

A Close Read of "Civil Rights on a City Bus"

Resource ID#: 61651 Primary Type: Lesson Plan

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A close read of "Civil Rights on a City Bus" will engage students in a challenging text about Rosa Parks that requires them to determine the key points made in the article. Students will also have an opportunity to use context clues to define vocabulary words within the text. Upon completion of the close read activities, students will write an informative essay that provides evidence to prove each key point made by the author.

Subject(s): English Language Arts

Intended Audience: [Educators](#)

Instructional Time: 5 Hour(s)

Resource supports reading in content area: Yes

Keywords: close reading, reasons and evidence, context clues, Civil Rights Movement, Rosa Parks, Montgomery Bus Boycott

Instructional Design Framework(s): [Direct Instruction](#) , [Writing to Learn](#) , [Cooperative Learning](#)

Resource Collection: [CPALMS Lesson Plan Development Initiative](#)

Grade Level(s): 5

Suggested Technology: Document Camera, Computer for Presenter, Internet Connection, LCD Projector, Microsoft Office

Freely Available: Yes

Instructional Component Type(s): [Lesson Plan](#) , [Worksheet](#) , [Assessment](#) , [Text Resource](#) , [Formative Assessment](#)

ATTACHMENTS

[Evidence Graphic Organizer.docx](#)

[Writing Rubric \(3\).docx](#)

[Civil RightsSample Responses to Written Response Questions and Culminating Task.docx](#)

[Civil RightsWritten Response Questions and Culminating Task.docx](#)

LESSON CONTENT

Lesson Plan Template: General Lesson Plan

Learning Objectives: What should students know and be able to do as a result of this lesson?

Students will be able to:

- explain how an author uses reasons and evidence to support particular points within the article "Civil Rights on a City Bus," identifying which reasons and evidence support which points.
- use context clues to determine the meaning of vocabulary within the context of the article.
- use text evidence and quote accurately when responding to text-dependent questions.
- write an informative text that introduces the topic, includes textual details from the article to support the topic, uses appropriate transitions to connect details and points together, and provides a concluding statement.

Guiding Questions: What are the guiding questions for this lesson?

Close Read #1:

- What words do you think are necessary to understand the article?
- What questions do you have about the text as you read it?

Close Read #2:

- Why is it important to use text evidence to understand and define vocabulary?
- How are academic vocabulary and domain-specific vocabulary different?

Close Read #3:

- How can an author use reasons and evidence to support a particular point in a text?

Prior Knowledge: What prior knowledge should students have for this lesson?

Students should be able to:

- determine the meanings of vocabulary words or phrases in a text using context clues or other strategies.
- identify the particular point an author is making in a text, specifically in a paragraph.
- identify which evidence or reasons in a text support a particular point.
- use text evidence to explain details in a text and make inferences.
- write an informative piece of writing with an introduction that makes the topic clear, supporting details that accurately reflect evidence from the text, appropriate transitions that connect ideas together, and a concluding statement that supports the topic.

Teaching Phase: How will the teacher present the concept or skill to students?

Close Read #1:

Tell the students that they will be reading a **non-fiction text** called "Civil Rights on a City Bus." It is their responsibility during this first close reading to read the text without assistance and annotate it. Annotation of the text includes circling or underlining vocabulary that is key to understanding the text. Also, students will mark sections of the text that are unclear or about which they have additional questions. Make sure each student has a copy of the article. Give students ten to twenty minutes to read and annotate the text.

1. Provide students with the following task:

- Circle the words that are necessary in understanding the article.
 - Write any questions you may have about the text or parts of the text.
2. After students have had time to annotate the text, a class discussion will provide students with an opportunity to share evidence as to which words or phrases are key to understanding the text. (The teacher should ask the guiding questions for close read #1.) The teacher will generate a list of the vocabulary words on a piece of chart paper.
3. The class will discuss the definitions of general academic and domain-specific words. General academic vocabulary are words with high frequency use across many subjects areas and often the words have multiple meanings. Domain-specific words are highly specialized words unique to specific subject areas. The class will work together to determine which of the words on the chart paper are general academic or domain-specific words.

Guided Practice: What activities or exercises will the students complete with teacher guidance?

Close Read #2:

1. The teacher and class should revisit the vocabulary chart paper that was created during close read #1. The teacher will want to review what academic vocabulary and domain-specific vocabulary are with the class. (The teacher can reference the guiding questions for close read #1 again.)
2. After the brief review, the teacher will read paragraph one aloud and ask students how many of them know the meaning of the word "reserved." The teacher will explain that "reserved" is an example of academic vocabulary. Reserved has two meanings. It can mean set aside for the use of a particular person or party. It also means marked by self-restraint and reticence. In this case, reserved means set aside for a particular party. **The text supports this because it states "...past the first few rows, which at that time were reserved for white people."** Reserved is not a domain-specific word because it is not specific to history and has multiple meanings.
3. It is also important to address how the text can be used to determine the meaning of a word. (The teacher should ask the guiding questions for close read #2.) Too often students gravitate toward grabbing a dictionary or using an online resource to define a word. By using context clues, students can infer the meaning of word based on how it is used and develop a deeper understanding of the text.
4. The teacher will pass out the **written response questions for close reads 2 and 3, and the summative writing task**. (Providing students with all the questions at once will allow them to see how each question builds on the prior question and will serve as a resource for the summative assessment.)
5. The teacher will read aloud question one, and students will read paragraph one. After reading paragraph one, students should underline the text evidence that helps to define the definition of the word "defiance." Students will turn and check their evidence with their partner. Through class discussion, evidence is recorded on a sheet of paper that is projected from a document camera or written on the board. The teacher will model how to write a strong written response with supporting textual evidence for students, utilizing the **sample responses** as a guide. Students will record the written response.
6. The teacher will read aloud question two, and students will read paragraph two. Following the procedure in step five, students will gather evidence for the response. The teacher will write the first sentence of the response, and students will write the sentences containing the evidence with their partner. The class will then come back together and partners will share their responses under the document camera. The teacher can make corrections as needed as the partners share their responses. Students should record the written response and make corrections to their own responses.
7. For question three, partners will read, underline evidence related to the question, and answer it together. The teacher will rotate around the class discussing students' responses and making sure they are on target. Note: For partners who are struggling with the written responses, the teacher should pair the students with a new partner who is demonstrating mastery in their written responses. This student will support the struggling student by sharing his or her thought processes when writing a written response. Also, this student will use their written response as a model to reference as the new partners work together.

Close Read #3:

1. The class will have a mini-lesson on evidence and reasons which directly addresses the guiding question for close read #3. (The teacher should ask the guiding question for close read #3.) A **reason** answers the question **why**. **Evidence** answers the questions **what or when**. (A mini-lesson is a brief lesson which is usually no more than 10-20 minutes in length and teaches a particular skill or concept.)
2. The teacher will pass out the **evidence and reason graphic organizer** and read aloud paragraph one. (It would be helpful to have three graphic organizers copied back to back and stapled to use for this close read.) Using the graphic organizer, the teacher will model how to fill out the particular point the author is making in paragraph one and how to cite the evidence that proves it true.
3. Students will then work with their partner to underline two pieces of evidence that prove the point, "Rosa Park's act of defiance set off the Civil Rights Movement." The class will discuss the evidence gathered and add it to the graphic organizer. The author uses evidence to prove this point because the evidence explains the "when" and "what" of Rosa Park's actions.
4. Using the graphic organizer as a resource, the teacher will model how to write a strong written response, utilizing the provided **sample response** as a guide. (It should be noted that the sample response is written for the teacher's reference and is not intended to indicate an expected 5th grade level response.) Students will now record their written response.
5. The teacher will read aloud question 2 for the third close reading, and students will read paragraph three. Students will work with a partner to gather textual support for the response and include it in the graphic organizer. However, before breaking into partners, the class should discuss if they are looking for reasons or evidence. In this case, the class is looking for reasons that tell 'why' the misconception is not true. Together as a class, the reasons should be gathered that prove the point of paragraph three true and added to the graphic organizer. The teacher will write the first sentence of the response and the partners will add the sentences containing the evidence.
6. The class will come back together and partners will share their responses under the document camera. The teacher will offer corrective feedback as partners share their responses. The class will record the written responses and make corrections to their own work.

Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

1. The final or culminating task is found on the [close reading questions](#) handout. The teacher will hand out the [graphic organizer](#) used during close read #3 for planning evidence and reasons in written responses. Students will gather their written response questions and the responses written from close reads #2 and #3.
2. The class will review the strategies used when answering written responses.
3. Students will answer the culminating question independently. An emphasis should be placed on the fact that students need to plan and organize their response using the graphic organizer provided before beginning to write. Students are encouraged to use responses to prior questions to aid and guide them as they complete the cumulative task. The teacher will use the provided [rubric](#) to score students' final written response.

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

Students will use post-it notes to write down strategies on how to determine the difference between a reason and a piece of evidence. Once the post-its have been completed, students will place them on a piece of chart paper making sure not to include their names on the post-its. The teacher will share the post-it responses with the class and encourage students to expand upon a particular thought or idea of their classmates.

ASSESSMENT

Formative Assessment:

Close read #1: Students will first read the text independently. While reading, students will annotate (highlight, underline, or circle) the text with a focus on vocabulary words that they think are important to understanding the text. Students will also annotate areas of the text in which they have questions. Through a whole class discussion, the teacher will be able to gauge students' initial understanding of the text based on the vocabulary they have highlighted and the questions being asked. Based on this understanding, the teacher will need to determine if additional discussions need to take place to clarify misunderstandings or misconceptions before the lesson continues.

Close read #2: Students will now focus on the use of vocabulary within the text. After close read #2, the teacher will collect students' responses to the written practice. The teacher will look for specific use of evidence to define vocabulary words in the context of the article. If students are lacking evidence, the teacher will pull a small group, model what is expected, and have students correct their responses.

Close read #3: Students will now focus on identifying evidence the author uses to support key points. After close read #3, the teacher will collect students' written responses. For those students who are still struggling with using appropriate text evidence, the teacher will partner struggling students with another student who can support and guide them using their work as a reference point.

Feedback to Students:

Students will have multiple opportunities to improve upon their written work. After close read #2, students will view the teacher's comments in regards to their use of text evidence in their written responses. Those students who are struggling will work with the teacher in a small group to practice skills that need to be strengthened. After close read #3, students will work with a partner to receive verbal feedback on their written responses and advice on how to strengthen them.

Summative Assessment:

1. The final or culminating task is found on the [close reading questions handout](#). The teacher will hand out the [graphic organizer](#) (used during the third close reading) for planning evidence and reasons in written responses. Students will gather their written response questions and the responses written after the second and third close reads.
2. The class will review the strategies used when answering written responses.
3. Students will answer the culminating question independently. The teacher should emphasize that students need to plan and organize their responses using the graphic organizer provided before beginning to write. Students are encouraged to use responses to the prior questions to aid and guide them as they complete the cumulative task.
4. The teacher will use the [rubric](#) provided to score students' final written responses.

ACCOMMODATIONS & RECOMMENDATIONS

Accommodations:

- ELL students may use a native language/English dictionary for translation.
- Students may be provided with an alternative graphic organizer, writing frame, or checklist to organize their independent written responses. Some of the graphic organizers may be partially completed ahead of time for those students who struggle with writing.
- Students may utilize peer-review.
- Teachers may also want to conference with struggling students one-on-one or in small groups. For example, while meeting with a small group, the teacher can provide a written response sample and deconstruct it with the students. For a written response question about reason and evidence, the small group can identify the author's purpose for a paragraph and the reasons or evidence that support it. This information can then be used to complete the reasons and evidence graphic organizer.

Extensions: 1. The teacher may wish to find additional resources that provide information relating to the Civil Rights Movement such as sit-ins, Martin Luther King, Jr., Jim Crow laws, and the Montgomery Bus Boycott. Students can analyze these sources by identifying the key points an author is making and determine if the author is using evidence or reasons to prove each point.

2. In the article "Civil Rights on a City Bus" the teacher may wish to ask some additional questions about the text in a whole class discussion. Some of these questions require some outside knowledge beyond the text. The teacher could supplement with additional resources as needed that the class and teacher could examine together. Questions could include:

- In the second paragraph of the article, what does racial equality mean? Why were African Americans all over the nation in the 1950s looking for racial equality?
- In the second paragraph, what does the author mean when he/she uses the term second-class citizens? In what ways were African Americans treated as second-class citizens in the 1950s?
- In the final paragraph, based on this article's context, what does the term revolution mean? Why might the author have chosen to use this word to describe the civil rights movement?
- In the final paragraph, what might the author mean when he/she states "Sometimes that is all it takes"? Why might the author have chosen to end the article with this line?

Special Materials Needed: Teacher:

- Chart paper
- Markers
- Document camera or projector

Teacher and Students:

- Copy of the [text](#) "Civil Rights on a City Bus"
- Pencils
- Highlighters
- Close reading [text-dependent questions](#)
- [Reasons and Evidence Graphic Organizer](#)

PUBLIC REMARKS

By Author/Submitter

Teachers can access "Civil Rights on a City Bus" by registering for a free account at ReadWorks.org: <http://www.readworks.org/passages/civil-rights-bus>. "Civil Rights on a City Bus" has a Lexile level of 1090.

Note: This article includes additional comprehension questions which are not utilized in this close reading lesson, but teachers might wish to use them as extensions. Also, as a close reading activity, this lesson focuses on the application of the targeted skills, not as an introduction.

SOURCE AND ACCESS INFORMATION

Name of Author/Source: Catherine Bunnell

Is this Resource freely Available? Yes

Access Privileges: Public

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Related Standards

Name	Description
LAFS.5.RI.1.1:	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.RI.2.4:	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LAFS.5.RI.3.8:	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LAFS.5.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
LAFS.5.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").