

Ruby Bridges Lesson Plan

Name: Emily Freese

Grade level of lesson: 2nd grade

Subject/Concept: Social Studies/Ruby Bridges

Duration of lesson: 1 hour

Objective (s):

TSWBAT explain how Ruby Bridges fight for equality affects us today aeb writing.

GLE:

2.1.5 Describe how the achievements of famous Americans, of the past and present, changed society.

Common Core State Standards:

CCSS.ELA-Literacy.L.2.2b Use commas in greetings and closings of letters.

Introduction: (5 Minutes)

The teacher will display a picture of the Civil Rights Movement taken place in Washington D.C. on the board for the students to observe (**Library of Congress**)(Attachment 1). The teacher will say to the students, “Boys and girls, I want you to look at this picture, and then discuss with your shoulder partner what you think is happening in this picture.” The teacher will give the students a minute to think-pair-share (**low prep**). After a minute, the teacher will call on a few students to share their responses. The teacher will write the responses on the board and say, “These are some really great ideas, but let’s get learn about the picture as we go through our lesson today. We will return to these thoughts after our activities”.

Activities:

- **Guided Practice 1** (20 Minutes)
 - The teacher will introduce new vocabulary to the students they may need to know in today’s lesson, such as courage, brave, separate, and etc. The teacher will display the meaning of these words and a picture of each on the smart board (Attachment 1).
 - The teacher will invite all of the students to join her in the front of the room to sit on the reading rug.
 - The teacher will show the students the cover of *The Story of Ruby Bridges* by Robert Coles, and the teacher will ask her students, “Class, who can raise their hand and tell us what this story will be about? How do you know?” The students will probably say, “a little girl, Ruby Bridges, some sort of fight, and/ or etc.”.
 - The teacher will read *The Story of Ruby Bridges* to the students, and the teacher will stop a few times throughout the book to ask the students questions as an informal assessment to check for comprehension.
 - After reading the book, the teacher will group the students into groups of fours.
- **Guided Practice 2** (30 Minutes)

- The students will spend five minutes at each center, and will rotate only when the teacher instructs the students to. The teacher will state the voice level expectation, which will be voice level two (group talk).
- Center 1 will be a computer center. In this center, two students will share a computer and earphones. The teacher will set up a BrainPOP video about a woman name Rosa Park who had also fought for equal rights for all people. After watching the video, the students will discuss the similarities between Ruby Bridges and Rosa Parks. This center will show students that Ruby Bridges was not the only person who fought for equality for all (Attachment 4).
- Center 2 will be a matching center. The students will work together in pairs at this center to match the correct word to its definition (Attachment 6). The students will need to write choose one word to write into a vocabulary graphic organizer (Attachment 7)
- Center 3 will be a letter-writing center. This center will include privacy folders, pencils, graphic organizer, loose leaf, and directions. This center will serve as the formal assessment and independent practice. The students will write a friendly letter to Ruby Bridges stating if they thought she was brave or not for what she had done (Attachments 2-3).
- Center 4 will be a music center. In this center, the four students will write their own song, and also create dance moves about equality or courage. This center will include pencils, loose-leaf, and a song example for the students to use as a guide (Attachment 5).
- Center 5 will be a logic center. There will be a sheet of large white paper, pencils, markers, and the book *The Story of Ruby Bridges* will be placed at this center (Attachment 8). The four students will work together to form a bubble map with six blank bubbles to describe Ruby Bridges. The students will be encouraged to use the book as a guide to writing in their bubble maps.
- **Independent Practice 1** (Formal Assessment) (8 points)
 - Center 3 will be used as independent practice. This center will be a letter-writing center. This center will include privacy folders, pencils, graphic organizer, loose leaf, and directions. The students will write a friendly letter to Ruby Bridges stating if they thought she was brave or not for what she had done as she fought for equality for all. This center will serve as a formal assessment, and will be scored with a rubric provided by the teacher. This assessment will be worth a total of 8 points (Attachments 2-3).

Closure: (5 Minutes)

The teacher will return to the picture and the students' responses from the beginning of the lesson. The teacher will ask the students to give a thumbs up/down to whether or not they agree with the ideas prior to the lesson. The teacher will ask the students a few H-O-T questions about Ruby Bridges and equality.

Assessment:

- Formal
 - Independent Practice 1 will be used as a formal assessment, and it will be worth 6 points.
- Informal
 - The students will be informally assessed throughout the entire lesson. During guided practice 1, the teacher will pause a few times as she reads aloud the book *The Story of Ruby Bridges* to the students to check for reading comprehension. The students will also be informally assessed during centers. The teacher will walk around with a clipboard taking anecdotal notes of students working in centers.
 - Thumbs up and down
 - H-O-T Questions
 - “If you had a friend who did not know what Ruby Bridges had done during the Civil Rights Movement, how would you explain it to him/her?”
 - “Compare and contrast the differences between Rosa Parks and Ruby Bridges.”
 - “Explain how Ruby Bridges fight for equality affects us today.”
 - “What was the main idea of *The Story of Ruby Bridges*?”

Materials:

- Teacher
 - *The Story of Ruby Bridges* by Robert Coles
 - Computers
 - Computer Center directions (Attachment 4)
 - Music Center (Attachment 5)
 - Matching Center (Attachments 6-7)
 - Logic Center (Attachment 8)
 - Friendly letter rubric (Attachment 3)
 - Friendly letter instructions (Attachment 2)
 - Smart board
 - Smart file (Attachment 1)
 - Clipboard
 - Large white paper
 - Loose leaf paper
 - Class mailbox
- Students
 - Pencil
 - Markers

Resources:

Civil Rights March on Washington, D.C. . (n.d.). *Library of Congress Home*. Retrieved September 21, 2013, from <http://www.loc.gov/pictures/resource/ppmsca.03128/>
 Coles, R., & Ford, G. (1995). *The Story of Ruby Bridges*. New York: Scholastic.

Common Core State Standards. (n.d.). *Common Core State Standards*. Retrieved September 6, 2013, from <http://www.corestandards.org/>

Louisiana Believes. (n.d.). *Louisiana Department of Education*. Retrieved September 6, 2013, from <http://www.louisianabelieves.com/>

Rosa Parks. (n.d.). *BrainPOP Jr.*. Retrieved September 21, 2013, from <http://www.brainpopjr.com/socialstudies/americanhistory/rosaparks/preview.wel>

Accommodations/Individual Differences/Learners' needs:

- Gardner's Multiple Intelligence
 - Interpersonal— The students will work together and discuss ideas during introduction and centers.
 - Intrapersonal— The students will work independently to express their feelings about Ruby Bridges in a friendly letter during center time.
 - Musical— The students will work together to create a song about equality and/or courage.
 - Mathematical-Logical— During centers, the student will create a bubble map as a group about Ruby Bridges using the book *The Story of Ruby Bridges* by Robert Coles.
 - Verbal-Linguistic— Throughout the entire lesson, the students will be able to share their ideas verbally as a class and independently.
 - Bodily-Kinesthetic— The students will rotate in centers, and the students will make up dance moves in the music center.



equality

the quality of being the same in quantity or measure or value or status



brave

facing a fear



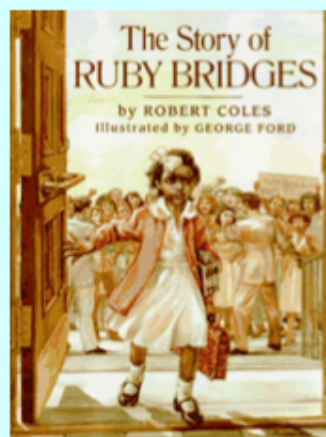
courage

a quality of spirit that enables
you to face danger of pain
without showing fear



separate

mark as different



Center Time



- Center 1: Computer Center
- Center 2: Matching Center
- Center 3: Friendly Letter Center
- Center 4: Music Center
- Center 5: Logic Center



Count as
MODE: Count as
 Count time
0:05:00
[stop] [play] [next]

Name: _____ Date: _____

Friendly Letter Center

Welcome to our writing center! Today you are going to write a friendly letter to Ruby Bridges thanking her for her bravery! You should probably mention what she has done to help our country make it what it is now!

Be creating and be sure to include **ALL** parts of a friendly letter! **When you are finished, fold your letter and place it in the class's mailbox.**



Student's Name: _____

Friendly Letter: Ruby Bridges

- 1. The student included ALL parts of a letter. _____ / **2 pts**
 - 2. The student's response is accurate. _____ / **2 pts**
 - 3. The student's response was thoughtful and creative. _____ / **1 pt**
- Total _____ / **6 pts**
-

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Computer Center



1. Share headphones with your partner.
2. Press play to view the video.
3. After you watch the video, you and your partner will discuss the similarities of Rosa Parks and Ruby Bridges' bravery as they fought for equality for all.

Music Center



Welcome students!

In this center you will.....

- make up a song about courage and equality.
- use the given instruments for your song.
- create dance moves with your song.

MOST importantly be creative and have fun!

Equality

The quality of being the same in quantity or measure or value or status.

Courage

A quality of spirit that enables you to face danger of pain without showing fear.

Brave

Facing a fear.

Separate

Marked as different.

Friends

A person you know and trust.

Definition:

use it in a sentence:

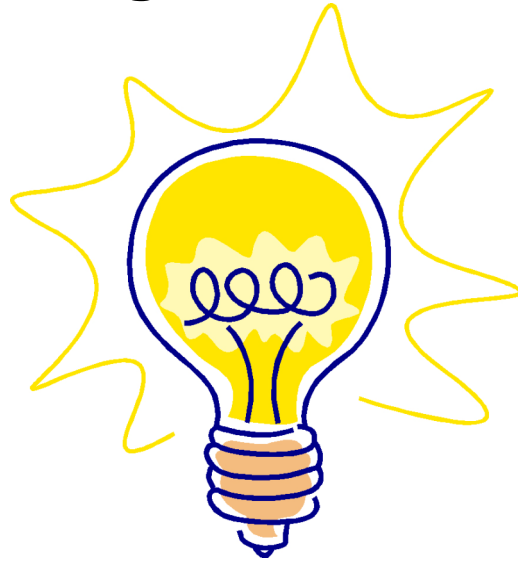
The word

A picture:

Synonyms:

Antonyms:

Logic Center



In this center....

- your group will create a bubble map with SIX bubbles describing Ruby Bridges.

- you may use the book *The Story of Ruby Bridges*.

Materials Needed:

- *The Story of Ruby Bridges*
- Poster paper
- Markers