

GRADES K-2 LESSON PLAN

THIS IS THE ROPE

Title: *This is the Rope*

Author: Jacqueline Woodson

Grade Level: K-2

Standards*:

- **Common Core:** *CCSS.ELA-Literacy.RL.K.1, K.2, & K.3; CCSS.ELA-Literacy.RL.1.1, 1.2, & 1.3; CCSS.ELA-Literacy.RL.2.1, 2.2, & 2.3*
- **Virginia Standards of Learning:** K.9; 1.9; 2.8

Overarching Theme(s): Great Migration, Fairness, Point of View, Empathy, Inferencing

Timeframe: (30-45 minutes)

This is the Rope

Summary: This book tells the story of a rope that stayed in an African American family for several generations and followed them on their path to upward mobility.

Lesson Goals:

1. Identify feelings and motivations of characters
2. Understand outcomes of the great migration

Key Words:

These words are not explicitly written in the text, but may come up.

- **Identity:** the qualities, characteristics or beliefs that make a person who they are; people's identities are similar in some ways and different in others; everyone has multiple identities (race, ethnicity, language, gender, sexuality, religion, etc.)
- **Great Migration:** when 6 million African American people moved out of the rural Southern United States to the urban Northeast, Midwest, and West (and some urban parts of the South); occurred between 1916 and 1970.
- **Oppression:** purposeful harsh and unfair acts, demands, and treatment towards a group of people, over a period of time, with the purpose of keeping the dominant group in control or power
- **Racism:** the unfair treatment of people based on the opinion that one race is better than another race or races; a system of advantage based on race; racial prejudice plus social power; individual racism: actions and/or language toward a person that intentionally expresses prejudice, hate, or bias based on race; institutional racism: discriminatory treatment, unfair policies, and inequitable opportunities and impacts, based on race, that are produced and perpetuated by institutions (schools, workplace, mass media, etc.); structural or systemic racism: normalization and legitimization of historical, cultural, institutional, and interpersonal dynamics that routinely advantage White people, while producing cumulative and long-lasting disadvantages for People of Color

Procedure:

Important! Before the start of the lesson, students **must engage in transactive discussion practice for the discussion to be meaningful. This does not have to take place before every lesson but students need to be familiar with this type of discussion for the lesson to be effective.**

Before reading the story with students, teachers should provide a primer on the Great Migration. It does not need to be very detailed but rather explain that inequality existed because of people's different races, and Black people decided to move away from places where things were particularly tough (sample language below):

"Many years ago, there were laws that made it really hard for Black people to be treated fairly. These laws were particularly harsh in the Southern part of the United States. Things were sometimes so bad there that when bad things did happen, Black people couldn't even go to the police and get protection. They often couldn't get good jobs or go to good schools, and there was a lot of violence directed at them. Because of this, many Black people who lived in the South decided to move to the northern/western part of the United States. Even though these parts of the country still had issues, many Black people thought they weren't as bad as the South. The large movement of Black people out of the South was called the Great Migration. During the Great Migration, over six million Black people left the South to try to find a better living situation in another part of the country. This is the story of one family that made that journey."

Teacher should read the story aloud to the whole group. During the read aloud process, teacher should stop and ask teacher-generated comprehension questions to assess/support student understanding, address misconceptions, and answer questions.

- Students should discuss and answer book-specific discussion questions (see below) in pairs. (Teacher-generated comprehension questions can be discussed as a whole group.)
- Teacher can then have students share out the answers they generated in pairs.
- During whole group discussions, teacher should provide guiding questions rather than providing answers.
- Immediately following reading and discussion, teacher should have students *independently* respond to writing prompts or assign for homework.

Discussion Questions

1. How do you think the narrator’s grandparents felt when they left South Carolina for the New York City—a place they had never been before?
2. Do you think it was good for them to leave the South?
 - a. Do you think they should have stayed in the South and tried to make things better where they live?
3. The narrator’s mom kept the rope once she went to college and used it to play with her kids.
 - a. Why do you think that rope was so valuable to their family?
4. The narrator’s mom was able to go to college—do you think that would have happened if her family stayed in the South?

Writing Prompt

The rope was in her family for a very long time and important to them. Does your family have something like that?



Something important that my family has is

Writing Prompt

The rope was in her family for a very long time and important to them.

- Why do you think it is so special and important to them?
- Does your family have anything that is special and important?

I think the rope was so special and important because _____

Something special that my family has is _____.

It is special because _____

Standards*

[CCSS.ELA-Literacy.RL.K.1](#)

With prompting and support, ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.K.2](#)

With prompting and support, retell familiar stories, including key details.

[CCSS.ELA-Literacy.RL.K.3](#)

With prompting and support, identify characters, settings, and major events in a story.

[CCSS.ELA-Literacy.RL.1.1](#)

Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.2](#)

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-Literacy.RL.1.3](#)

Describe characters, settings, and major events in a story, using key details.

[CCSS.ELA-Literacy.RL.2.1](#)

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

[CCSS.ELA-Literacy.RL.2.2](#)

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

[CCSS.ELA-Literacy.RL.2.3](#)

Describe how characters in a story respond to major events and challenges.

Virginia Standards of Learning (SOL)

- **K.9** The student will demonstrate comprehension of fictional texts: a) Identify the role of an author and an illustrator; b) Relate previous experiences to what is read; c) Use pictures to make predictions; d) Ask and answer questions about what is read; e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.
- **1.9** The student will read and demonstrate comprehension of a variety of fictional texts: a) Preview the selection; b) Set a purpose for reading; c) Relate previous experiences to what is read; d) Make and confirm predictions; e) Ask and answer who, what, when, where, why, and how questions about what is read; f) Identify characters, setting, and important events; g) Retell stories and events, using beginning, middle, and end in a sequential order; h) Identify the theme.
- **2.8** The student will read and demonstrate comprehension of a variety of fictional texts: a) make and confirm predictions; b) connect previous experiences to new texts; c) ask and answer questions using the text for support; d) describe characters, setting, and plot events in fiction and poetry; e) identify the conflict and resolution; f) identify the theme; g) summarize stories and events with beginning, middle, and end in the correct sequence; h) draw conclusions based on the text.