

Veterans Legacy Program Curricular Materials

A Close Read of African American Veterans

Grade(s): 4-5th

Time (minutes): 180 minutes / 3 one-hour periods

Lesson Overview:

Students will do a close read on two World War I African American Veterans and write a collaborative informatory / explanatory text that examines how these African Americans have contributed to the United States of America and create a timeline to identify and discuss American History time periods.

Relevant Social Studies Standards:

SS.5. A.1.2 – Utilize timelines to identify and discuss American History time periods.

LAFS.5. W.1.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Required Materials:

Paper, pencil, sticky notes, chart paper, map, access to internet, copies of biographies of [Willie Roberts](#) and [Alexander Lucas](#)

Learning Objectives:

Students will be able to:

Use context clues to determine the meaning of vocabulary within context

Use text evidence and quote accurately when responding to text dependent questions

Write an informative / explanatory essay that introduces a topic and includes details from multiple texts that support the topic using appropriate transitions to connect details and provide a concluding statement.

Special Vocabulary:

Great Depression, Great Migration, Jim Crow, Work Progress Administration, burgeoning, cargo, census, coalition, combat, discharge, draft, enlist, establishment, hub, hacks, labor, prestigious, provisos, recruit, teamsters

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Procedure:

- 1) Tell students that they will be learning about two veterans who fought in World War I and were African Americans. Have students work collaboratively as a class to come up with a K-W-L chart on what they know about being an African American in the early 1900s. Only the K and the W sections should be completed.
- 2) Distribute biographies and have students do a first read of both texts. Students should underline or circle any words or phrases that are confusing to them. Teacher should circulate making note of students' annotations. Give students 20 minutes to read both biographies.
- 3) Have students share what words and phrases they underlined and lead class discussion helping students determine the meaning of these unknown words. Collaboration is essential.
- 4) Lead students in 2nd read of both texts. This should be read aloud by the teacher.
- 5) Students should look back at texts and annotate or write questions that they think of and / or highlight parts of the texts that they find interesting.
- 6) Have students use the GIST strategy. This strategy focuses on the Five W's or the H (who, what, where, when, why and how). Students write a 20-word GIST (summary) that addresses one or more of those questions. Students will write their GIST individually and then pair up with another student to collaborate their ideas into one GIST.
- 7) Students will create two timelines of the lives of each man. They will then compare and contrast the experiences of each man, and write a summary detailing the differences and similarities of their lives.
- 8) Teacher will conclude assignment by returning to K-W-L chart and completing the L section.