

Carter G. Woodson Lesson Overview

Cabell County Schools & Marshall University

Title	Subject/ Level	Lesson Duration
Dr. Carter G. Woodson- Viewing the Bigger Picture	English/ Language Arts 6 th grade	1 day

Lesson Summary

Students will be introduced to Dr. Carter G. Woodson as they are reading the novel, *Bud, not Buddy* by Christopher Paul Curtis. The foundation of the character, Bud Caldwell, leads with the idea that he must create his own rules in order to succeed in life. Students will be introduced to a series of experts who are able to convey, through different genres (quotes-Dr. Woodson, a speech-Steve Jobs, and a poem "If"- Rudyard Kipling), their life's experience and advice. Dr. Woodson's quotes and biography will start off the series of experts. Within this lesson students will do a Close Reading of two separate quotes from Dr. Woodson. After annotating for gist and unfamiliar words within small groups (think-pair-share), a group discussion will be led to determine what advice Dr. Woodson is giving the world. The common theme between Dr. Woodson, Steve Jobs, and Rudyard Kipling is that they all believe in themselves and are able to look at the bigger picture of life by creating rules for themselves.

For an enrichment project: Students are to explore the other influential local African Americans.

Also, the Social Studies teacher on my team Mrs. Berry, will also be alluding to the "Bud, not Buddy" within her class. She will incorporate the orphaned life that Bud has led and connect this information to the local history of the Colored Children's Orphanage located on our school site.

Formative Assessment Task:

Students will receive credit for annotating and doing a Close Reading of Dr. Woodson's quotes.

Standards/ Learning Targets

ELA.6.R.C1.1 cite textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.

ELA.6.L.C17.1 choosing flexibly from a range of strategies.

- use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

- verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Long Term Learning Targets

I can cite text-based evidence to support an analysis of informational text. (RI.6.1)

I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4)

Supporting Learning Targets

I can get the gist of Dr. Carter G. Woodson's quotes.

Literacy Components	Engagement Strategies	Content Resources (Texts & Media)
<ul style="list-style-type: none">o Readingo Writingo Speaking/ listeningo Presenting/ Viewingo Inquiry/ Researcho Technology (authentic usage)	<ul style="list-style-type: none">o Learning/ Inquiry Centerso Rotating Stationso Active Reading/ Writingo Whole Group Discussion/ Learningo Small Group Discussion/ Learningo Other:	<p>List primary sources, articles/ texts, and media used in lesson.</p> <p>1st Quote</p> <p>2nd Quote</p> <p>EL Resources</p>
Lesson Guiding Question & Opener	Instructional Plan & Sequence	
<p>Guiding Questions: What advice do the experts give?</p> <p>Opening: 1. Opening</p> <ul style="list-style-type: none">A. Entrance Ticket: What Would You Title Chapter 6? (8 minutes)B. Unpacking Learning Targets (2 minutes)	<p>1. Opening</p> <ul style="list-style-type: none">A. Entrance Ticket: What Would You Title Chapter 6? (8 minutes)B. Unpacking Learning Targets (2 minutes) <p>2. Work Time:</p> <ul style="list-style-type: none">A. Close reading of Dr. Carter G. Woodson's Quotes (25 minutes)B. Read and Discuss Paragraph 1 (8 minutes)C. Reading and Listening to Paragraphs 1–8 of the Steve Jobs Speech (10 minutes)D. Getting the Gist and Identifying Vocabulary, Paragraphs 6–8 (12 minutes) <p>3. Closing and Assessment</p> <ul style="list-style-type: none">A. Exit Ticket: Why Do People Have Rules to Live By? (5 minutes) <p>4. Homework</p> <ul style="list-style-type: none">A. Read Chapter 7 of Bud, Not Buddy. Complete the Tracking Bud's Rules graphic organizer for any rules you encounter in this chapter.: <p>Opening:</p> <p>A. Entrance Ticket: What Would You Title Chapter 6? (8 minutes)</p> <ul style="list-style-type: none">• Display and distribute the Entrance Ticket: What Would You Title Chapter 6?• Remind students that they did this in Lesson 4 because Chapter 4 also contained no rules. Remind them that they need to first skim the chapter. Then they should think about what title	

they would give the chapter and why. They will write their title and evidence on the entrance ticket. Remind them that they need to justify their choice of title by using evidence from the text.

- Invite students to pair up with someone to share their title and their reason for choosing it.
- Cold call a few students to share their partner's title and the reason they chose that title.

B. Unpacking Learning Targets (2 minutes)

- Invite students to read the learning targets with you:

* "I can get the gist of Dr. Carter G. Woodson's quotes and identify a theme.

* "I can get the gist of Paragraphs 6–8 of the Steve Jobs speech."

* "I can identify the meaning of unfamiliar vocabulary from the context."

- Remind students what the word *gist* means (understanding what the text is mostly about).
- Invite them to Think-Pair-Share:
 - "Given these learning targets, what do you think we are going to be doing in this lesson?"

Listen for students to explain that they are going to be reading a speech by Steve Jobs, getting the gist of particular paragraphs, and then identifying the meaning of unfamiliar vocabulary in the speech from the context.

Work Time:

A. Close Reading of Dr. Carter G. Woodson's Quotes with a Silent Gallery Walk and Class Discussion (25 min.)

- Ask students to sit in their triads.
- Project or hand out group copies of Dr. Carter G. Woodson's first quote "Philosophers have long conceded, however, that every man has two educators . . ."
- Ask them to think and discuss in their triads:

"Who is Dr. Carter G. Woodson?"

-Explain that is was someone who is locally famous. He is nationally known as an African-American writer

and historian known as the "Father of Black History Month". Discuss with students that with the economic

and segregation issues that were plaguing the nation during Bud's time, Dr. Woodson was collecting black

oral histories to make sure that they were not forgotten or lost. He did this with headstrong determination

that is still talked about to this day. There is even a statue of him on Hal Greer Blvd.

- Ask them to do a Close Reading of the first quote by identifying unfamiliar words and creating a gist for each sentence by annotating the text either on handout or on scrap paper.
- Instruct students to participate in a Silent Gallery Walk. Students should spend 2 min. at each triad station then rotate clockwise around the room.

Ask: “Where there any similarities between the groups gists?”

-Listen for students to say that they found similarities in each others gists like:

-He says that every man has two teachers.

- They may understand that the teachers are not

literally teachers, but just the overall idea of how a man receives a life’s education. One is

handed to them while the other is earned. This is the true education that a man should desire

because what handed is as seldom fulfilling as to what a man has suffered and experienced

themselves.

- Project or hand out group copies of Dr. Carter G. Woodson’s second quote If you can control a man’s thinking you do not have to worry about his action . . . “
- Again ask the students to do a Close Reading looking for unfamiliar words and creating a gist per sentence.

Ask: “Who is this man the Dr. Woodson is talking about? Is he the same man in the last quote?”

-Listen for students to agree and disagree with each other. Tell them that it could be the same man at

different point in their life.

- Ask the students in their triads to brainstorm on ideas of how these two quotes could be connected.

Ask: “What is the bigger picture that Dr. Carter G. Woodson was trying to project?”

-Listen for ideas that indicate that man should not listen to others to run their lives. Also, that man

should be their own person and create rules for themselves like Bud does in his life.

B. Read and Discuss Paragraph 1 (8 minutes)

- Ensure students have access to the transcript and video of the **Stanford University Commencement Address: Steve Jobs** found on this webpage: <http://news.stanford.edu/news/2005/june15/jobs-061505.html>.
- Invite students to read the title of the speech with you. Ask them to think and then discuss in their triads:
 - * “Who was Steve Jobs?”
 - * “What do you know about him?”
- Listen for students to explain that Steve Jobs started Apple, the company that makes iPads, iPhones and Macs, and Pixar, the animation company. Students may also know that he died of cancer in 2011; if they don’t know this, it may be appropriate to encourage a respectful tone when analyzing his speech.
- Tell the class that a *university commencement address* is a speech at a commencement ceremony, which is an event for students who are graduating from college.
- Invite students to read along silently in their heads as you read Paragraph 1 aloud, beginning at “I am honored ...” and ending with “Just three stories.”
- Write these questions on the board. Invite students to discuss in their triads:
 - * “What does this introductory paragraph tell you?”
 - * “What do we learn about Steve Jobs in this introduction?”
 - * “What is the structure of this speech going to be?”
 - * “Why would he structure it this way?”

-Select students from each triad to share their answers. Listen for them to explain that it tells us that Stanford is a good college and that Jobs didn’t graduate from college. We learn that Jobs is going to tell three stories in his speech, and he may have structured it this way because he wants the new graduates to learn from his stories.

C. Reading and Listening to Paragraphs 1–8 of the Steve Jobs Speech (10 minutes)

- Tell students that the speech they just started reading was recorded, so they are now going to listen to Steve Jobs giving the first part of the speech (Paragraphs 1–8).
- Ask students to read along. Explain that in the video of the speech, Jobs adds a few words to the written speech. It is common for people who are giving a speech to add words in the moment as they interact with their audience.
- Play 00:00-05:34 (Paragraphs 1-8) of the video of Steve Jobs’ Stanford University Commencement Address without stopping.

D. Getting the Gist and Identifying Vocabulary, Paragraphs 6-8 (12 minutes)

- Display the **Reading Closely: Guiding Questions** **handout**. Remind students that they were given this handout in Module 1. Explain that in this lesson, they are going to look at the “Questioning Texts” row of the chart. Ask students to Think-Pair-Share:
- * “Which of these questions do you think will help guide our reading so we can get the gist of an extract of the Steve Jobs speech?”
 - Listen out for and encourage students toward all the Topic, Information, and Ideas questions. (What is this text mainly about? What information or ideas does the text present? What details stand out to me as I read?) Highlight/check-mark those questions on the displayed copy of the document. Invite students to do the same on their chart to be a reference as they read.
 - Tell students that they are going to reread Paragraphs 6–8 of the speech. Ask them to read along silently as you read it aloud. As with other read-alouds, remember that the purpose is to read the text slowly, fluently, and without interruption. Don’t stop to address comprehension or vocabulary issues, as these will be addressed later and stopping would interrupt the flow of the text.
 - Ask students to discuss in their triads:
- * “What do you understand from this excerpt so far?”
 - Select volunteers to share their answers with the class. Listen for them to explain that Steve Jobs tells us how taking the calligraphy class had a huge impact on the rest of his life.
 - Cold call students to ask how they have arrived at the gist before. Listen for: “We read one paragraph at a time, then paraphrased the paragraph in the margin next to the text.”
 - Invite students to silently reread Paragraph 6 of the speech for the gist. Ask them to Think-Pair-Share:
- * “What is the gist of this paragraph? What is this paragraph mostly about?”
 - Listen for them to explain that it is mostly about how he took a calligraphy class.
 - Model recording the title of the speech, the paragraph number, and the gist or paraphrasing for this paragraph on the **Stanford University Commencement Address: Steve Jobs: Paragraphs 6-8 Gist Note-catcher** and recording unfamiliar words in a list to come back to later. Explain that students will do the same thing on their own note-catcher.
 - Distribute Stanford University Commencement Address: Steve Jobs: Paragraphs 6-8 Gist Note-catcher and invite students to do the same with Paragraphs 7 and 8 of the speech up to, “This approach has never let me down, and it has made all the difference in my life.”
 - Circulate and support students as they read. For those who need more support, ask them to practice telling you the gist of a section before they write it.
 - Invite students to talk with their triad to compare what they wrote for their gist statements.

- Reconvene whole group. Ask students to share, one paragraph at a time, the unfamiliar words they listed.
- Distribute the **Glossary for Stanford University Commencement Address: Steve Jobs**.
- Display and review the anchor chart **Strategies for Determining Unknown Words**:

- * Use the glossary.
- * Read from the sentence around the word to help students understand the meaning from the context.
- * Read words from the sentences or paragraphs around the word that might provide context clues.
- * Invite other students to help you explain what the word means.
- * If the strategies above fail, tell students what the word means.
 - Words students may struggle with:
- * Paragraph 6: *dorm, deposits, Hare Krishna, intuition*
- * Paragraph 7: *typography, typefaces, proportionally*
 - Be sure to address these words here. Cold call to ask students what each word means and how they figured it out. Direct them to use context clues when possible. If they are stuck on a word, model briefly to ensure understanding for all.

- Remind students to record new words on their **word-catcher**.

Closing & Assessment:

A. Exit Ticket: Why Do People Have Rules to Live By? (5 minutes)

- Invite students to refer to Paragraphs 6–8 of the speech and to discuss in their triads:
- * “Like Bud, Steve Jobs suggests rules. What rules does Steve Jobs suggest in these paragraphs of his speech?”
 - Listen for students to say: “You have to trust in something—your gut, destiny, life, karma, whatever.”
 - Distribute the **exit ticket: Why Do People Have Rules to Live By?** Ask:
 - “Both Bud and Steve Jobs have rules to live by. Why do people have rules to live by?”
 - Give students a minute to think about how to answer this question. Then invite them to record their answer on their exit ticket.

Homework:

- A. Read Chapter 7 of *Bud, Not Buddy*. Complete the Tracking Bud’s Rules graphic organizer for any rules you encounter in this chapter.

- **Notes:** In this lesson, students are introduced to the Steve Jobs speech. This lesson is the first in a two-lesson cycle that will be repeated until students have read the whole speech closely. In this first lesson of the cycle, they listen to Steve Jobs delivering a section of the speech while following along with a transcript of a text on a webpage. Then they find the gist and identify the meaning of unfamiliar vocabulary in a short excerpt. In the second lesson, they dig deeper into the short extract by answering text-dependent questions.
- Lessons 6-11 of Unit 1 are based heavily on the Making Evidence-Based Claims units developed by Odell Education. For the original Odell Education units, go to www.odelleducation.com/resources.
- Students use the Odell Education Reading Closely: Guiding Questions handout to guide their reading for gist. Students should be familiar with this resource from Module 1; it is included again for easy reference.
- Due to time constraints, students do not read Paragraphs 2–5 closely for gist or to identify the meaning of unfamiliar vocabulary from context; however, students may struggle with the following vocabulary in Paragraphs 2–5: relented, naively, tuition, intuition, subtle destiny, karma.
- In advance: Read Paragraphs 1–8 of the speech ending at, “This approach has never let me down, and it has made all the difference in my life,” focusing on the gist.
- Ensure students have access to the technology to be able to read the transcript on the webpage: <http://news.stanford.edu/news/2005/june15/jobs-061505.html>
- Students will need access to Steve Jobs' 2005 Stanford Commencement Address (<http://news.stanford.edu/news/2005/june15/jobs-061505.html>), which is not included in this lesson. Prepare technology in advance. Do not show the video until after students have analyzed the speech..
- Prepare a new anchor chart: Strategies for Determining Unknown Words (see supporting materials).
- Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom.
- Post: Learning targets.

--	--