



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 7

Inferring Author's Opinions and Writing Opinion Statements: Journalists' Opinions about Segregation Post–World War II (*Promises to Keep*, Pages 22–25)



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can make inferences using quotes from the text. (RI.5.1)
- I can summarize an informational text. (RI.5.2)
- I can determine the meaning of academic and content words or phrases in an informational text. (RI.5.4)
- I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)
- I can introduce the topic of my opinion piece. (W.5.1a)

Supporting Learning Targets

- I can summarize the information in *Promises to Keep* about segregation in professional baseball after World War II.
- I can infer journalists’ opinions about segregation in professional baseball after World War II.
- I can write a sentence that states an opinion about segregation in professional baseball after World War II.

Ongoing Assessment

- Vocabulary cards (from homework)
- Journals (author’s opinion, topic sentence)



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Homework Review (5 minutes) B. Engaging the Reader (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. First Read: Getting the Gist about Segregation in the United States after World War II (10 minutes) B. Second Read: Inferring Journalists’ Opinions (15 minutes) C. Writing an Opinion Statement: Segregation in Baseball (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief and Reviewing Learning Targets (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Read the timelines on pages 8 and 9 and page 25 of <i>Promises to Keep</i>. Answer homework questions on index cards. 	<ul style="list-style-type: none"> • This lesson follows a similar pattern to Lesson 4. Students once again practice the skill of paraphrasing and recording the opinion they identify from a new page of the text in <i>Promises to Keep</i>. However, in this lesson students also write a topic sentence to state an opinion about segregation in professional baseball post–World War II. Students will continue to practice and refine their ability to write sentences for the introduction in Lesson 13 as a scaffold toward the writing they will complete for the end of unit assessment. • In advance: Add “Historical Newspapers/Magazines” to the Features of Informational Text anchor chart (used in Opening Part B). • Add to the Jackie Robinson and Life in America anchor chart. In the left-hand column of the chart, write: “After Jackie Robinson Returns from WWII.” In the center column of the anchor chart, write: “1940s–1950s.” • Prepare Journalists’ Question strips (see materials note below). • Post: Learning targets.



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Lesson Vocabulary	Materials
<p>opinions, segregation, explain (M1, M2A), reasons, evidence, topic, states, criteria; considered, pastime, post–World War II, rebuild, enormous, talent pool, business, accused, democracy, denied (all from page 25)</p>	<ul style="list-style-type: none">• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)• Document camera or projector• Historical images from newspaper/magazine articles about baseball in America (1940s–1950s) (one of each, to display)• <i>Promises to Keep</i> (book; one per student)• Students’ journals• Lesson 7 task card (one per group)• Journalists’ Questions strips (one strip per group)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)• Opinion Exemplars page (one for display)• Jackie Robinson and Life in America anchor chart (begun in Lesson 2)• Index cards (three per student)



Opening	Meeting Students’ Needs
<p>A. Homework Review (5 minutes)</p> <ul style="list-style-type: none"> • Tell students they will participate in a Vocabulary in Action activity in which they will show an action that demonstrates the meaning of one of the vocabulary words they defined for homework. • Ask students to pair up and take 2 minutes to complete the following: <ol style="list-style-type: none"> 1. Choose one vocabulary word from your vocabulary cards from homework that you can “act out” (without using words). 2. One partner takes 20 seconds to act the word out for his or her partner to guess (if your partner cannot figure out the word within that time, show him or her your vocabulary card and definition). 3. The second partner follows the above two steps. 4. As time permits, repeat with a second vocabulary card for each student. • Ask students to place the two vocabulary cards in their vocabulary folders or wherever they are storing vocabulary cards. 	<ul style="list-style-type: none"> • Consider predetermining the vocabulary words that students who struggle with language will act out, and “rehearse” with them before beginning the activity with the whole class. Some words (e.g., <i>boycott</i>, <i>nonviolent</i>) will be easier to act out than others.
<p>B. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> • Direct students’ attention to the Features of Informational Text anchor chart, and point out the addition of historical newspapers/magazines to the chart. Tell students they will examine images of a sports newspaper and magazine from the 1940s–1950s in order to identify the features of articles published during that time. • Next, use a document camera or projector to display the historical images from newspaper/magazine articles about baseball in America (1940s–1950s), one page at a time. Pause after displaying each page and ask students to turn and talk with a partner about what features they notice from these newspaper and magazine covers or articles. 	<ul style="list-style-type: none"> • Students may need an explanation and discussion of the word <i>journalists</i> (reporters, people who tell others the news). • Some students may never have seen a newspaper. Consider bringing one in for them to see and compare it to news on the internet, which they may have familiarity with.



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Opening (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Cold call several students to share out whole group. Listen for:<ul style="list-style-type: none">– “Name of the newspaper or magazine.”– “Dates [month, day, and year or decade].”– “Picture of who is being written about or interviewed.”– “Names of players.”– “Quotes.”– “Captions.”• Add students’ ideas to the anchor chart.• Tell students that today they will closely read a passage from <i>Promises to Keep</i> to understand how some sports journalists brought attention to and tried to end segregation in American baseball after World War II.	



Work Time	Meeting Students’ Needs
<p>A. First Read: Getting the Gist about Segregation in the United States after World War II (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out <i>Promises to Keep</i> and place them in their regular groups of four. Students will remain in groups until Closing and Assessment. • Read the first learning target with the students: <ul style="list-style-type: none"> * “I can summarize the information in <i>Promises to Keep</i> about segregation in professional baseball after World War II.” • Ask students to open their books to page 22. Ask them to follow along silently as you read pages 22–25 aloud (just read the main text, not the timeline that is a sidebar on page 25). • Prompt students to take 1 or 2 minutes to think about and discuss with their group members: <ul style="list-style-type: none"> * “What is the gist of this passage?” * “What was Major League Baseball like for African American ballplayers after World War II? What is your evidence?” • Direct students to turn to a new page in their students’ journals to record the gist of this passage. • Cold call a few students to share what they have written. Listen for ideas such as: <ul style="list-style-type: none"> – “African American ballplayers were not allowed to play on Major League Baseball teams.” – “African American ballplayers had to play in the Negro Leagues.” – “There was a great deal of discrimination against African American ballplayers.” 	<ul style="list-style-type: none"> • Strategically group stronger readers and writers with students who struggle with reading grade-level text. • Students who struggle with large amounts of text may need to focus on one paragraph or page at a time. Consider chunking the text into smaller segments and providing them one at a time. • Some students may need pages 22–25 reread before determining the gist.



Work Time (continued)	Meeting Students’ Needs
<p>B. Second Read: Inferring Journalists’ Opinions (15 minutes)</p> <ul style="list-style-type: none"> • Review the learning targets: <ul style="list-style-type: none"> * “I can infer journalists’ opinions about segregation in professional baseball after World War II.” • Remind students that they worked in Unit 1 to infer author’s opinions when they read about the importance of sports in American culture, in addition to Lesson 4 of this unit. Cold call several students to share out the meaning of the word <i>opinion</i> (point of view; WHAT the author believes). • Focus the class’s attention on the first paragraph on page 24. Reread this entire paragraph aloud, as students follow along silently. • Ask students to think about and then discuss: <ul style="list-style-type: none"> * How did these sportswriters feel about segregation in professional sports? • Invite several students to share their thinking whole group. Listen for: <ul style="list-style-type: none"> – “They thought segregation was wrong, an injustice.” – “They wanted to end discrimination.” • Next, focus students’ attention on the series of questions that begins with the first full sentence on page 25. (Start: “They asked: Could …” and end with “... color of their skin?”) • Tell students that these were some of the questions that journalists in the 1940s and 1950s asked themselves about the segregation of professional baseball in America. • Read the first question aloud as students follow along: <ul style="list-style-type: none"> * “Could baseball truly be considered America’s pastime when black ballplayers and white ballplayers couldn’t play on the same field?” • Remind students that <i>pastime</i> is another way of saying <i>game</i>. 	<ul style="list-style-type: none"> • Although this is not a Social Studies lesson, students unfamiliar with World War II may require a brief explanation and discussion to help them better understand the time period in which these articles were written. • Provide a word bank of “feeling” words (e.g., angry, bad, sad) to choose from for students who find it difficult to produce language, as well as a sentence stem, such as: “I think sportswriters felt _____ [feeling word] about segregation in professional sports because _____.” • Intentionally give the first question to groups with the most struggling readers, as it was already discussed whole group.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Say: “Given that we know these sportswriters felt segregation in professional sports was wrong, think about how we could use this question to help us think about the journalist’s <i>opinion</i> about baseball. Remember, an author’s opinion is WHAT he or she believes and can support with reasons and evidence.”• Give students 1 minute to talk in their groups about how they might use this question to help them think about the journalists’ opinions about baseball.• Cold call each group to share their thinking. Listen for ideas such as:<ul style="list-style-type: none">* “Baseball was not America’s game if black ballplayers and white ballplayers could not even play on the same field.”• Probe students’ thinking by asking:<ul style="list-style-type: none">* “Is this an opinion? Could someone disagree with or argue against the statement? Does this tell us WHAT the author believes?”• Tell students that each group will work together to form an opinion based on one of the other three questions on page 25.• Distribute one Lesson 7 task card and one of the Journalists’ Questions strips to each group. Ask groups to read the directions on their card. Clarify any instructions as needed.• Allow groups 7–9 minutes to complete their task cards.• Circulate to support as needed. As students work, focus their attention on and clarify key vocabulary from the text (see “Lesson Vocabulary”). Encourage students to refer to the Vocabulary Strategies anchor chart for support with determining the meaning of unfamiliar or difficult words in the text.• After groups complete their task cards, cold call groups to share out the opinion and how the key vocabulary helped them to determine that.	



Work Time (continued)	Meeting Students’ Needs
<p>C. Writing an Opinion Statement: Segregation in Baseball (20 minutes)</p> <ul style="list-style-type: none"> • Introduce the learning target: <ul style="list-style-type: none"> * “I can write a sentence that states an opinion about segregation in professional baseball after World War II.” • Invite several students to share out what they know about the meaning of the word <i>introduction</i>. Listen for: <ul style="list-style-type: none"> – “It has the word introduce in it, and this is when readers would learn about something for the first time.” – “It is the first paragraph in a piece of writing.” – “It tells what the writing will be about.” • Tell students that, based on what they have read so far, they are now going to write a sentence that shares an opinion about segregation in professional baseball. They can imagine that this sentence would be part of the introduction of an article one of the journalists might have written. • Say: “Before we begin to write an opinion statement, we will review and critique some examples. This will help us determine the criteria for a strong opinion statement.” • Invite a few students to share out what they know about the meaning of the word <i>criteria</i>. Listen for: “Standards used for making judgments about the quality of something.” • Display the Opinion Exemplars page. Ask for a volunteer to read each sentence aloud, or do so yourself. • Ask students to take 2 minutes to discuss in their groups: <ul style="list-style-type: none"> * “What are the words in each sentence that let you know it is an opinion?” * “What patterns do you notice in these sentences?” • Cold call each group to share. Listen for comments such as: <ul style="list-style-type: none"> – “Each sentence had a ‘topic’ such as baseball, Harlem Renaissance, Jackie Robinson, or journalists.” – “Each sentence had ‘judgment’ words like ‘most,’ ‘worst,’ ‘amazing,’ ‘greatest,’ or ‘better.’” 	<ul style="list-style-type: none"> • Consider creating an anchor chart of “judgment” words for students to refer to as they write their own opinion sentences. • Post the directions for students to refer to as they work to write their sentences.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Tell students that a good opinion statement will include the following:<ul style="list-style-type: none">– The topic: the person, place, or thing that will be written about.• A “judgment” about the topic, such as “it is the best/worst/most/amazing.”• Say: “Now you will write an opinion statement about segregation in professional baseball after World War II. As you prepare to write your sentence, think about what you read today and the opinions that journalists of the time had about this topic.”• Ask students to take 2 to 3 minutes in their groups to complete the following:<ol style="list-style-type: none">1. Think about and then discuss:<ul style="list-style-type: none">* “Based on what you have read so far, what is your opinion about segregation in baseball after World War II?”2. Make sure to include a “judgment” word or phrase in your sentence (best, worst, terrible, etc.).3. On your own, on the next blank page in your journal, write an opinion statement about segregation in <input type="checkbox"/> professional baseball after WWII.• As time permits, cold call several students to share their sentences whole group. Point out and compliment when sentences are on topic, and when sentences use judgment words. Emphasize to students that judgment words are key components of opinions.• Collect students’ journals to informally assess.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Bring students together whole group. Focus their attention back to the Jackie Robinson and Life in America anchor chart.• Say: “As we read today, we learned many more details about what life was like in America for African Americans after World War II, in the 1940s–1950s.”• Ask students to take 1 minute to turn and talk with a partner about details they could add to the far right-hand column of the anchor chart, “What Was Happening in America?” for the 1940s–1950s.• Cold call several students to share. Listen for ideas such as: “Baseball was segregated,” “Jim Crow Laws were still used,” “There was discrimination against African American athletes,” “Journalists began to push for desegregation of professional sports,” and similar examples. Add students’ ideas to the anchor chart.• Read the first learning target aloud:<ul style="list-style-type: none">* “I can summarize the information in <i>Promises to Keep</i> about segregation in professional baseball after World War II.”• Ask students to indicate their progress toward the learning targets by showing a thumbs-up or thumbs-down.• Repeat with the other three targets. Note students who show thumbs-down, as they may need more support summarizing information, identifying opinion, reasons, and evidence that an author uses to support an opinion, or writing an opinion statement.• Distribute three index cards to students for homework.	<ul style="list-style-type: none">• Consider writing details about what was happening in America during the 1940s–1950s on index cards or strips of paper prior to debrief and giving them to students who struggle with language to read to their partner and share with the whole class.



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Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Read the timelines on pages 8 and 9 and page 25 of <i>Promises to Keep</i>.• On one of the index cards write one similarity and one difference between the two timelines. Justify your answer with one reason. Support your answer with at least two pieces of evidence from the text (pages 22–25).• Choose two vocabulary words we worked with today: <i>topic, criteria, opinion, considered, pastime, post–World War II, rebuild, enormous, talent pool, business, accused, democracy, denied</i>.• Record each word on a note card. On the back of each note card, draw a picture to show what the word means AND write a definition for the word. Bring your three note cards as an admit ticket to the next class. □ <p><i>Note: Prepare timeline materials for Lesson 8. Review students’ journals to determine their current level of mastery about opinion, reasons, evidence, and writing opinion statements. (Students will continue learning to write opinions throughout this module.)</i></p>	<ul style="list-style-type: none">• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading on grade-level text.• Consider prewriting vocabulary words on index cards for students who struggle with writing.• Students who struggle with language may need to dictate the similarities and differences and the definitions of their vocabulary words to someone at home.



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Supporting Materials



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Historical Images from Newspaper/Magazine Articles about
Baseball in America (1940s–1950s)

FINAL **DAILY NEWS** **BROOKLYN QUEENS LONG ISLAND**
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DODGERS TOP BRAVES, 5-3; YANKS AND GIANTS LOSE

Stories Pages 66, 67



Sliding into second, Valo of the A's beats Keller's toss to get himself a double in 8th inning at the Yankee Stadium.

Dragging One. Jackie Robinson lays down a sacrifice and starts to scoot. First baseman threw ball wild to the bag, sending Robbie to second and Stanky to third in 7th inning.



Brook at High Tide. Eddie Stanky climbs the Flatbush ozone in a desperate attempt to haul down Edwards' high peg as McCormick helps himself to second base following passed ball in the first inning at Ebbets Field opener. Reese gets the ball away [→] for fast double play after erasing Torgerson at second in 2d inning. Brooks topped Braves, 5-3, thanks to some high class ballplaying by Pete Reiser. —Story page 67.

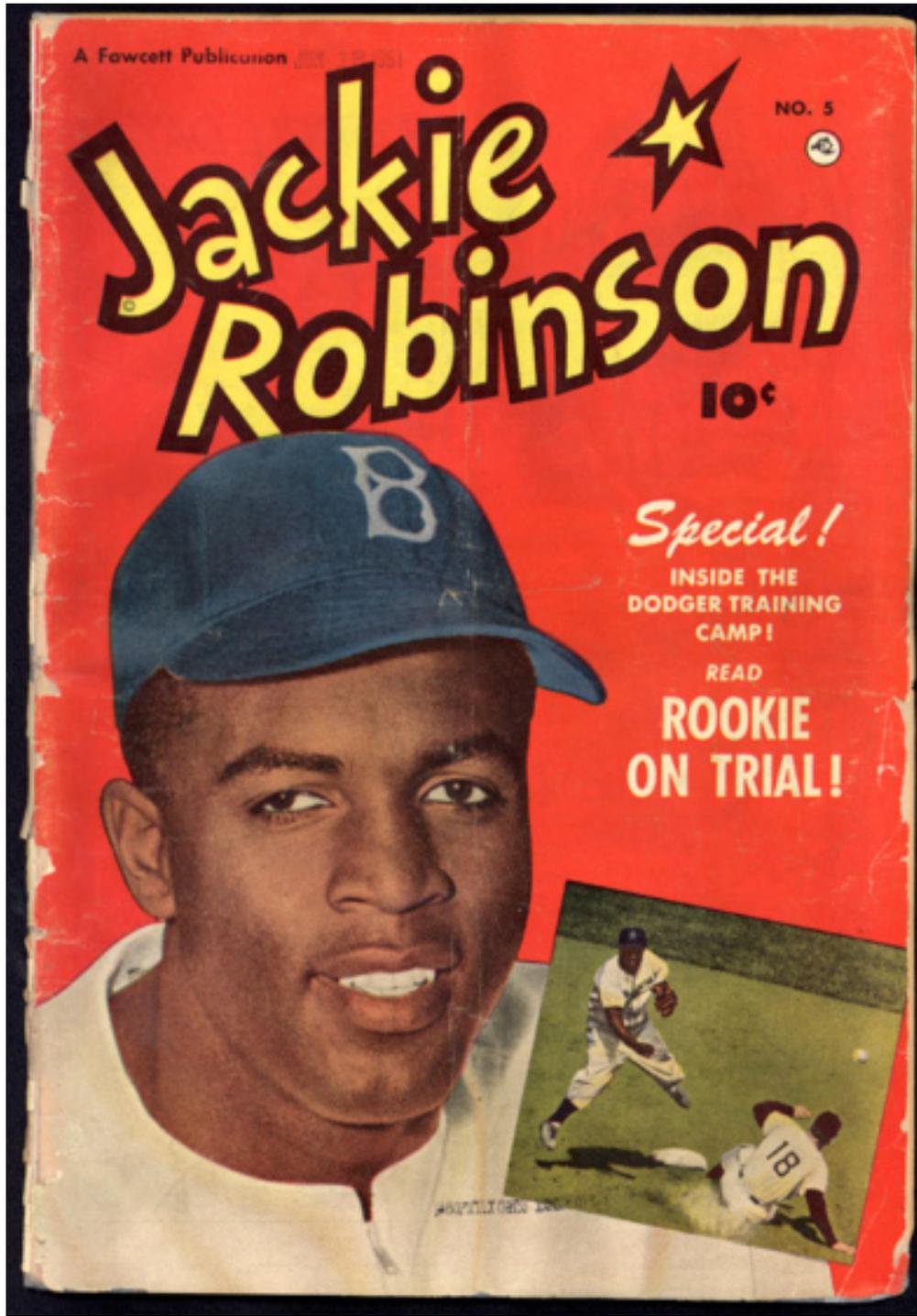


Futile. Keller slides into second too late to break up a twin kill as Athletics' Joost pegs ball (arrow) to first in 4th. Yanks lost opener, 6-1. —Story page 67.





Historical Images from Newspaper/Magazine Articles about
Baseball in America (1940s–1950s)





Work with your group members to complete the following:	OPINION	Read your “Question Strip” and think about what it means.
		Focus on the key vocabulary in bold. Use a strategy from the Vocabulary Strategies anchor chart to help determine the meaning of these words. Discuss with your groups members:
		• What do these words mean?
		• How do these words help you think about what this question is about?
		• Think about and discuss: Based on this question journalists were asking, what can you infer about journalists’ opinions?
• On a new page in your journal, independently write an opinion sentence based on the journalists’ question.		



Journalists' Questions Strips

Directions: Cut and distribute one strip to each group.

Could baseball truly be **considered** America's **pastime** when black ballplayers and white ballplayers couldn't play on the same field?

Could **post–World War II** teams afford to **rebuild** and be successful without including the **enormous** talent **pool** that existed within the Negro Leagues?

Could the **business** of baseball grow when it was being **accused** of racism?

Could the United States really consider itself a **democracy** if a portion of its population was **denied** basic human rights and opportunities simply because of the color of their skin?



Opinion Exemplars Page

1. Baseball is the most entertaining of all professional sports.
2. The Jim Crow era was the worst period in American history.
3. Jackie Robinson was an amazing baseball player.
4. The Harlem Renaissance produced the greatest African American artists of the 20th century.
5. Journalists have better opportunities to influence social change than most people.