

Title: Ruby Bridges the Courageous One

Grade Level: 1-2

Subject: Social Studies & ELA

Keywords: Courageous, Equality, & Differences



Lesson Plan:	The Story of Ruby Bridges
Subject:	American History
Grade:	1-2
Description/ Abstract of Lesson	The students will study the story of a courageous six-year-old who made history in 1960, when she became the first African American to desegregate a formerly all-white school in New Orleans.
SS.1.A.2.2	Student will compare life now with life in the past.
SS.1.A.2.4	Students will be able to identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.
LAFS2.SL.1.1	Students will participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LAFS2.SL.1.2	Students will recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Objective(s):	Students will: <ul style="list-style-type: none">● Children will observe and record differences among their classmates while participating in activities that promote thinking and enhancing social skills.● Children will understand the meaning of equality and it's importance in each of their lives.● Students will be able to select and defend a word that they think best describes Ruby Bridges.● Children will gain a knowledge of Ruby Bridges and of her contribution to our society.● Students will communicate their understanding of differences and the effects differences have on our lives.
Materials:	<ul style="list-style-type: none">● Digital Book or Actual Book- The Story Ruby Bridges by Robert Coles● Chart Paper for each group of 4-5 students.● Markers● Pencils● White Board● Parent Letter (if you think this may be a sensitive topic for some families)
Duration:	<ul style="list-style-type: none">● 1-2 class periods
Lesson Lead In/ Opening:	Think-Pair-Share: <ul style="list-style-type: none">● Individually, have students think of the many differences they note among their classmates. For example, eye color, hair color, languages spoken, any special talents, etc. In pairs, have the children share the differences they thought of. As a class, students will list all of the differences they have come up with.● The students will then chart these differences. While charting these differences, the teacher will point out that there are numerous differences among the class

	and that each difference makes us unique from everyone else.
Activity 1:	<p>Warm up or Do Now:</p> <ul style="list-style-type: none"> • Discuss the differences charted from the think pair-share activity. • Define the key terms and ask children if these differences make one person better than another. • Provide children with hypothetical situations in which some of the class members were given certain privileges that other students could not participate in because they were different. For example, only girls were allowed to eat their lunch in the cafeteria, while the boys had to eat their lunch outside (no matter what the weather was like). Or, children who were left-handed had to attend a different school from those students that are right-handed. • Ask students how they would feel if they couldn't do everything that other children could do just because they were different in some way. Emphasize that although we may be very different from one another, we are all equal and that we each deserve the same opportunities and privileges. Reinforce the meaning of the key terms.
Activity 2:	<p>Briefly introduce Ruby Bridges to the students as one who was viewed by many as having differences from others. Focus children's attention on Ruby's courage and strength as you read The Story of Ruby Bridges.</p> <ul style="list-style-type: none"> • The teacher will read to the students or play the Read-Aloud Video of "The Story of Ruby Bridges" by Robert Coles. https://www.youtube.com/watch?v=E5iL7H-S99s
Activity 3:	<p><i>Count Me In:</i> Upon reading the book The Story of Ruby Bridges, present the following questions on the board:</p> <ol style="list-style-type: none"> 1. Who was Ruby Bridges? 2. What made Ruby so different from everyone else? 3. How would you feel if you were Ruby? 4. What would you do if you were Ruby in that situation? 5. In what ways has Ruby's strength and courage affected your lives? <p>Divide the class into 4 or 5 groups. Within each of these groups, have children number themselves 1 to 5. Each group will discuss all of the five questions on the board, making sure each member understands both the question and the answer. Once each group has been given enough time to discuss each question, assign the 5 questions on the board a number 1 through 5. Each group member will be responsible for the question that matches their assigned number (given earlier in the activity). Provide students enough time to gather their thoughts. Each group member will then be given the opportunity to orally share what they have discussed as a group.</p>
Activity 4:	Have the students write a brief essay comparing Ruby Bridges life, as a first grader, compared to their life as a first or second grader.
Higher Order Thinking Questions:	<ul style="list-style-type: none"> • What is one thing you would change in Ruby Bridges life? Why? • If you could choose one of the qualities of Ruby Bridges for yourself, what would you chose and why? • If there was a child who was different form everyone else and wasn't allowed in our school because of that difference, would you do anything to help that child? Why or why not? • If you were Ruby Bridges would you have continues going to school or would you have stayed home where you were safe? • Are you proud of who you are and what differences you may have?
Suggested Books:	The Story of Ruby Bridges by Robert Cole
Web Resources	<p>The Story of Ruby Bridges ~ READ ALOUD Story time with Ann Marie</p> <ul style="list-style-type: none"> • Youtube Video- https://www.youtube.com/watch?v=E5iL7H-S99s

