

Lesson Plans and Graphic Organizers

Samuel Wilbert Tucker: The Story of a Civil Rights Trailblazer and the 1939 Alexandria Library Sit-in by Nancy Noyes Silcox. History 4 All, Inc., 2015.
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Navigating Text Features	
Grade	Grades 4 and up
Time	45 minutes
Standards for the 21st-Century Learner	
AASL	1.1.6 Read, view, and listen to information presented in any format in order to make inferences and gather meaning.
VA SOL	LA 4.6 Students will use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts. (Language arts SOLS for other grade levels are similar.)
Lesson objective	Identify text features and find important information in them
Vocabulary	Text features: table of contents, heading, fact box, photograph, caption, map, timeline, index, glossary,
Big Idea	
Essential question	How do text features help the reader?
Materials	
Samuel Wilbert Tucker: <i>The Story of a Civil Rights Trailblazer and the 1939 Alexandria Library Sit-in</i> ; Graphic organizer for facts found in text features.	
Tasks in the Lesson	
Anticipatory activity	What has helped you find information in a nonfiction book? For example, table of contents, index and captions under photographs. Text features can be in a book or on a website. Brainstorm other examples of text features.
Teaching/Instructional practice	Explain how text features point the reader to specific information. Model finding information in a text features. Look at table of contents and bold headings. "What kind of information would you expect to find in those sections?"
Guided practice	Students will find facts in one or two examples of text features with teacher, using <i>SWT</i> and graphic organizer.
Independent practice	In pairs, students will find facts in additional text features in <i>SWT</i> .
Closure/Assessment	Students will share facts found and identify type of text feature.
Differentiation	Increase number of text features students identify.

Reading for Information	
Grade	Grades 4 and up
Time	90 minutes
Standards for the 21st-Century Learner	
AASL	<p>1.1.6 Read, view and listen for information presented in any format in order to make inferences and gather meaning.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>2.1.2 Organize knowledge so that it is useful</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions and solve problems.</p>
VA SOL	<p>LA4.6 Formulate questions that might be answered in the selection; identify the main idea; summarize supporting details; use prior knowledge and build additional background knowledge as context for new learning; identify new information gained from reading.</p> <p>VS9 (c) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history; (d) identifying the political, social, and/or economic contributions made by Maggie L. Walker</p> <p>USII.9 (c)The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by examining the Civil Rights Movement and the changing role of women. (Language arts SOLS for other grades are similar.)</p>
Lesson objective Part One Part Two Part Three	<p>Ask questions and locate answers to questions and record important facts in bulleted note-taking format.</p> <p>Organize notes chronologically. Identify the order of important information.</p> <p>Paraphrase notes to write a summary of important information about the sit-in.</p>
Big Ideas, Skills, Materials	
Essential questions	<p>How do readers understand and remember what they read?</p> <p>Why is Tucker's 1939 sit-in important today?</p>
Skills	Taking notes; paraphrasing; summarizing, comprehension
Vocabulary	Note-taking, facts, question words, bullets, summary, paraphrase sit-in, segregation, colored, Jim Crow
Materials	<p>Chapter 5 Alexandria Library Sit-in 1939 from <i>Samuel Wilbert Tucker: The Story of a Civil Rights Trailblazer and the 1939 Alexandria Library Sit-in</i></p> <p>Note-taking graphic organizer with questions and bullet points.</p>

Tasks in the Lesson – Part One: Asking and Answering Questions	
Lesson Objective	Ask questions, locate answers to questions and record important facts in bulleted note-taking format.
Anticipatory activity	Brainstorm to determine prior knowledge: After the Civil War laws and customs kept white people and people of color separate. At that time, people of different races could not go to the same school or use the same public library. This “separate but equal” way of life was called “Jim Crow.” What are other examples of segregation at that time? Explain that Tucker was a lawyer who helped end segregation. Use table of contents to locate Chapter 5. Identify text features in chapter.
Teaching/Instructional practice	Tucker lived a block and a half from the Alexandria Public Library. He couldn’t use it because he was colored and the library was only for white people. Tucker knew this was wrong and decided to do something about it. Explain that research begins with good questions. Using question words, ask students what they want to learn about the sit-in. Guide them to ask questions that they think will be answered by important information about the sit-in. Introduce graphic organizer with questions to answer.
Guided practice	Read aloud p 41 and ask students to listen for information about the sit-in that they think is important to remember. Model reading the photos aloud on p 42 & 43 while students listen for answers. Page 43 caption, model reading “escorted” and not knowing the meaning, but figuring it out from the context of the photo. Who was involved in the sit-in? Where did it happen? Demonstrate writing bulleted notes under the question. Students will complete “who,” “when” and “where” questions on graphic organizer.
Independent practice	Students will read p 44 & 49 to find facts that answer remaining questions: What did the protesters do? What did the police do? What happened after the protest? Why was Tucker unhappy with the outcome of the protest?
Closure/Assessment	Group discussion to answer question, “Why is the sit-in important today?” Teacher will evaluate notes on completed graphic organizer.
Differentiation	Independent practice could be individual or in pairs. Strong and weak readers could be paired. Teacher reads text while students follow along, or taking turns reading. “Why is Tucker’s 1939 sit-in important today?” For younger students, lessons might be divided into shorter blocks of time. Photocopy chapter for students to highlight/circle important information.

Part Two: Organizing Notes	
Time	30 minutes
Materials	Taking notes graphic organizer, 3 colors of highlighters
Lesson objective	Organize notes chronologically. Identify the order of important information.
Tasks in the Lesson -- Part Two	
Anticipatory activity	Oral review of facts that answer questions.
Teaching/Instructional practice	Events have a beginning, middle and end. Students will identify and highlight facts that happened in the beginning, middle and end of the sit-in using 3 different colored highlighters.
Guided practice	Teacher will ask students to read facts that answer questions, "Who was involved in the sit-in." Ask, "Is this information that's important to know at the beginning, middle or end of the summary?" Highlight these facts in the beginning color. Write facts on graphic organizer
Independent practice	Students will continue to highlight facts for middle and end of summary, and record them on graphic organizer.
Assessment	Students read aloud to share facts from beginning, middle and end of sit-in. Teacher assesses oral participation.
Differentiation	Teacher could model other beginning questions, " Where and when did the sit-in happen? Students work independently or in pairs. If independently, students will use the same graphic organizer as their partner. Teacher could collect summaries for grading.
Part Three: Paraphrasing and Summarizing	
Time	90 minutes
Materials	Graphic organizers with notes; graphic organizer for summarizing.
Lesson objective	Paraphrase notes to write a summary of important information about the sit-in.
Tasks in the Lesson -- Part Three	
Anticipatory activity	Explain that in this lesson students will use their notes to write a summary of the sit-in in their own words. Explain ethical use of information and why it is important to use their words to summarize the important parts of the sit-in. Brainstorm key words and phrases that must be included. Students will circle those words in their notes and make sure key words are included in summary.

Teaching/Instructional practice	Model using the notes to write sentences that answer the questions, "Who was involved in the sit-in, when and where did it happen." Ask students to suggest possible sentences. If sentence is too simple, show how more details could be used or sentences could be combined. Example: "Five men entered the library. It was the Alexandria Library. SWT organized the protesters" could be improved with details. "On August 21, 1939, five young, black men protested at the Alexandria Library with a sit-in. SWT, a lawyer, planned the sit-in with the protesters."
Guided practice	Students will continue to refine beginning summary, with teacher guidance. Students will share sentences with class and edit together with teacher to write clear, detailed summary sentences.
Independent practice	Students will summarize important information during the sit-in and after the sit-in. Teacher could stop after each part for students to share and refine their summary sentences.
Assessment	Students read summaries aloud to share variety of ways to paraphrase the same facts. Teacher assesses oral participation.
Differentiation	Students work independently or in pairs. If independently, students will use the same graphic organizer as their partner. Teacher could collect summaries for grading.

Other Samuel Wilbert Tucker Lesson Plan Ideas

America's First Sit-Down Strike: The 1939 Alexandria Library Sit-in. Alexandria Black History Museum

<http://www.alexandriava.gov/uploadedFiles/historic/info/blackhistory/BHLessonPlanSitDownStrike.pdf>

Young People & African American Civil Rights Protests. New York Public Library.

<http://www.nypl.org/sites/default/files/civilrightsandkids-textsandtasks.pdf>

Navigating Text Features Graphic Organizer

Identify and find facts in text features used in *Samuel Wilbert Tucker: The Story of a Civil Rights Trailblazer and the 1939 Alexandria Library Sit-In*.

table of contents	
index	
fact box	
photograph	
caption	
map	
timeline	
glossary	

Taking Notes Graphic Organizer

Write important facts to remember about the Alexandria Library Sit-In.
Look for key words and phrases.

Beginning	
Who was involved in the sit-in? Why were they protesting?	<ul style="list-style-type: none">••
Where and when did the sit-in happen?	<ul style="list-style-type: none">••
Middle	
What happened during the sit-in?	<ul style="list-style-type: none">•••••
End	
What happened after the sit-in?	<ul style="list-style-type: none">•••••

Writing a Summary Graphic Organizer

Beginning

Middle

End

Writing a Summary, page 2

Why is the sit-in important today?

Edit the sentences into a one-paragraph summary with a main idea and supporting details.