

Pacing: One to three class sessions
GRADE: 1

LESSON ACTIVITY TITLE: Bridging the Gap for Equality

ESSENTIAL QUESTIONS:

- Who is Ruby Bridges?
- How did Ruby Bridges show courage and determination?
- How did Ruby Bridges show empathy toward the people who mistreated her?

ENDURING UNDERSTANDING: Students will be able to understand what equality means, how Ruby Bridges showed courage, and what contributions she made to society.

PICTURE THE DREAM REFERENCE BOOK: *The Story of Ruby Bridges* by Robert Coles, illustrated by George Ford

SOCIAL STUDIES GSE TO ADDRESS IN ACTIVITY:

SS1H1: Read about and describe the life of historical figures in American history.

- Identify the contributions made by these figures: Benjamin Franklin (inventor/author/statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).

SS1G1: Describe how each historic figure in SS1H1a was influenced by his or her time and place.

SS1CG1: Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.

MAJOR CONCEPTS AND VOCABULARY:

- courage
- segregation
- integration
- determination
- compassion
- empathy
- bravery
- separate
- equal/equality
- tolerance
- contributions
- society



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DIFFERENTIATED LEARNING (OPPORTUNITIES FOR SCAFFOLDING AND EXTENSION):

Scaffolds:

Students may write fewer responses or draw or verbally share responses.

Extensions:

Students may write as many responses as they can think of and add drawings to illustrate.

MATERIALS:

STUDENT SUPPLIES:

*Students will need the premade word cards that you have created.

At the end of the lesson, they will need a pencil and the 3-2-1 summarizer sheet that you have created.

TEACHER SUPPLIES:

- Index cards* Have the following words already written on each card (four cards per word):
 - Empathy
 - Courage
 - Compassion
 - Determination
 - Tolerance
 - Bravery
- 3-2-1 summarizer sheet
- *The Story of Ruby Bridges* by Robert Coles, illustrated by George Ford
- *Picture the Dream* image "Ruby said the prayer she repeated twice a day—" (included on PPT resource at High.org)



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LESSON OPENING

HOOK/INTRODUCTION ACTIVITY:

Prep Work:

- On the board, write the six words listed above and a simple definition of each word. Review the definitions with the students prior to beginning the activity. Place each of the words on a separate index card.
- Divide your students into groups of four (you will need to make six index cards for each group).

Building Background

- Set the timer for eight minutes. Explain the assignment to the students prior to them beginning the lesson. Let them know that they will be ranking the words in order from least important to most important. The catch with this lesson is that students cannot talk as they take turns ordering the cards. When time is called, students must all agree with the order of the words.
- Allow the students to talk for five additional minutes so they can justify their reasoning. Allow each group to share their answers.
- Walk around and write down the order of words that each group has constructed. Students will cycle back to these words at the end of the lesson. This activity will facilitate conversations between the students, and the words will be important for them to reflect upon as you read the story.

Idea adapted from Ready to Order—A CCSD Strategy

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WORK PERIOD

STUDENT AND TEACHER PROCEDURES:

- Write the following quote on the board. This quote is taken from the last page of *The Story of Ruby Bridges* by Robert Coles, illustrated by George Ford.

"Please, God, try to forgive those people.
Because even if they say those bad things,
They don't know what they are doing.
So, you could forgive them,
Just like you did those folks a long time ago
When they said terrible things about you."

- Ask the students to analyze the quote so they can create meaning from it.

Questions to encourage conversation:

- Why do you think Ruby Bridges says these words?
- What people is she referring to?
- Why are people saying bad things to her?
- Ask students if they notice compassion, empathy, bravery, determination, tolerance, or empathy in Ruby's words. If students are able to identify any of these words, tell them to elaborate by giving examples.
- Display the image from the *Picture the Dream* exhibition "*Ruby said the prayer she repeated twice a day—*."

See, Think, Wonder*

Students will analyze the illustration and identify the following:

- What they see
- What they think
- What they wonder about the picture

*This thinking routine was developed as part of the Visible Thinking project at Project Zero, Harvard Graduate School of Education. Explore more Thinking Routines at pz.harvard.edu/thinking-routines.

Allow the students to share their thoughts out loud. The goal of this activity is for the students to carefully think about what they notice as they examine the picture thoroughly.

Ask the students if they see any evidence of compassion, empathy, determination, tolerance, bravery, and courage.

- Begin reading the book *The Story of Ruby Bridges*. As you read, circle back to the vocabulary words that the students had to sort at the beginning of the lesson. Discuss with the students how the author and illustrator showed examples of the vocabulary words in the story.
 - Link to read aloud, if needed:
<https://www.youtube.com/watch?v=U8D4ldGY41s>

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CLOSING

After you have finished reading the book:

- Place students back into their original groups of four again. Take the index cards out and allow the students to sort the cards once more. Now that they have more background knowledge, you should see the cards sorted differently.
- Allow the students ten minutes to sort again. When time is up, allow the groups to share.
- Remind the students, before they present, how they originally ordered their first set of cards. Compare any changes. Allow the students to explain why (if) they sorted the cards differently.

Summarization Strategy:

Using pictures or words, students will complete a 3-2-1 summarizer. The steps to conducting the 3-2-1 summarizer include the following:

Explain to the students that they can write or draw about the following:

- 3 things that they have learned
- 2 things that they have found interesting
- 1 question they would ask Ruby Bridges

Differentiation: If students are unable to complete the 3-2-1, you may change it to 2-1-1.

Display the original picture of Ruby Bridges for the students to see at the end of the lesson while playing a song that was written for her.



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George Ford (American, born 1926), *"Ruby said the prayer she repeated twice a day--," The Story of Ruby Bridges*, 1995, written by Robert Coles, watercolor, acrylic ink, and ink on Strathmore illustration board, collection of the artist, XL.2019.36.



Lisa Rogers is a dedicated and enthusiastic educator preparing innovative leaders for tomorrow. She began her teaching career almost twenty years ago in the Cobb County School District. She has taught all grade levels ranging from kindergarten through eighth, as well as Special Education, and is now a Gifted and Talent Development teacher for grades K-5. Since 2003, she has shared her educational pedagogy at numerous educational conferences throughout the state of Georgia, and she has written curriculum for the State of Georgia and for Cobb County for well over a decade. She was filmed by Georgia Public Broadcasting Television, where she demonstrated how to get students excited and engaged in the art of inquiry. In September of 2014, she was awarded the Javits-Frasier Scholarship for Diverse Talent Development, which helped propel her into mentoring others on how to serve underrepresented groups in gifted and talent development as it relates to literacy and learning.