



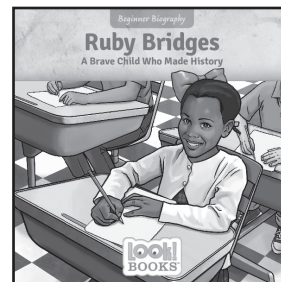
# Teaching with *Ruby Bridges*: A Brave Child Who Made History

## CONNECTION TO STANDARDS

Students will think about the author's main points in the text and identify reasons that support those points. (CCSS.ELA-LITERACY.RI.K.8.; 1.8; 2.8)

## DIFFERENTIATION FOR ESL

- Review these additional vocabulary words in context: *replaced*, *stuck*, *separate*, *equal*, *gathered*.
- Allow students to complete word maps for any term for which they have limited understanding. Have students say or write the definition in their own words, think of words related to the term, and draw a picture illustrating its meaning.
- Have students sit with a partner. Provide each pair with four index cards, each card showing a check mark, question mark, exclamation mark, or plus sign. Have students set the index cards on the floor. While reading, have students point to the cards according to the following criteria:
  - check mark: They read an idea they already know a lot about.
  - question mark: They read an idea or word that is confusing.
  - exclamation mark: They read an idea that is surprising or unbelievable.
  - plus sign: They read an idea or word that is new to them.
- Be aware of students' use of the index cards while reading. Have partners stop to discuss ideas and words that are new or confusing to them.



Lexile: 570

GRL: TBD

## BEFORE READING

**Build Background Knowledge:** Explain that many years ago the United States had separate schools for black and white students. Students were separated because some people believed all people were not equal. They believed black students could not learn as well as white students. This belief is not true, and so now all students go to school together. Lead a discussion in which students:

- share their experiences and feeling about being treated unfairly or unkindly.
- think how they might feel if someone thought they were not smart because of how they looked.
- consider how they would feel if they did not look like any other students in their school.

## Preview

- Show the cover of the book. Read the title and ask students to define brave. Have students recall a time when they felt brave.
- Explore the cover illustration. Ask students to describe what they see, and to guess who the girl in the picture is. Ask students to predict the setting of the book.
- Lead students in a brief picture walk of the book, exploring the illustrations on each page. Have students identify one or two details in each illustration. Point out the text features.

**Predict:** Ask students to predict what the story will be about. Have students support their predictions with evidence they discovered while previewing the book.

**Vocabulary:** Turn to page 22 (“Words to Know”). Review each vocabulary word and the provided definition. For each word, have students:

- give a thumbs-up if they know the word well.
- give a thumbs-sideways if they don’t know the word well.
- give a thumbs-down if they don’t know the word at all.

Strengthen understanding of words students do not know well by modeling how to use the word in a sentence. Create sentences with rich context clues, then review how the context clues help students understand the meaning. Have students come up with their own sentences for each word.

**Skill Introduction:** Ask students whether going to school is important and why. Explain that authors use stories to share ideas about what they think is true. Ask students to think about what the author believes is true as they read, and how they know the author believes it.

## DURING READING

**Check for Understanding:** Ask students the following questions as they read.

- p. 6, *Where was Ruby born?* (Tylertown, Mississippi)
- pp. 6–7, *Why did Ruby’s family move to New Orleans?* (so Ruby could go to school)
- p. 8, *What was school like for Ruby?* (She liked school; all of her classmates were black.)
- p. 10, *What did the Supreme Court change?* (black and white children going to separate schools)
- pp. 12–13, *Where is Ruby going in the picture?* (to her new school) *How is this school different from her old school?* (It has only white students.)
- p. 14, *What did Ruby see on her way to school?* (angry crowds; tall men protecting her) *Why were people angry Ruby was going to the new school?* (They did not think black students should go to school with white students.)
- p. 18, *When did school get easier for Ruby?* (second grade)

## Reinforce Vocabulary

- p. 4, Have students identify laws that they know of. Have students identify what laws the text refers to. Ask whether we still have laws that keep black and white people apart.
- p. 8, Have students use the illustration to describe what Ruby and her friends did during recess.
- p. 10, Review the term *Supreme Court*. Break down the term into its two parts: *supreme* and *court*. Define supreme as “having the most power” and have students identify people who are supreme in the city, the state, etc. Review what a court does (makes decisions about laws).
- p. 16, Review the term *protest*. Confirm that students understand how and why parents were protesting Ruby. Ask students to think of other things people might protest.

## AFTER READING

**Theme:** Explain that one theme of the book is *being brave*. Inform students that being brave means doing what is right even when you are afraid. Have students identify how Ruby acted bravely. Then, allow students to use words and pictures to describe someone else they think is brave.

**Skill:** Have students complete the graphic organizer, listing reasons that support the author’s main points.



Name \_\_\_\_\_

## Reason Why

**Directions:** Read each idea from the story. Write or draw a reason why the idea is true. Use details from the book.

<b>Idea</b> Some people did not like Ruby.
<b>Why it is True</b>

<b>Idea</b> Ruby was in danger.
<b>Why it is True</b>

<b>Idea</b> Ruby was brave.
<b>Why it is True</b>

<b>Idea</b> Ruby changed the world.
<b>Why it is True</b>