**Reading Lesson:**

|  |  |
| --- | --- |
| **Focus Standard** | **RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).** |
| **Teaching Point** | TP: Close readers recognize how authors represent events as tying to a larger idea. |
| **Focus Question** | On page 69, the author writes, “It was the first of millions and millions of steps to come. The Montgomery bus boycott was born.” How does chapter 8 support these sentences? |
| **Agenda** | Do Now: Scholars attempt to write an answer for the FQ on their own on computers - 5 minutes    Show Call - 5 minutes    Partner Work: What are the key areas in chapter 8 that support the quote on page 69? Students find specific evidence in the chapter that expands on the quote. - 10 minutes  Discussion: Students share their evidence and analysis. - 10 minutes  Independent Work: Students work on developing their answers to the FQ. Teacher shares exemplary answers or compares answers that are missing parts and have students build on them - 10 minutes  Exit Ticket - 5 minutes |
| **Materials** | Computer  Pencils/ pens, text and paper. |

|  |  |
| --- | --- |
| **Opening/**  **Framing** | *As close readers, we pay attention when authors represent events in their text as tying to a larger idea. Today we are going to pay attention to an idea the author states in chapter 7 and analyze how he develops it by connecting it to a larger idea in chapter 8.*  *Show scholars the focus question.*  *Have students work on Dow Now first* |
| **Do Now and Show Call** | **Possible Answers:**   1. 1. The author uses chapter 8 to show that those who took part in the Montgomery Bus Boycott had to take millions of steps on a daily basis to make this movement work. They refused to take the buses and instead walked for miles in order to achieve their goals. “Thousands of black workers, including many who were elderly and some who were disabled set out from home in the pre-dawn darkness and walked miles each day.”   **Misconception:** This answer is only literal and does not consider steps as a process to the success or the ‘steps’ in the hearts of the people which led to them towards action.  2. In chapter 8 the author shows that there was a process that led to the eventual movement. There were ‘millions’ of steps in this process that eventually led to the Montgomery Bus Boycott. In order for the boycott to be successful charismatic leaders like Dr. Martin Luther King had to hold secret town meetings to share the plan and call to action with the people. The Montgomery Improvement Association had to be created in order to manage the boycott itself. Additionally, they needed many volunteers to drive cars and to ensure those who were boycotting could get from place to place without being bothered by the police.  **Misconception:** This answer is better than the first but only focuses on the steps that made the boycott successful but does not appreciate the dual meaning the author is trying to convey. |
| **Partner Work** | Literal steps: Walking  **Evidence for literal steps:**  Pg 75:   * “Thousands of black workers, including many who were elderly and some who were disabled, set out from home in the predawn darkness and walked each day.”   Pg 76:   * “Some preferred to walk to show their support for the boycott rather than accept a ride even from the MIA car pool.”   Organized steps:  **Evidence for the deeper meaning of steps:**  Pg 73   * “King began to emerge as a charismatic national figure.” * “Young, round-faced Dr. Martin Luther King, Jr., who urged boycotters to refrain from violence and seek charity toward whites in their hearts, inspired crowds with stirring speeches that often included ideas and philosophies from distant times and places.”   Pg 74   * “The Montgomery Improvement Association (MIA) designed an alternative to the buses on the scale of a wartime military transport system, moving tens of thousands of maids and yard men and clerks and students around Montgomery’s far-flung neighborhoods every day.”   Motivated steps:  **Evidence for deepest meaning of steps:**  Pg 74   * “And it was entirely voluntary -- it ran on dedication, generosity, and hope.”   Pg 79   * “If I am stopped, this movement will not stop because God is with this movement.” |
| **Independent Work** | **Exemplary Answer:** The author writes, “It was the first of millions and millions of steps to come. The Montgomery Bus Boycott was born,” to represent a larger idea of the Montgomery Bus Boycott. First, the author is alluding to the physical steps that individuals took once they stopped riding the bus. Millions of people awoke in the “predawn darkness and walked miles each day.” (Hoose, 75) The dedication of so many people to give up their primary transportation allowed this movement to achieve success. Next, Hoose is referring to the literal steps taken in order for the bus boycott to be successful. Throughout the chapter, he explains the many well-thought-out steps that helped this movement begin. There were charismatic leaders, like Martin Luther King Jr., who helped inspire people to join. The chapter lays out how the Montgomery Improvement Association (MIA) was able to organize and coordinate rides for millions throughout Montgomery. Their forethought allowed for the boycott to begin and last until a change could be made. Finally, he is implying the figurative steps that each person had to take to join together and create change. The boycott was larger than one person. The movement required everyone to work together. The collective determination of the whole drove success. During the boycott, King was arrested and said, “If I am stopped, this movement will not stop, because God is with this movement.” (79) Leaders of the movement recognized that the boycott was larger than themselves and that the small steps of the individual had resulted in change. |
| **Closing** | **Review of skill:** looking at one quote and seeing how a later chapter builds on that idea.  **Target Answer:** An author can use a quote to have multiple meanings: literal, and deeper. When we see a later chapter that builds on an earlier idea, we should stop and consider how and why an author makes this choice. |