Guide for next steps following Reading Comprehension Assessment 1. Use this information to plan responsive teaching for lesson 25.

Read | Read More About the Negro Leagues | 15 minutes

1. Instruct students who completed the assessment to read a volume of reading book. Those who are still working on the assessment can read a volume of reading book during the regularly scheduled volume of reading time.

LAND 3 minutes**Revisit the Essential Question**

1. Instruct students to share with a partner one thing that they learned about sports figures from the text for Reading Comprehension Assessment 1.
2. Tell students that they will continue to build knowledge about sports figures in the Negro Leagues as they read additional module texts.

ACHIEVEMENT DESCRIPTOR**DM** Develop Metacognition**DM.3.4 Schema Building**



Lesson 25

Essential Question | How can individuals contribute to a collective legacy?

OVERVIEW

Preview

In this Responsive Teaching lesson, students follow along and listen closely to another reading of the text for Reading Comprehension Assessment 1. They discuss assessment questions they might have missed to explain how to identify the correct answers. The lesson concludes with an opportunity for students to engage in work with a root and module terms. Reviewing the assessment, root, and module terms solidifies students' understanding of the Negro Leagues and prepares them to continue building their knowledge.

Learning Goal

Analyze relevant questions on Reading Comprehension Assessment 1.



LEARNING TASK: Explain how to identify correct answers for relevant questions on Reading Comprehension Assessment 1.

Vocabulary

selected module 4 terms

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Listen Closely to the Assessment Text
- **Respond:** Revisit the Assessment
- **Engage:** Build Vocabulary

LAND

Reflect on the Assessment

Materials

TEACHER

- text for Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)
- Knowledge Cards: *collective, dedication, harmony, integrate, league, legend, passion, pride, professional, research, segregate*

STUDENTS

- Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Glossary for Module 4 (*Learn* book)
- Word Parts Web for *duct* (*Learn* book)

Preparation

- Use the student performance data from Reading Comprehension Assessment 1 to determine which questions to review in this lesson. Refer to the Assessment Guide for additional information.
- Use the student performance data from the second section of Reading Comprehension Assessment 1 to identify module terms to highlight for review. Then review the options in the Engage section. Depending on the option you choose, gather the necessary Knowledge Cards and materials.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How can individuals contribute to a collective legacy?
2. Tell students that they will listen to and follow along with the text for Reading Comprehension Assessment 1 and discuss some of the questions. Emphasize that revisiting the text and assessment helps students deepen their knowledge, respond to the Essential Question, and strengthen their reading comprehension skills.

LEARN 55 minutes

Read | Listen Closely to the Assessment Text | 10 minutes

1. Read aloud the text for Reading Comprehension Assessment 1, modeling fluent reading.

Respond | Revisit the Assessment | 25 minutes

1.  **Introduce the learning task.** Display selected questions from Reading Comprehension Assessment 1. Explain that the class will discuss these questions to understand how to identify the correct answers.
2. Refer to the Assessment Guide for information on responsive teaching for Reading Comprehension Assessment 1.

Analyze Student Progress

Monitor: Do students explain how to identify the correct answers for items reviewed on Reading Comprehension Assessment 1?

Offer Immediate Support: If students need additional support explaining how they arrived at the correct answers, think aloud to model an explanation before having students practice in pairs.

Plan Future Practice: Students practice discussing responses to an assessment in lesson 39.

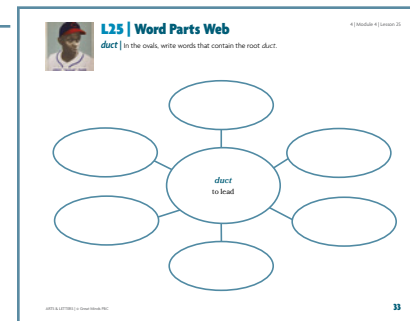
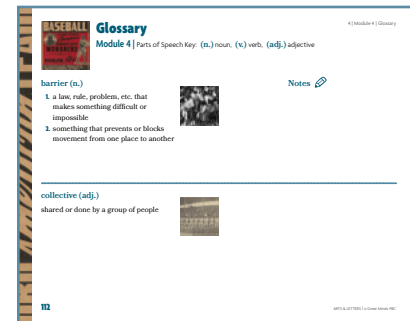
Engage | Build Vocabulary | 20 minutes

1. Remind students that knowing the definition of a root can help readers understand the meanings of new words. Direct students to the term *induct* in the Glossary for Module 4, located in the *Learn* book. Invite a few students to identify the root and share the root's definition. Reinforce the correct response: *duct* means “to lead.”
2. Direct students to the Word Parts Web for *duct*, located in the *Learn* book. Instruct students to work with a partner to brainstorm words that contain the root *duct* and then add those words to their webs. Tell students to use glossaries and dictionaries as needed.

Language Support

To leverage students' home languages as resources to support learning, prompt students to make cross-linguistic connections between their home languages and English through cognates and morphology.

3. Invite a few students to share their words. Students may generate words such as these: *abduct*, *aqueduct*, *conductor*, *deduct*, *introduction*, *reduction*. Correct any misunderstandings or misapplied affixes.



4. Instruct students to choose one word on their web and look up its definition in a glossary or dictionary.

Ask this question:



How does your knowledge of the root *duct* help you understand the meaning of the word?

Teacher Note

As students share, point out affixes that students have learned previously and discuss how they add to the meaning of the word.

5. Remind students that there are other ways to build their knowledge of vocabulary. Use Knowledge Cards to review terms and definitions introduced in previous lessons. Select terms for students to use in one of the following vocabulary activities.
 - **Share What You Know:** Choose one Knowledge Card, and read aloud the term and definition. Direct students to World Knowledge Statements for Module 4, located in the *Learn* book. Instruct students to write a knowledge statement containing the term and then share it with a partner. Invite pairs to share with the class. Repeat the activity by choosing another card.
 - **Link-Up:** Assign two Knowledge Cards to each student. Invite students to find a partner. Instruct pairs to create complete sentences using two of the assigned terms. Invite pairs to share their sentences with the class. Instruct students to find another partner and repeat the activity.

Teacher Note

Reviewing Knowledge Cards offers an opportunity to deepen the knowledge of the module. Consider which Knowledge Threads to elevate when selecting terms for the activity. Find the Knowledge Threads in the module overview.

LAND 3 minutes**Reflect on the Assessment**

1. Instruct students to share with a partner one thing they learned as they worked through assessment questions with the class.
2. Tell students that they will continue to build their knowledge about the Negro Leagues as they read more module texts.

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.d, MM.5.4.A.e

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.a

BU Build Understanding

BU.2.4 Discovery and Evidence

DM Develop Metacognition

DM.4.4 Reflection and Evaluation



Lesson 26

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Wonder:** What do I notice and wonder about this text?

OVERVIEW

Preview

In this Wonder lesson, students read *Testing the Ice*, a narrative about Jackie Robinson. Students share what they notice and wonder during a Chalk Talk and consider the extent to which their questions are resolved. During writing instruction, students begin Module Task 1 and select an individual from the Negro Leagues to research. This work prepares students to generate categories that will guide their research.

Learning Goals

Notice and wonder about *Testing the Ice*.

 **LEARNING TASK:** Explain how well questions about the covers of *Testing the Ice* are answered in the text.

For Module Task 1, determine categories.

 **LEARNING TASK:** For Module Task 1, develop categories that support a response to a research question.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *Testing the Ice*
- **Respond:** Notice and Wonder About the Text
- **Write:** Determine a Focus for Research

LAND

Reflect on Learning

Materials

TEACHER

- *Testing the Ice*
- class Notice and Wonder Chart for *Testing the Ice* (*Learn* book)
- Research Process (Reference Charts appendix)

STUDENTS

- *Testing the Ice*
- Notice and Wonder Chart for *Testing the Ice* (*Learn* book)
- sticky notes
- Glossary of Baseball Terms (*Learn* book, lesson 2)
- journal
- Module Task 1 (*Learn* book, Writing)
- Checklist for Module Task 1 (*Learn* book, Writing)
- “Individuals from the Negro Leagues” (*Learn* book, Research)

Preparation

- *Testing the Ice* is an unpaginated text. Number your text; begin with the title page as page 1. Pages on the left will be even, and pages on the right will be odd.
- Students will share copies of *Testing the Ice* in this module. Determine how to pair students and distribute the text.
- Determine how to display the page ranges for the Chalk Talk. See the Respond section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *Testing the Ice* (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Testing the Ice*.
2. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
3. Introduce *Testing the Ice* by reading aloud the title, author, and illustrator. Tell students that in this lesson they will read the text and write what they notice and wonder.

LEARN 53 minutes

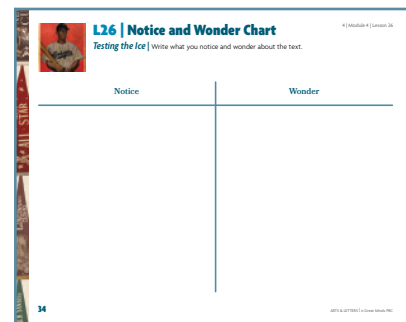
Read | Read *Testing the Ice* | 16 minutes

1. Direct students to *Testing the Ice*. Tell them to examine the front and back covers. Instruct them to discuss with a partner what they notice and wonder.
2. Display the class Notice and Wonder Chart for *Testing the Ice*, and direct students to the page in their *Learn* book. Instruct students to write at least one thing they notice about the text covers and one related question.

Invite a few students to share their responses. As students share, add responses to the class Notice and Wonder Chart.

3. Direct attention to the subtitle of the text: *A True Story About Jackie Robinson*. Remind students that they learned about Jackie Robinson in previous lessons. Assess and activate prior knowledge by asking this question:

 **What do you know about Jackie Robinson?**



The chart is titled "L26 | Notice and Wonder Chart" and "Testing the Ice | Write what you notice and wonder about the text." It features a table with two columns: "Notice" and "Wonder".

Notice	Wonder

Key Ideas

- talented baseball player
- first Black player to integrate Major League Baseball
- able to control his temper
- brought Negro League style of play to the major leagues

4. Instruct students to explore the illustrations throughout the text and discuss with their partner what they notice and wonder.

Invite a few students to share their responses. As students share, add responses to the class Notice and Wonder Chart.

5. Distribute sticky notes and tell students that they will annotate the text by writing what they notice and wonder. Read aloud *Testing the Ice*. Pause after reading the following pages and instruct students to use their sticky notes to annotate what they notice and wonder.

- page 9
- page 17
- page 23
- page 39



Language Support

Based on your students' needs, pause to define select words with a synonym (e.g., *boulder*, *dawned*, *eager*).

Direct students to the Glossary of Baseball Terms, located in the *Learn* book. Encourage them to refer to the glossary for definitions of the baseball terms used in the text.

Respond | Notice and Wonder About the Text | 18 minutes

1. Remind students that they may notice and wonder new things about a text after learning what others notice and wonder.
2. Display the following page ranges around the room, and instruct students to begin a Chalk Talk by adding their sticky notes to the chart that corresponds to their annotations.
 - What do you notice and wonder about pages 1–9?
 - What do you notice and wonder about pages 10–17?
 - What do you notice and wonder about pages 18–23?
 - What do you notice and wonder about pages 24–39?
3. Encourage students to write questions related to what others notice and wonder.
4. Instruct students to review their charts for what they noticed and wondered about the text covers.
5.  **Introduce the learning task.** Direct students to their journals. Instruct them to explain how well the book did or did not answer the questions they asked about the covers.

Analyze Student Progress

Monitor: Do students identify specific questions and explain how the book does or does not answer them?

Offer Immediate Support: If students need additional support explaining how well the book resolves their questions, direct attention to a specific question from the class Notice and Wonder Chart for *Testing the Ice*. Instruct students to return to the text to determine whether the question was answered.

Plan Future Practice: There is no additional instruction on noticing and wondering about a text in this level.

6. Invite a few students to share their responses.

7. Facilitate a brief discussion of the following question:

☕ **How do book covers use words and illustrations to make a reader curious?**

8. Tell students that in the next lesson they will organize what is happening in this text.

Write | Determine a Focus for Research | 19 minutes

1. Tell students that they will begin Module Task 1. Direct students to Module Task 1, located in the *Learn* book. Read aloud the prompt: Use the research process to investigate a question about an important individual from the Negro Leagues. Choose one individual from the list. Capture each stage of your research process in this research log.

- Satchel Paige
- Cool Papa Bell
- Martín Dihigo
- Effa Manley

Module Task 1	
Prompt: Use the research process to investigate a question about an important individual from the Negro Leagues. Choose one individual from the list. Capture each stage of your research process in this research log. Step 1 Determine the focus: Circle a research topic. Complete the research question. Explain why the research question is effective. Add categories of information to research that are relevant to the topic and research question.	
Research Topic	Satchel Paige Cool Papa Bell Martín Dihigo Effa Manley
Research Question	Who was _____ and what is their legacy?
What makes this an effective research question?	
Categories for Research	

Teacher Note

If you are customizing the research topic to incorporate your school's community and local history, use lessons 26–30 to support planning and preparation. The digital platform includes Alternate Module Task 1 and the corresponding checklist with the following prompt, which you can customize for your students by providing a list of local sports heroes:

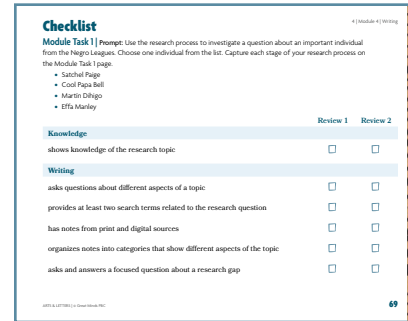
Prompt—Use the research process to investigate a question about a local sports hero. Capture each stage of your research process in this research log.

2. Direct students to the Checklist for Module Task 1, located in the *Learn* book. Instruct students to read the items in the checklist. Ask this question:

 **What will you need to do to complete Module Task 1?**

Key Ideas

- select one of the four individuals listed in the prompt
- use the research process
- answer a question about an individual from the Negro Leagues
- log research on the Module Task 1 page
- categorize information gathered from print and digital sources
- use correct capitalization



Checklist

Module Task 1 | Prompt: Use the research process to investigate a question about an important individual from the Negro Leagues. Choose one individual from the list. Capture each stage of your research process on the Module Task 1 page.

- Satchel Paige
- Cool Papa Bell
- Martin Dihigo
- Elna Manley

	Review 1	Review 2
Knowledge		
shows knowledge of the research topic	☐	☐
Writing		
asks questions about different aspects of a topic	☐	☐
provides at least two search terms related to the research question	☐	☐
has notes from print and digital sources	☐	☐
organizes notes into categories that show different aspects of the topic	☐	☐
asks and answers a focused question about a research gap	☐	☐

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3. Explain that the information students collect through this research process will be used to complete the End-of-Module Task.
4. Display Research Process. Remind students that they used the research process to answer a question about Rube Foster earlier in the module. Instruct students to Think–Pair–Share to answer this question:

 **How can the research process help you build knowledge?**

Key Ideas

- learn more about a topic
- answer a question about a topic
- generate more questions about a topic

Use responses to emphasize that the research process has multiple steps. Read aloud each step. Direct attention to Step 1: Determine the focus. Tell students that they will complete step 1 during this lesson.

5. Remind students that for their research topic they will select one of the four individuals from the Negro Leagues named in the prompt. Direct students to “Individuals from the Negro Leagues,” located in the *Learn* book. Instruct students to read the descriptions of each individual and select whom they would like to learn more about.
6. Instruct students to Mix and Mingle to answer these questions:

☞ **Which individual do you want to learn more about? Why?**

Direct attention to Module Task 1. Instruct students to circle the name of the individual they will research.

7. Remind students that in step 1 of the research process they will generate a research question and determine categories that they will use to respond to the research question. Ask this question:

☞ **What makes an effective research question?**

Key Ideas

- about someone or something specific
- has more than one answer
- requires multiple pieces of evidence to determine an answer

8. Direct attention to the research question section of Module Task 1. Instruct students to complete the research question by adding the name of the individual they will research. Tell students to explain in the appropriate space what makes their research question effective.
9. Ask this question:

☞ **How did you determine categories for your Rube Foster research?**

Reinforce the correct responses: brainstormed information related to the research question; grouped information based on similarities.



- 10.** Instruct students to work with a partner who chose the same research topic. Tell them to create a list in their journals of the information they will need to answer their research question.

Differentiation Support

To help students create a list of what they will need to answer their research question, ask these questions:

- What do you already know about your selected individual that you would like to share with others?
- What more do you want to know about your selected individual?
- What additional information will help you answer your research question?

- 11.**  **Introduce the learning task.** Instruct students to complete step 1 by adding categories for research for Module Task 1. Remind students that there are multiple ways to create their categories, but they need to be able to explain why the information in a group goes together.

Analyze Student Progress

Monitor: Do students choose categories that will effectively respond to the research question?

Offer Immediate Support: If students need additional support completing the Categories for Research section, direct them to review the categories from the Rube Foster guided research and use those categories to choose effective categories.

Plan Future Practice: There is no additional instruction on creating categories for research in this level.

- 12.** Tell students that in the next lesson they will seek evidence to answer their research question.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *Testing the Ice*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.a

CP Compose and Present Content

CP.2.4 Planning: CP.2.4.A, CP.2.4.D

CP.3.4 Content

CP.4.4 Structure

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

DF **Develop Foundations**

DF.7.4 Capitalization

DM **Develop Metacognition**

DM.1.4 Content Stages: DM.1.4.A

DM.3.4 Schema Building



Lesson 27

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read *Testing the Ice* and take notes about the memories Sharon Robinson shares. This work prepares students to summarize Robinson's memories about her childhood and her famous father. During writing instruction, students collect evidence about the individual from the Negro Leagues that they are researching. Students categorize notes for Module Task 1.

P A Prologue to lesson 27 is available for students who need additional support.

Learning Goals

Describe Sharon Robinson's memories in *Testing the Ice*.

LEARNING TASK: Summarize the memories Sharon Robinson shares in *Testing the Ice*.

For Module Task 1, identify relevant information to answer a research question.

LEARNING TASK: For Module Task 1, take notes on a source and organize these notes into categories.

Vocabulary

barrier (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *Testing the Ice*
- **Respond:** Summarize Sharon Robinson's Memories
- **Write:** Take Notes from Print Sources

LAND

Reflect on Learning

Materials

TEACHER

- *Testing the Ice*
- Knowledge Card: *barrier*

STUDENTS

- *Testing the Ice*
- *We Are the Ship*
- journal
- Module Task 1 (*Learn* book, Writing)
- articles for independent research (*Learn* book, Research)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *Testing the Ice* (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Testing the Ice*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that in this lesson they will organize the events in this text.

LEARN 53 minutes

Read | Read *Testing the Ice* | 18 minutes

1. Read aloud the title and author. Direct attention to Jackie Robinson on the front cover. Ask this question:
 **What is the relationship between the author and Jackie Robinson?**
2. Reinforce the correct response: Sharon Robinson is Jackie Robinson's daughter. Explain that in this text Sharon Robinson shares memories of growing up with her dad. Tell students that they will look closely at the memories she shares to understand what is happening in this text.
3. Direct students to *Testing the Ice*. Read aloud pages 2–9, starting with “The year was.”

4. Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:

 **What memories does Sharon Robinson share in this part of the text?**

Key Ideas

- They celebrate when her father and the Dodgers win the World Series in 1955.
- Her family moves from New York City to Connecticut.
- Their house is surrounded by woods on six acres of land with a lake.
- She and her brothers make friends with other kids in the neighborhood.
- They spend hours swimming in the summer.
- Her dad never gets into the lake to swim with them.

Use responses to emphasize that Sharon Robinson shares memories about her childhood, especially when she and her family move to Connecticut.

5. Tell students that Sharon also shares memories of her father. Explain that before reading the next section, it is helpful to learn the meaning of the term *barrier*. Introduce the vocabulary term *barrier* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.



Language Support

Based on your students' needs, pause to define select words with a synonym (e.g., *challenge*, *obstacle*, *roadblock*).

6. Read aloud pages 10–15, starting with “How our friends.” Instruct students to Think–Pair–Share to answer this question:

 **What barrier does Jackie Robinson describe in this memory?**

Reinforce the correct response: Jackie Robinson describes the color barrier in this memory.

Definitions

barrier (n.):

1. a law, rule, problem, etc. that makes something difficult or impossible
2. something that prevents or blocks movement from one place to another

7. Read aloud pages 17–23, starting with “Playing that first.” Ask this question:



What does Sharon Robinson remember about her father in this part of the text?

Key Ideas

- Her friends make a fuss over her dad’s trophy room.
- Her friends ask her dad questions that she and her brothers never thought to ask.
- Her dad likes to play games with them.
- All the children are amazed when Jackie tells them the story about his entry into Major League Baseball.
- Her dad is home more now that he stopped playing baseball.
- They have fun at the lake, but her dad never gets in the water.

Instruct students to add notes in their journals about these memories.

8. Tell students that they will organize Sharon Robinson’s memory from the remainder of the text. Instruct students to read pages 24–37, starting with “In the winter.”
9. Direct students to their journals. Instruct students to Jot–Pair–Share to answer this question:



What memory does Sharon Robinson share in this part of the text?

Differentiation Support

To support students in including important details from this part of the text, provide students with a Somebody–Wanted–But–So organizer and instruct them to complete it using Sharon Robinson as Somebody.

Key Ideas

- Sharon, her brothers, and their friends want to ice skate on the lake.
- They need to be sure that the ice is strong enough to hold them.
- Her dad goes out with them to check the ice before they go skating.
- He slowly walks out onto the ice while the children wait and watch.
- He taps the ice with a broomstick to test it.
- There is a loud boom that scares them, but the noise is only an air bubble.
- The ice is strong enough for the children to skate.
- They skate and cheer.

Respond | Summarize Sharon Robinson's Memories | 16 minutes

1. Remind students that *Testing the Ice* is about Sharon Robinson's memories of her childhood and her famous father.
2.  **Introduce the learning task.** Instruct students to summarize in their journals Sharon Robinson's memories in *Testing the Ice*.

Analyze Student Progress

Monitor: Do students summarize Sharon Robinson's memories using accurate text-based details based on their notes?

Offer Immediate Support: If students need additional support summarizing Sharon Robinson's memories, instruct students to review their notes and use a Somebody-Wanted-But-So organizer to frame their summary.

Plan Future Practice: There is no additional instruction on summarizing events in a text in this level.

3. Invite a few students to share their responses.

4. Instruct students to Think–Pair–Share to answer these questions:

 **Which do you think is Sharon Robinson’s happiest memory about her father? Why?**

Differentiation Challenge

To extend understanding of genre, remind students about the work they did with the morpheme *auto* in module 2. Instruct students to discuss these questions in a small group: Is this text autobiographical? Why or why not?

Write | Take Notes from Print Sources | 19 minutes

1. Emphasize that Sharon Robinson used information that she remembers to write *Testing the Ice*. Tell students that they might remember some information about the individual they are writing about, but they will also need to do research to answer their research question.
2. Direct students to Module Task 1, located in the *Learn* book. Remind students that they have completed step 1 of the research process. Instruct students to share with a partner their Module Task 1 categories.
3. Ask this question:

 **What print sources did you use to research Rube Foster?**

Reinforce the correct response: Students used *We Are the Ship* and an article to research Rube Foster. Tell students that they will use *We Are the Ship* and another article to research their individual.

Module Task 1	
Prompt: Use the research process to investigate a question about an important individual from the Negro Leagues. Choose one individual from the list. Capture each stage of your research process in this research log. Step 1 Determine the focus. Circle a research topic. Complete the research question. Explain why the research question is effective. Add categories of information to research that are relevant to the topic and research question.	
Research Topic	Satchel Paige Cool Papa Bell Martin Dihigo Elna Masley
Research Question	Who was _____ and what is their legacy?
What makes this an effective research question?	
Categories for Research	

4. Direct students to the articles for independent research, located in the *Learn* book. Instruct students to scan the articles and locate the article that is relevant to their research topic:

- “An Overdue Honor” by Clay Stites (Satchel Paige)
- “Cool Papa Bell,” *Britannica Kids* (Cool Papa Bell)
- “Martín Dihigo” by Milton Jamail (Martín Dihigo)
- “On and Off the Field” by Simeon Lipman (Effa Manley)

Invite a few students to share which article they selected for their research topic. Tell students to add *We Are the Ship* and the title and author of the article they identified to Module Task 1. Remind students that it is important to keep track of sources while researching.

5. Instruct students to Think–Pair–Share to answer this question:



How do you take notes from a print source?

Key Ideas

- Read the source.
- Annotate information.
- Identify information related to research categories.
- Select direct quotes or paraphrase information.

Use responses to emphasize that the information students collect while researching should relate to the categories they determined to guide their research. Remind students that proper nouns, such as names of people, places, and baseball teams, should be capitalized in their notes.

6.  **Introduce the learning task.** Instruct students to add notes about the individual they are researching to Module Task 1.

Teacher Note

Students should take notes first from *We Are the Ship* and then from the article they identified. Students will continue to take notes from both sources in the next lesson.

Analyze Student Progress

Monitor: Do students add notes from their sources to the appropriate categories for Module Task 1?

Offer Immediate Support: If students need additional support adding notes to the appropriate categories, instruct them to first annotate or highlight chosen information from print sources by using three different symbols or colors, one to represent each category. Then focus on one category and find information that fits that category.

Plan Future Practice: Students practice taking notes from a source for Module Task 1 in lesson 28.

7. Invite a few students to share something they learned about their individual. Tell students that they will continue to research and take notes from these sources in the next lesson.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about Sharon Robinson?
- What did you learn from *Testing the Ice*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A, MM.1.4.B

MM.3.4 Summary: MM.3.4.A, MM.3.4.C

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.a, MM.12.4.B.b

CP Compose and Present Content

CP.2.4 Planning: CP.2.4.D

CP.3.4 Content: CP.3.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF **Develop Foundations**

DF.3.4 Phonics and Spelling: DF.3.4.A

DF.7.4 Capitalization

DM **Develop Metacognition**

DM.1.4 Content Stages: DM.1.4.B

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building



Lesson 28

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Reveal:** What does a deeper look at metaphor reveal?

OVERVIEW

Preview

In this Reveal lesson, students revisit excerpts from *Testing the Ice* and collect evidence about how Jackie Robinson shows courage. This work prepares students to discuss what the extended metaphor in the text reveals about Jackie Robinson. During writing instruction, students take notes from two print sources for Module Task 1. This work prepares them to respond to their research question.

P A Prologue to lesson 28 is available for students who need additional support.

Learning Goals

Examine an extended metaphor.

LEARNING TASK: Describe what the extended metaphor in *Testing the Ice* reveals about Jackie Robinson.

For Module Task 1, take notes from sources.

LEARNING TASK: For Module Task 1, take notes from two sources that answer the research question.

Vocabulary

courage (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Describe Jackie Robinson's Actions
- **Respond:** Analyze a Metaphor
- **Write:** Take Notes from Print Sources

LAND

Reflect on Learning

Materials

TEACHER

- *Testing the Ice*

STUDENTS

- *Testing the Ice*
- *We Are the Ship*
- Courage Chart for *Testing the Ice* (*Learn* book)
- journal
- Module Task 1 (*Learn* book, Writing)
- articles for independent research (*Learn* book, Research)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *Testing the Ice* (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Testing the Ice*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at metaphor reveal?
3. Tell students that in this lesson they will look at what a metaphor in the text reveals about Jackie Robinson.

LEARN 53 minutes

Read | Describe Jackie Robinson's Actions | 17 minutes

1. Direct students to *Testing the Ice*. Instruct students to read the portion of page 39 from “Now, years have” to “tapping for clues.” Ask this question:

 **What does the author, Sharon Robinson, compare in this part of the text?**

Language Support

To help students identify what the author compares, tell them that the word *same* can indicate that two things are being compared.

Differentiation Support

To help students understand the events that are being compared, display a T-chart with “Jackie Robinson broke the color barrier in baseball” on the left and “Jackie Robinson tested the strength of the ice” on the right.

Reinforce the correct response: Sharon Robinson compares the courage her dad showed when he broke the color barrier in baseball to the courage he showed when he stepped onto the ice to check its strength.

2. Introduce the vocabulary term *courage* by displaying the term, saying it, and simultaneously clapping once for each syllable. Instruct students to say the term and clap once for each syllable.
3. Direct attention to the examples of *courage* on page 39. Instruct students to work with a partner to infer the term's meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.

Language Support

To help students determine the meaning of *courage*, display the Knowledge Card for *courageous* from module 1.

Definition

courage (n.): the ability to do something that you know is difficult or dangerous

4. Direct students to the Courage Chart for *Testing the Ice*, located in the *Learn* book. Tell students that they will use this chart to collect evidence about how Jackie Robinson demonstrates courage when facing danger in both situations.
5. Direct attention to page 14. Read aloud pages 14–17, starting with “I was playing.” Instruct students to listen for dangers related to integrating Major League Baseball.
6. Ask this question:

Situation	What dangers does Jackie Robinson face?	How does Jackie Robinson show courage?
integrating Major League Baseball		
testing the ice		

... **What dangers does Jackie Robinson face in this part of the text?**

Reinforce the correct response: insults, attacks, and threats. Instruct students to add these responses to their charts.

7. Instruct students to Think–Pair–Share to answer this question:



How does Jackie Robinson show courage when he faces these dangers?

Key Ideas

- agrees to control his temper
- plays baseball and helps his team win
- ignores the insults and plays great baseball

Instruct students to add notes to their charts that explain how Jackie Robinson shows courage in this situation.

8. Direct attention to page 32. Read aloud pages 32–33, starting with “Dad, be careful.” Instruct students to work with a partner to collect evidence that answers the following question:



What dangers does Jackie Robinson face in this part of the text?

Reinforce the correct responses: The ice could break; Jackie Robinson doesn’t know how to swim.

9. Tell students that they will collect evidence to show how Jackie Robinson responds with courage to these dangers. Instruct students to review pages 26–35 and add notes to their charts that show how Jackie Robinson shows courage in this situation.

Invite a few students to share their responses.

Key Ideas

- prepares by gathering tools to test the ice
- walks alone onto the ice
- tells the children to stay off the ice until he knows it is safe

Respond | Analyze a Metaphor | 17 minutes

1. Display and read aloud the following sentence: “In a stunning metaphor for Jackie Robinson’s legendary breaking of the color barrier in Major League Baseball, Sharon Robinson honors her extraordinary father’s memory with her warm, graceful storytelling.”
2. Explain that this sentence is how one person describes *Testing the Ice*. Direct attention to the word *metaphor*. Assess and activate prior knowledge by asking this question:

 **What do you know about metaphors?**

Key Ideas

- Metaphors compare two things.
- Authors use metaphors to explain complex concepts.

3. Use responses to emphasize that a metaphor is a phrase that shows how two things are similar by saying one thing is the other. Remind students that metaphors are often expressed in a few words. In the case of *Testing the Ice*, the entire book is an extended metaphor that compares two events.
4. Remind students that authors use metaphors to help readers understand complex ideas. Instruct students to Think–Pair–Share to answer this question:

 **What does comparing these two events in Jackie Robinson’s life help you understand?**

Key Ideas

- the different dangers Jackie Robinson faces
- Jackie Robinson’s courage in different situations
- Jackie Robinson’s personal characteristics

5.  **Introduce the learning task.** Direct students to their journals. Instruct them to respond to this question: What does the extended metaphor in *Testing the Ice* reveal about Jackie Robinson?

Analyze Student Progress

Monitor: Do students write a response that compares the courage Jackie Robinson shows integrating Major League Baseball and testing the ice for weakness?

Offer Immediate Support: If students need additional support analyzing the metaphor, ask these questions: Who did Jackie Robinson think of when he agreed to play Major League Baseball? Who did he think of when he agreed to test the ice?

Plan Future Practice: There is no additional instruction on analyzing a metaphor in this level.

6. Invite a few students to share their responses.

Key Ideas

- Jackie Robinson is willing to face danger to help others.
- Jackie Robinson is careful and thoughtful when he faces danger.
- Jackie Robinson knows he is entering dangerous situations, but he prepares for them.

Differentiation Challenge

To extend understanding of the author's craft, instruct students to review pages 14–15 and 32–33. Instruct students to discuss the different methods Sharon Robinson uses to describe the dangers in each situation.

7. Tell students that in the next lesson they will discuss a central idea in *Testing the Ice*.

Write | Take Notes from Print Sources | 19 minutes

1. Remind students that Jackie Robinson showed courage when he integrated Major League Baseball, but other Negro League individuals also showed courage. Tell students that they will continue their research about courageous individuals in this lesson.
2. Remind students that research requires taking notes from multiple sources. Tell students that one source they are using is *We Are the Ship* because it has information about each of the individuals being researched for Module Task 1. The second source is an article about their selected individual. Instruct students to Think–Pair–Share to answer this question:



Why is the article you selected a relevant source?

Key Ideas

- It is about the individual being researched.
 - There is information about Negro League baseball in the article.
 - The information in the article will help answer the research question.
3. Use responses to emphasize that each student selected an additional article with information about their research topic.
 4. Remind students that their notes should be organized into categories. Instruct students to share one of their categories and their notes with a partner.

5.  **Introduce the learning task.** Direct students to Module Task 1, located in the *Learn* book. Instruct students to complete Step 2: Take notes from sources. Tell students to make sure they take notes from both sources to answer their research question.

Analyze Student Progress

Monitor: Do students add notes from both sources to the appropriate categories in order to answer the research question?

Offer Immediate Support: If students need additional support adding notes to the appropriate category, remind students to read the text and annotate information before sorting information into categories.

Plan Future Practice: Students practice taking notes from a source for Module Task 1 in lesson 29.

Module Task 1 ◀ Module 4 | Writing

Prompt: Use the research process to investigate a question about an important individual from the Negro Leagues. Choose one individual from the list. Capture each stage of your research process in this research log.

Step 1 | Determine the focus: Circle a research topic. Complete the research question. Explain why the research question is effective. Add categories of information to research that are relevant to the topic and research question.

Research Topic	Satchel Paige Cool Papa Bell Martin Dihigo Elna Masley
Research Question	Who was _____ and what is their legacy?
What makes this an effective research question?	
Categories for Research	

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6. Instruct students to share their notes with a partner who is researching a different topic.
7. Tell students that in the next lesson they will identify and close their research gap.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about metaphors?
- What did you learn from *Testing the Ice*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A, MM.1.4.B

MM.4.4 Individuals, Events, and Ideas: MM.4.4.A

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.a, MM.5.4.A.c, MM.5.4.B, MM.5.4.B.a, MM.5.4.C

MM.11.4 Connections: MM.11.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.a, MM.12.4.B.b

CP Compose and Present Content

CP.2.4 Planning: CP.2.4.D

CP.3.4 Content: CP.3.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.D

BU.2.4 Discovery and Evidence: BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.3.4 Phonics and Spelling: DF.3.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.C

DM.3.4 Schema Building



Lesson 29

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students revisit *Testing the Ice* to examine barriers in Jackie Robinson's life and how he overcomes them. This work prepares students to discuss a central idea of the text. During writing instruction, students refine their research by identifying a research gap. This work prepares students to take notes from a website to close their research gap for Module Task 1.

P A Prologue to lesson 29 is available for students who need additional support.

Learning Goals

Determine a central idea in *Testing the Ice*.

LEARNING TASK: During a class discussion, share a central idea from *Testing the Ice*.

For Module Task 1, use search terms to find relevant information to close a research gap.

LEARNING TASK: For Module Task 1, take and organize notes from an additional source.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss a Central Idea
- **Write:** Close a Research Gap

LAND

Reflect on Learning

Materials

TEACHER

- *Testing the Ice*
- Knowledge Card: *barrier*

STUDENTS

- *Testing the Ice*
- journal
- Talking Tool (*Learn* book)
- Module Task 1 (*Learn* book, Writing)

Preparation

- To access the National Baseball Hall of Fame website, search online using the term *baseball hall of fame*. See the Write section for details.
- Determine how students will access the National Baseball Hall of Fame website to close their research gap.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *Testing the Ice* (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Testing the Ice*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Tell students that they will read excerpts from *Testing the Ice* to determine a central idea in the text.

LEARN 53 minutes

Read | Prepare for a Discussion | 15 minutes

1. Display and Choral Read today's discussion question: How does Jackie Robinson overcome barriers?

Tell students that they will revisit the text to help them prepare to discuss this question and determine a central idea.

2. Display the Knowledge Card for *barrier*, and direct attention to the image to spark students' memory. Remind students that one meaning of *barrier* is "a law, rule, problem, etc. that makes something difficult or impossible" and another meaning is "something that prevents or blocks movement from one place to another."
3. Tell students that Jackie Robinson encounters multiple barriers in this text. Instruct students to review the text to find evidence that answers these questions:

💬 **What barriers does Jackie Robinson encounter?**

💬 **What makes each a barrier?**

Key Ideas

- Jackie Robinson's inability to swim is a barrier. He cannot be with his children in the lake because he doesn't know how to swim.
- Race is a barrier that prevents Jackie Robinson from playing baseball in the major leagues.

4. Direct students to their journals. Instruct them to respond to this question:

 **How does Jackie Robinson respond to these barriers?**

Key Ideas

- He approaches each barrier carefully.
- He is patient and prepares before approaching potential dangers.
- He overcomes each barrier to help make things safe for others.

Respond | Discuss a Central Idea | 16 minutes

1. Display and introduce the speaking and listening goal for today's discussion: Adjust your speech to match your audience, setting, and purpose. Ask this question:

 **How might you adjust your speech for today's discussion?**

Key Ideas

- Speak loudly enough for all classmates to hear.
- Use specific vocabulary to describe the text.

2. Direct students to the Talking Tool, located in the *Learn* book. Remind students that they can use any of the sentence frames during the discussion.

Teacher Note

During the discussion, use the Module 4 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward this goal.

3. Tell students that they will now engage in a discussion about the text. Begin the discussion by asking this question:

 **How does Jackie Robinson overcome barriers?**

Key Ideas

- Jackie Robinson tests the ice for his children, the same way he tested Major League Baseball for other players in the Negro Leagues.
- Jackie Robinson puts himself in dangerous and difficult situations to make things better for others.
- Jackie Robinson takes risks to help others.

4.  **Introduce the learning task.** Continue the discussion by asking this question:

 **What is a central idea in *Testing the Ice*?**

Analyze Student Progress

Monitor: Do students share relevant central ideas from *Testing the Ice* and do they support their ideas with textual evidence?

Offer Immediate Support: If students need additional support identifying a central idea from *Testing the Ice*, ask this question: What lesson can you learn from Jackie Robinson's experiences overcoming barriers?

Plan Future Practice: There is no additional instruction on identifying and discussing a central idea in this level.

5. Reinforce key ideas.

Key Ideas

- Being first often requires courage.
- Being prepared can help you avoid trouble and danger.
- Even people who may appear strong have fears and barriers to overcome.
- You sometimes must take risks and face the unknown to help others.

6. Instruct students to add a central idea to their journals.

Write | Close a Research Gap | 22 minutes

1. Remind students that to determine a central idea in *Testing the Ice* they only needed to look at that one text. To answer a research question about a topic they must look at multiple texts or sources.
2. Direct students to Module Task 1, located in the *Learn* book.
Direct attention to Step 3: Refine research. Remind students that after reviewing multiple sources about Rube Foster they determined a gap in their research. Ask this question:

What is a research gap?

Key Ideas

- Information is missing from the research notes.
- A question has not yet been answered.
- Information still needs to be collected.

Module Task 1

Prerequisite: Use the research process to investigate a question about an important individual from the Negro Leagues. Choose one individual from the list. Capture each stage of your research process in this research log.

Step 1 | Determine the focus: Circle a research topic. Complete the research question. Explain why the research question is effective. Add categories of information to research that are relevant to the topic and research question.

Research Topic	Satchel Paige Cool Papa Bell Martin Dihigo Effa Maudslayi
Research Question	Who was _____ and what is their legacy?
What makes this an effective research question?	
Categories for Research	

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3. Use responses to emphasize that a research gap is the information that is still needed to answer a research question. Ask this question:



How did you identify a research gap during the guided research process about Rube Foster?

Differentiation Support

To help students recall the process for identifying a research gap, ask these questions:

- During the guided research process, what information was missing?
- How did you notice what was missing?

Key Ideas

- reviewed the information in each category
- identified categories with the least information
- thought about what I would like to learn more about

4. Instruct students to review their notes and identify what additional information they need to fully answer their research question. Instruct students to Think–Pair–Share to answer these questions:



What is your research gap?



Why is this a research gap?

Instruct students to add their research gap and the reason why it is a gap to step 3 of Module Task 1.

Language Support

To support students in identifying and explaining their research gap, provide this sentence frame:

My research gap is _____ because _____.

5. Remind students that to close a research gap, a researcher finds a source that contains the information they need. Explain that all the individuals they are researching can be found on the National Baseball Hall of Fame website. Tell students that they will use this website to find information to close their research gap.

6. Model how to navigate to the National Baseball Hall of Fame website by opening a search engine, typing *baseball hall of fame* into the search bar, and clicking the website link.

Teacher Note

Curate a set of additional resources in the event there is difficulty accessing the National Baseball Hall of Fame website.

7. Ask this question:

 **How did you find information about Rube Foster on this website?**

Reinforce the correct response: Students entered search terms in the search bar.

8. Remind students that when there are multiple search results, the first results are often most closely related to the topic they searched. Instruct students to Think–Pair–Share to answer this question:

 **How can a researcher determine if the page they selected has the information they need?**

Key Ideas

- skim the page for search terms
- scan the page for headings related to the missing information
- read sections under related headings or that contain search terms

9. Instruct students to evaluate the gap they have identified and to add relevant search terms to step 3 of Module Task 1.
10. Tell students that they will now explore the website for information that closes their research gap. Remind students that a web page might contain hyperlinks to other pages. Some of those pages may contain relevant information and some may not. Tell students that they must carefully read the pages within a website to find the information that will help them answer their research question.

- 11.  Introduce the learning task.** Guide students to the National Baseball Hall of Fame website. Instruct them to use their search terms to locate information that closes their research gap. Tell students to add notes to the Notes section on their Module Task 1 page. Remind students that their notes can be in the form of direct quotes or paraphrases.
-

Analyze Student Progress

Monitor: Do students' searches lead to the information identified in their research gap?

Offer Immediate Support: If students need additional support locating relevant information on the National Baseball Hall of Fame website, provide a word bank of search terms.

Plan Future Practice: There is no additional instruction on taking notes to close a research gap in this level.

- 12.** Tell students that in the next lesson they will synthesize what they learned about the individual they are researching and form knowledge statements.

LAND 5 minutes

Reflect on Learning

- 1.** Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about overcoming barriers?
- What did you learn from *Testing the Ice*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A

MM.2.4 Theme and Central Idea: MM.2.4.A, MM.2.4.B

MM.4.4 Individuals, Events, and Ideas: MM.4.4.A

MM.5.4 Vocabulary: MM.5.4.B, MM.5.4.B.a

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.a

CP Compose and Present Content

CP.2.4 Planning: CP.2.4.D

CP.3.4 Content: CP.3.4.B

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A, CP.8.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence: BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B, BU.3.4.C, BU.3.4.D, BU.3.4.E

BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.D

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 30

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students read the author's note and listen to an interview with Sharon Robinson and Kadir Nelson. This work prepares students to form knowledge statements about Jackie Robinson, his family, or *Testing the Ice*. During writing instruction, students review their notes to synthesize what they learned. Students then write two knowledge statements to express important ideas from their research.

P A Prologue to lesson 30 is available for students who need additional support.

Learning Goals

Reflect on knowledge gained from *Testing the Ice*.

LEARNING TASK: Use a transition word or phrase to write three knowledge statements about Jackie Robinson, his family, or *Testing the Ice*.

For Module Task 1, synthesize knowledge about a person from the Negro Leagues.

LEARNING TASK: For Module Task 1, write two statements to express knowledge about a person from the Negro Leagues and their legacy.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Listen to an Interview
- **Respond:** Share Knowledge
- **Write:** Synthesize Knowledge

LAND

Synthesize Learning

Materials

TEACHER

- *Testing the Ice*
- “Jackie Robinson” (digital platform)

STUDENTS

- *Testing the Ice*
- journal
- Sentence Strategies for Module 4 (*Learn* book, Writing)
- World Knowledge Statements for Module 4 (*Learn* book)
- Module Task 1 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *Testing the Ice* (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Testing the Ice*.
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will read the author's note and listen to an interview to build their knowledge about Jackie Robinson, his family, and *Testing the Ice*.

LEARN 53 minutes

Read | Listen to an Interview | 20 minutes

1. Direct attention to the Module 4 World Knowledge Chart. Instruct students to read the knowledge statements related to *Testing the Ice*.
2. Remind students that the author is Jackie Robinson's daughter, and the reader learns more about him through her memories. Tell students that they will now read the author's note to build additional knowledge about Jackie Robinson and baseball history.
3. Direct students to page 40 of *Testing the Ice*, and instruct them to read the author's note.

Language Support

Based on your students' needs, define select words (e.g., *dictating*, *pioneer*, *undaunting*) with a synonym before students read.

4. Instruct students to Think–Pair–Share to answer this question:

 **What new information did you learn from the author’s note?**

Key Ideas

- Jackie Robinson also played football, basketball, and track and field in college.
- It took 13 years for every major league team to have a Black player on their roster.
- Negro League players won a lot of awards once they played in the major leagues.
- Today, baseball is more diverse and reflective of our world than it was in the past.

Add a few student-generated knowledge statements to the chart.

5. Tell students that they will now listen to an interview with the author, Sharon Robinson, and the illustrator, Kadir Nelson. Play “Jackie Robinson.”

6. Instruct students to answer this question with a partner:

 **What do you notice and wonder about the interview?**

7. Tell students that they will listen to the interview again to learn more about Jackie Robinson and the text. Direct students to their journals, and instruct them to take notes as they listen. Play the interview.

Differentiation Support

To help students take notes from the interview, periodically pause the recording.

8. Instruct students to discuss their notes with their partner.

9. Ask this question:

 **What did you learn from this interview?**

Key Ideas

- Jackie Robinson and his family integrated their neighborhood.
- Jackie Robinson was competitive when playing games with his children and their friends.
- Kadir Nelson painted the illustrations like movie screenshots.
- Sharon Robinson wanted to show a side of her dad that most people don't know.

Add a few student-generated knowledge statements to the chart.

Differentiation Challenge

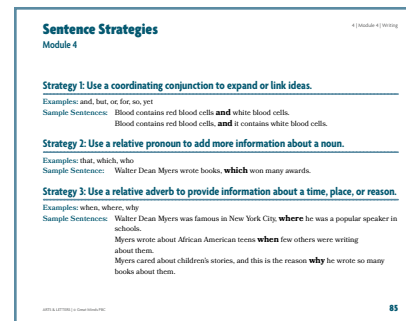
To extend student thinking across texts, remind students that Nelson also illustrated *We Are the Ship*, and ask these questions:

- How are Nelson's illustrations in these two texts similar?
- How are they different?

Encourage students to use their knowledge of visual art in their responses.

Respond | Share Knowledge | 18 minutes

1. Direct students to Sentence Strategies for Module 4, located in the *Learn* book. Remind students that throughout the year they have learned a variety of strategies for expressing their knowledge. Tell students that they will review strategies 8 and 9. Instruct students to read strategies 8 and 9 and the related examples and sample sentences.



2. Instruct students to Think–Pair–Share to answer these questions:

 **How are these strategies similar?**

 **How are these strategies different?**

Reinforce the correct responses:

- **similar**—Both strategies use transitions to add information to sentences.
- **different**—Strategy 8 uses transitions to show cause and effect, and strategy 9 uses transitions to add or contrast ideas.

3. Tell students that they will now practice using these strategies.

4. Display and Choral Read this sentence:

- Jackie Robinson was a great athlete.

5. Instruct students to answer these questions with a partner:

 **How could you use a transition to show cause and effect?**

 **How could you use a transition to add or contrast ideas?**

Differentiation Support

To help students distinguish between the types of transitions, ask the questions one at a time.

6. Invite a few students to share their responses.

Key Ideas

- **cause and effect:** Jackie Robinson was a great athlete. As a result, he earned many trophies.
- **contrast ideas:** Jackie Robinson was a great athlete. However, he could not swim.

7. Direct attention to the Module 4 World Knowledge Chart. Instruct students to work with a partner to select a knowledge statement. Tell them to expand the statement by using a transition word or phrase to show cause and effect or to add or contrast ideas.

8. **Introduce the learning task.** Direct students to World Knowledge Statements for Module 4, located in the *Learn* book. Instruct students to write three knowledge statements about Jackie Robinson, his family, or *Testing the Ice* and to include a transition word or phrase in each statement.

Analyze Student Progress

Monitor: Do students write knowledge statements that include transition words or phrases?

Offer Immediate Support: If students need additional support using a sentence strategy to write a knowledge statement, provide a sentence about Jackie Robinson and ask this question: How can you expand this sentence using a transition?

Plan Future Practice: Students practice forming knowledge statements about an individual from the Negro Leagues during the Write section of this lesson.

9. Invite a few students to share their responses.

Key Ideas

- Jackie Robinson broke the color barrier in baseball. As a result, baseball is a more diverse sport.
- Jackie Robinson was a great baseball player. Also, he was a loving dad.

10. Tell students that in an upcoming lesson they will discuss all texts from this module during a Socratic seminar.

Write | Synthesize Knowledge | 15 minutes

1. Direct students to Module Task 1, located in the *Learn* book. Remind students that in previous lessons, they completed steps 1, 2, and 3 of the research process and collected information to answer their research question. Tell students that in this lesson they will complete Step 4: Synthesize knowledge.
2. Tell students that the prefix *syn-* means “with” or “together.” Ask this question:



What do you think *synthesize* means?

Reinforce the correct response: The word *synthesize* means “to put together.”

3. Tell students that they will synthesize their research notes to draft two statements that share important ideas about the individual they researched and that person’s legacy.
4. Direct students to step 2 of Module Task 1. Instruct them to review the notes from their sources.
5. Pair students who researched the same individual. Instruct students to share with their partner important ideas they learned about the individual.
6. Instruct students to work with their partner to create a knowledge statement about the individual they researched.
7. **Introduce the learning task.** Direct students to step 4 of Module Task 1. Instruct students to add two knowledge statements that share important ideas students learned about the individual they researched.

Module Task 1

Prerequisite: Use the research process to investigate a question about an important individual from the Negro League. Choose one individual from the list. Capture each stage of your research process in this research log.

Step 1 | Determine the focus: Circle a research topic. Complete the research question. Explain why the research question is effective. Add categories of information to research that are relevant to the topic and research question.

Research Topic	Satchel Paige Cool Papa Bell Martin Dihigo Elia Muikey
Research Question	Who was _____ and what is their legacy?
What makes this an effective research question?	
Categories for Research	

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Analyze Student Progress

Following completion of Module Task 1, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

8. Invite a few students to share their knowledge statements.
9. Tell students that in the next lesson they will continue the research process as they share their findings.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question and that they have been answering this question in different ways throughout the module. Ask the Essential Question:

 **How can individuals contribute to a collective legacy?**

2. Use responses to reinforce these Knowledge Threads:
 - Race and gender have presented barriers for some athletes throughout the history of professional baseball.
 - Individuals who have faced challenges and barriers can teach us important lessons about perseverance, courage, and dedication.
 - The legacy of the Negro Leagues continues to endure.

Teacher Note

As needed, prompt students to reflect on what they learned throughout the module by asking questions such as these:

- What have we learned about legacy?
- What have we learned about facing barriers?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.3.4 Summary: MM.3.4.C

MM.5.4 Vocabulary: MM.5.4.A.d

MM.11.4 Connections: MM.11.4.B

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.b, MM.12.4.C, MM.12.4.C.c

CP Compose and Present Content

CP.3.4 Content: CP.3.4.B

CP.5.4 Language: CP.5.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.B, BU.2.4.C

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B

BU.4.4 Expression

DF Develop Foundations

DF.13.4 Sentence Construction: DF.13.4.A

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 31

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students review the prompt for the End-of-Module Task and the Checklist for the End-of-Module Task. They use criteria on the Checklist for the Writing and Presentation Model for Module 4 to evaluate a model presentation. Students then identify a specific audience and the written, spoken, and visual components they will create for the End-of-Module Task. They explain why the components they chose are appropriate for the audience they selected.

Learning Goals

Evaluate a model presentation of the End-of-Module Task.

 **LEARNING TASK:** Explain how the written, spoken, and visual components of a model presentation meet the criteria on the Checklist for the Writing and Presentation Model for Module 4.

For the End-of-Module Task, determine how to share research with a specific audience through writing, speaking, and a visual display.

 **LEARNING TASK:** For the End-of-Module Task, explain how the written, spoken, and visual components are appropriate for an audience.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Evaluate a Presentation
- **Write:** Plan a Presentation

LAND

Synthesize Learning

Materials

TEACHER

- *We Are the Ship*
- Research Process (Reference Charts appendix)
- Visual Component for the Creative Writing Model for Module 4 (digital platform)
- Audience list (lesson 17)
- Writing list (lesson 17)
- Speaking list (lesson 17)
- Visual list (lesson 17)

STUDENTS

- End-of-Module Task (*Learn* book, Writing)
- Checklist for the End-of-Module Task (*Learn* book, Writing)
- Research Report Writing Model for Module 4 (*Learn* book, Writing)
- Creative Writing Model for Module 4 (*Learn* book, Writing)
- Checklist for the Writing and Presentation Model for Module 4 (*Learn* book, Writing)
- journal
- Planner for the End-of-Module Task (*Learn* book, Writing)

Preparation

- Prepare to model a research presentation that includes displaying the Visual Component for the Creative Writing Model for Module 4. See the first Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display *We Are the Ship*. Remind students that a finale is a big performance at the end of a concert or show when the performers put all their talents together. In this set of finale lessons, students will put all their knowledge together to discuss and write about the Essential Question.
2. Display and Choral Read the Essential Question: How can individuals contribute to a collective legacy?
3. Reinforce that students thought deeply about the Essential Question as they read each module text and their research sources. Explain that in this lesson students will consider how they will present their research about an important individual from the Negro Leagues.

LEARN 53 minutes

Write | Evaluate a Presentation | 33 minutes

1. Display Research Process. Invite a student to read aloud step 5.
2. Display the End-of-Module Task, and direct students to the page in their *Learn* book. Choral Read the prompt: Use writing, speaking, and a visual display to present your research about an important individual from the Negro Leagues to a specific audience.

Teacher Note

If you have customized the research topic to incorporate your school's community and local history, use lessons 31–35 to support planning and preparation of the End-of-Module Task.

The digital platform includes the Alternate End-of-Module Task and the corresponding checklist with the following prompt:

Use writing, speaking, and a visual display to present your research about a local sports hero to a specific audience.

The image shows a worksheet titled "End-of-Module Task" with a subtitle "Prompt: Use writing, speaking, and a visual display to present your research about an important individual from the Negro Leagues to a specific audience." The worksheet has a header with "4 | Module 4 | Writing" on the right. The main body consists of 15 horizontal lines for writing. At the bottom right, there is a small icon of a book and the number "71".

3. Ask this question:

☞ **How will you share your research?**

Reinforce the correct response: by using writing, speaking, and a visual display for a specific audience.

4. Display the Checklist for the End-of-Module Task, and direct students to the page in their *Learn* book. Instruct students to read the criteria in the checklist.

5. Ask this question:

☞ **How can a checklist help you prepare to share research?**

Key Ideas

- tells you what components to include
- tells you to consider audience and purpose when writing, speaking, and creating a visual
- tells you to include relevant details and organize your ideas in the spoken component
- tells you that the visual component should enhance the research
- tells you to use formal language

	Review 1	Review 2
Knowledge		
shows knowledge of the research topic	☐	☐
Writing, Speaking, and Visual Display		
uses writing, speaking, and a visual display to convey important research findings	☐	☐
writes in a way that is appropriate to audience and purpose	☐	☐
speaks about research findings in an organized manner	☐	☐
speaks in a way that is appropriate to audience and purpose	☐	☐
shares relevant facts and details when speaking about research findings	☐	☐
has a visual display that is appropriate to audience and purpose	☐	☐
has a visual display that enhances research findings	☐	☐

6. Read aloud this criterion in the displayed checklist: uses writing, speaking, and a visual display to convey important research findings. Tell students that reviewing examples of the three components can also help them prepare. Remind students that in a previous lesson they read two examples of a written component. Direct students to the Research Report Writing Model for Module 4 and the Creative Writing Model for Module 4, located in the *Learn* book. Ask this question:

☞ **How did a researcher share information about Rube Foster in writing?**

Reinforce the correct responses: by writing a research report; by writing a story.

7. Tell students that they will revisit how the researcher used a story to share information with an audience of elementary students. Instruct students to read the creative writing model.

8. Explain that the class will now experience how a researcher could share information with an audience of elementary students by speaking and using a visual. Display and direct attention to the Checklist for the Writing and Presentation Model for Module 4, located in the *Learn* book, and read aloud the following criteria in the displayed checklist:

- speaks in a way that is appropriate to audience and purpose
- shares relevant facts and details when speaking about research findings
- has a visual display that is appropriate to audience and purpose
- has a visual display that enhances research findings
- uses formal English when appropriate

Tell students to check off these criteria as they see evidence of them in the presentation.

	Review 1	Review 2
Knowledge		
shows knowledge of Rube Foster	☐	☐
Writing, Speaking, and Visual Display		
uses writing, speaking, and a visual display to convey important research findings	☐	☐
writes in a way that is appropriate to audience and purpose	☐	☐
speaks about research findings in an organized manner	☐	☐
speaks in a way that is appropriate to audience and purpose	☐	☐
shares relevant facts and details when speaking about research findings	☐	☐
has a visual display that is appropriate to audience and purpose	☐	☐
has a visual display that enhances research findings	☐	☐

9. Display the Visual Component for the Creative Writing Model for Module 4. Model a presentation by first reading aloud the story and sharing the illustrations. Then provide an oral epilogue using formal language that describes Rube Foster's legacy. End the presentation by asking students what questions they have about Rube Foster's life and legacy.
10. Tell students to consider how each of the three components shares information. Instruct students to Think–Pair–Share to answer this question:

 **How was my presentation different from the written story?**

Sample Epilogue

As you just heard at the end of the story, Rube Foster organized the Negro National League, which was his most important contribution to baseball. The Negro National League was a professional league that promoted the talents of Black baseball players. It was also a driving force for social change. Foster's work with the Negro National League opened doors for Black baseball players and eventually broke barriers so that players of all races now play in the major leagues.

Key Ideas

- brought the main character of the story to life by using an expressive speaking voice
- explained Foster's important contributions to baseball in more detail and with formal language
- included answers to audience questions
- provided images of the narrator and Foster
- displayed illustrations that showed the narrator's and Foster's actions and feelings

Use responses to reinforce that the spoken component involved more than simply reading aloud the written component.

- 11. 🎯 Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this prompt: Explain how the written, spoken, and visual components are appropriate for the audience.

Analyze Student Progress

Monitor: Do students explain how the written, spoken, and visual components effectively share knowledge about Rube Foster with a young audience?

Offer Immediate Support: If students need additional support explaining the appropriateness of the different components, ask these questions: What makes the written component appropriate for elementary students? What makes the read aloud, epilogue, and question-and-answer session appropriate? What makes the illustrations appropriate?

Plan Future Practice: Students practice evaluating the presentation of the End-of-Module Task in lesson 35.

Write | Plan a Presentation | 20 minutes

1. Explain that now that students have seen how one researcher shared information, they can begin to consider how they will share information. First, they need to select a specific audience. Remind students that in a previous lesson they brainstormed a list of audiences who might be interested in learning about Rube Foster. Display the Audience list. Instruct students to review the list and select at least two audiences who would want to know more about their chosen individual.
2. Direct students to the Planner for the End-of-Module Task, located in the *Learn* book. Instruct students to add their audience choices to the Audience column of the planner. Tell students that they may add an additional audience that was not on the Audience list.
3. Remind students that they brainstormed a variety of written, spoken, and visual components. Display the Writing, Speaking, and Visual lists. Lead students in a Gallery Walk to select a written, spoken, and visual component for each audience. Instruct students to add their selected components to the relevant columns of their planners.
4. Close the Gallery Walk by instructing students to discuss their responses with a partner to determine whether their chosen components are good matches for the respective audiences. Tell students that they may revise their choices based on their discussions.

Planner
End-of-Module Task | Add at least two audiences to the Audience column. Then, add written, spoken, and visual components for each audience to the other columns. Finally, select an audience and the components for your presentation by circling one choice in each column.

Audience	Written	Spoken	Visual

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Differentiation Support

To support students' discussions, instruct them to consider the following questions:

- Are the written components appropriate for the audiences? Would the audiences understand the information?
- Do the speaking components connect to the written components?
- Would the visual components enhance a presentation?

5. Instruct students to independently identify an audience and the written, spoken, and visual components for their presentation by circling one choice in each column of their planners.

Teacher Note

Encourage students to make informed choices based on their comfort level with the types of writing, their familiarity with technology, and their access to resources.

6.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this prompt: Explain how the written, spoken, and visual components you chose are appropriate for your audience.

Analyze Student Progress

Monitor: Do students' responses demonstrate an understanding of what components will best inform and engage their audience?

Offer Immediate Support: If students need additional support explaining the appropriateness of the different components, ask these questions: How is your written component an example of what your audience typically reads? How will the spoken component engage your audience? How will your visual component help your audience understand the information you are sharing?

Plan Future Practice: Students practice planning the spoken and visual components of the End-of-Module Task in lesson 34.

7. Tell students that in the next lesson they will focus on their written components.

LAND 5 minutes

Synthesize Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion of the following question to help students articulate the knowledge they built during the lesson:

 **What did you learn to do during this module?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn to do as a reader?
- What did you learn to do as a writer?

2. Add a few student-generated knowledge statements to the charts.

ACHIEVEMENT DESCRIPTORS

CP Compose and Present Content

CP.2.4 Planning: CP.2.4.A, CP.2.4.B, CP.2.4.D

CP.3.4 Content: CP.3.4.A, CP.3.4.A.f

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence

BU.3.4 Conversation and Collaboration: BU.3.4.B

BU.4.4 Expression

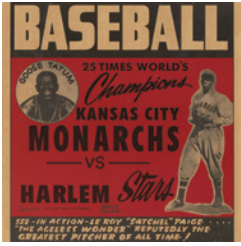
DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.2.4 Comprehension Monitoring

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 32

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students determine the information they want to share in the written component of the End-of-Module Task. They annotate important details in Module Task 1. Then they draft the written component.

Learning Goals

Select information to share in the written component of the End-of-Module Task.

 **LEARNING TASK:** For the End-of-Module Task, annotate details from each research category to share with a specific audience for a specific purpose.

Draft the written component of the End-of-Module Task.

 **LEARNING TASK:** For the End-of-Module Task, write to share research about an important individual from the Negro Leagues with a specific audience.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Select Information for a Written Component
- **Write:** Draft a Written Component

LAND

Synthesize Learning

Materials

TEACHER

- *We Are the Ship*
- Checklist for the End-of-Module Task (*Learn* book, Writing)

STUDENTS

- Planner for the End-of-Module Task (*Learn* book, Writing)
- Module Task 1 (*Learn* book, Writing)
- End-of-Module Task (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Essential Question: How can individuals contribute to a collective legacy?
3. Tell students that they will organize and draft the written component of the End-of-Module Task.

LEARN 53 minutes**Write** | Select Information for a Written Component | 15 minutes

1. Direct students to the Planner for the End-of-Module Task, located in the *Learn* book. Invite a few students to discuss the written components they will create.
2. Instruct students to Think–Pair–Share to answer this question:

 **Where have you seen the type of written component you are going to create?**

Differentiation Support

To help students identify examples, ask these questions:

- What have you written that is similar to the written component you will create?
- What have you read that is similar to the written component you will create?

Planner

End-of-Module Task | Add at least two audiences to the Audience column. Then, add written, spoken, and visual components for each audience to the other columns. Finally, select an audience and the components for your presentation by circling one choice in each column.

Audience	Written	Spoken	Visual

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Key Ideas

- The Research Report Writing Model for Module 4 is a research report.
- *Love That Dog* includes a variety of poems.
- “The Ballad of the Tea Party” is a song.
- The excerpt from *Hugo: The Shooting Script* is a script.
- *Testing the Ice*, the End-of-Module Task for Module 2, and the Creative Writing Model for Module 4 are stories and are similar to a children’s book.

3. Remind students that criteria in the checklist can help them prepare their written components. Display the Checklist for the End-of-Module Task and read aloud these criteria:

- shows knowledge of the research topic
- uses writing, speaking, and a visual display to convey important research findings
- writes in a way that is appropriate to audience and purpose

	Review 1	Review 2
Knowledge		
shows knowledge of the research topic	☐	☐
Writing, Speaking, and Visual Display		
uses writing, speaking, and a visual display to convey important research findings	☐	☐
writes in a way that is appropriate to audience and purpose	☐	☐
speaks about research findings in an organized manner	☐	☐
speaks in a way that is appropriate to audience and purpose	☐	☐
shares relevant facts and details when speaking about research findings	☐	☐
has a visual display that is appropriate to audience and purpose	☐	☐
has a visual display that enhances research findings	☐	☐

4. Ask these questions:

... **What do you need to consider as you create a written component?**

... **How will you use the criteria to help create the written component?**

Key Ideas

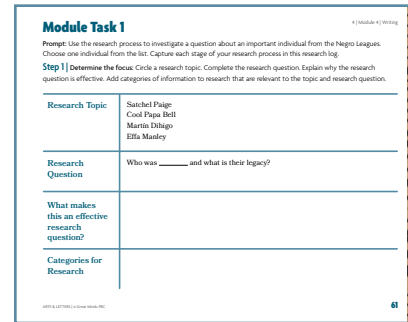
- **what:** research topic or chosen individual, important information, audience, purpose
- **how:** think about what I know about my chosen individual, think about the information that best answers my research question, think about what my audience knows about the individual and what they want to know

5. Ask this question:

 **Where will you find the information to include in your written component?**

Reinforce the correct response: Module Task 1.

6. Direct students to step 2 of Module Task 1, located in the *Learn* book. Explain that to share information that fully answers their research question, students will include details from all three research categories in their written components. Tell students to review their notes and consider which details in each category their audience would want to know and what information would be appropriate for the type of written components they are creating.



Module Task 1

4 | Module 4 | Writing

Prompt: Use the research process to investigate a question about an important individual from the Negro Leagues. Choose one individual from the list. Capture each stage of your research process in this research log.

Step 1 | Determine the focus: Circle a research topic. Complete the research question. Explain why the research question is effective. Add categories of information to research that are relevant to the topic and research question.

Research Topic	Satchel Paige Cool Papa Bell Martin Dihigo Ella Masley
Research Question	Who was _____ and what is their legacy?
What makes this an effective research question?	
Categories for Research	

ARTS & LETTERS | © Great Minds PBC

7.  **Introduce the learning task.** Instruct students to annotate the details that they will include in their written components. Tell students to annotate details in all three categories.

Analyze Student Progress

Monitor: Do students annotate appropriate details in each category that are relevant for their audience and purpose?

Offer Immediate Support: If students need additional support annotating details in three categories, instruct them to review the details in their first research category only and annotate the important ones. Then tell students to repeat the process for the second and third research categories.

Plan Future Practice: Students practice selecting details for the spoken component of the End-of-Module Task in lesson 34.

8. As students finish their work, instruct them to review their annotated details and to think about how they will organize them in their written components. Tell students to consider how details are arranged in the works they identified as similar to their written component earlier in the lesson.

Differentiation Support

To plan the written component of the End-of-Module Task, some students might find it helpful to return to familiar types of organizers or to texts they have read. For example, a student writing a poem might return to poems in *Love That Dog*. As needed, distribute organizers located on the digital platform, or direct students to previous writing models or texts.

Write | Draft a Written Component | 38 minutes

1. Tell students that now that they have identified the details they want to share and have thought about how to organize those details, they are ready to draft their written components.
2. Remind students that orally rehearsing before writing is helpful. Tell students to review their annotated details. Instruct students to orally rehearse how they will share the details.

Language Support

To leverage students' home languages as resources to support learning, allow students to brainstorm and draft by using all their linguistic knowledge.

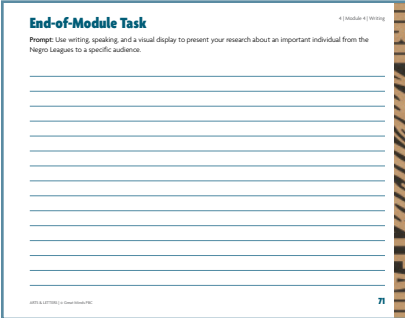
Teacher Note

Oral rehearsal helps developing writers process their ideas and try different ways of saying those ideas before writing them. Based on your students' needs, have students rehearse with a partner or whisper to themselves.

3.  **Introduce the learning task.** Direct students to the End-of-Module Task, located in the *Learn* book. Instruct students to draft the written component.

Teacher Note

In this lesson, students begin the written component of the End-of-Module Task. They may complete the assessment on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft using shared digital documents and then transfer their work to the digital platform before submitting their assignment.



The image shows a digital writing prompt titled "End-of-Module Task" with a blue header. Below the title is a prompt: "Prompt: Use writing, speaking, and a visual display to present your research about an important individual from the Negro Leagues to a specific audience." The prompt is followed by a series of horizontal lines for writing. On the right side of the page, there is a vertical strip with a pattern of orange and black squares. In the bottom right corner, there is a small logo that looks like a stylized 'n'.

Analyze Student Progress

Monitor: Do students draft a written component that includes details appropriate for their chosen audience?

Offer Immediate Support: If students need additional support drafting their written components, direct them to Module Task 1. Direct attention to the annotated details in the first category. Ask this question: Where will you include these details? Then repeat the question for the annotated details in category 2 and category 3.

Plan Future Practice: There is no additional instruction on drafting a written research component in this level.

-
4. As students finish drafting, instruct them to review their drafts to ensure that they have included details from three research categories.
5. Tell students that a peer will review their written component in the next lesson.

LAND 5 minutes**Synthesize Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion of the following questions to help students articulate the knowledge they built during the lesson:



What important knowledge did you express in your writing?



What helped you communicate your ideas in writing?

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn to do as a reader?
- What did you learn to do as a writer?
- What did you learn from orally rehearsing before writing?

2. Add a few student-generated knowledge statements to the charts.

ACHIEVEMENT DESCRIPTORS**CP****Compose and Present Content**

CP.1.4 Genre: CP.1.4.E, CP.1.4.H

CP.2.4 Planning: CP.2.4.A, CP.2.4.D

CP.3.4 Content: CP.3.4.A, CP.3.4.A.b

CP.4.4 Structure: CP.4.4.B, CP.4.4.B.g

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A, BU.1.4.C

BU.2.4 Discovery and Evidence: BU.2.4.A, BU.2.4.B

BU.3.4 Conversation and Collaboration: BU.3.4.B

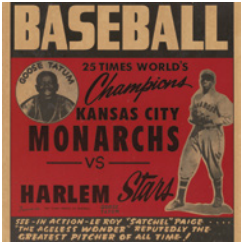
BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 33

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students use the Checklist for the End-of-Module Task to provide peer feedback on the written component of the End-of-Module Task. Students then use the checklist to evaluate their own writing. Finally, students revise their written components based on peer feedback and self-reviews.

Learning Goals

Provide peer feedback on the written component of the End-of-Module Task.

 **LEARNING TASK:** Use the Checklist for the End-of-Module Task to give feedback to a peer.

For the End-of-Module Task, revise the written component.

 **LEARNING TASK:** For the End-of-Module Task, revise the written component using peer feedback and a self-review.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Provide Peer Feedback for a Written Component
- **Write:** Revise a Written Component

LAND

Synthesize Learning

Materials

TEACHER

- *We Are the Ship*
- Homophones list (lesson 23)

STUDENTS

- Checklist for the End-of-Module Task (*Learn* book, Writing)
- End-of-Module Task (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Essential Question: How can individuals contribute to a collective legacy?
3. Tell students that they will provide feedback on a partner's written component and use feedback to revise their draft.

LEARN 53 minutes

Write | Provide Peer Feedback for a Written Component | 28 minutes

Teacher Note

At the start of this lesson, students will be at different phases in completing the written component of the End-of-Module Task. Some students may require additional time to complete the learning task from the previous lesson. Take into account your students' progress toward completion, and adjust the timing of this lesson as needed.

1. Remind students that they have used checklists to give feedback to peers in previous modules. Tell students that they will do the same in this module. Display the Checklist for the End-of-Module Task, and direct students to the page in their *Learn* book. Direct attention to and read aloud these criteria:
 - shows knowledge of the research topic
 - uses writing, speaking, and a visual display to convey important research findings
 - writes in a way that is appropriate to audience and purpose

Checklist		Review 1	Review 2
End-of-Module Task Prompt: Use writing, speaking, and a visual display to present your research about an important individual from the Negro Leagues to a specific audience.			
Knowledge			
shows knowledge of the research topic	☐	☐	
Writing, Speaking, and Visual Display			
uses writing, speaking, and a visual display to convey important research findings	☐	☐	
writes in a way that is appropriate to audience and purpose	☐	☐	
speaks about research findings in an organized manner	☐	☐	
speaks in a way that is appropriate to audience and purpose	☐	☐	
shares relevant facts and details when speaking about research findings	☐	☐	
has a visual display that is appropriate to audience and purpose	☐	☐	
has a visual display that enhances research findings	☐	☐	

2. Remind students that in the previous lesson they used these criteria to draft their written components. Tell students that they will use the same criteria to provide feedback to help strengthen a partner's writing. Instruct students to Think–Pair–Share to answer this question:

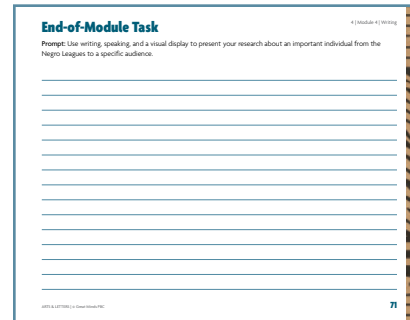
 **How can you use these criteria to provide helpful feedback?**

Key Ideas

- make sure the written component shares knowledge of an individual and focuses on important information
- make sure the written component includes information from three research categories
- make sure an audience can understand the information
- give specific suggestions about where to add or revise information

Emphasize that students should consider their partner's audience and purpose and provide feedback that is specific and actionable.

3. Direct students to the End-of-Module Task, located in the *Learn* book. Instruct students to exchange drafts of their written components and to share their intended audience with a partner.



The image shows a worksheet titled "End-of-Module Task" with a blue header. Below the title, there is a prompt: "Prompt: Use writing, speaking, and a visual display to present your research about an important individual from the Negro Leagues to a specific audience." The main body of the worksheet consists of approximately 15 horizontal lines for writing. On the right side, there is a vertical strip with a black and white striped pattern. At the bottom right corner, there is a small logo that looks like a stylized 'n'.

4.  **Introduce the learning task.** Instruct students to read their partner's draft, keeping their partner's intended audience in mind. Tell students to provide feedback using the criteria in the checklist.

Teacher Note

Students may complete the Checklist for the End-of-Module Task on their *Learn* book page. Alternatively, they may use shared digital documents for peer review. Using technology gives students experience leveraging digital feedback tools.

Analyze Student Progress

Monitor: Do students provide specific and actionable feedback to a peer by using the checklist?

Offer Immediate Support: If students need additional support providing feedback, ask these questions: Will your partner's intended audience understand the information? If not, where can your partner add more information or provide an explanation or a description?

Plan Future Practice: Students practice providing peer feedback for the presentation of the End-of-Module Task in lesson 35.

5. Display the Homophones list. Remind students that using an incorrect homophone in writing can cause confusion. Tell students to read the list of homophones. Instruct students to read their partner's draft and provide feedback about any misused homophones.

Language Support

Remind students that a homophone is a word that is pronounced like another word but has a different meaning, origin, or spelling. Consider pairing multilingual learners with native English speakers to support identification of homophones in student writing.

6. Instruct students to share feedback with their partners. Encourage students to ask clarifying questions about the feedback they receive and to seek additional feedback as needed.

Write | Revise a Written Component | 25 minutes

1. Remind students that using the checklist to perform a review of their own drafts can also help strengthen their writing.
 2. Instruct students to use the checklist to review their drafts. Remind students that their purpose in writing is to share knowledge that answers a research question about their chosen individual. To do that, they should ensure their writing conveys important information in a way that is appropriate for their intended audience and purpose.
 3.  **Introduce the learning task.** Instruct students to revise their written component using their partner's feedback and their self-review.
-

Analyze Student Progress

Monitor: Do students make revisions that strengthen their writing using peer feedback and their self-review?

Offer Immediate Support: If students need additional support revising their work, instruct them to add any important information they discovered was missing during their peer reviews and self-reviews. Then tell students to read their written components and revise to make that information easy for their audience to understand.

Plan Future Practice: Students practice using peer feedback to revise their presentation of the End-of-Module Task in lesson 35.

4. Tell students that in the next lesson they will focus on the speaking and visual components of the End-of-Module Task.

LAND 5 minutes

Synthesize Learning

1. Direct attention to the ELA Knowledge Chart, and facilitate a brief discussion of the following questions to help students articulate the knowledge they built during the lesson:

 **What important knowledge did you build about English language arts?**

 **How did reviewing someone else's writing help you grow as a writer?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking this question: How did your peer's feedback guide the revision of your written component?

2. Add a few student-generated knowledge statements to the chart.

ACHIEVEMENT DESCRIPTORS

CP Compose and Present Content

CP.3.4 Content

CP.4.4 Structure

CP.5.4 Language: CP.5.4.B

CP.6.4 Revision

CP.7.4 Editing

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence

BU.3.4 Conversation and Collaboration: BU.3.4.B, BU.3.4.F, BU.3.4.G

BU.4.4 Expression

DF **Develop Foundations**

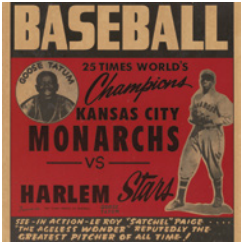
DF.4.4 High-Frequency and Irregularly Spelled Words: DF.4.4.A

DM **Develop Metacognition**

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 34

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students use two organizers to prepare what they will share orally and visually with an audience for the End-of-Module Task. Students respond to questions to plan the spoken component of the End-of-Module Task, and they draw a sketch to plan the elements of the visual component. Then students create their visual displays.

Learning Goals

Plan the spoken component of the End-of-Module Task.

 **LEARNING TASK:** Respond to questions in the Spoken Component Organizer for the End-of-Module Task about how to share information orally with a specific audience.

Plan the visual component of the End-of-Module Task.

 **LEARNING TASK:** Draw a sketch in the Visual Component Organizer for the End-of-Module Task to organize the elements of a visual display.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Prepare to Share Research Orally
- **Write:** Prepare to Share Research Visually

LAND

Synthesize Learning

Materials

TEACHER

- *We Are the Ship*
- Checklist for the End-of-Module Task (*Learn* book, Writing)

STUDENTS

- Spoken Component Organizer for the End-of-Module Task (*Learn* book, Writing)
- Module Task 1 (*Learn* book, Writing)
- End-of-Module Task (*Learn* book, Writing)
- Planner for the End-of-Module Task (*Learn* book, Writing)
- Visual Component Organizer for the End-of-Module Task (*Learn* book, Writing)
- resources to create visual display

Preparation

- Review journal entries from lesson 31 to identify and supply materials or digital resources students need to create the spoken and visual components of their presentation.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Essential Question: How can individuals contribute to a collective legacy?
3. Tell students that they will plan the spoken and visual components of the End-of-Module Task.

LEARN 53 minutes

Write | Prepare to Share Research Orally | 18 minutes

1. Remind students of the purpose of the End-of-Module Task: to share information about an important person from the Negro Leagues through writing, speaking, and a visual display. Ask these questions:

☞ **Which component of the End-of-Module Task have you completed?**

☞ **Which components do you still need to do?**

Reinforce the correct responses:

- **completed**—written component
 - **need to do**—spoken and visual components
2. Tell students that they will first plan the spoken component. Explain that to plan the spoken component, students will consider what information they want to share with their audience and how they will share that information. Display the Spoken Component Organizer for the End-of-Module Task, and direct students to the page in their *Learn* book.

Spoken Component Organizer		
End-of-Module Task Respond to the questions.		
How will you introduce your person?	How will you tell who your person was and what their legacy is?	How will you end your presentation?

ARTS & LETTERS | © Great Minds PBC

7.  **Introduce the learning task.** Instruct students to plan their spoken component by responding to the questions in their organizers with details from their research.

Language Support

Allow students to orally rehearse responses to the questions.

Analyze Student Progress

Monitor: Do students' answers to the questions clearly show how they will orally share their research with their selected audience?

Offer Immediate Support: If students need additional support planning their spoken component, tell them to pretend that they are a member of their intended audience. Ask these questions: If you were sitting in the audience, what information would you want to hear about your selected individual? In what order would you want to hear that information?

Plan Future Practice: There is no additional instruction on planning a spoken component that shares research in this level.

8. Display the Checklist for the End-of-Module Task. Tell students that completing the three questions in the organizer will help them meet these criteria:
- speaks about research findings in an organized manner
 - shares relevant facts and details when speaking about research findings

Checklist		Review 1	Review 2
End-of-Module Task Prompt Use writing, speaking, and a visual display to present your research about an important individual from the Negro Leagues to a specific audience.			
Knowledge			
shows knowledge of the research topic	☐	☐	
Writing, Speaking, and Visual Display			
uses writing, speaking, and a visual display to convey important research findings	☐	☐	
writes in a way that is appropriate to audience and purpose	☐	☐	
speaks about research findings in an organized manner	☐	☐	
speaks in a way that is appropriate to audience and purpose	☐	☐	
shares relevant facts and details when speaking about research findings	☐	☐	
has a visual display that is appropriate to audience and purpose	☐	☐	
has a visual display that enhances research findings	☐	☐	

Write | Prepare to Share Research Visually | 35 minutes

1. Direct attention to and read aloud these criteria in the checklist:
 - has a visual display that is appropriate to audience and purpose
 - has a visual display that enhances research findings
2. Tell students to consider the visuals they created in previous modules and the illustrations you used in your presentation about Rube Foster. Ask this question:

... **How can visuals help or engage an audience?**

Key Ideas

- draw the audience's attention to important ideas or events
- explain complex ideas
- show the audience characters, settings, or events

Reinforce that visuals support an audience's understanding of ideas. Explain that for this task, the visual display will help their audience better understand their chosen individual and enhance their presentation.

3. Direct students to the Planner for the End-of-Module Task, located in the *Learn* book. Instruct students to discuss these questions with a partner:

... **What visual display do you plan to create?**

... **Who is your audience?**

... **How will your visual display help or engage your audience?**

Planner

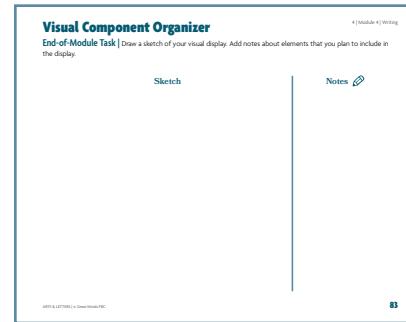
End-of-Module Task | Add at least two audiences to the Audience column. Then, add written, spoken, and visual components for each audience to the other columns. Finally, select an audience and the components for your presentation by circling one choice in each column.

Audience	Written	Spoken	Visual

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Encourage students to offer suggestions on elements their partner could include in their visual display to help or engage their intended audience.

4.  **Introduce the learning task.** Explain that just as an organizer helped students plan the spoken component, an organizer can help them plan the visual component. Direct students to the Visual Component Organizer for the End-of-Module Task, located in the *Learn* book. Instruct students to read the directions and complete the organizer. Remind students to consider elements that will help or engage their audiences.



Analyze Student Progress

Monitor: Do students' responses demonstrate an understanding of how a visual display enhances a presentation?

Offer Immediate Support: If students need additional support completing the organizer, ask this question: What can you show your audience to help them understand what you are telling them?

Plan Future Practice: There is no additional instruction on planning a visual component that shares research in this level.

5. As students complete their organizers, instruct them to create the visual displays that they will share during their presentations.
6. Tell students that they will have some time to complete their visual components in the next lesson.

LAND 5 minutes

Synthesize Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion of the following questions to help students articulate the knowledge they built during the lesson:
 -  **What important knowledge did you express in your visual display?**
 -  **What helped you communicate your ideas visually?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn to do as a reader?
- What did you learn to do as a writer?
- What did you learn from planning the spoken and visual components of a presentation?

2. Add a few student-generated knowledge statements to the charts.

ACHIEVEMENT DESCRIPTORS

CP Compose and Present Content

CP.2.4 Planning: CP.2.4.D

CP.3.4 Content: CP.3.4.A, CP.3.4.A.f

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence

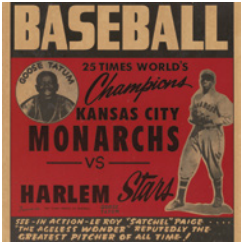
BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 35

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students identify the characteristics of an effective presenter. Then they use those characteristics to rehearse their presentations and provide feedback to a peer.

Learning Goal

Provide peer feedback on the spoken component of the End-of-Module Task.

 **LEARNING TASK:** Use the characteristics of an effective presenter to give feedback to a peer on the spoken component of the End-of-Module Task.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Provide Feedback for a Presentation

LAND

Synthesize Learning

Materials

TEACHER

- *We Are the Ship*
- Checklist for the End-of-Module Task (*Learn* book, Writing)

STUDENTS

- Spoken Component Organizer for the End-of-Module Task (*Learn* book, Writing)
- student-created visual display (lesson 34)

Preparation

- Save the Presenter Characteristics list to use in lesson 36. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display *We Are the Ship*.
2. Display and Choral Read the Essential Question: How can individuals contribute to a collective legacy?
3. Tell students that they will rehearse their research presentation.

LEARN 53 minutes

Write | Provide Feedback for a Presentation | 53 minutes

Teacher Note

At the start of this lesson, students will be at different phases in creating the visual component of the End-of-Module Task. Some students may require additional time to complete the visual displays from the previous lesson. Take into account your students' progress toward completion, and adjust the timing of this lesson as needed.

1. Remind students that in the previous lesson they determined what information they want to share in a presentation and how they will share it. Display the Checklist for the End-of-Module Task. Read aloud this criterion: speaks in a way that is appropriate to audience and purpose. Tell students to recall presentations they have heard in the past. Assess and activate prior knowledge by posing this prompt:

 **Describe the characteristics of an effective presenter.**

Checklist		Review 1	Review 2
End-of-Module Task Prompt: Use writing, speaking, and a visual display to present your research about an important individual from the Negro Leagues to a specific audience.			
Knowledge			
shows knowledge of the research topic	☐	☐	
Writing, Speaking, and Visual Display			
uses writing, speaking, and a visual display to convey important research findings	☐	☐	
writes in a way that is appropriate to audience and purpose	☐	☐	
speaks about research findings in an organized manner	☐	☐	
speaks in a way that is appropriate to audience and purpose	☐	☐	
shares relevant facts and details when speaking about research findings	☐	☐	
has a visual display that is appropriate to audience and purpose	☐	☐	
has a visual display that enhances research findings	☐	☐	

Differentiation Support

To help students describe an effective presenter, ask these questions:

- What does an effective presenter do to engage their audience?
- How do they use their voice?
- How do they use their eyes?

As students share, begin a list (e.g., on chart paper) with the title **Presenter Characteristics** and add responses to it.

Key Ideas

- maintains eye contact with the audience
- speaks loudly enough for the audience to hear them
- speaks at a rate the audience can understand
- speaks with expression

2. Add the phrase “uses language that is appropriate to the audience and type of presentation” to the list. Tell students that effective presenters know when to use formal, or very correct, language and when to use informal, or everyday, language. Remind students that the decision to use formal or informal language depends on the type of presentation and the audience. Instruct students to Think–Pair–Share to answer these questions:



When would a presenter use formal language?



When would a presenter use informal language?

Language Support

To help students identify presentations and audiences, display the Speaking list and the Audience list from lesson 17.

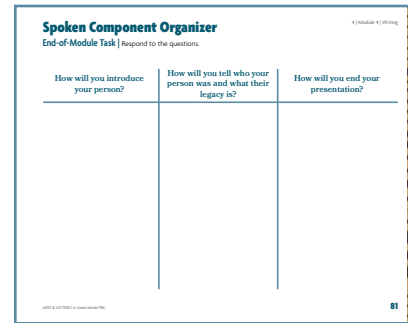
Key Ideas

- **formal language:** oral report for a teacher, news report for community members, slideshow for classmates
- **informal language:** group discussion with classmates, podcast with friends, reading of a story for younger children

3. Tell students to think about the intended audience for their presentations. Instruct students to use a nonverbal signal (e.g., raising their right hand for formal language or raising their left hand for informal language) to answer this question:

 **Which type of language is appropriate for your audience and presentation?**

4. Direct students to the Spoken Component Organizer for the End-of-Module Task, located in the *Learn* book. Instruct students to use the organizer, the Presenter Characteristics list, and their visual display to independently rehearse their presentations.
5.  **Introduce the learning task.** Instruct students to rehearse their presentation with a partner. Tell them to take turns providing feedback by using the criteria in the Presenter Characteristics list.



Spoken Component Organizer End-of-Module Task Respond to the questions.		
How will you introduce your person?	How will you tell who your person was and what their legacy is?	How will you end your presentation?

Teacher Note

Consider pairing students whose presentations focus on different individuals.

Analyze Student Progress

Monitor: Do students provide specific and actionable feedback to a peer by using the Presenter Characteristics list?

Offer Immediate Support: If students need additional support providing feedback, instruct them to identify one area from the Presenter Characteristics list in which their partner did well and one area in which their partner could improve.

Plan Future Practice: There is no additional instruction on providing feedback for a presentation that shares research in this level.

6. Instruct students to practice their presentations again, incorporating the feedback they received from their partners.
7. Tell students that in the next lesson they will share their final presentations.

LAND 5 minutes**Synthesize Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion of the following questions to help students articulate the knowledge they built during the lesson:



What important knowledge did you build about formal and informal language?



How did providing feedback to a peer help you grow as a presenter?

Teacher Note

As needed, prompt students to reflect on what they learned by asking this question: How did your peer's feedback guide the revision of your presentation?

2. Add a few student-generated knowledge statements to the chart.

ACHIEVEMENT DESCRIPTORS**CP****Compose and Present Content**

CP.1.4 Genre: CP.1.4.E

CP.3.4 Content: CP.3.4.A, CP.3.4.A.b, CP.3.4.A.f

CP.4.4 Structure: CP.4.4.B, CP.4.4.B.g

CP.8.4 Presentation: CP.8.4.A, CP.8.4.B

BU**Build Understanding**

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence

BU.3.4 Conversation and Collaboration: BU.3.4.F

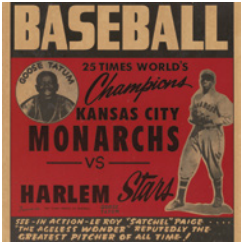
BU.4.4 Expression

DM **Develop Metacognition**

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 36

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students discuss the characteristics of an effective presenter and an active listener. Students present what they learned about their research topic and participate as active audience members.

Learning Goal

For the End-of-Module Task, share research findings.

 **LEARNING TASK:** For the End-of-Module Task, share research findings through a spoken and visual presentation.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Prepare:** Discuss Presenter and Audience Expectations
- **Present:** Share Findings

LAND

Synthesize Learning

Materials

TEACHER

- Research Process (Reference Charts appendix)

STUDENTS

- End-of-Module Task (*Learn* book)
- Spoken Component Organizer for the End-of-Module Task (*Learn* book)
- student-created visual display (lesson 34)

Preparation

- Prepare materials for the selected options in the Prepare and Present sections.
- Depending on the options you choose, consider planning for more than the typical 60 minutes recommended for a lesson.

Follow-Up

- none

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How can individuals contribute to a collective legacy?
2. Tell students that in this lesson they will present their research findings.
3. Display Research Process, and direct attention to the final step: Share findings. Facilitate a brief discussion about how students have prepared to share their research findings.

LEARN 53 minutes

Prepare | Discuss Presenter and Audience Expectations | 8 minutes

1. Facilitate a brief discussion about the characteristics of an effective presenter.

Language Support

To help students describe an effective presenter, display the Presenter Characteristics list from lesson 35.

Key Ideas

- maintains eye contact with the audience
- speaks loudly enough for the audience to hear them
- speaks at a rate the audience can understand
- speaks with expression
- uses language that is appropriate to the audience and type of presentation

2. Facilitate a brief discussion about how to be an active listener as part of an engaged audience.

Key Ideas

- Listen closely to what the presenter is sharing.
- Turn your body toward the presenter.
- Be attentive.
- Think of questions about the presentation.

3. Choose one of the following audience engagement activities, or plan your own:

- During the presentations, students write down any module words they hear.
- During the presentations, students write down one new fact they learned, a question they have, or one thing they are interested in learning more about.
- After each presentation, students add new knowledge about the presenter's topic to their World Knowledge Statements for Module 4, located in the *Learn* book.

4. Introduce the activity and explain the expectations.

Present | Share Findings | 45 minutes

1. Choose one of the following options for student presentations, or plan your own:

- **Individual presentations**—Each student presents their research to the whole class or a larger audience (e.g., family, friends, another class).
- **Small groups**—Form small groups. Each student presents their research to their group.
- **Recorded**—Each student records their presentation in a digital format and uploads it to a shared space for others to view.

2.  **Introduce the learning task.** Instruct students to present their End-of-Module Task. Instruct audience members to participate as active listeners.

Analyze Student Progress

Following completion of the End-of-Module Task, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students.

LAND 5 minutes

Synthesize Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion of the following question to help students articulate the knowledge they built during the lesson:

 **What did you learn from presenting or listening to your classmates' presentations?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about important individuals from the Negro Leagues?
 - What did you learn to do as a speaker or audience member?
2. Add a few student-generated knowledge statements to the charts.

ACHIEVEMENT DESCRIPTORS

CP Compose and Present Content

CP.1.4 Genre: CP.1.4.E

CP.3.4 Content: CP.3.4.A, CP.3.4.A.b, CP.3.4.A.f

CP.4.4 Structure: CP.4.4.B, CP.4.4.B.g

CP.8.4 Presentation: CP.8.4.A, CP.8.4.B

BU Build Understanding

BU.1.4 Inquiry and Credibility: BU.1.4.A

BU.2.4 Discovery and Evidence

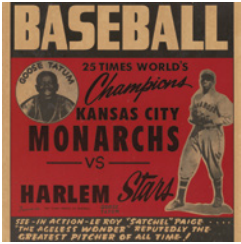
BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 37

Essential Question | How can individuals contribute to a collective legacy?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students revisit the module texts to identify attributes of individuals who participated in Negro League baseball. During a Socratic seminar, students use textual evidence to discuss which attribute was most important in creating the legacy of Negro League baseball.

Learning Goal

Apply knowledge of how the attributes of a group created the legacy of Negro League baseball.

 **LEARNING TASK:** Following a Socratic seminar, add to or revise a response based on ideas that other students shared during the discussion.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss Module Knowledge

LAND

Synthesize Learning

Materials

TEACHER

- all module texts

STUDENTS

- all module texts
- journal
- Talking Tool (*Learn* book)

Preparation

- Determine how to display the prompts for the Chalk Talk. See the Read section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display all module texts.
2. Display and Choral Read the Essential Question: How can individuals contribute to a collective legacy?
3. Tell students that they will discuss in a Socratic seminar how a group of individuals influenced the legacy of Negro League baseball.

LEARN 53 minutes

Read | Prepare for a Discussion | 30 minutes

1. Display and read aloud the following passage from *We Are the Ship*: “If there had been no such thing as a Negro League, there would have been no Jackie Robinson or Willie Mays or Hank Aaron. These guys stand on our shoulders. We cleared the way for them and changed the course of history” (78).
2. Remind students that Jackie Robinson, Willie Mays, and Hank Aaron were Black baseball players who played in the major leagues. Ask this question:

 **What does it mean when the author says, “These guys stand on our shoulders”?**

Reinforce the correct response: The Negro League players paved the way for other Black baseball players to play in the major leagues.

3. Ask these questions:

 **Who participated in Negro League baseball?**

 **What brought them together?**

Key Ideas

- **who:** baseball players, managers, and owners; specific people such as Rube Foster, Satchel Paige, Martín Dihigo, Mamie “Peanut” Johnson
- **what:** They shared a passion for the sport.

4. Display all module texts. Tell students that they will use the texts to review the memorable characteristics of a few of the individuals who participated in the Negro Leagues. Remind students that the index in *We Are the Ship* can help them locate information about some of the people.
5. Display the following prompts around the room.
 - Describe the memorable characteristics of Cool Papa Bell.
 - Describe the memorable characteristics of Rube Foster.
 - Describe the memorable characteristics of Jackie Robinson.
 - Describe the memorable characteristics of Toni Stone.
 - Describe the memorable characteristics of _____.

Invite students to share names of individuals from the Negro Leagues to complete the fifth prompt. Conduct a class vote to select one individual, and add their name to the prompt.

Instruct students to begin a Chalk Talk.

Differentiation Support

To help students identify memorable characteristics, ask these questions:

- What is this person known for?
- What talents did this person have?
- How would you describe this person’s personality?

6. Look for students to address key ideas in their silent discussions.

Key Ideas

- **Cool Papa Bell:** fastest base runner, athletic, never tired, quiet, called “Cool Papa” because he was easygoing
- **Rube Foster:** player, manager, owner, founder of the Negro National League, wanted the league to be professional, invented the bunt-and-run
- **Jackie Robinson:** first Black player in the major leagues, could control his temper even when people called him names, loving father, Rookie of the Year
- **Toni Stone:** first woman to play in the Negro Leagues, refused to wear a skirt, hit a ball pitched by Satchel Paige, indifferent to male critics

7. Tell students to consider the characteristics of all the individuals. Instruct students to Think–Pair–Share to answer this question:



What attributes do this group of people share?

Language Support

To help students identify shared attributes, tell them to consider adjectives that describe the entire group. Remind students that adjectives often answer the question *what kind?* Provide an example of an adjective that describes the kind of people who are included in the group (e.g., brave). Then ask this question: What is another word that describes the kind of people who are part of this group?

As students share, begin a list (e.g., on chart paper) of attributes.

Key Ideas

- elite baseball skills
- courage in the face of challenges
- dedication to the sport
- determination to display talent even during difficult times
- confidence in their abilities
- competitive spirit

8. Direct students to their journals. Instruct students to write a response to this question: Which attribute was most important in creating the legacy of Negro League baseball? Tell students to support their thinking with evidence from the module texts.

Respond | Discuss Module Knowledge | 23 minutes

1. Remind students that they have been practicing speaking and listening goals during this module. Ask this question:

 **What are the two speaking and listening goals?**

Reinforce the correct responses:

- Adjust your speech to match your audience, setting, and purpose.
 - Elaborate on the evidence you use.
2. Direct students to the Talking Tool, located in the *Learn* book. Tell students to read the sentence frames. Instruct students to share with a partner the sentence frames that they think will help them meet the speaking and listening goals.

Teacher Note

During the discussion, use the Module 4 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward these goals.

3. Explain that students will now engage in a Socratic seminar. If possible, arrange students in a circle for the discussion, and tell them to bring their journals and module texts with them. Begin the discussion by asking this question:

 **Which attribute was most important in creating the legacy of Negro League baseball?**

Teacher Note

To extend the discussion, ask questions such as these:

- How does this attribute contribute to the legacy of Negro League baseball?
- Why is one attribute more important than another?

4. Bring the Socratic seminar to a close. Tell students that they will engage in a Socratic seminar again in level 5.
5.  **Introduce the learning task.** Direct students to the responses they wrote in their journals. Instruct them to Jot–Pair–Share to add to or revise their responses based on ideas heard during the Socratic seminar discussion.

Analyze Student Progress

Monitor: Do students' responses reflect deep thinking about the ideas presented during the Socratic seminar and how those ideas strengthen or change their original responses?

Offer Immediate Support: If students need additional support considering new ideas, ask this question: What new or different idea about the individuals did you hear during the discussion?

Plan Future Practice: There is no additional instruction on speaking and listening skills in this level.

6. Invite a few students to share how the discussion changed or strengthened their original responses.

LAND 5 minutes

Synthesize Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion of the following question to help students articulate the knowledge they built during the lesson:



What did you learn by discussing how the attributes of a group contributed to the legacy of Negro League baseball?

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from listening to your classmates' ideas?
- How did the speaking and listening goals help you participate in the discussion?

2. Add a few student-generated knowledge statements to the charts.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: MM.1.4.A, MM.1.4.B

MM.2.4 Theme and Central Idea: MM.2.4.A, MM.2.4.B, MM.2.4.C, MM.2.4.D

MM.5.4 Vocabulary: MM.5.4.A, MM.5.4.A.b, MM.5.4.A.c, MM.5.4.B, MM.5.4.B.b

MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.a, MM.12.4.B.b

CP Compose and Present Content

CP.5.4 Language: CP.5.4.B

CP.8.4 Presentation: CP.8.4.A, CP.8.4.B

BU Build Understanding

BU.3.4 Conversation and Collaboration: BU.3.4.A, BU.3.4.B, BU.3.4.C, BU.3.4.D, BU.3.4.E

BU.4.4 Expression

DM Develop Metacognition

DM.1.4 Content Stages: DM.1.4.E

DM.3.4 Schema Building

DM.4.4 Reflection and Evaluation



Lesson 38

Essential Question | How can individuals contribute to a collective legacy?

OVERVIEW

Preview

In this lesson, students complete Reading Comprehension Assessment 2. In the first section of the assessment, students demonstrate their fluency by reading aloud an excerpt from the assessment text. In the second section, students demonstrate their knowledge by answering questions about important words and concepts in the module. In the third section, students expand their knowledge by applying comprehension skills to the assessment text. In the fourth section, students evaluate their confidence about the assessment and identify challenges posed by the assessment text. After completing the assessment, students read from a volume of reading text.

Learning Goal

Demonstrate knowledge of a sports figure and apply reading comprehension skills to a new text related to the sports figure.

 **LEARNING TASK:** Complete Reading Comprehension Assessment 2.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Respond:** Complete an Assessment
- **Read:** Read More About the Negro Leagues

LAND

Revisit the Essential Question

Materials

TEACHER

- text for Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)

STUDENTS

- Reading Comprehension Assessment 2 (Assessment Guide or digital platform)

Preparation

- Refer to the Assessment Guide for information on how to administer Reading Comprehension Assessment 2.
- Select volume of reading books for the Read section.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How can individuals contribute to a collective legacy?
2. Tell students that in this lesson they will show and grow what they know about a sports figure by completing an assessment. Reinforce that the text students read during the assessment will add to their understanding of the Essential Question.

LEARN 55 minutes

Respond | Complete an Assessment | 40 minutes

1.  **Introduce the learning task.** Tell students that they will complete an assessment. Explain that the assessment includes four sections. In the first section, students demonstrate fluency by reading aloud a new text related to a sports figure. In the second section, they answer questions related to important words and ideas in the module. In the third section, they closely reread the new text and answer questions about the text. In the fourth section, they evaluate their answers and identify challenges.
2. Administer the assessment according to the instructions in the Assessment Guide.

Teacher Notes

Students may complete Reading Comprehension Assessment 2 on paper or on the digital platform. Using the platform gives students experience with technology-enhanced assessments.

As needed, adjust instruction in the next section to allow students time to complete the assessment.

Analyze Student Progress

Refer to the Assessment Guide for next steps following Reading Comprehension Assessment 2. Use this information to plan responsive teaching for lesson 39.

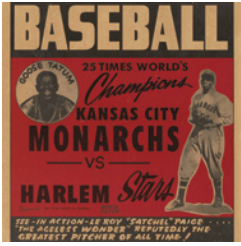
Read | Read More About the Negro Leagues | 15 minutes

1. Instruct students who completed the assessment to read a volume of reading book. Those who are still working on the assessment can read a volume of reading book during the regularly scheduled volume of reading time.

LAND 3 minutes**Revisit the Essential Question**

1. Instruct students to share with a partner one thing they learned about a sports figure from the text for Reading Comprehension Assessment 2.
2. Tell students that they will continue to discuss what they have learned about how individuals contribute to a collective legacy during the module finale lessons.

ACHIEVEMENT DESCRIPTOR**DM** Develop Metacognition**DM.3.4 Schema Building**



Lesson 39

Essential Question | How can individuals contribute to a collective legacy?

OVERVIEW

Preview

In this Responsive Teaching lesson, students follow along and listen closely to another reading of the text for Reading Comprehension Assessment 2. They discuss assessment questions they might have missed to explain how to identify the correct answers. The lesson concludes with an opportunity for students to engage in work with a prefix and module terms. Reviewing the assessment, prefix, and module terms solidifies students' understanding of baseball and prepares them to continue building their knowledge.

Learning Goal

Analyze relevant questions on Reading Comprehension Assessment 2.



LEARNING TASK: Explain how to identify correct answers for relevant questions on Reading Comprehension Assessment 2.

Vocabulary

all module 4 terms

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Listen Closely to the Assessment Text
- **Respond:** Revisit the Assessment
- **Engage:** Build Vocabulary

LAND

Reflect on the Assessment

Materials

TEACHER

- text for Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)
- all module 4 Knowledge Cards

STUDENTS

- Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Glossary for Module 4 (*Learn* book)
- Word Parts Web for *pro-* (*Learn* book)

Preparation

- Use the student performance data from Reading Comprehension Assessment 2 to determine which questions to review in this lesson. Refer to the Assessment Guide for additional information.
- Use the student performance data from the second section of Reading Comprehension Assessment 2 to identify module terms to highlight for review. Then review the options in the Engage section. Depending on the option you choose, gather the necessary Knowledge Cards and materials.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How can individuals contribute to a collective legacy?
2. Tell students that they will listen to and follow along with the text for Reading Comprehension Assessment 2 and discuss some of the questions. Emphasize that revisiting the text and assessment helps students deepen their knowledge, respond to the Essential Question, and strengthen their reading comprehension skills.

LEARN 55 minutes

Read | Listen Closely to the Assessment Text | 10 minutes

1. Read aloud the text for Reading Comprehension Assessment 2, modeling fluent reading.

Respond | Revisit the Assessment | 25 minutes

1.  **Introduce the learning task.** Display selected questions from Reading Comprehension Assessment 2. Explain that the class will discuss these questions to understand how to identify the correct answers.
2. Refer to the Assessment Guide for information on responsive teaching for Reading Comprehension Assessment 2.

Analyze Student Progress

Monitor: Do students explain how to identify the correct answers for items reviewed on Reading Comprehension Assessment 2?

Offer Immediate Support: If students need additional support explaining how they arrived at the correct answers, think aloud to model an explanation before having students practice in pairs.

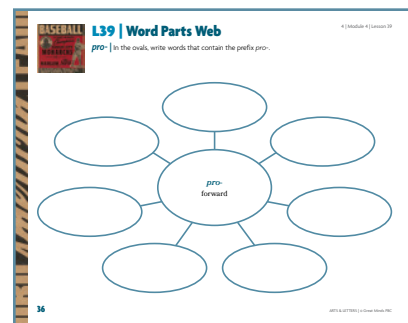
Plan Future Practice: There is no additional practice discussing responses to an assessment in this level.

Engage | Build Vocabulary | 20 minutes

1. Remind students that knowing the definition of a prefix can help readers understand the meanings of new words. Direct students to the term *professional* in the Glossary for Module 4, located in the *Learn* book. Invite a few students to identify the prefix and share the prefix's definition. Reinforce the correct response: *pro-* means "forward."
2. Direct students to the Word Parts Web for *pro-*, located in the *Learn* book. Instruct students to work with a partner to brainstorm words that contain the prefix *pro-* and then add those words to their webs. Tell students to use glossaries and dictionaries as needed.

Language Support

To leverage students' home languages as resources to support learning, prompt students to make cross-linguistic connections between their home languages and English through cognates and morphology.



3. Invite a few students to share their words. Students may generate words such as these: *product*, *program*, *progress*, *project*, *promise*, *promote*, *propel*. Correct any misunderstandings or misapplied affixes.
4. Instruct students to choose two or three words on their web and quickly sketch an image to illustrate each word. Tell students to add their drawings underneath or next to the words they represent.

5. Invite a few students to share one of their drawings. Ask these questions:



What do you notice about the drawings?



How do they relate to the meaning of *pro*-?

6. Remind students that there are other ways to build their knowledge of vocabulary. Use Knowledge Cards to review terms and definitions introduced in previous lessons. Select terms for students to use in one of the following vocabulary activities.
- **Share What You Know:** Choose one Knowledge Card, and read aloud the term and definition. Direct students to World Knowledge Statements for Module 4, located in the *Learn* book. Instruct students to write a knowledge statement containing the term and then share it with a partner. Invite pairs to share with the class. Repeat the activity by choosing another card.
 - **Link-Up:** Assign two Knowledge Cards to each student. Invite students to find a partner. Instruct pairs to create complete sentences using two of the assigned terms. Invite pairs to share their sentences with the class. Instruct students to find another partner and repeat the activity.

Teacher Note

Reviewing Knowledge Cards offers an opportunity to deepen the knowledge of the module. Consider which Knowledge Threads to elevate when selecting terms for the activity. Find the Knowledge Threads in the module overview.

LAND 3 minutes**Reflect on the Assessment**

1. Instruct students to share with a partner one thing they learned as they worked through assessment questions with the class.
2. Direct attention to both knowledge charts, and facilitate a brief discussion of this question:



Now that we've studied baseball and the Negro Leagues, what are you interested in learning more about?

Teacher Note

As needed, prompt students to reflect on the questions in their Notice and Wonder Charts from the module, located in the *Learn* book.

ACHIEVEMENT DESCRIPTORS**Make Meaning from Texts**

MM.1.4 Comprehension and Evidence: MM.1.4.B

MM.5.4 Vocabulary: MM.5.4.A.d

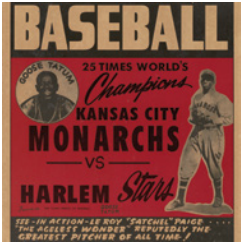
MM.12.4 Complexity, Diversity, and Genre: MM.12.4.B, MM.12.4.B.a

**Build Understanding**

BU.2.4 Discovery and Evidence

**Develop Metacognition**

DM.4.4 Reflection and Evaluation



Lesson 40

Essential Question | How can individuals contribute to a collective legacy?

OVERVIEW

Preview

In this closing Bookend lesson, students reflect on the module topic and Essential Question. Students share what they learned about baseball and Negro League baseball. They continue to engage with the module topic through an experience that the teacher chooses. Students may explore local athletics, experience a baseball game, read a book about baseball, or engage in a teacher-created experience.

Learning Goals

- Share knowledge gained from the module about baseball and Negro League baseball.
- Reflect on the module topic.

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Share:** Discuss New Knowledge
- **Engage:** Explore, Experience, or Read

LAND

Revisit the Essential Question

Vocabulary

none

Materials and Preparation

- Prepare materials for the selected activity in the Engage section.
- Depending on the option you choose, consider planning for more than the typical 60 minutes recommended for a lesson.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Tell students that today is the final day of the fourth module.
2. Display and Choral Read the Essential Question: How can individuals contribute to a collective legacy?

Teacher Note

Customize this lesson's content to incorporate your school's regional geography, the community's resources, and the area's history. Use the activities to activate and honor students' funds of knowledge, including their home life, languages, and experiences.

LEARN 53 minutes

Share | Discuss New Knowledge | 8 minutes

1. Tell students that they will share what they have learned about the module topic. Instruct students to Think–Pair–Share to answer these questions:

 **What did you learn about Negro League baseball that you did not know before?**

 **What text or work of art in this module is most interesting to you? Why?**

 **What more do you want to learn about Negro League baseball?**

Engage | Explore, Experience, or Read | 45 minutes

Choose an Explore, Experience, or Read activity to engage students with the module topic. Plan your own activity or choose an option below.

Option 1 | **Explore** Local Athletics

1. Invite a local athlete, coach, or individual involved in sports to speak to your class about their role.
2. Encourage students to prepare and ask questions about the following topics:
 - the guest's passion for their sport
 - barriers and challenges the guest has faced
 - the guest's successes and accomplishments
3. Invite students to share what they learned from the guest.

Option 2 | **Experience** a Baseball Game

1. Plan a virtual or in-person viewing of a baseball game.

Teacher Note

As an alternative to viewing or attending a baseball game, organize a baseball game outdoors for students.

2. After the baseball game, invite students to share their reflections about the experience.

Option 3 | **Read** a Text About the Negro Leagues

1. Read aloud, or instruct students to read, a volume of reading text about the Negro Leagues.
2. Facilitate a discussion of the knowledge gained from the text and connections to other module texts.

LAND 5 minutes**Revisit the Essential Question**

1. Facilitate a brief discussion to connect what students experienced in this lesson to the Essential Question. Consider using one of the following questions, based on each option from the Engage section, to initiate the discussion:
 - **Option 1**—How does research help people build their knowledge about a topic?
 - **Option 2**—Why do people play baseball or watch baseball games?
 - **Option 3**—What did you learn about baseball from this text?
2. Reinforce that students have built a lot of knowledge about baseball and the Negro Leagues. Encourage students to continue seeking knowledge about baseball and the Negro Leagues.

ACHIEVEMENT DESCRIPTORS**BU** Build Understanding**BU.1.4 Inquiry and Credibility:** BU.1.4.B**BU.2.4 Discovery and Evidence****BU.4.4 Expression****DM** Develop Metacognition**DM.3.4 Schema Building****DM.4.4 Reflection and Evaluation**

Achievement Descriptors

Below is a list of the Achievement Descriptors by code and number. The following pages include a list of the specific grade-level Achievement Descriptors addressed in this module.

ACHIEVEMENT DESCRIPTOR NUMBERS BY STRAND

MM	Make Meaning from Texts
MM.1	Comprehension and Evidence
MM.2	Theme and Central Idea
MM.3	Summary
MM.4	Individuals, Events, and Ideas
MM.5	Vocabulary
MM.6	Diction
MM.7	Structure
MM.8	Point of View, Perspective, and Purpose
MM.9	Media
MM.10	Argument
MM.11	Connections
MM.12	Complexity, Diversity, and Genre

CP	Compose and Present Content
CP.1	Genre
CP.2	Planning
CP.3	Content
CP.4	Structure
CP.5	Language
CP.6	Revision
CP.7	Editing
CP.8	Presentation

BU	Build Understanding
BU.1	Inquiry and Credibility
BU.2	Discovery and Evidence
BU.3	Conversation and Collaboration
BU.4	Expression

DF	Develop Foundations
DF.1	Print Concepts
DF.2	Phonemic Awareness
DF.3	Phonics and Spelling

DF.4	High-Frequency and Irregularly Spelled Words
DF.5	Fluency
DF.6	Foundational Writing
DF.7	Capitalization
DF.8	Punctuation
DF.9	Nouns and Pronouns
DF.10	Verbs
DF.11	Adjectives and Adverbs
DF.12	Prepositions
DF.13	Sentence Construction

DM	Develop Metacognition
DM.1	Content Stages
DM.2	Comprehension Monitoring
DM.3	Schema Building
DM.4	Reflection and Evaluation

ACHIEVEMENT DESCRIPTORS IN MODULE 4

MM Make Meaning from Texts

MM.1.4 Comprehension and Evidence: Read, listen, or observe closely to comprehend a grade-level text, determining what it says explicitly, making logical inferences, and supporting observations, questions, and conclusions with specific textual evidence.

MM.1.4.A: Refer to details and examples in a literary text.

MM.1.4.B: Refer to details and examples in an informational text.

MM.2.4 Theme and Central Idea: Identify the themes and central ideas of a text and explain their development.

MM.2.4.A: Determine a theme of a literary text.

MM.2.4.B: Explain how key details in a literary text convey a theme.

MM.2.4.C: Determine the main idea of an informational text.

MM.2.4.D: Explain how key details in an informational text support the main idea.

MM.3.4 Summary: Summarize a text, including its key ideas and details.

MM.3.4.A: Summarize a literary text.

MM.3.4.B: Summarize an informational text.

MM.3.4.C: Paraphrase portions of a text read aloud or information presented in diverse media and formats.

MM.4.4 Individuals, Events, and Ideas: Explain how and why key individuals, events, and ideas of a text develop, relate, and interact.

MM.4.4.A: Describe characters, settings, or events, using specific details from a literary text.

MM.4.4.B: Explain events, procedures, ideas, or concepts, including what happened and why, using specific and relevant details from an informational text.

MM.5.4 Vocabulary: Determine the literal, connotative, and figurative meanings of words and phrases.

MM.5.4.A: Determine the literal meaning of unknown words and phrases.

MM.5.4.A.a: Determine the literal meaning of unknown words and phrases as they are used in a literary text.

MM.5.4.A.b: Determine the literal meaning of unknown words and phrases as they are used in an informational text.

MM.5.4.A.c: Use context (e.g., definitions, examples, restatements in text) as a clue to meaning.

MM.5.4.A.d: Use common grade-level Greek and Latin affixes and roots as clues to meaning.

MM.5.4.A.e: Consult reference materials to determine or clarify pronunciation or precise meaning.

MM.5.4.B: Determine the connotative and figurative meanings of words and phrases.

MM.5.4.B.a: Explain the meanings of simple similes and metaphors.

MM.5.4.B.b: Recognize and explain the meanings of common idioms, adages, and proverbs.

MM.5.4.B.c: Demonstrate understanding of words by relating them to antonyms and synonyms.

MM.5.4.C: Acquire grade-level academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that relate to a particular topic.

MM.7.4 Structure: Explain a text's structure, including how specific sentences, paragraphs, and larger portions of the text relate to each other and to the whole.

MM.7.4.C: Use terms (e.g., *chronology*, *comparison*, *cause and effect*, *problem and solution*) to describe the overall structure of events, ideas, concepts, or information in an informational text.

MM.8.4 Point of View, Perspective, and Purpose: Explain how the point of view, perspective, and purpose of a text shape its content and style.

MM.8.4.A: Compare the narrative points of view of two or more literary texts, describing differences between first and third person narration.

MM.9.4 Media: Analyze and evaluate how diverse media develop meaning, present information, and represent content within a text or across texts.

MM.9.4.B: Interpret information presented visually, orally, or quantitatively in an informational text, explaining how the information contributes to understanding the text.

MM.10.4 Argument: Determine the argument in a text.

MM.10.4.A: Explain how an author uses reasons and evidence to support particular points in a text.

MM.11.4 Connections: Analyze multiple texts that address similar themes or topics to build knowledge or to compare the authors' approaches.

MM.11.4.B: Integrate information from two informational texts about the same topic.

MM.12.4 Complexity, Diversity, and Genre: Read and comprehend texts of appropriate grade-level complexity across diverse cultures and multiple genres.

MM.12.4.B: Informational

MM.12.4.B.a: Literary nonfiction

MM.12.4.B.b: Informational

MM.12.4.C: Non-print

MM.12.4.C.b: Visual art

MM.12.4.C.c: Digital or multimedia

CP

Compose and Present Content

CP.1.4 Genre: Compose texts in a variety of genres over various timeframes.

CP.1.4.E: Speech or presentation

CP.1.4.H: Over a period of time

CP.2.4 Planning: Plan texts to respond to discipline-specific tasks for a variety of audiences and purposes.

CP.2.4.A: Unpack the task demands, purpose, and audience.

CP.2.4.B: Analyze a model to identify traits of an effectively written response.

CP.2.4.D: Plan a response by gathering and organizing ideas, details, and information from texts or experience.

CP.3.4 Content: Develop ideas and describe experiences using details and evidence appropriate to the task, purpose, and audience.

CP.3.4.A: Develop the content of the text.

CP.3.4.A.b: Develop ideas using facts, definitions, concrete details, quotations, or related information and examples.

CP.3.4.A.f: Include headings, illustrations, visual displays, or audio recordings when useful to clarify ideas or to develop central ideas or themes.

CP.3.4.B: Provide a list of sources.

CP.4.4 Structure: Organize content with an effective structure appropriate to the task, purpose, and audience.

CP.4.4.B: Organize the content and create cohesion.

CP.4.4.B.g: Present information in an organized manner.

CP.4.4.C: Provide a conclusion that relates to or follows from the content of the text.

CP.5.4 Language: Convey content with precise language appropriate to the task, purpose, and audience.

CP.5.4.B: Use with accuracy a variety of words and phrases, including academic and domain-specific words and words that signal precise actions, emotions, and states of being.

CP.6.4 Revision: With support, strengthen texts by revising, rewriting, or trying a new approach.

CP.7.4 Editing: Edit texts for conventions of academic English as appropriate to the task, purpose, and audience and for research style, including proper formatting of sources. (Refer to Develop Foundations strand for grade-level language expectations.)

CP.8.4 Presentation: Present or perform effectively, adapting speech so that listeners can hear, understand, and appreciate what is being conveyed.

CP.8.4.A: Speak clearly at an understandable pace.

CP.8.4.B: Differentiate between contexts that call for informal or academic English.

BU Build Understanding

BU.1.4 Inquiry and Credibility: Conduct inquiry-based research and determine the relevance of sources.

BU.1.4.A: Conduct short research projects, synthesizing information to build knowledge about a topic.

BU.1.4.B: With support, engage in experiences and activities to build knowledge about a topic.

BU.1.4.C: Select information from print and digital sources or experience.

BU.1.4.D: Determine information's relevance to answer a question.

BU.2.4 Discovery and Evidence: Use core practices to process textual evidence and information to support analysis, reflection, and research.

BU.2.4.A: Annotate a text to build understanding.

BU.2.4.B: Take notes and categorize information.

BU.2.4.C: Prepare for discussions by reading and studying required texts.

BU.3.4 Conversation and Collaboration: Engage effectively in discussions and collaborations with diverse partners, expressing ideas clearly.

BU.3.4.A: Draw upon preparation during collaborative discussion to explore ideas.

BU.3.4.B: Follow established rules for discussions and carry out assigned roles.

BU.3.4.C: Ask and answer questions to confirm understanding or verify information.

BU.3.4.D: Contribute comments to the discussion that relate directly to others' remarks.

BU.3.4.E: Review the key ideas expressed in discussion and explain one's own ideas in the context of information and ideas presented in discussion.

BU.3.4.F: Engage in peer review.

BU.4.4 Expression: Write, draw, act out, or speak to respond, to build knowledge, and to demonstrate understanding of a concept, topic, task, or text.

DF Develop Foundations

DF.3.4 Phonics and Spelling: Know and apply grade-level phonics and word analysis skills to decode and encode words.

DF.3.4.A: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words in and out of context.

DF.3.4.B: Spell grade-level-appropriate words correctly, consulting references as needed.

DF.4.4 High-Frequency and Irregularly Spelled Words: Read and write grade-level-appropriate high-frequency and irregularly spelled words.

DF.4.4.A: Correctly use frequently confused words (e.g., to, too, two; there, their).

DF.5.4 Fluency: Read grade-level texts with sufficient accuracy, phrasing, expression, and rate to support comprehension.

DF.5.4.A: Read with purpose and understanding.

DF.5.4.B: Read aloud with accuracy and appropriate phrasing, expression, and rate on successive readings.

DF.5.4.C: Confirm or self-correct word recognition and understanding using context and rereading as necessary.

DF.7.4 Capitalization: Use capitalization, following the conventions of academic English when writing.

DF.9.4 Nouns and Pronouns: Form and use nouns and pronouns, following the conventions of academic English when writing or speaking.

DF.9.4.A: Use relative pronouns.

DF.11.4 Adjectives and Adverbs: Form and use adjectives and adverbs, following the conventions of academic English when writing or speaking.

DF.11.4.A: Use relative adverbs.

DF.12.4 Prepositions: Form and use prepositions, following the conventions of academic English when writing or speaking.

DF.12.4.A: Form and use prepositional phrases.

DF.13.4 Sentence Construction: Produce, expand, and rearrange complete sentences for meaning, interest, and style when writing or speaking.

DF.13.4.A: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

DM Develop Metacognition

DM.1.4 Content Stages: Engage in deep reading through a predictable, structured progression of questions via the five Content Stages.

DM.1.4.A: Wonder

DM.1.4.B: Organize

DM.1.4.C: Reveal

DM.1.4.D: Distill

DM.1.4.E: Know

DM.2.4 Comprehension Monitoring: Monitor understanding of a text during and after reading.

DM.3.4 Schema Building: Connect new and existing knowledge to expand and revise understanding of a topic.

DM.4.4 Reflection and Evaluation: Reflect on and assess cognitive processes and performance for engaging in a task or reaching criteria for success, including making a plan for improvement.

Vocabulary

barrier (n.)

1. a law, rule, problem, etc. that makes something difficult or impossible
2. something that prevents or blocks movement from one place to another

lesson 27



collective (adj.)

shared or done by a group of people

lesson 1



courage (n.)

the ability to do something that you know is difficult or dangerous

lesson 28



dedication (n.)

a feeling of very strong support for or loyalty to someone or something

lesson 3

dignity (n.)

the quality of being worthy of honor or respect

lesson 5

eloquent (adj.)

1. having or showing the ability to use language clearly and effectively
2. clearly showing feeling or meaning

lesson 19

exhibition (n.)

a public display of athletic skill

lesson 15

harmony (n.)

1. the combination of different musical notes played or sung at the same time to produce a pleasing sound
2. the combination of separate but similar elements to create a pleasing, unified whole

lesson 5



homophone (n.)

a word that is pronounced like another word but has a different meaning, origin, or spelling

lesson 23

induct (v.)

to officially make someone a member of a group or organization

lesson 23

integrate (v.)

to bring together people who have previously been separated because of race, gender, religion, or ability

lesson 18



league (n.)

a group of sports teams that play against each other

lesson 4



legacy (n.)

contributions a person makes to the world;
memorable actions or characteristics of
a person

lesson 9

legend (n.)

a famous person who is
known for doing something
extremely well

lesson 12

**passion (n.)**

a strong feeling of enthusiasm
or excitement for something or
about doing something

lesson 3

**pride (n.)**

a feeling that you respect
yourself and deserve to be
respected by other people

lesson 7

**professional (adj.)**

1. paid to participate in a sport
or activity
2. showing appropriate
behavior and judgment when
performing a specific job



lesson 4

recognition (n.)

special attention or notice especially by the
public for someone's work or actions

lesson 12

research

1. (n.) careful study or activity
to find and report new
knowledge about a subject
2. (v.) to collect more
information about a subject



lesson 8

segregate (v.)

to separate people because of
race, gender, religion, or ability



lesson 8

Fluency Reference Chart

fluency (n.): the ability to read with accuracy, phrasing, and expression at an appropriate rate

accuracy	correctly decode the words
phrasing	group words into phrases, and pause for punctuation
expression	use voice to show feeling
rate	read at an appropriate speed

Syllable Types

Syllable Type	Examples	Definition
Closed	be- gin fun- ny	a syllable that ends in one or more consonants and the vowel sound is usually short
Open	bro -ken car- go	a syllable that ends in a vowel and the vowel sound is usually long
Vowel-Consonant-e	rep- tle mis- take	a syllable that has a vowel followed by one consonant then an e; the e is silent and the vowel is long
Vowel Team	pea -nut en- joy	a syllable with two vowels together that make one sound; that sound can be long, short, or sometimes a special sound
Vowel-r Controlled	par -ty fur -ther	a syllable with <i>ar</i> , <i>er</i> , <i>ir</i> , <i>or</i> , or <i>ur</i> ; the vowel sound often changes
Consonant-le	lit- tle ta- ble	an unstressed final syllable that contains a consonant before the letter <i>l</i> , followed by a silent e
Other: Stable Final	fic- tion	a syllable at the end of a multisyllabic word that makes a stable sound (e.g., -tion, -sion, -cian, -ture, -cial, -cious, -tious)

Research Process

Step 1: Determine the focus.

Step 2: Take notes from sources.

Step 3: Refine research.

Step 4: Synthesize knowledge.

Step 5: Share findings.

Latin America Map



About the Images



Image 1. Advertising poster (detail), ca. 1930, Smithsonian National Museum of African American History and Culture

Throughout the history of professional baseball, race and gender have posed significant barriers for some athletes. By the 1930s, the American Negro Leagues started to bring excluded athletes together to play professional baseball. These module images guide students in answering the Essential Question: How can individuals contribute to a collective legacy?

Individuals who have faced challenges and barriers can teach us important lessons about perseverance, courage, and dedication. Image 1 is an advertisement for an all-star baseball game between Black and White baseball teams in the 1930s. Starting in 1869 with the first all-professional team, American baseball leagues informally excluded Black players. Until 1945, the sport was segregated. Then Branch Rickey, the Brooklyn Dodgers' president and general manager, decided that the sport would profit from integrating players

of different races. Rickey searched for a fantastic athlete of strong character who would be able to handle negative reactions of the White public. Rickey approached Jackie Robinson, a talented member of the Kansas City Monarchs of the American Negro League, and offered him a deal to play for the Dodgers. Image 2 depicts Robinson, who was the first African American to play Major League Baseball. Robinson won Rookie of the Year in 1947 and became the first Black player to win the Most Valuable Player Award in 1949, while playing for the Dodgers.

Image 3 is a picture of Leroy "Satchel" Paige, an American baseball pitcher who played in the American Negro League and in Major League Baseball. Paige pitched an estimated 2,600 games and 55 no-hitters. In 1948, Paige became the first Black player to pitch in the World Series.

Image 4 is a poster that advertises a game between two teams of the American Baseball League, the Kansas City Monarchs and the Harlem Stars. Leroy "Satchel" Paige appears on the pitcher's mound. Also featured is Reece "Goose" Tatum, an American baseball and basketball player recognized for his exceptional contributions as one of the Harlem Globetrotters.

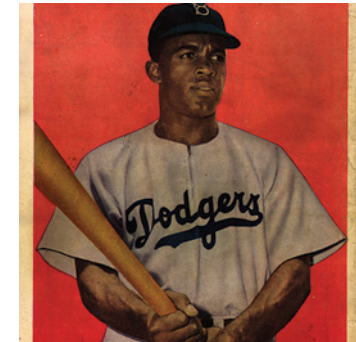


Image 2. Jackie Robinson, ca. 1951, Library of Congress

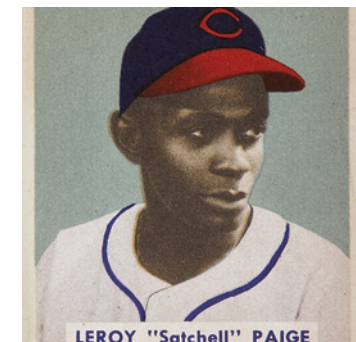


Image 3. Leroy "Satchel" Paige, 1949, Bowman Gum Company



Image 4. Advertising poster (detail), 1945, Smithsonian National Museum of African American History and Culture

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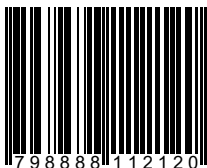
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Jackie Robinson on the Field, 1950
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Photo by Michael Ochs Archives/Getty Images



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is capable of
greatness