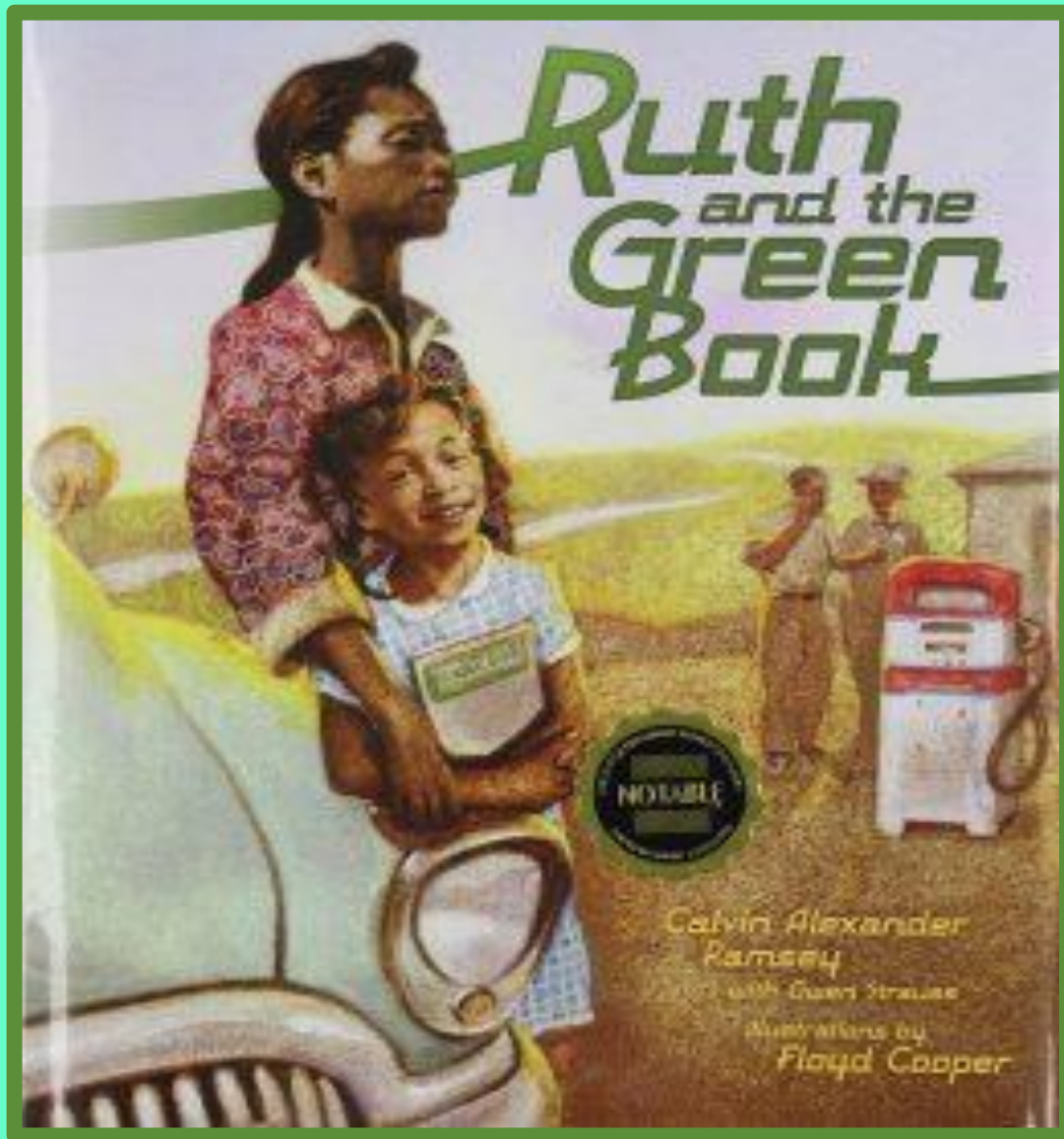


4th & 5th Grades Lesson Plan
Live with Purpose
Strength, Work Ethic and Character



Wreaths Across America

Lesson Plan

Teacher:	Date:
Grade: 4 th & 5 th	Lesson: Live with Purpose-Strength, Work Ethic and Character

<p>OBJECTIVES: CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>STRATEGIES:</p> <ul style="list-style-type: none"> <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"/> Check for Understanding
<p>MATERIALS:</p>	<p>Computer/laptop; internet (with access to YouTube); Smart Board; copies of <i>Ruth and the Green Book</i> Check for Understanding; copies of <i>The Negro Motorist Green Book</i> Reading; copy of Class Discussion on Character; copies of Character Traits Worksheet; copies of Reading Like Sherlock Holmes Finding the Theme of the Story; copies of <i>Ruth and the Green Book</i> Wordsearch Puzzle</p>
<p>Engage: Hook the students</p>	<p>Explain: At various times in U.S. history African Americans were denied opportunities available to whites. The Jim Crow laws were state and local laws introduced in the Southern United States in the late 19th and early 20th centuries that enforced racial segregation. Such laws remained in force until 1965. These exclusions included education and access to services such as restaurants and hotels. The lack of opportunities in the American South contributed to the Great Migration, the movement of thousands of African Americans from the South to northern cities. 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. T/P/S Question: How would you feel if you were denied entrance to a restaurant or other public place because of the color of your skin?</p>
<p>Explore: Students make sense of a concept through observations.</p>	<p>Play the YouTube Read Aloud <i>Ruth and the Green Book</i>, Authors-Calvin Alexander Ramsey and Gwen Strauss, Illustrator-Floyd Cooper. https://youtu.be/qTNwwtf05ho Hand out <i>Ruth and the Green Book</i> Check for Understanding questions. Allow students time to complete the assignment. Hand out <i>The Negro Motorist Green Book</i> Reading & Vocabulary Activity. Allow students time to complete the assignment. Hold a class discussion on character. Hand out the Character Traits Worksheet. Allow students time to complete the assignment. 5th Grade-Hand out Reading Like Sherlock Holmes Finding the Theme of the Story. Allow students time to complete the assignment. Hand out copies of <i>Ruth and the Green Book</i> Wordsearch Puzzle. Allow students time to complete the activity.</p>
<p>Explain: Teacher introduces formal vocabulary and language to students.</p>	<p>historical fiction Alabama the Green Book mass migration Jim Crow Laws Chicago, Illinois segregation</p>
<p>Elaborate: Students apply what they have learned.</p>	<p>Describe in depth a character in a story, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Determine a theme of a story, from details in the text, including how characters in a story or drama respond to challenges; summarize the text.</p>
<p>Evaluate: assessment.</p>	<p>Teachers will select which activities to use as formal/informal assessments.</p>
<p>Enrichment/Service-Learning Project</p>	<p>Explain: April is the Month of the Military Child. Explain to students that children with parents who serve in the military have different sets of challenges. Their parents may be sent on deployments overseas, they move a lot, etc. Military children must learn the skills of strength, work ethic and good character from a young age to adjust to life as a military child. Hand out The Month of the Military Child Activity. Allow students time to complete. See a list of 50 potential projects provided by the United State Air Force on the last pages of this lesson plan. Print project completion certificates here.</p>

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***Ruth and the Green Book* Check for Understanding**

1. When does the story take place? What clues can you use from the book to tell you when this story takes place?
2. Where does the story take place?
3. What is Ruth's first clue on the trip, that things are not equal for white people and black people?
4. What happened when Ruth's daddy stopped to try to get them a hotel room on the first night?
5. Why do you think Ruth's family was denied a room at the hotel?
6. Where did Ruth and her family end up sleeping that night?
7. What made Ruth homesick for Chicago?
8. When Ruth and her family got to Tennessee, they spent the night with a family friend. How did Ruth's daddy and Eddy know one another?
9. What does Ruth's dad say about the war?
10. What were the Jim Crow laws?
11. Eddy told Ruth to watch for Esso gas stations. Why?
12. What did Ruth's dad purchase at the Esso gas station?

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13. What was included in *The Negro Motorist Green Book*?

14. Ruth's mom used *The Negro Motorist Green Book* to locate Mrs. Melody's Tourist House. Mrs. Melody would not let Ruth's dad pay her for the room. What reason did Miss Melody give for not charging Ruth's family?

15. The next morning, Ruth's mom puts Ruth in charge of the Green Book. What is the first thing Ruth has to locate in the Green Book to help the family on their journey?

16. Ruth's family spent one more night "on the road" before they got to her grandmother's house. Ruth found an inn that welcomed Negro travelers, most of the people staying at the inn were businessmen. What did they have to say about the Green Book?

17. What did Ruth give to the little boy she met at the inn? Why did she give it to him?

18. What did Ruth show the little boy's mother?

19. Ruth said the trip had not been what she expected. What did she mean by that?

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ANSWER KEY

Name _____

Ruth and the Green Book Check for Understanding

1. When does the story take place? What clues can you use from the book to tell you when this story takes place? **The story takes place during the early 1950's. At the beginning of the book, Ruth says the family is taking a road trip in the new 1952 Buick her father bought to use for his new job.**
2. Where does the story take place? **The story starts in Chicago. Ruth and her family are traveling by car from Chicago to Alabama to see her grandmother. They travel through Tennessee, Georgia, and Alabama.**
3. What is Ruth's first clue on the trip, that things are not equal for white people and black people? **Ruth's first clue that things are not equal for white people and black people is when her father stops for gas, and her mother asks for the key to the restroom and the attendee tells her mother that the restrooms are for "whites only." Ruth has to use the restroom in the woods.**
4. What happened when Ruth's daddy stopped to try to get them a hotel room on the first night? **When Ruth's daddy stopped to get a hotel room for the night, the hotel clerk told them they could not stay at the hotel. Ruth's daddy got mad and slammed the car door.**
5. Why do you think Ruth's family was denied a room at the hotel? **Ruth's family was denied a room at the hotel because they were black.**
6. Where did Ruth and her family end up sleeping that night? **Ruth and her family ended up sleeping in their car.**
7. What made Ruth homesick for Chicago? **As Ruth's family was traveling on the second day of their trip, every restaurant they passed had signs in the windows that said, "Whites Only."**
8. When Ruth and her family got to Tennessee, they spent the night with a family friend. How did Ruth's daddy and Eddy know one another? **Ruth's daddy and Eddy used to play in a band together and they served in the military together.**
9. What does Ruth's dad say about the war? **Ruth's dad says he had hoped the war would have changed the way blacks were treated, but now he knows he was wrong.**
10. What were the Jim Crow laws? **Jim Crow laws were laws that intended to separate blacks and whites from mixing in any way. Blacks were denied access to restaurants, hotels and many other things**
11. Eddy told Ruth to watch for Esso gas stations. Why? **Eddy told Ruth to watch out for Esso gas stations because they served both white and black people.**
12. What did Ruth's dad purchase at the Esso gas station? **Ruth's dad purchased gas and a copy of *The Negro Motorist Green Book*.**

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13. What was included in *The Negro Motorist Green Book*? **The Negro Motorist Green Book listed places across the United States where black people could sleep, eat, shop, get a haircut and all kinds of other information.**

14. Ruth's mom used *The Negro Motorist Green Book* to locate Mrs. Melody's Tourist House. Mrs. Melody would not let Ruth's dad pay her for the room. What reason did Miss Melody give for not charging Ruth's family? **Mrs. Melody said it was right for them to help one another.**

15. The next morning, Ruth's mom puts Ruth in charge of the green book. What is the first thing Ruth has to locate in the green book to help the family on their journey? **When the family's car breaks down, no one will stop to help them. Ruth has to find a mechanic on their route to fix their car.**

16. Ruth's family spent one more night "on the road" before they got to her grandmother's house. Ruth found an inn that welcomed Negro travelers, most of the people staying at the inn were businessmen. What did they have to say about the green book? **The businessmen they met at the inn said they could not do their jobs without the green book.**

17. What did Ruth give to the little boy she met at the inn? Why did she give it to him? **Ruth gave Brown Bear to the little boy at the inn. Ruth knew he was afraid and she thought of all the people who had helped them on their trip to grandmother's house and maybe Brown Bear would help him not be afraid.**

18. What did Ruth show the little boy's mother? **Ruth showed the little boy's mother their copy of the green book.**

19. Ruth said the trip had not been what she expected. What did she mean by that? **Ruth said traveling could be scary, and she was upset that some people were so unkind to Negroes. But it helped her to know that there were good black people that were willing to help each other.**

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The Negro Motorist Green Book

Directions: Read the following passage. Define the underlined terms in the space provided below.

The Negro Motorist Green Book was an annual publication founded and written by a New York City mailman named Victor Hugo Green. It was published from 1936-1967. The first edition focused primarily on travel in New York, later issues were expanded to cover travel across much of North America.

The Green Book became known as "the bible of black travel" during the era of Jim Crow Laws and served as a guide for Black Americans and other non-white travelers during this time when open discrimination was widespread, especially in the South.

Green wrote this guide to identify services and places relatively friendly to Black Americans who travelled for business, vacations or to visit family, so they could find lodgings, businesses, and gas stations that would serve them along the road. Not many people outside of the Black American community even knew of the book's existence. Shortly after passage of the Civil Rights Act of 1964, which outlawed the types of racial discrimination that made the Green Book necessary, publication ceased and it fell into obscurity.

annual _____

publication _____

edition _____

North America _____

Jim Crow Laws _____

discrimination _____

widespread _____

Civil Rights Act of 1964 _____

ceased _____

obscurity _____

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Class Discussion on Character

Explain: Character is a pattern of behavior a person shows over time. People with good character believe they should make good choices and show over time that they almost always make choices that are honest, respectful, fair, caring, and responsible.

Everyone makes mistakes, but that does not mean you don't have good character. A person with good character learns from their mistakes. When a person of good character makes a mistake, they take responsibility for it. They also show determination, which means they will work hard to make good choices and they'll do the right thing, even when it's hard.

So how do you become a person of good character?

Good character is something a person builds over time. So how do YOU build good character? You surround yourself with friends who have good character and you make good decisions when you are confronted with difficulties. You work through times when the choices you make may be hard. Everyone faces challenges, but how you work through those challenges can be a character-building moment because it helps you prove to yourself that you can make good choices. All the character-building moments in your life will help you grow into a person with good character.

Discussion Questions:

1. How do you know if someone has good character? **Answers will vary.**
2. What are some things you will see them do? **Answers will vary.**
3. What are some words we use to describe someone with good character? **Honest, respectful, kind, fair, caring, dependable, and responsible.**
4. Think about the characters in the book *Ruth and the Green Book*. How would you describe the character of the following people in the book?
 1. the Gas Station Attendant who would not give the key to Ruth and her mother to use the restroom
 2. Eddy

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Character Traits Worksheet

Directions: Drawing from the text, write 4-character traits that describe the main character in the book and answer the questions.

Title of the Book

Character's Name

Character Traits

What did he/she do to prove it?

1 _____	Evidence _____
2 _____	Evidence _____
3 _____	Evidence _____
4 _____	Evidence _____

Why did the character do the things he/she did?

How did the character's actions impact the story?



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Read Like Sherlock Holmes, Finding the Theme of a Story

What is the title of the story? _____


 Does the title give you any clues about the theme? YES or NO


If your answer is yes, what clues does it give you? _____


 What are the repeated parts or ideas in the story?

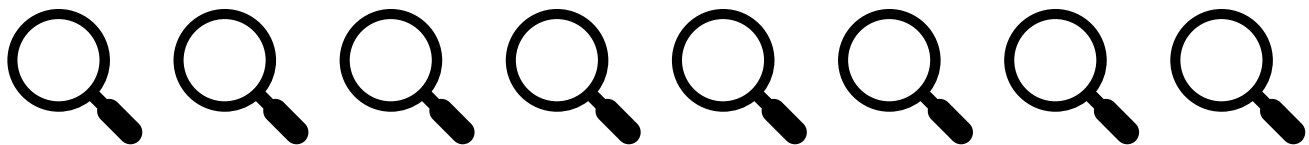
-  _____
-  _____
-  _____
-  _____

 What lesson does the repeated parts of the story send to the reader? _____

 Is it a valuable life lesson? Why or Why not? _____

 Is it a life lesson you could find in other stories? YES or NO _____

 What is the theme of the story? _____



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Ruth and the Green Book Wordsearch Puzzle

M	N	B	C	I	V	I	L	R	I	G	H	T	S	A	C	T
V	C	X	Z	A	J	S	D	F	G	H	J	K	L	P	O	U
D	I	S	C	R	I	M	I	N	A	T	I	O	N	Y	T	R
A	L	A	B	A	M	A	E	W	Q	G	R	A	N	D	M	A
Q	A	V	Z	X	C	S	W	E	D	R	C	V	F	R	G	T
E	Y	I	H	B	R	O	W	N	B	E	A	R	N	M	E	J
S	B	C	I	K	O	L	O	P	O	E	R	O	E	W	O	Q
S	Z	T	A	Q	W	W	E	R	T	N	G	A	B	C	R	S
O	E	O	D	C	L	V	F	G	T	B	G	D	B	N	G	H
Q	A	R	Z	W	A	S	X	C	D	O	E	T	R	T	I	G
B	Y	G	H	N	W	U	J	M	I	O	K	R	L	M	A	P
Q	W	R	E	R	S	G	B	J	M	K	U	I	J	M	R	D
F	T	E	N	N	E	S	S	E	E	B	H	P	V	G	D	S
Z	X	E	B	M	E	U	C	H	A	R	A	C	T	E	R	L
H	I	S	T	O	R	I	C	A	L	F	I	C	T	I	O	N

Jim Crow Laws	brown bear	Tennessee	Civil Rights Act	map
discrimination	Alabama	Victor Green	road trip	Grandma
Green Book	Georgia	ESSO	historical fiction	character

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ANSWER KEY

Name _____

Ruth and the Green Book Wordsearch Puzzle

M	N	B	C	I	V	I	L	R	I	G	H	T	S	A	C	T
V	C	X	Z	A	J	S	D	F	G	H	J	K	L	P	O	U
D	I	S	C	R	I	M	I	N	A	T	I	O	N	Y	T	R
A	L	A	B	A	M	A	E	W	Q	G	R	A	N	D	M	A
Q	A	V	Z	X	C	S	W	E	D	R	C	V	F	R	G	T
E	Y	I	H	B	R	O	W	N	B	E	A	R	N	M	E	J
S	B	C	I	K	O	L	O	P	O	E	R	O	E	W	O	Q
S	Z	T	A	Q	W	W	E	R	T	N	G	A	B	C	R	S
O	E	O	D	C	L	V	F	G	T	B	G	D	B	N	G	H
Q	A	R	Z	W	A	S	X	C	D	O	E	T	R	T	I	G
B	Y	G	H	N	W	U	J	M	I	O	K	R	L	M	A	P
Q	W	R	E	R	S	G	B	J	M	K	U	I	J	M	R	D
F	T	E	N	N	E	S	S	E	E	B	H	P	V	G	D	S
Z	X	E	B	M	E	U	C	H	A	R	A	C	T	E	R	L
H	I	S	T	O	R	I	C	A	L	F	I	C	T	I	O	N

Jim Crow Laws	brown bear	Tennessee	Civil Rights Act	map
discrimination	Alabama	Victor Green	road trip	Grandma
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Celebrate the Month of the Military Child (Dept of the Air Force School Liaison Program)

https://www.militarychild.org/MOMC_Toolkit

In 1986, Defense Secretary Caspar Weinberger designated April as Month of the Military Child. Military bases, cities and school districts around the world will honor these young American heroes with special events just for them. As part of this month-long celebration, local communities are invited to take part in Purple Up! Day established by your state and wear or display purple to recognize our military children.

Here are a few suggestions on how your school can celebrate the Month of the Military Child. Plan now for how you can show your support for military children in your schools. Work with your students, staff, PTA or Boosters to do recognition.

1. Kick off the Month of the Military Child with breakfast, or lunch for Military Connected Youth (MCY) in the school. Include their parents or other family members associated with the military. Don't forget to invite staff who were once military kids, too, or who may have a close family member serving our country. Ask everyone to wear purple and invite all military members to wear their uniform. PTO/PAB could pick up the tab.
2. Identify one day each week in April to highlight military families. Ideas include favorite service logo day, patriotic day, Purple day, etc. Dress-up throughout the month of April. Decorate the school with purple, purple camo, military insignias, etc.
3. Highlight April as Month of the Military Child on the school's marquee, and in staff and parent newsletters.
4. Have a daily or weekly announcement with military-connected student facts. Start with the national facts and move onto school facts. (i.e. Military Monday ... Did you know?) Followed by a public "thank you" for their service to our country.
5. Throughout the month, ask military connected kids or family members to make the announcements, or share an interesting fact about their life as a military child on the morning news show.
6. Decorate display cases and bulletin boards throughout April with military focused memorabilia, or items brought by military kids reflecting their experiences (where they have lived or traveled, family members' service memorabilia, parts of a uniform, patches, coins, models of planes etc.)
7. Create a world map and pinpoint where students and staff have lived because of their military lifestyle. This is a fantastic way to connect military kids with their peers. It's a total conversation starter when their peers say to them, "Wow! You lived in Japan?"
8. Take pics and decorate using flag as a backdrop and unique to their branch of service.
9. Decorate the school in flags, purple, and posters! Have a group of kids design posters thanking their families for their service. Have military kids make posters reflecting their experiences. Decorate with purple balloons. Have staff and students wear purple ribbons or carnations on the designated Purple UP day!
10. "Wall of Honor" Recognition: Schools are encouraged to display a "Wall of Honor" as a visual depiction of the school's military student population.
11. "Share Your Story" Project: Whether a military dependent yourself, classmate, friend, or neighbor of a military student, we are all impacted by the military community. Teachers are encouraged to incorporate Month of the Military Child recognition in their instruction by having students share their military-connection story through the visual arts, creative writing, musical composition, poetry, etc.
12. Adopt a deployed service member or unit. Create Care Packages for deployed troops. As a service project collect items from a class, grade, school group, or whole school. Packages can be sent to a student's family member or another unit identified through the school or community. Don't forget notes, card, pictures etc. For ideas of what to send contact a family member, local installation, or Red Cross.
13. As a service project adopt a deployed family. Find out what a family with a deployed service member needs help with. A class or school group can help with yard work, in home technology, childcare, tutoring, homework help, a weekend buddy, care package for the kids in the family and/or deployed member.
14. Create an atmosphere in individual classrooms to bring an awareness of MCY's lifestyle to their peers through conversations – ask questions, share experiences and point out the relatable experiences that all

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children have like: Talk about what it may feel like going to new school or on the first day of school, having parents leave on business trip, struggling making new friends or having to say goodbye to friends.

15. Ask a military member (a parent or sibling of someone in the class) to be a guest speaker and share their perspective on life in the military as well as their profession.
16. Time Zone Wall: A series of clocks on a wall identifying different time zones from around the world, with a focus on where a deployed family may be, where a MCY lived in the past, or where a MCY might be moving to.
17. Story time using books about military kids' experience, the military lifestyle, being the new kid in school, or appreciating differences in one another.
18. Show-n-Tell – Have students in something military related. Examples: memorabilia from an installation or service branch, favorite airplane, book, military character, items or pictures from prior living locations, pictures or anything related to being a mil kid.
19. Have a t-shirt drawing contest for the Month of the Military Child and make t-shirts for the school to show their support.
20. Write letters or draw pictures and send to deployed family members. They “serve too” and would benefit from a class pick me up.
21. As a class service project to send thank you cards to a local military installation, a local veteran home or get well cards to service members in a local military hospital.
22. Salute to Military Children at Sporting Events - Have the announcer make a special announcement before, during or after sporting events recognizing all military children. Have them raise the flag, sing the National Anthem or recite the Pledge of Allegiance.
23. Work with your School Liaison Office and bring in Senior Leadership (Male & Female) as guest speakers in High School Classes
24. During the daily morning announcements acknowledging military such as: a. Thanking military parents/faculty b. Play music such as I'm Proud to be an American c. Read a military poem
25. Do guidance lesson H is for Honor
26. Create Bulletin Board “What does HONOR mean to you...”
27. Designate a spirit week and have activities every day such as: Monday: Flag ceremony, Tuesday: wear red, white, and blue, Wednesday: Write a letter to thank a military person, etc...(Mon- Service Branch t-shirt, Tuesday Purple, Wed Orange for Unity...
28. Invite neighboring JROTC to your campus for demonstration
29. Encourage leadership by military students in the planning and implementation of the activities.
30. Create a postcard with the banner design on one side; write your thanks and give to a military family, individually or in an assembly
31. At an assembly or recognition tea, give a certificate of thanks to each military child. Invite military leadership or principal or military parents to hand out the certificates to each child.
32. Invite military parents to visit in their children's classrooms or at an assembly.
33. Have students create “thank you” cards for class-room or main hall bulletin boards to support military children.
34. Tie yellow or purple ribbons, one per military child in the school, on a tree outside the school or attach on the walls of the lunchroom or main hallway
35. Create a Transition Center with flyers and other district, school, School Liaison resources, and community resources for parents and staff.
36. Recognize Month of Military Child in your community via district and/or school webpages, school newsletters, school, social media, and community reader boards, encouraging the local paper to do an article.
37. Have students create a banner each year to hang at the school entrance, on the fence, in the commons or gym for the month.
38. Create and share your school's activities with parents, children, and community members! Tag us on social media Facebook: DAF School Liaison Program Facebook use hashtags #MoMC #milkids #milfam #PurpleUp
39. Cafeteria serves Purple Foods during MOMC

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40. Military Parade All students dress up in patriotic outfits and parade through the school; ending in the courtyard. Each grade level performs a song and the Principal delivers a short speech thanking the children and families for their service.
41. Invite students to participate in an Essay Contest to describe how they do or can better support this nation and its military community; winners could be recognized by installation leadership.
42. Bootcamp challenge – invited active-duty volunteers to conduct various games with advisory classes (i.e., relay games, sit up challenges, etc.)
43. Door Decorating Contest – Theme – The Military Child – One winner per grade level – class would receive popcorn, or some kind of treat from PTO.
44. “Purple Ball”: It’s an evening that is all about the military child. The children dress up in their nicest clothes and The active-duty parent wear the dress uniform.
45. Host a Military Art Fair: have students provide images of military life or experiences; winners could be acknowledged by installation leadership or Adopt-a-School partners
46. Host a military luncheon for active-duty parents to have lunch with their children
47. Web Site Feature - Schools can promote the Month of the Military Child on their web sites. Provide links to sites that offer resources for military families.
48. Publicize Installation/Community Events - Use the school newsletter to publicize Month of the Military Child events and activities hosted by the installation/community. Look for ways schools can contribute to these celebrations (setting up an information or activity booth, having teachers volunteer at events and activities, etc.).
49. Host an Assembly for Month of the Military Child - Hold a school assembly honoring military children. Have students write a poem about what it means to be a military child and select several student volunteers to read their poems.
50. Teachers Salute Military Children - Ask teachers at your school to make a special project with their classes such as a picture frame, bookmark, journal, etc., that ties into the Month of the Military Child.