



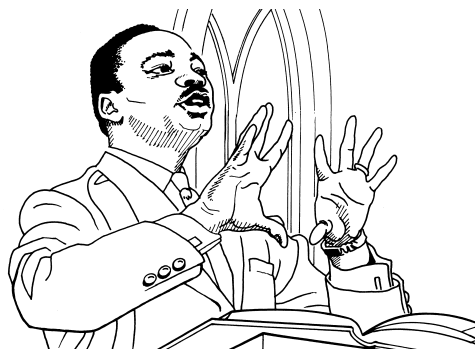
GREAT AFRICAN AMERICANS TEACHER'S MANUAL

The *Great African Americans* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help students use, apply, and master the skills to be successful.

On pages 2–3, the *Great African Americans* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 4 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help students practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 5 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage students in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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GREAT AFRICAN AMERICANS TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

**Reading
Literature or
Informational
Text**

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.10, RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 (grades 4–5) text complexity band independently and proficiently.

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**Foundational
Skills**

RF.3.4, RF.4.4, RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

Writing

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2, W.4.2, W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.3, W.4.3, W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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<p>Writing, continued</p>	<p>W.3.10, W.4.10, W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>W.4.1, W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p>Speaking and Listening</p>	<p>SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 (grades 4 and 5) topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p>Language</p>	<p>L.3.1, L.4.1, L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.3, L.4.3, L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.4, L.4.4, L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 (grades 4 and 5) reading and content</i>, choosing flexibly from a range of strategies.</p>

GREAT AFRICAN AMERICANS

Summary

The book uses pictures and text to explore the lives and achievements of notable African American men and women.

<h3>Learning Activities</h3>	<p>Introduce the Book</p> <ul style="list-style-type: none"> • Have students read the title and the name of the author on the cover. Ask volunteers to predict who they think they will read about in this book. Then have the group preview the book by reviewing the illustrations. Have students compare what they saw with their predictions. (SL.3.1, SL.4.1, SL.5.1) • Ask a volunteer to read the Publisher’s Note at the beginning of the book aloud as the class follows along. Have students determine the main idea of the text. (RF.3.4.a, SL.3.2, RF.4.4.a, RF.5.4.a)
	<p>Present a Reading Routine</p> <ul style="list-style-type: none"> • Encourage students to analyze the illustrations as they read silently. Ask them to explain how the illustrations help them understand the written text. (RI.3.7, RI.3.10, RI.4.7, RI.4.10, RI.5.10) • After students read each page silently, provide guided reading support by asking questions about the content for them to answer. Tell students to use text evidence and to quote, or repeat the exact words, from the text to support their answers. (RI.3.1, SL.3.1.b, RI.4.1, SL.4.1.b, RI.5.1, SL.5.1.b)
	<p>Provide Activities for Reading</p> <ul style="list-style-type: none"> • Tell the class that the book follows a general format. On each page, the person’s full name appears first. The year of his or her birth (and death if applicable) follows in parentheses. Next comes the general category or categories that the person can be grouped within and a description of his or her accomplishments. Ask students questions about various figures, having them use this knowledge of the text’s features to locate the answers. (RI.3.1, RI.3.5, RF.3.4.a, RI.4.1, RF.4.4.a, RI.5.1, RF.5.4.a) • Remind students that a cause is why something happens and the effect is what happens. Have students read the first two full sentences on page 33. Have them describe the connection between the sentences by determining which sentence contains the cause of Parks’s arrest. Have students determine other cause-and-effect relationships in the text on the page. (RI.3.3, RI.3.8, RI.4.3, RI.5.3)
	<p>Focus on Language Arts</p> <ul style="list-style-type: none"> • Speaking/Listening: Write the names of the figures in the book on slips of paper and place them in a paper bag. Have each student draw one slip of paper. Select a student to offer clues about his or her person. The first student to correctly identify the mystery person has the next turn. Remind the group to raise their hands and wait to be called on before speaking. (SL.3.1.b, SL.3.4, SL.4.1.b, SL.4.4, SL.5.1.b, SL.5.4) • Language Skills: Write <i>Bearden created covers for leading magazines</i> from page 6 on the board. Below that, write <i>I am creating a cover</i>. Circle <i>created</i> and <i>am creating</i>. Discuss with the group how the time in which the action occurs differs between the two verb tenses. Have students give other sentences with these verb tenses using a verb of their choice. (SL.3.6, L.3.1, L.3.1.e, L.3.3, L.4.1, L.4.1.b, L.4.3, L.5.1, L.5.3)

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Vocabulary	
<p>Summary Have students use the following strategy to identify the meanings of unknown words in a reading selection.</p>	
<p>Vocabulary Activities</p>	<p>Dictionaries Display an entry of a classroom dictionary. Discuss each part of the entry: entry word; pronunciation in parentheses; numbered dictionary meanings, often with example sentences or phrases; in some instances, inflected forms of the word or forms of the word in other parts of speech. As students read the book, encourage them to note unfamiliar words. They should use a dictionary to look up their meanings and record the words and meanings on a sheet of paper. Have volunteers write an entry from their paper on the board to create a class list of newly learned vocabulary words and definitions. (L.3.4.d, L.4.4.c, L.5.4.c)</p>
Writing	
<p>Summary Have students develop their writing skills by completing the following activities.</p>	
<p>Writing Activities</p>	<p>Narrative Writing Direct students to page 9 and have them read the text. Have students write a story about Carver. Encourage them to use details from the picture to establish a setting and situation. Tell students to be sure they introduce the characters in their story. They should also choose words carefully to paint a clear picture of what the characters are thinking, how they are feeling, and how they respond to events. (W.3.3.a, W.3.3.b, W.3.10, W.4.3.a, W.4.3.b, W.4.10, W.5.3.a, W.5.3.b, W.5.10)</p>
	<p>Informative/Explanatory Writing Ask students to research and take notes on one of the men or women in the book. Have them use facts and details from this research to write a brief summary of the life and work of that person. Remind students to include an introduction, group related information in paragraphs, and end their summary with a concluding statement. Tell students to use references or approved online sources and to list these sources at the end of their summary. (W.3.2, W.3.2.a, W.3.2.b, W.3.2.d, W.3.7, W.3.8, W.4.2, W.4.2.a, W.4.2.b, W.4.2.e, W.4.7, W.4.8, W.5.2, W.5.2.a, W.5.2.b, W.5.2.e, W.5.7, W.5.8)</p>
	<p>Opinion Writing Review the men and women discussed in the book with students. Ask the class to think about which three people in the book they find the most interesting. Have students write a paragraph to express their opinion, using reasons and details to support the opinion. Tell the group to think carefully about the words they choose as they write. Point out that using words such as <i>amazing</i> versus <i>good</i> to describe someone helps to give more specific information. (W.3.1, W.3.1.b, L.3.3.a, W.4.1, W.4.1.b, L.4.3.a, W.5.1, W.5.1.b, L.5.3)</p>

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