


Lesson Guidance 3	
<b>Grade</b>	4
<b>Unit</b>	3
<b>Selected Text(s)</b>	Clean Getaway - Loving v. Virginia (1967)
<b>Duration</b>	Approx. 2 days

*Plan with guidance from the [ELA Instructional Expectations Guide](#)*

<b>Learning Goal(s)</b> <i>What should students understand about today's selected text?</i> <i>Students will discuss the facts of the case Loving vs. Virginia (1967) in order to relate Loving's story to other people's lives and its impact on the Civil Rights Movement.</i>	
<b>CCSS Alignment</b>	<p><a href="#">CCSS.ELA-LITERACY.RI.4.3</a></p> <p>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.</p> <p><a href="#">CCSS.ELA-LITERACY.RI.4.9</a></p> <p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><a href="#">CCSS.ELA-LITERACY.W.4.2.A</a></p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.4.2</a></p> <p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
 <b>WIDA Alignment</b>	<p>ELD-LA.4-5.Narrate.Interpretive</p> <p>Interpret language arts narratives by analyzing how character attributes and actions develop across event sequences through expanded verb groups to show relationship between characters (Uncle smiled lovingly at his nephew. She whispered angrily into Sonia's ear.)</p>
<b>End of lesson task</b> <i>Formative assessment</i>	<p>Create a timeline of the key events in the lives of Richard and Mildred Loving. Utilizing the timeline, articles, and videos, write a response of how the Lovings' historic case fought against injustice and has impacted marital rights today.</p>
<b>Knowledge Check</b> <i>What do students need to know in order to access the</i>	<b>Background knowledge</b> <ul style="list-style-type: none"> <li>• Civil Rights</li> </ul>



text?

- **Segregation**
- **Inequality**
- **Discrimination**

**Key concepts** (*domain specific terms to analyze the text*)

- How is the text organized?
- What happens in the text?
- What specific information or key ideas explain why the events happened?

**Vocabulary Words** (*words found in the text*)

- **Interracial marriage**- adjective: a mixture of races especially: marriage between a white person and a member of another race
- **Cohabitation** - noun: the state or fact of living or existing at the same time or in the same place.
- **Miscegenation** - noun the interbreeding of people considered to be of different racial types; associated especially with historical laws against marriage between people of different races.

ELD

**ELD Instructional Practices for Vocabulary: Use the Vocabulary In Context strategy (see example)**

“Vocabulary instruction is **throughout** the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include [illustrations/gifs/photos](#). Utilizing hand signals when targeted vocabulary is heard, cements learning,

- Effective vocabulary instruction for ELs includes:
  - (1) “multiple exposures to target words over several days and across reading, writing, and speaking opportunities” with a variety of instructional activities,
  - (2) “student-friendly” definitions
  - (3) ensuring students can use the terms for “communication and future learning.” (Baker, Lesaux, et al)
  - (4) teaching affixes/words that can be altered by adding prefixes and or suffixes,
  - (5) pointing out cross-language similarities (e.g., cognates),
  - (6) noting multiple meanings across domains (e.g., the definition of “volume” in math and science vs. ELA).
- Students can complete a [notebook configuration](#), [vocabulary log](#), [Frayer Model](#), or [Vocabulary In Context](#) (see [example](#)) activity to increase understanding.

**Core Instruction**

*Text-centered questions and ways students will engage with the text*

*Essential Question: What inequalities did individuals of various racial and ethnic backgrounds face throughout history?*

**Opening Activity:** Explain to students that in the book they will be reading, Clean Getaway, the main



character Scoob's grandmother (G'Ma) and Grandfather (G'Pa) were an interracial couple. G'Ma was white and G'Pa was black. Interracial couples were not welcomed or accepted by many, in fact, it was once illegal for them to be married. In this lesson, we will learn of a real-life couple who fought against this injustice and won the right for interracial couples to marry.

### [The Case for Loving: The Case for Interracial Marriage Read Aloud](#)

Ask: What did you learn from this Read Aloud? Is this something that you didn't understand? What was it?

### **Content Knowledge:**

Students should have an understanding of inequality and racial differences.

Students should have an understanding of segregation.

Students should have an understanding of Jim Crow and the Civil Rights Movement.

ELD

#### [ELD Scaffolds](#)

When introducing a new concept, students need time to think about the concept and the academic or technical language associated with it.

- [Think / Write / Pair / Share](#) provides time for students to share ideas about the topic/concept and build a sense of empowerment.
- Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.

### **Shared Reading:**

Play the video: [▶ How Loving v. Virginia Led to Legalized Interracial Marriage | History](#)

### **AND**

Read either text out loud to or with students: [Loving\\_v\\_Virginia\\_1967.PDF](#)

Pausing to track understanding of the following questions:



- What crime did the Lovings commit? What was the consequence of this crime?
- Explain what he meant when he stated, "...the freedom to marry, or not marry, a person of another race resides with the individual, and cannot be infringed by the state"?
- Were the Lovings treated fairly? Why or Why not?
- How has the case of Loving v Virginia changed the laws about marriage? How has the case impacted the Civil Rights Movement?

Teach the definition of the remaining vocabulary words as they appear in the text, ensuring students understand how the author's use of the words helps support the overall purpose of the text.

### **Small Group Reading Instruction:**

Read the attached: [PDF Loving V. Virginia - Case, Summary & Decision - HISTORY.pdf](#)

Students may work independently or in pairs to identify key events that occurred in the Lovings' Court Case from the text and/or video above using this jamboard: [The Events of the Loving Case](#)  
Each group may present their findings to the class by creating an anchor chart of key findings.

Review:  How Loving v. Virginia Led to Legalized Interracial Marriage | History and  Loving\_v\_Virginia\_1967.PDF

### Formative Assessment:

Create a timeline of the key events in the lives of Richard and Mildred Loving. Utilizing the timeline, articles, and videos, write a response of how the Lovings' historic case fought against injustice and has impacted marital rights today.

### Informational Writing:

In preparation for the performance task, the teacher may need to do daily modeling and independent writing practice with students to teach the components of informational writing that students will be expected to demonstrate on their Unit Performance Task.

The teacher could use a mentor text to model an example of topic sentences in informational writing and how the topic sentence introduces the topic. This writing may take approximately 5 days.

- Throughout the 5 lessons, the teacher should scaffold learning and release students. By the end of the 5 days approximately needed for this skill, students should be able to write a topic sentence with appropriate capitalization, punctuation, grammar, and spelling.

**Task: Write a complete topic sentence to introduce a topic.**

### Independent Writing/Student Practice:

Students should be provided time to practice their daily skill. The teacher could pull a small writing group and/or navigate the classroom and provide one-on-one support to students.

For the skill - Possible activities for students to complete:

1. Practice writing topic sentences.
2. Identifying topic sentences in mentor texts

Correcting topic sentences

### Optional Extension Activity:

Here's an optional video:

[Loving v Virginia - Sunday Morning Video](#)

Additional or optional text:

[Constitutionality check.PDF](#)

 The\_Supreme\_Court\_rules\_on\_Lov.PDF

<https://www.learningforjustice.org/sites/default/files/2017-10/The-Loving-Story-v2-CoverRedesign-Oct2017.pdf>

[Interracial Relationships that Changed History | PBS](#)


## Fluency, Comprehension and Writing Supports

Fluency

[Fluency protocols](#)



Sentence Comprehension	<a href="#">Juicy Sentence</a> protocol with sample sentence
Writing	<a href="#">Pattan Writing Scope and Sequence</a>

Additional Supports	
 <b><a href="#">ELD Practices</a></b>	<ul style="list-style-type: none"><li>• <a href="#">English Language Development Instructional Guide</a></li><li>• <a href="#">Strategies for English Learners</a></li><li>• <a href="#">Argumentative Student Language Support Sheet(ELD)</a></li><li>• <a href="#">Narrative Student Language Support Sheet(ELD)</a></li><li>• <a href="#">Informational Student Language Support Sheet(ELD)</a></li><li>• <a href="#">Sample Linguistic Frames</a></li></ul>
<b><a href="#">SpEd Practice</a></b>	<ul style="list-style-type: none"><li>• Before the lesson, provide support to students currently experiencing decoding difficulties based on the student's level of need. Student's needs may include: <b><i>support with phonemic awareness, alphabetic principle, vowels(short/long); vowel teams; open vowels; r-controlled vowels, syllabication or multisyllabic words, etc)</i></b></li><li>• At the beginning of the lesson, establish an explicit Vocabulary Instructional Routine to pre-teach Tier 2 vocabulary in order to help students gain a deep knowledge of the academic vocabulary used in the text. Vocabulary outline template. <a href="#">Click here</a>. The student will use the completed template as an ongoing vocabulary log for reference</li><li>• Before reading, set the purpose and review key details in the text and text structure</li><li>• While reading, model pointing out text structure and finding out details in the text utilizing thinking out loud strategies</li><li>• During reading, pause and ask standards based questions to check for student understanding:<ul style="list-style-type: none"><li>○ Is this text a story or a myth? What culture is represented?</li><li>○ What is the theme of each text? How are they similar and different?</li><li>○ How do the events in each story unfold?</li><li>○ How is this version of the story different from the version from _____ (a second culture)? How is it similar?</li><li>○ What is the organization of this text?</li><li>○ What is happening in this text?</li><li>○ What specific information from the text helped you explain an event that happened and why it happened?</li><li>○ What is the first, second, and third step in this procedure?</li></ul></li><li>• After the reading, provide the text digitally for those students with IEPs that are not reading on grade level.</li><li>• During the discourse, provide students with sentence frames/starters to guide the academic conversation and focus on content-related material</li><li>• For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content.</li><li>• Also consider a partially pre-filled graphic organizer depending upon the need</li></ul>



**MTSS Practices**

Practices to promote Tier 1 access

**Enrichment Practices**

Practices to promote Tier 1 access