

First Grade Lesson Plan Black History Month-Ruby Bridges



Wreaths Across America

Lesson Plan

Teacher:	Date:
Grade: 1 st Grade	Lesson: Black History Month-Ruby Bridges

<p>OBJECTIVES: CCSSI-ELA RI 1.1. Ask and answer questions about key details in a text. 1. 2. Identify the main topic and retell key details of a text. 1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>STRATEGIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing/Coloring <input type="checkbox"/> Writing <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Collaboration <input type="checkbox"/> Discussion Questions <input type="checkbox"/> Small Groups <input type="checkbox"/> Large Group 						
MATERIALS:	Computer/laptop; internet (with access to YouTube); Smart Board; copy of the Comprehension Questions The Story of Ruby Bridges; copies of the Ruby Bridges Coloring Sheet; copies of the Ruby Bridges Matching Worksheet						
Engage: Hook the students	<p>Ruby Bridges Biography Classroom Video for Kids-Homeschool Pop https://youtu.be/RsNsW3G7WU4</p> <p>Think/Pair/Share Activity- Pair the students with a partner. Explain the T/P/S directions. The students will think of their answer, get with their partner, and share their answer.</p> <p>T/P/S Question: How did you feel on the first day of Kindergarten? How did you feel on the first day of the first grade? How do you think Ruby felt going to a new school? Tell the students the story of Ruby Bridges, told by Ruby Bridges-a true story about a brave little girl who went someplace new, even when she was not sure others wanted her there.</p>						
Explore: Students make sense of a concept through observations.	<p>Play the YouTube Read Aloud, <i>Ruby Bridges Goes to School - My True Story</i> – By Ruby Bridges https://youtu.be/884SrEcQggE</p> <p>Oral Q & A-Students will answer the Comprehension Questions The Story of Ruby Bridges.</p> <p>Students will complete the Ruby Bridges Matching Worksheet to check for detail comprehension.</p> <p>Students will color the Ruby Bridges Coloring Sheet.</p> <p>Oral Q & A-Ask students to describe the relationship between Ruby and Mrs. Henry.</p>						
Explain: Teacher introduces formal vocabulary and language to students.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">segregated</td> <td style="width: 50%;">Eleanor Roosevelt</td> </tr> <tr> <td>US Supreme Court</td> <td>Norman Rockwell</td> </tr> <tr> <td>US Marshalls</td> <td>integrated</td> </tr> </table>	segregated	Eleanor Roosevelt	US Supreme Court	Norman Rockwell	US Marshalls	integrated
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Elaborate: Students apply what they have learned.	The students will ask and answer questions about key details in <i>Ruby Bridges Goes to School-My True Story</i> , identify the main topic and retell key details of the text; describe the connection between two individuals, events, ideas, or pieces of information in the text.						
Evaluate: assessment.	Teachers will choose which activities to use as formal assessments.						
Enrichment/Service-Learning Project	Students will brainstorm a way to serve their local community in honor of Ruby Bridges and others who paved the way for Civil Rights. See a list of potential projects on the last page.						

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Oral Comprehension Questions The Story of Ruby Bridges

1. What does the word segregated mean? **The word segregated means separated by race.**
2. People were treated differently just because of the color of their skin. Name one way people were treated differently. **People had to go to different schools, different restaurants and they had to use different water fountains.**
3. What is the U.S. Supreme Court? **The Supreme Court is the highest court in the United States.**
4. What ruling did the Supreme Court make in 1954 regarding schools? **The Supreme Court ruled that schools could no longer be segregated.**
5. How long did it take for the schools to finally start integrating schools in southern states? **It took six years for schools to start integrating in the southern states.**
6. What was so important about Ruby Bridges attending William Frantz public school? **Ruby was the first African American child to attend an all-white elementary school.**
7. Why did the US Marshalls have to walk with Ruby to school each morning and home from school each afternoon? **The US Marshalls walked with Ruby Bridges each day because people were yelling unkind things at Ruby and throwing things at her. They were there to protect Ruby from the crowds of people.**
8. Why was Ruby the only student in her first-grade class at William Frantz Elementary School? **Ruby was the only student in her class at William Frantz Elementary School in the first grade because many parents took their children out of school.**
9. Ruby loved her teacher, Mrs. Henry, but she wanted the other children to come back to school. When the other children started coming back to school, what was Ruby's reaction? **After several months of being at school alone, the other children started to come back to school, and it made Ruby very happy.**
10. When Ruby visits schools now, what does she tell the students in the schools? **Ruby tells children that black children and white children can be friends, and the most important thing is for them to be kind to one another.**

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Ruby Bridges Matching Sheet

Directions: Draw a line to match the things that go together.

US Marshalls

The President's wife who wrote Ruby a letter telling her she was a Good American.

Norman Rockwell

to separate people based on race

segregation

The First African American student to integrate an all-white school.

United States Supreme Court

Ruby Bridges First Grade Teacher at William Frantz Elementary School.

Eleanor Roosevelt

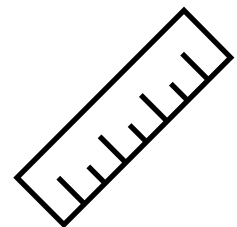
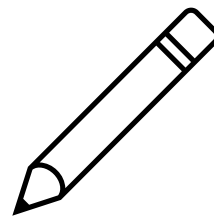
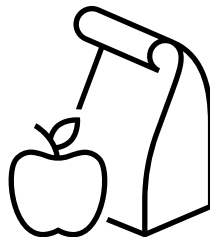
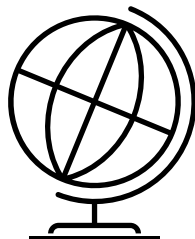
They walked Ruby to and from school each day to protect her.

Mrs. Henry

The famous painter who painted a picture of Ruby walking into the elementary school.

Ruby Bridges

They ruled to stop segregation in schools in 1954.



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Action Plans for Elementary Students

1. Draw pictures or make cards for servicemen and women overseas or veterans at a local VA Hospital or VA Home. [Operation Gratitude](#) sends over 250,000 packages to Servicemen and Women, and First Responders annually, the link above provides guidelines for participation in their program.
2. Make cards for Senior citizens in your community for the various holidays. Teachers/Parents can help their children by:
 - * contacting local nursing homes, senior centers and VA Homes to determine the procedure they have for community involvement, the numbers of residents, etc.
 - * setting up a calendar as a reminder to your child letting them know when certain holidays are coming.
 - * providing materials: crayons, paper, coloring sheets for younger students
 - * setting up a time for delivery of the cards to the facility, or help your child mail the cards at the Post Office.
3. Decorate placemats to be used for Senior citizens during the holidays with a special note or picture! Many agencies deliver meals to Seniors who have mobility problems and are on a fixed income. Teachers/Parents can help their children by:
 - * contacting local agencies that provide meals for Seniors, coordinate with the agency to provide placemats for an upcoming holiday
 - * talking with your child's teacher to see if this could be a classroom project
 - * provide materials,
4. [Donate gently used or new stuffed animals](#) to a local fire department or police station to give to children in emergencies.
5. During your birthday month, donate cake mix, frosting, candles, and an age-appropriate toy in a box. Donate items to a local food pantry or school social worker for families in need of a birthday cake. Let your child decorate the bag/box with a birthday message. Parents can help their children by:
 - * contacting a local food bank or their child's school to arrange a drop-off point
 - * purchasing the items to donate
 - * taking their child to be a part of the drop-off
6. Collect school supplies, coloring books/crayons or games to donate to local homeless shelters or local children's hospitals.
 - * contacting a local food bank or their children's hospital to arrange a drop-off point
 - * purchasing the items to donate
 - * taking their child to be a part of the drop-off
7. Make a no-sew fleece blanket for a child in need with [Project Linus](#), or a Veteran in need with [Soldiers' Angels](#). Parents can help their children by:
 - * log on to the Project Linus or Soldiers' Angels to check out the specifications for the blankets,
 - * help their child purchase materials
 - * help their child make the blanket if necessary
 - * take their child to ship or deliver the blanket