

Ruby Bridges:

Connections between individuals, ideas, and events

Objective

Learning Goal/Objective: Students will identify key individuals, events, and ideas and analyze how they are connected (e.g., introduced, illustrated, elaborated, and influenced by each other).

Assessment

Product/Assessment: Completed anticipation guide and written reflection essay

Step-by-Step Procedures

1. Give students the anticipation guide, "Ruby Bridges: Connections between Individuals, ideas, and events".
Statements on the Anticipation guide included: 1. Young children can do brave things. 2. Doing the right thing is sometimes unpopular. 3. Nothing good can come from a bad experience or event. 4. A young child can be a role model for an adult.
NOTE: There are no right or wrong answers. Students are just giving their opinion without knowing about the article's focus or event.
Reflection Question: Why do you think various people in the article acted the way they did (e.g., Ruby Bridges, the protestors, Dr. Robert Coles, and Mr. and Mrs. Bridges)?
2. Before reading the article or watching the video, students read each of the statements on the anticipation guide and check whether they AGREE or DISAGREE.
3. Students read the article and watch the video, using the appropriate reading tools to meet their instructional needs and learning styles.
4. After reading the article and watching the video, students complete the post-reading section of the anticipation guide. They read the statements again to see if their opinions have changed (they may or may not have changed).
5. Students complete the reflection question by writing a short essay response, making sure to address the entire prompt, including writing about each of the various people mentioned in the article and video.

Subject(s)

History, Social Studies, Language Arts

Grade Levels

7th - 8th

Duration

30 - 60 minutes (2 days)

Content

[Ruby Bridges - Article](#)

(born 1954). A venomous mob of white racists screamed at six-year-old Ruby Bridges as she approached the door of the William Frantz Elementary School in New Orleans,...

[Obama, Barack: Bridges with Obama- Video](#)

Ruby Bridges speaks with U.S. President Barack Obama at the White House in 2011 about a Norman Rockwell painting, The Problem We All Live With. The painting depicts...

Share this content

<http://school.eb.com/levels/middle/lessons/view/3372> Short URL

Materials

- Britannica School (school.eb.com)
- Computer with internet access
- Anticipation Guide

Additional Information

- Curriculum Standards:
CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCSS.ELA-Literacy.RI.7.3 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).

CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

<http://www.corestandards.org/ELA-Literacy>
- Teacher Tips:
The learning goal/objective for this activity is from the 8th grade, Common Core, Standard 3, however it also includes FOUNDATIONAL learning expectations from the Common Core, Standard 3, for grades 6 and 7. This activity can be MODIFIED by editing the activity or giving students support with

the higher learning expectations.

Students' opinions on the anticipation guide should not be graded. The learning goal/objective for the activity is that students will be able to identify the key individuals, events, and ideas and analyze how they are connected. The anticipation guide and the reflection question activates prior knowledge and provides a purpose for reading, and gives direction for post-reading reflection.

The post-reading reflection essay may be scored in whatever way you see fit (e.g., state-testing rubric or other scoring rubric).

- Differentiation/Modifications:
 - As needed, students can read the Level 1, 2, or 3 article.
 - Use built-in reading tools within Britannica School articles:
 - Read-aloud
 - quick-click dictionary
 - Enlarged font
 - Translation tools
 - Students may use other reading strategies (SQ3R, Concept Mapping, or other graphic organizers)