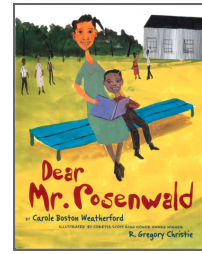


Unit 1: How We Learn in Our School Communities

WEEK 5 Day 1



Text Talk

Dear Mr. Rosenwald: The School that Hope Built

Read 1 of 3

Big Idea	Communities can include and support all learners.
Weekly Question	What can we learn about school from communities in the United States and around the world?
Content Objectives	I can formulate and discuss questions about key details in the text. (R.4.2) I can identify why school was different for Black children in the South at this time and how Mr. Rosenwald, along with the community, helped empower schools and families. (2.T5.3- Boston)
Language Objective	I can discuss my questions and answers about a story with my classmates. (SL.1.2.b)
Vocabulary	blueprint: a plan for a building fidget: to move around a lot, to squirm * foundation: an organization or institution that offers money to support the work other organizations or people fret: to worry harvest: time of year when crops are ready to be picked haul: to move or pull hurdle: something that is difficult, a problem rally: many people meeting together for a particular reason sprout: to start growing Note: The informational text, Historical Context for <i>Dear Mr. Rosenwald</i> , includes a glossary with additional words.

Text Talk U1 W5 D1

Materials and Preparation	<ul style="list-style-type: none"> • <i>Dear Mr. Rosenwald: The School that Hope Built</i>, Carole Boston Weatherford Pre-mark page numbers in the book to correspond with the lesson. Page 1 is titled “1921: One-Room School.” • projector and screen • “Some History of Rosenwald Schools” slides • “Some History of Rosenwald Schools,” copy for each child • sticky notes or paper squares, enough for each child to have three • writing tools • whiteboards, clipboards, or other writing surfaces • chart paper, two sheets <p>Title one sheet of chart paper Questions from Dear Mr. Rosenwald.</p> <p>On the other sheet, prepare the Weekly Question Chart with the question, What can we learn about school from communities in the United States and around the world?</p> <p>On the whiteboard, write:</p> <p>With a partner, read through your questions. Answer two of your questions using evidence from the text.</p> <p>For further information about the Rosenwald Schools, see Preserving Rosenwald Schools (https://drive.google.com/file/d/0B2b6s1XMQiU7RUdmbEY4R2JJckE/view?resourcekey=0-r2CdJEyvleV2y4MtC9XGdQ).</p> <p>In preparation for this lesson and related discussions, think carefully about how to talk about racism. This language may be helpful:</p> <p><i>People demonstrate racism in many ways, such as treating people in a different racial group in unfair, unkind, or even dangerous ways. Institutions demonstrate racism when they benefit or give privileges to people in one racial group but harm or exclude people in other racial groups.</i></p>
Opening 1 minute	<p><i>Today we will read a new book, a text of historical fiction, titled Dear Mr. Rosenwald: The School that Hope Built, written by Carole Boston Weatherford and illustrated by Gregory Christie. Mr. Rosenwald is an important person who supported schools, particularly schools for Black children.</i></p> <p><i>It is important to notice how this book is written—in poetic form, with each page telling a vignette, or a short story or poem, including its own title and short lines.</i></p>

	<p>Set a purpose for reading.</p> <p><i>Today we will read to formulate questions about key details of the text. We will jot down our questions during Note Breaks. For these Note Breaks, we will use sticky notes instead of our Text Talk notebooks. Then, we will try to answer a couple of our questions using evidence from the text.</i></p> <p><i>Before we read the book, we will read some historical information about the schools and the time period when the book takes place.</i></p>
Historical Context 6 minutes	<p>Distribute and chorally read the historical information. Clarify key vocabulary. Discuss understandings and questions as a group using the following questions. This is a short conversation to build collective background knowledge, not an exhaustive look at the text.</p> <p><i>What do you understand about Rosenwald Schools?</i></p> <p><i>What do you understand about the time period when they were built?</i></p> <p><i>What questions do you have?</i></p> <p>Have children set the Historical Information text aside.</p>
Text and Discussion 20 minutes page 1	<p>Distribute three sticky notes or paper squares to each child, along with clipboards and writing tools.</p> <p>Begin reading <i>Dear Mr. Rosenwald</i>. On the pages indicated, stop to formulate questions. At each stop, first provide children with time to think, and then have them talk with a partner to brainstorm questions before each jotting down one question.</p> <p>Read “1921: One-Room School.” Model brainstorming three questions and then choosing one to jot down. Some questions to consider:</p> <p>What is school like in 1921 for Ovella and Junior?</p> <p>What does it mean that children go to school in shacks and corncribs?</p> <p>What is it like for children to work during the harvest?</p> <p>Have children think, turn and talk, and then write a question.</p>
page 7	<p>Continue reading.</p> <p>Read “New School Rally.” Model brainstorming three questions and then choosing one to jot down. Some questions to consider:</p> <p>What does “young minds starved” mean?</p> <p>Why does Julius Rosenwald want to share his money?</p> <p>Why do the people have to raise their own money?</p>

	<p>Why does Uncle Bo say that white people have to pitch in?</p> <p>Have children think, turn and talk, and then write a question on a new sticky note.</p>
page 28	<p>Continue reading.</p> <p>Read “1922: White Oak School.” Model brainstorming three questions and then choosing one to jot down. Some questions to consider: How do people contribute to the school? Why is this school so special? The school sparkled. Why? “Learning is priceless.” What does that mean? Ovella says, “Your sweat taught us lessons. Tomorrow is in our hands.” What does she mean by this?</p> <p>Have children think, turn and talk, and then write a question on a new sticky note.</p> <p>Read to the end.</p>
Key Activity 10 minutes	<p>Think, Pair, Share <i>With a partner, try to answer two of your questions using evidence you remember from the text.</i></p> <p>Collect one question from each child, and then read some of them aloud.</p> <p>Identify questions that are connected, and group these together on chart paper. <i>Which questions are we able to answer using evidence from the text? Which questions require us to read the book again to do further research?</i></p> <p>Save this chart for the lesson on Day 2.</p>
Closing 1 minute	<p><i>Today we read some historical information to give us context for this book. Then, as we read, we asked questions about the text. We also tried to answer some of those questions using evidence from the text. We are going to read this book again tomorrow. Perhaps we will find more answers to our questions.</i></p>
Weekly Question Chart 2 minutes	<p><i>Throughout this week, we will be asking and answering the question: What can we learn about school from communities in the United States and around the world? We can record our ideas here.</i></p>

	<p><i>In this book, we thought about what school was like in a certain place and time. We learned that school was different for Black and white children and that Mr. Rosenwald supported communities to build schools in the rural South. Communities could work together to improve their schools. Let's add this to our chart: Communities can work together to improve their schools.</i></p> <p>Record this idea.</p> <p><i>We can add more to our chart during the week.</i></p>
Standards (Boston Standards)	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why.</p> <p>SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>2.T5.3 Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.</p>
Ongoing assessment	<p>Take note of how children approach the task of formulating questions, and use their questions and responses for future instruction in asking questions.</p> <p>Do children use key details?</p> <p>Note how children grapple with the historical context and information about Rosenwald schools.</p> <p>Do children identify what is special about these schools?</p>

Notes
