



EXPEDITIONARY  
LEARNING

# Grade 8: Module 3B: Unit 3: Lesson 2

## Launching the Performance Task



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)

I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)

I can present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contacts, adequate volume, and clear pronunciation. (SL.8.4)

I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)

**Supporting Learning Targets**

- I can analyze nuances in word meanings and the word choice an author selects, which both contribute to the meaning and tone of the text.
- I can select three photographs to highlight key events experienced by The Little Rock Nine as they tried to go to school at Central as a basis for a film plot.
- I can cite evidence from *A Mighty Long Way* when describing the photograph and to support the reasons for my choices.

**Ongoing Assessment**

- Photograph and Song Choice note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Writer: Language Techniques (10 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Launching the Performance Task and Generating Criteria from the Model (10 minutes)</li> <li>B. Analyzing and Selecting Photographs (20 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Sharing a Photograph Selection (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Finish selecting the three photographs you are going to use in the Performance Task and filling out the Photograph and Song Choice note-catcher with your choice of photographs. You will not work on song choice until Lesson 4.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students continue to work with language standard L.8.5 as they build toward the Mid-Unit 3 Assessment in the next lesson.</li> <li>• In this lesson, students are introduced to the Performance Task Prompt and hear a model presentation. It is important they understand that although the Performance Task is a presentation, they will be preparing the material they need for a presentation by writing.</li> <li>• In this lesson, you will be performing a model presentation for students. Please see Performance Task Model: Guidelines (in supporting materials) to prepare for this presentation. It is recommended that you use the End of Unit Assessment 3 Model Response (see supporting materials) to make prompt cards, as students will be required to do so in preparation for their presentations, and your prompt cards can be used as a model for them.</li> <li>• It is important that you <b>model only one photograph and the song choice</b>, since modeling more than one photograph will not give students the chance to think for themselves about the photographs.</li> <li>• Students will write the descriptions and arguments of their photographs and songs for the End of Unit 3 Assessment (W.8.1/W.8.2), which will then provide them with the material they need to generate a presentation. This lesson is the preliminary thinking for photograph selection. The writing model provided in this lesson is the model for the End of Unit 3 assessment, which takes place in Lesson 5.</li> <li>• During this lesson, students focus on photograph selection. They will select a song in Lesson 4 (Lesson 3 is the Mid-Unit 3 Assessment.)</li> <li>• It is important to point out to students that although the photographs in <i>Little Rock Girl 1957</i> focus primarily on Elizabeth Eckford, most of the events captured in the photographs are also described in the memoir <i>A Mighty Long Way</i> by Carlotta Walls Lanier.</li> <li>• As students may not have time to complete their note-catchers in the lesson, they finish it for homework.</li> <li>• In advance:               <ul style="list-style-type: none"> <li>– Review: Performance Task Model: Guidelines (see supporting materials)</li> <li>– Prepare: Performance Task Model (see guidelines in supporting materials)</li> <li>– Prepare: Performance Task Criteria anchor chart (see Work Time A)</li> <li>– Post: Learning targets.</li> </ul> </li> </ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Word Connotation score sheet (one per student and one to display)</li><li>• <i>A Mighty Long Way</i> (book; one per student)</li><li>• Performance Task Prompt (one per student and one for display)</li><li>• <i>Little Rock Girl 1957</i> (book; one per student)</li><li>• Performance Task Model: Guidelines (for teacher reference)</li><li>• Performance Task Criteria anchor chart (new; see Work Time A)</li><li>• Photograph and Song Choice note-catcher (one per student and one for display)</li><li>• Photograph and Song Choice note-catcher (example, for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer: Language Techniques (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display and distribute the <b>Word Connotation score sheet</b>.</li><li>• Ask students to pair up with their discussion partners.</li><li>• Invite students to sort the words by rating them on the Word Connotation score sheet, choosing a number between 1 and 5 for each word, depending on how negative or positive they perceive the connotation of the word to be. Explain that <i>connotation</i> means a feeling or association one has with a word.</li><li>• Ask:<ul style="list-style-type: none"><li>* “For example, in the word pair ‘defiance’ and ‘resistance,’ what would you rate ‘defiance’? What would you rate ‘resistance’? Why?”</li></ul></li><li>• Invite students to respond with their reasoning.</li><li>• Give students several minutes to score the words with their partners.</li><li>• Cold call pairs to share out.</li><li>• Draw students’ attention to the first learning target and read it aloud:<ul style="list-style-type: none"><li>* “I can analyze nuances in word meanings and the word choice an author selects, which both contribute to the meaning and tone of the text.”</li></ul></li><li>• Explain that Carlotta Walls Lanier chose to use specific words in her writing to capture her story and convey her emotions and reactions to the chaos around her.</li><li>• Have students take out their text: <b><i>A Mighty Long Way</i></b>.</li><li>• Tell students that you would like them to reread a passage with you from the paragraph beginning at the bottom of page 69. In this passage, Carlotta writes about the moment she and her classmates begin to walk toward Central High School on the first day of school.</li><li>• Explain that the words marked with an asterisk on the Word Connotation score sheet are words Carlotta Walls Lanier chose to use in this passage. The words without an asterisk are words with similar meanings, but different connotations are not used in the passage.</li></ul>	<ul style="list-style-type: none"><li>• Since connotation work is especially challenging for ELL students, consider pairing them with non-ELL students for this activity or providing simpler word pairs from the text.</li></ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Explain that after they reread this passage to refamiliarize themselves with it, students will read the words on the chart and give a score to each word between the range of 1–5, with 1 being a negative connotation or feeling and 5 being a positive connotation or feeling from the word.</li><li>• Turn and talk:<ul style="list-style-type: none"><li>* “How would the meaning of this passage have changed if Walls had used the other words listed on the sheet? Use specific examples from your Word Connotation score sheet to guide your conversations.”</li></ul></li><li>• Cold call one or two pairs to share out.</li></ul> <p>Emphasize that Walls’ choices were deliberate and capture the chaos and fear she must have felt during this defining moment of her journey. Note that there is a correlation between the positive and negative nature of the connotation of the words with asterisks versus the words without asterisks. This means Walls chose her words wisely, making sure the words reflected the feeling she wished to convey.</p> <ul style="list-style-type: none"><li>• Tell students that in the next lesson they will be analyzing language techniques for their mid-unit assessment.</li><li>• Draw students’ attention to the final two learning targets:<ul style="list-style-type: none"><li>* “I can select three photographs to highlight key events experienced by The Little Rock Nine as they tried to go to school at Central as a basis for a film plot.”</li><li>* “I can cite evidence from <i>A Mighty Long Way</i> when describing the photograph and to support the reasons for my choices.”</li></ul></li><li>• Explain that students will be introduced to the Performance Task next, so these learning targets will make more sense once they have read the prompt.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Launching the Performance Task and Generating Criteria from the Model (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display and distribute the <b>Performance Task Prompt</b>.</li><li>• Ask students to read the document silently and write the gist of the task and any questions they have about it in the margins.</li><li>• Ask students to explain the standards on which they will be assessed.</li><li>• Listen for: “presenting ideas.”</li><li>• Call on students with questions about the performance task.</li><li>• Have students take out <i>Little Rock Girl 1957</i>. Students will need to refer to this during the model presentation.</li><li>• Use the <b>Performance Task Model: Guidelines</b> to model a presentation for the group. See Teaching Notes. Explain that you are only going to model presenting one photograph and the song for the sake of time. This should be plenty of material for students to generate criteria.</li><li>• Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* “What did you notice?”</li><li>* “What did I include in my presentation?”</li><li>* “Think about the Performance Task Prompt—why do you think I included that? Why is it relevant?”</li></ul></li><li>• Select volunteers to share their ideas with the whole group. Record as criteria on <b>Performance Task Criteria anchor chart</b>. Suggestions could include:<ul style="list-style-type: none"><li>– Tell the audience which page the photograph is on.</li><li>– Describe the photograph. Use evidence from <i>A Mighty Long Way</i> in your description of the photograph.</li><li>– Explain why you have chosen that photograph. Use evidence from the text to support your reasons.</li><li>– Repeat with each photograph.</li><li>– Introduce the song you have chosen.</li><li>– Describe what the song is about. Cite lyrics from the song in your description.</li><li>– Explain why you have chosen that song. Use evidence from the text to support your reasons.</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Analyzing and Selecting Photographs (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that for the Performance Task they must choose three photographs to lift up as key events to drive the plot and theme of their film.</li><li>• Distribute the <b>Photograph and Song Choice note-catcher</b>. Model how to fill it in using the example on the <b>Photograph and Song Choice note-catcher (example, for teacher reference)</b></li><li>• Remind students of the Performance Task model presentation they just experienced and the reasons given for the choice of the three photographs selected to lift up as key events. Tell students to follow that modeled thinking as they begin to look through <i>Little Rock Girl 1957</i> and think about which photographs to choose.</li><li>• Invite students to begin looking through the photographs to choose the three they would like to lift up as key events.</li><li>• Circulate to support students as they work. Ask guiding questions to guide them:<ul style="list-style-type: none"><li>* “Why have you chosen that photograph?”</li><li>* “What key event for The Little Rock Nine does it lift up? How?”</li><li>* “Why is this an important event to include in a film about The Little Rock Nine as they tried to go to Central?”</li></ul></li><li>• If students haven’t finished selecting their photographs by the end of this allocated time, explain that they will finish selecting photographs and filling out their note-catcher for homework.</li></ul>	





Closing and Assessment	Meeting Students' Needs
<p><b>A. Sharing a Photograph Selection (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to choose one of the photographs they have selected to share in a mix and mingle.</li><li>• Mix and Mingle:<ol style="list-style-type: none"><li>1. Students move around the room with their books and note-catchers.</li><li>2. When you say stop, students share a photograph they have selected and their reasons for selecting it with the person closest to them.</li><li>3. Repeat until students have shared three times.</li></ol></li></ul>	
Homework	Meeting Students' Needs
<p>A. Finish selecting the three photographs you are going to use in the Performance Task and filling out the Photograph and Song Choice note-catcher with your choice of photographs. You will not work on song choice until Lesson 4.</p> <p><i>Note: Remind students to complete their independent reading in preparation for writing a book review in Lesson 3.</i></p>	



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## Supporting Materials



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Word Connotation Score Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Score the following word pairs by writing a number (1–5) next to each word.

1 = negative, 2 = somewhat negative, 3 = neutral, 4 = somewhat positive, and 5 = positive

The words marked with an asterisk on the Word Connotation score sheet are words Carlotta Walls Lanier chose to use in this passage. The words without an asterisk are words with similar meanings, but different connotations.

Word	Connotation Score (1–5)	Word	Connotation Score (1–5)
rumble*		mob*	
sound		group	
clutched*		contorted*	
held		shaped	
sticky*		surreal*	
damp		dreamy	



Performance Task Prompt

SL.8.4: I can present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contacts, adequate volume, and clear pronunciation.

L.8.1: I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Films about real-life events highlight key events. If you were to take Carlotta's memoir and use it to make a film about the experiences of The Little Rock Nine as they went to Central High School, which three photographed moments from *Little Rock Girl 1957* would you lift up as key events to drive the plot and theme of your film? Which of the civil rights songs would you want to feature in the soundtrack?

Choose three photographs from *Little Rock 1959*, and a civil rights song. Prepare a presentation in which you:

- Describe what is happening in each of your three photograph choices, using evidence from *A Mighty Long Way* to support your description.
- Argue why each photograph deserves to be of focus in a film version, again using evidence from the text to support your argument.
- Describe the civil rights song you have chosen using lyrics from the song.
- Argue how it is so relevant to the experiences of The Little Rock Nine using evidence from *A Mighty Long Way* to support your claims.

Your presentation should be no more than 4 minutes long.

**Performance Task Model: Guidelines**  
(For Teacher Reference)

Use the highlighted written model below (model for the End of Unit 3 Assessment) and the Photograph and Song Choice note-catcher (example, for teacher reference) to create a presentation for students. As this is a model presentation, it needs to feel as natural to students as possible. Avoid reading the written model, or the notes on the note-catcher. Instead, consider using the materials to create prompt cards and make eye contact with students as much as possible during the presentation. The highlighted text on the written model below should help in creating prompt cards, but here are some general guidelines:

- Model presenting only one photograph and a song. Modeling more than one will limit student choices.
- Introduce the page number of the photograph, and invite students to refer to it in their books.
- Briefly describe what is happening in the photograph.
- Provide a quote from *A Mighty Long Way* to support your description of the photograph.
- Describe why you have chosen this photograph.
- Provide a quote from *A Mighty Long Way* to support your reasons for choosing it.
- Introduce the title of the song.
- Briefly describe what the song is about, citing lyrics from the song.
- Describe why you have chosen this song.
- Provide a quote from *A Mighty Long Way* to support your reasons for choosing it.



### End of Unit 3 Assessment Model Response

If I were making a film based on *A Mighty Long Way* about the experiences of The Little Rock Nine as they went to Central High School in Little Rock, Arkansas, I would choose the photographs on pages 9, 17, and 26 as key events to lift up. I would choose the song “Ain’t Nobody Gonna Turn Me Around” for the soundtrack.

In the photograph on **Page 9**, The Little Rock Nine are **prevented from entering Central High School by National Guard** troops. Carlotta described this event in *A Mighty Long Way* when she said, “Finally, we were staring into the faces of the Arkansas National Guard. The guardsmen had formed a ring around the school. They blocked the entrance.... **The guardsmen weren’t there to protect us; they were there to keep us out.**” I have chosen this picture because the court had said The Little Rock Nine were allowed to go to the school, yet they weren’t allowed in and it was their **first experience of the severe injustice of what was happening to them.** Carlotta said, “**The highest court in the land had said I had a right to be at that school, to learn just like the white children.**” What would it take to open those closed ears and change their hardened hearts?”

In the photograph on **page 20**, The Little Rock Nine are being **escorted into Central High School by federal troops.** Carlotta described being escorted into the school by the troops: “Several soldiers trotted across the yard to catch up with us. **Then twenty-two of them positioned themselves completely around us.** I felt safe, protected, and proud.” I have chosen this picture because it was an important moment—it shows that The Little Rock Nine finally got justice by being let in to **Central High School**, and were protected by troops to do so safely. Carlotta described how important that moment was to her: “I took a deep breath. The granite eyes of those four Greek gods and goddesses above my head seemed to peer down at me: Ambition. Personality. Opportunity. Preparation. Walk with me now, I implored. **And with a new sense of calm, I stepped across the threshold.**”

In the photograph on **page 26**, **Ernest Green, one of The Little Rock Nine, is graduating from Central High School.** Although Carlotta wasn’t there, she described the event after listening to it on the radio: “Ernie was among 602 graduates to receive their diplomas that night. About fifty minutes into the ceremony, his name was called.” I have chosen this picture because it shows **triumph.** Despite the challenges he faced just to go to the school, and the challenges he faced once attending the school, **he was the first to graduate from Central.** Carlotta described the triumph: “As I exhaled I imagined Ernie walking proudly across that stage—the first colored student ever to do so.”

I have chosen the song “**Ain’t Gonna Let Nobody Turn Me Around**” for the soundtrack, which is about **not letting anyone stop you from achieving your goals.** The line “Ain’t gonna let nobody turn me



around” is repeated over and over again throughout the song. I have chosen it because throughout *A Mighty Long Way*, Carlotta describes how The Little Rock Nine didn’t let anyone turn them around or stop them from achieving their goal of an education at Central High School despite the challenges they faced there. When they are turned away from the school by the National Guard, they still relentlessly pursue the idea of going there. When Elizabeth Eckford is attacked by the mob on her first day, she still continues to go back to the school. When students are mean to them and make their lives at the school very challenging, they still keep going back to the school. Carlotta said, “All nine of us felt compelled to send out that unified message—that integration was succeeding. I know I certainly did.”

All of these choices show how brave The Little Rock Nine were in the face of adversity. All they wanted was a really good high school education at the best high school in the city, Central High School, but people tried to stop them and make their lives difficult for having that goal. These photographs and this song show their perseverance in the face of adversity.



Photograph and Song Choice Note-Catcher

Name:

Date:

Photo Page No./Song Choice	Description (Use evidence from <i>A Mighty Long Way</i> )	Why this one? (Use evidence from <i>A Mighty Long Way</i> )
1.		
2.		
3.		
Song:		





**Photograph and Song Choice Note-Catcher**  
(Example, for Teacher Reference)

<b>Photo Page No./Song Choice</b>	<b>Description</b> (Use evidence from <i>A Mighty Long Way</i> )	<b>Why this one?</b> (Use evidence from <i>A Mighty Long Way</i> )
<b>1. Pg. 9</b>	<i>The Little Rock Nine are prevented from entering Central High School by National Guard troops. “Finally, we were staring into the faces of the Arkansas National Guard. The guardsmen had formed a ring around the school. They blocked the entrance.... The guardsmen weren’t there to protect us; they were there to keep us out.”</i>	<i>This shows the injustice they faced from the very beginning. “The highest court in the land had said I had a right to be at that school, to learn just like the white children. What would it take to open those closed ears and change their hardened hearts?”</i>
<b>2. Pg. 20</b>	<i>The Little Rock Nine are being escorted into Central High School by federal troops. “Several soldiers trotted across the yard to catch up with us. Then twenty-two of them positioned themselves completely around us. I felt safe, protected, and proud.”</i>	<i>It shows that The Little Rock Nine finally got justice and were allowed to go to Central High School. “I took a deep breath. The granite eyes of those four Greek gods and goddesses above my head seemed to peer down at me: Ambition. Personality. Opportunity. Preparation. Walk with me now, I implored. And with a new sense of calm, I stepped across the threshold.”</i>
<b>3. Pg. 26</b>	<i>Ernest Green, one of The Little Rock Nine, is graduating from Central High School. “Ernie was among 602 graduates to receive their diplomas that night. About fifty minutes into the ceremony, his name was called.”</i>	<i>It shows triumph and that despite the challenges he faced just to go to the school, and the challenges he faced once attending the school, he was the first to graduate from Central. “As I exhaled I imagined Ernie walking proudly across that stage—the first colored student ever to do so.”</i>
<b>Song: “Ain’t</b>	<i>About not letting anyone prevent you from your goal.</i>	<i>The Little Rock Nine didn’t let anyone turn them around or stop them from achieving</i>



<i>Gonna Let Nobody Turn Me Around”</i>	<i>their goal of an education at Central High School despite the challenges they faced there. When they are turned away from the school by the National Guard, they still relentlessly pursue the idea of going there. When Elizabeth Eckford is attacked by the mob on her first day, she still continues to go back to the school. When students are mean to them and make their lives at the school very challenging, they still keep going back to the school. “All nine of us felt compelled to send out that unified message—that integration was succeeding. I know I certainly did.”</i>
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