

Call It a Hunch

Purpose

Students will make inferences, conclusions, or generalizations about text and support their ideas with textual evidence and prior knowledge.

Materials

For the teacher: Through My Eyes by Ruby Bridges

For the students: Through My Eyes by Ruby Bridges, copies of Black Line Master (BLM) *Anticipation/Reaction Guide*, pencils

Activity

A. Pre-Activity Discussion

1. Ask students to explain what an inference is. If students do not know, tell them it is making an educated guess about something – drawing a conclusion based on knowledge.
2. Ask students to give examples of situations that would require you to make an inference (e.g., If your friend likes to go to basketball games, you might infer that he would like a new basketball for his birthday.).
3. Tell students that people often make inferences based on what they read and what they already know (e.g., People make inferences about whether or not they will enjoy a book after reading a passage or a review on the back cover.).
4. Explain to students that they will have a chance to practice making inferences and to confirm whether or not their conclusions are true.

B. Activity

1. Show students the book *Through My Eyes*, by Ruby Bridges. Tell them that they will be reading about an incident in history that had a dramatic effect on schools and education.
2. Tell students that this book is about desegregation. Discuss desegregation and explain the concept if students have not encountered it before. Read the opening paragraph or first page of the book aloud to the class.
3. Ask students to infer what type of book they think this is: fiction, nonfiction, biography, or autobiography.
4. Ask students to explain how they made their inferences.

(continued)



EXTENDING THE ACTIVITY

Have students read *Rosa Parks: My Story* by Rosa Parks. Instruct them to compare and contrast Ruby's and Rosa's experiences.



connecting across the curriculum

Social Studies

Have students learn more about the history of segregation in the United States in conjunction with a unit on the Civil War.

Standards Links
5.2.3, 5.5.2

Activity (continued)

5. Distribute one copy of the *BLM Anticipation/Reaction Guide* to each student.
6. Instruct students to fill out the *Anticipation* part of the *BLM Anticipation/Reaction Guide* before they read the book. Remind students to use any prior knowledge they have when making their inferences.
7. Provide time for students to read the book independently, or in small groups.

C. Close the Activity

1. When students have finished reading the book, have them fill out the *Reaction* part of the BLM independently.
2. Have students share their initial inferences about integration of public schools.
3. Discuss how students arrived at their final answers after reading the book. Have students use examples from the text to support their conclusions.

Questions for Review

Basic Concepts and Processes

Ask students the following questions after completion of this activity:



What is an inference?



Why would you make an inference?



How did you discover whether or not your inferences about desegregation were true?

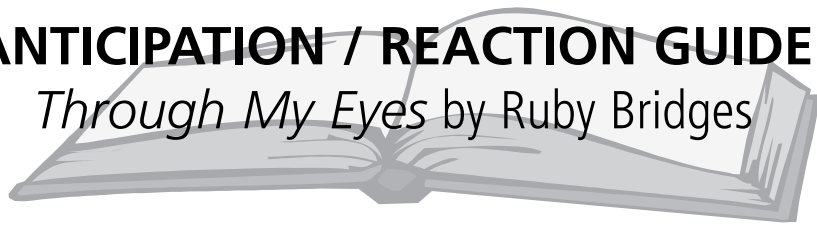


What is something you learned from the text?
Where in the text did you find the information?

Name: _____

ANTICIPATION / REACTION GUIDE

Through My Eyes by Ruby Bridges



Anticipation

Agree Disagree

_____ _____

1. Schools for black students were as good as schools for white children in the late 1950s.

_____ _____

2. After desegregation in the early 1960s, black children were welcomed into all white public schools.

_____ _____

3. Ruby was one of many black children who passed the test to enter William Frantz Public School, a white school.

_____ _____

4. Ruby's 1st grade teacher, Barbara Henry, did not like working with her because she was black.

_____ _____

5. Ruby's father was fired from his job because she was attending a white school.

_____ _____

6. The Governor of Louisiana, Jimmie H. Davis, was in favor of school integration.

_____ _____

7. The principal and the other teachers at William Frantz Public School cheered and treated Barbara Henry as a hero for teaching the integrated class.

_____ _____

8. Ruby had no physical or emotional problems adjusting to her new school.

Reaction

Agree Disagree

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

AFTER READING

After reading *Through My Eyes*, what conclusions can you make about the integration of public schools?

What evidence in the story supports your ideas?

Have your feelings about racism, desegregation, and school integration been changed from reading this book? If yes, how?

ANTICIPATION / REACTION GUIDE

Teacher Directions

Distribute one copy of the BLM *Anticipation/Reaction Guide* to each student. Have students fill out the *Anticipation* section of the guide before reading. Instruct students to read the book before filling out the *Reaction* section of the guide. When students have finished reading the book, have them complete the *Reaction* section of the guide. Have students discuss their answers, using examples from the book to support their conclusions.

Answer Key

Answers will vary.