



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 3B: Unit 2: Lesson 5**

## **Close Reading: The Montgomery Bus Boycott Speech**



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

I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7)  
I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)  
I can analyze the connections between modern fiction and myths, traditional stories or religious works (themes, patterns of events, character types). (RL.8.9)

**Supporting Learning Targets**

- I can understand different mediums and their advantages and disadvantages when presenting information.
- I can use evidence from Dr. King's Montgomery Bus Boycott speech to support my understanding of the text and build background knowledge of the civil rights movement.

**Ongoing Assessment**

- *Little Rock Girl 1957* structured notes, Chapters 1–2, pages 4–27 (from Lesson 3 homework)
- Answers to Montgomery Bus Boycott speech text-dependent questions



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Reader: Sharing Structured Notes (5 minutes)</li> <li>B. Reviewing Learning Targets (2 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Close Reading: Montgomery Bus Boycott Speech (30 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Partner Share (3 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read Chapter 3 of <i>Little Rock Girl 1957</i> and complete the structured notes.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This is the second lesson in a three-lesson series that builds students' background knowledge about the civil rights era in U.S. history and helps them explore the advantages and disadvantages of using different mediums to convey a message. This is important preparation for the Mid-Unit 2 Assessment.</li> <li>• In this lesson, students continue to engage with Dr. Martin Luther King Jr.'s Montgomery Bus Boycott speech. Today's close reading supports students in understanding the key points of Dr. King's message so that they can focus on his methods for delivering this message in Lesson 6, when they will listen to the speech.</li> <li>• A Close Reading Guide is provided to support students as they work through this challenging text. The text is long and the questions require deep thinking on the part of the students. Thus, 30 minutes are allotted for this portion of the lesson.</li> <li>• Preview the Close Reading Guide. Based on the needs of your class, you may need more time. Consider adjusting the flow of lessons so that this close read extends over two class periods and build in more time for the whole class to discuss their responses to each text-dependent question before continuing on to the next one.</li> <li>• Post: Learning targets.</li> </ul>

Lesson Vocabulary	Materials
iron feet of oppression, glittering July, alpine November, trampled	<ul style="list-style-type: none"> <li>• <i>Little Rock Girl 1957</i> (book; distributed in Lesson 3; one per student)</li> <li>• Montgomery Bus Boycott speech (from Lesson 4)</li> <li>• Montgomery Bus Boycott speech (Excerpt Guidance and Gist) (from Lesson 4)</li> <li>• Montgomery Bus Boycott speech text-dependent questions (one per student)</li> <li>• Close Reading Guide: Montgomery Bus Boycott speech (for teacher reference)</li> <li>• <i>Little Rock Girl 1957</i> Structured Notes, Chapter 3, pages 28–37 (one per student)</li> <li>• <i>Little Rock Girl 1957</i> Supported Structured Notes, Chapter 3, pages 28–37 (optional; for students needing extra support)</li> <li>• <i>Little Rock Girl 1957</i> Structured Notes Teacher's Guide, Chapter 3, pages 28–37 (for teacher reference)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Sharing Structured Notes (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to retrieve their <i>Little Rock Girl 1957</i> structured notes, Chapters 1–2, pages 4–27 (from Lesson 3 homework) and their copies of <b><i>Little Rock Girl 1957</i></b>. Tell students you would like them to share their thoughts about the first two chapters of the book with their New York City discussion partner. Ask students to turn and talk:<ul style="list-style-type: none"><li>* “What did you think about the photographs you saw in the first two chapters? Point out one that made an impression on you and say why.”</li></ul></li><li>• After allowing students to flip through the book and talk for a minute or two, invite them to share their responses to the focus questions on the structured notes:<ul style="list-style-type: none"><li>* “The photographs on pages 6 and 27 of Elizabeth Eckford heckled by Hazel Bryan shaped the world’s perception of the integration of schools in Little Rock, Arkansas. What thoughts and emotions do you think they evoked in newspaper readers around the globe?”</li><li>* “Based on what you’ve read in <i>A Mighty Long Way</i> and these two chapters in <i>Little Rock Girl 1957</i>, what were Governor Faubus’ motivations for opposing the integration of schools in Little Rock?”</li></ul></li><li>• After students have shared their responses, ask them to turn and talk once more:<ul style="list-style-type: none"><li>* “On page 13 of <i>Little Rock Girl 1957</i>, the author describes a difference between Alabama, where Rosa Parks began the Montgomery Bus Boycott, and Little Rock. What is this difference and why is it important?”</li></ul></li><li>• Listen for students to talk about how Arkansas was not considered the “deep South,” where racial tensions were much worse at the time. The author, Shelley Tougas, states that Little Rock was “known as a progressive small city,” and “didn’t seem an obvious battleground in the conflict over equal access to public schools” (13).</li><li>• Call on one or two volunteers to share what they discussed. Emphasize that Rosa Parks’ actions affected both those in her own state of Alabama and those in other states across the United States. Even though Arkansas was not considered the “deep South,” racism and discrimination shaped the lives of the Little Rock Nine and so many other African Americans.</li></ul>	



Opening (continued)	Meeting Students' Needs
<p><b>B. Reviewing Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Read the first learning target aloud to students:<ul style="list-style-type: none"><li>* “I can understand different mediums and their advantages and disadvantages when presenting information.”</li></ul></li><li>• Remind students that in the last lesson, they discussed and recorded the advantages and disadvantages of text and speeches in presenting information. Tell them that today they will continue to study the text of Dr. King’s speech and in the next lesson they will get a chance to hear the text delivered in the form of a speech. They should continue to keep in mind how the text may compare to the speech.</li><li>• Read the next learning target aloud to students:<ul style="list-style-type: none"><li>* “I can use evidence from Dr. King’s Montgomery Bus Boycott speech to support my understanding of the text and build background knowledge of the civil rights movement.”</li></ul></li><li>• Share with students that their close reading of the text today will help build a deeper understanding.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Close Reading: Montgomery Bus Boycott Speech (30 minutes)</b></p> <ul style="list-style-type: none"><li>• Instruct students to take out the <b>Montgomery Bus Boycott speech</b> and <b>Montgomery Bus Boycott speech (Excerpt Guidance and Gist)</b>. Remind students that for homework, they reread the speech and defined important words and phrases. Tell students that their work reading the speech for gist in class yesterday and then rereading it for homework will help them as they complete a close reading of the text today.</li><li>• Invite students to select two definitions from their homework to compare with a partner. Tell students they should select one word they are confident about and one word they are unsure about. Give students about 3 minutes to review their chosen words with a partner, adding to their own definitions as necessary. Circulate and clarify as needed.</li><li>• Refocus whole group and ask what words and phrases were most difficult to define. Have students share some of their definitions, clarifying when needed.</li><li>• Distribute the <b>Montgomery Bus Boycott speech text-dependent questions</b>. Remind students that key vocabulary words are defined at the end of each section of text in the form of footnotes, and the words they defined for homework should be listed in the “additional definitions” section on the right-hand side of the organizer. Invite students to refer to these notes when they hear a word they do not know as you read aloud.</li><li>• Tell students you will now guide them through a close reading of the speech. Use the <b>Close Reading Guide: Montgomery Bus Boycott speech</b> to lead students through the text. Read the text aloud to students with dramatic expression, modeling fluency.</li><li>• When students have completed the close reading, give specific positive feedback on the way they reread the text, reflected, wrote individually, and/or collaborated with their partners to gain a deeper understanding of the speech.</li></ul>	<ul style="list-style-type: none"><li>• When reviewing graphic organizers or recording forms, consider using a document camera to visually display the document for students who struggle with auditory processing.</li><li>• During this Work Time, you may want to pull a small group of students to support in finding evidence from the text. Some students will need more guided practice before they are ready for independent work.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Partner Share (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Thank students for their thoughtful participation and attention during the close reading. Tell them you will now give them a chance to anticipate the next lesson with a fun debriefing activity.</li><li>• Ask students to go back to the text and choose a line from Dr. King's speech that they believe is particularly powerful. Explain that powerful could mean it struck them as important, evoked an emotion, or inspired an image or connection. Give students a moment to choose a line.</li><li>• Next, instruct students to think about how they would deliver that line if they were asked to present it in a speech. What words would they emphasize? How would they use facial expressions or gestures? Tell students you will give them a moment to reflect on how they would deliver the line. Then, they will practice it with a partner.</li><li>• Invite students to deliver their line to a partner, then switch. Encourage students to give one another feedback and deliver the line once or twice more.</li><li>• Wrap up by telling students that they will study Dr. King's speaking techniques tomorrow.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read Chapter 3 and complete <b><i>Little Rock Girl 1957 structured notes, Chapter 3, pages 28–37.</i></b></li></ul>	<ul style="list-style-type: none"><li>• Provide struggling learners with the supported structured notes for additional scaffolding as they read the novel.</li></ul>



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# Grade 8: Module 3B: Unit 2: Lesson 5

## Supporting Materials



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Montgomery Bus Boycott Speech  
Text-Dependent Questions

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

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

Questions	Notes
<p><b>Paragraphs 1 and 2</b></p> <p>1. In the very beginning of the speech, Dr. King addresses the audience as “my friends” and repeatedly uses the pronoun “we” when speaking to them. What effect do you imagine this had on the audience? Why?</p> <p>2. King refers to a “problem” in Paragraph 2. What problem is he talking about?</p>	



Montgomery Bus Boycott Speech  
Text-Dependent Questions

Questions	Notes
<p><b>Paragraphs 3 and 4</b></p> <p>Dr. King asserts, “Now the press would have us believe that she refused to leave a reserved section for Negroes, but I want you to know this evening that there is no reserved section. The law has never been clarified at that point.”</p> <p>3. What does the “the press would have us believe that she refused to leave a reserved section” mean? Who are the press and why would they do this?</p> <p>4. In these two paragraphs, Dr. King uses many complimentary adjectives to describe Rosa Parks. What are some of these words and how do you think the audience reacted to these descriptions?</p>	



Montgomery Bus Boycott Speech  
Text-Dependent Questions

Questions	Notes
<p><b>Paragraphs 5 and 6</b></p> <p>In Paragraph 5, Dr. King says, “And you know, my friends, there comes a time when people get tired of being trampled over by the iron feet of oppression.”</p> <p>5. How does King use figurative language to communicate his message here? What is the message he is trying to convey?</p> <p>Dr. King continues, “There comes a time when people get tired of being pushed out of the glittering sunlight of life's July and left standing amid the piercing chill of an alpine November.”</p> <p>6. What do you think “glittering July” represents? What about “alpine November”? Why does Dr. King set up this contrast?</p> <p>7. In Paragraph 6, Dr. King references “the weapon of protest.” What does he mean?</p>	



Montgomery Bus Boycott Speech  
Text-Dependent Questions

Questions	Notes
<p><b>Paragraphs 7 and 8</b></p> <p>8. According to Dr. King, what is the “great glory of American democracy”?</p> <p>9. Dr. King suggests that civil rights advocates have been compared to the Ku Klux Klan and the White Citizens Council, two organizations known for using violence and intimidation against African Americans and supporters of equal rights. How does he respond to this comparison?</p> <p>10. In Paragraph 6, how does Dr. King assure his audience that they are “not wrong” to fight for justice on the buses of Montgomery?</p>	



Montgomery Bus Boycott Speech  
Text-Dependent Questions

Questions	Notes
<p><b>Paragraph 9</b></p> <p>11. What is the central message of Paragraph 9?</p> <p>Dr. King states, “When labor all over this nation came to see that it would be trampled over by capitalistic power, it was nothing wrong with labor getting together and organizing and protesting for its rights.”</p> <p>12. What does he mean by this? Why does he use this example?</p>	
<p><b>Paragraphs 10 and 11</b></p> <p>13. Dr. King claims “Justice is love correcting that which revolts against love.” What does he mean by this?</p> <p>14. Knowing that Dr. King was a preacher and that many in his audience probably attended church, how do you think Dr. King’s use of religious ideas affected his audience?</p>	



Montgomery Bus Boycott Speech  
Text-Dependent Questions

Questions	Notes
<p><b>Paragraph 12</b></p> <p>Dr. King states, “Right here in Montgomery, when the history books are written in the future, somebody will have to say, ‘There lived a race of people, a black people, “fleecy locks and black complexion,” a people who had the moral courage to stand up for their rights. And thereby they injected a new meaning into the veins of history and of civilization.”</p> <p>15. Why do you think he decided to end his speech with an imagined passage from a history book?</p>	



Close Reading Guide:  
Montgomery Bus Boycott speech: (For Teacher Reference)

**Total time:** 30 minutes

Questions	Notes
<p><b>Paragraphs 1 and 2</b></p> <p>1. In the very beginning of the speech, Dr. King addresses the audience as “my friends” and repeatedly uses the pronoun “we” when speaking to them. What effect do you imagine this had on the audience? Why?</p> <p>2. King refers to a “problem” in Paragraph 2. What problem is he talking about?</p>	<p>1. Read the text aloud through the end of Paragraph 2 (“glaring dimensions”).</p> <p>2. Read the close reading questions aloud and allow students time to write responses individually, rereading and referring back to the text as much as they need to.</p> <p>3. Allow students to discuss their responses with their partners, revising and adding to their text-dependent questions as needed. Circulate and use probing questions (below) to further students’ understanding.</p> <p>Sample Responses:</p> <p>1. <i>By using “my friends” and “we,” Dr. King draws in his audience, helping them to see that he is one of them and that they can stand alongside him. This makes the audience feel included and probably makes them have more courage and hope because Dr. King was a greatly respected leader.</i></p> <p>2. <i>The problem is that so many black Americans in Montgomery and in other areas have felt intimidated and afraid on the public bus.</i></p> <p>Additional probing questions:</p> <ul style="list-style-type: none"><li>• In what other speeches or presentations have you heard the presenter include the audience?</li><li>• How does the “problem” Dr. King mentions reflect problems you observe in <i>A Mighty Long Way</i>?</li></ul>



**Close Reading Guide:**  
Montgomery Bus Boycott speech: (For Teacher Reference)

Questions	Notes
<p><b>Paragraphs 3 and 4</b></p> <p>Dr. King asserts, “Now the press would have us believe that she refused to leave a reserved section for Negroes, but I want you to know this evening that there is no reserved section. The law has never been clarified at that point.”</p> <p>3. What does the “the press would have us believe that she refused to leave a reserved section” mean? Who are the press and why would they do this?</p> <p>4. In these two paragraphs, Dr. King uses many complimentary adjectives to describe Rosa Parks. What are some of these words and how do you think the audience reacted to these descriptions?</p>	<p>1. Read Paragraphs 3 and 4 aloud to students, stopping after “she was arrested.” Remind students that Dr. King is addressing a black audience, one that likely knows of Rosa Park’s actions that started the Montgomery Bus Boycott.</p> <p>2. Repeat Steps 2–3 above.</p> <p>Sample Responses:</p> <p>3. <i>The phrase means that the press wants the public to believe that Rosa Parks was refusing to sit in an area meant for African Americans. The press is probably controlled by white people in Montgomery who want people to think that there was a certain section of the bus Parks was supposed to sit in. They would do this to make Parks look like she was breaking a law.</i></p> <p>4. <i>Some of the words Dr. King uses to describe Rosa Parks are “fine person, Christian, integrity, devotion.” These words probably made the audience feel empathy for Rosa Parks and anger about her unfair treatment.</i></p> <p>Additional probing questions:</p> <ul style="list-style-type: none"> <li>• What does it mean to “have someone believe something”?</li> <li>• Why is it important to note who controls the information communicated by the press?</li> <li>• Where else have you seen a speaker or presenter compliment another person?</li> </ul>





Close Reading Guide:  
Montgomery Bus Boycott speech: (For Teacher Reference)

Questions	Notes
<p><b>Paragraphs 5 and 6</b></p> <p>In Paragraph 5, Dr. King says, “And you know, my friends, there comes a time when people get tired of being trampled over by the iron feet of oppression.”</p> <p>5. How does King use figurative language to communicate his message here? What is the message he is trying to convey?</p> <p>Dr. King continues, “There comes a time when people get tired of being pushed out of the glittering sunlight of life's July and left standing amid the piercing chill of an alpine November.”</p> <p>6. What do you think “glittering July” represents? What about “alpine November”? Why does Dr. King set up this contrast?</p> <p>7. In Paragraph 6, Dr. King references “the weapon of protest.” What does he mean?</p>	<p>1. Read Paragraphs 5 and 6 aloud, through “That’s all.”</p> <p>2. Repeat Steps 2–3 above.</p> <p>Sample Responses:</p> <p>5. <i>Dr. King personifies oppression by saying it has “iron feet.” He uses this language to convey the message that African Americans are tired of being oppressed over such a long and painful period of time.</i></p> <p>6. <i>“Glittering July” could represent the good life, where people have rights and respect. “Alpine November” could mean a cold life of oppression and disrespect.</i></p> <p>7. <i>“Weapon of protest” means that African Americans do not use typical weapons and violence. Instead, they use nonviolent protests to fight against oppression.</i></p> <p>Additional probing questions:</p> <ul style="list-style-type: none"> <li>• What effect do you think Dr. King’s figurative language had on his audience?</li> <li>• What other examples of “the weapon of protest” can you think of from <i>A Mighty Long Way</i>?</li> </ul>



**Close Reading Guide:**  
Montgomery Bus Boycott speech: (For Teacher Reference)

Questions	Notes
<p><b>Paragraphs 7 and 8</b></p> <p>8. According to Dr. King, what is the “great glory of American democracy”?</p> <p>9. Dr. King suggests that civil rights advocates have been compared to the Ku Klux Klan and the White Citizens Council, two organizations known for using violence and intimidation against African Americans and supporters of equal rights. How does he respond to this comparison?</p> <p>10. In Paragraph 6, how does Dr. King assure his audience that they are “not wrong” to fight for justice on the buses of Montgomery?</p>	<p>1. Read Paragraphs 7 and 8 aloud, through “mighty stream.”</p> <p>2. Repeat Steps 2–3 above.</p> <p>Sample Responses:</p> <p>8. <i>Dr. King states that the “great glory of American democracy” is the ability of the citizens to protest against things they find unfair.</i></p> <p>9. <i>Dr. King responds to the comparison by pointing out how violent and immoral those two organizations are. He references cross burning and lynching, saying that he and his followers would never do such things.</i></p> <p>10. <i>Dr. King says if they are wrong, Jesus was just dreaming and “justice is a lie.” He does not believe these things, but uses them to show just how right they are in fighting for equality.</i></p> <p>Additional probing questions:</p> <ul style="list-style-type: none"> <li>• Why does Dr. King believe the ability to protest is such a “glory” even though many of his efforts have been met with such negative reactions?</li> <li>• What reaction do you think the audience had when Dr. King referred to Jesus as a “dreamer” and justice as a “lie”?</li> </ul>



Close Reading Guide:  
Montgomery Bus Boycott speech: (For Teacher Reference)

Questions	Notes
<p><b>Paragraph 9</b></p> <p>11. What is the central message of Paragraph 9?</p> <p>Dr. King states, “When labor all over this nation came to see that it would be trampled over by capitalistic power, it was nothing wrong with labor getting together and organizing and protesting for its rights.”</p> <p>12. What does he mean by this? Why does he use this example?</p>	<p>1. Read Paragraph 9 aloud, through “justice and equality.” Note: students may need some brief background knowledge on labor unions. You could say: “Labor unions began in the 1800s in the United States, when workers started to get together to fight for better working conditions.”</p> <p>2. Repeat Steps 2–3 above.</p> <p>Sample Responses</p> <p>11. <i>The central message of this paragraph is that sticking together during the fight for equal rights is important because it’s how fights like this have been won in the past.</i></p> <p>12. <i>Dr. King is referring to times when workers fought for their rights. He uses this example to show that people have been successful in the past in fighting for their rights. This shows that Dr. King and his followers are doing the right thing, and that it is possible to win.</i></p> <p>Additional probing questions:</p> <ul style="list-style-type: none"><li>• What does “capitalistic power” mean?</li><li>• What do you think of Dr. King’s repetition of the idea of being “trampled”?</li><li>• What other successful examples of fighting for rights can you think of?</li></ul>



Close Reading Guide:  
Montgomery Bus Boycott speech: (For Teacher Reference)

Questions	Notes
<p><b>Paragraphs 10 and 11</b></p> <p>13. Dr. King claims “Justice is love correcting that which revolts against love.” What does he mean by this?</p> <p>14. Knowing that Dr. King was a preacher and that many in his audience probably attended church, how do you think Dr. King’s use of religious ideas affected his audience?</p>	<p>1. Read Paragraphs 10 and 11 aloud, through “process of legislation.”</p> <p>2. Repeat Steps 2–3 above.</p> <p>Sample Responses:</p> <p><i>13. Dr. King means that justice is fixing the things that fight against love.</i></p> <p><i>14. I think that Dr. King’s use of religious ideas probably helped his audience to see how their actions are right and how they could be supported by their God in fighting for equal rights.</i></p>



Close Reading Guide:  
Montgomery Bus Boycott speech: (For Teacher Reference)

Questions	Notes
<p><b>Paragraph 12</b></p> <p>Dr. King states, “Right here in Montgomery, when the history books are written in the future, somebody will have to say, ‘There lived a race of people, a black people, “fleecy locks and black complexion,” a people who had the moral courage to stand up for their rights. And thereby they injected a new meaning into the veins of history and of civilization.”</p> <p>15. Why do you think he decided to end his speech with an imagined passage from a history book?</p>	<p>1. Read the final paragraph aloud.</p> <p>2. Repeat Steps 2–3 above.</p> <p>Sample Response:</p> <p>15. <i>I think Dr. King chose to end his speech this way because he wanted to show that he and his followers are on the right side of history, and that they will see justice. He wanted to leave his audience with a message of hope that one day their struggles will pay off, and they will be recognized as being right.</i></p>



*Little Rock Girl 1957* Structured Notes, Chapter 3, Pages 28–37

Name:

Date:

What is the gist of what you read?

Later in his career, Counts would say of his college journalism classes, “We’d talk about cameras, lenses and film, but it was primarily about getting the story right” (32). What did Counts mean by this statement?



*Little Rock Girl 1957* Supported Structured Notes, Chapter 3, Pages 28–37

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

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

Summary of Chapter 3, pages 28–37:

*This chapter provides the story of Will Counts, a photographer during the desegregation period in Little Rock who was from the area and had graduated from Central High. At the time, he was a cutting-edge photographer, using new equipment and an aggressive style to get access to the action. Two of his photographs of the events at Central High School gained acclaim and are described as instrumental to shaping the world's perception of the events of 1957.*

Later in his career, Counts would say of his college journalism classes, “We’d talk about cameras, lenses and film, but it was primarily about getting the story right” (32). What did Counts mean by this statement?



*Little Rock Girl 1957* Structured Notes Teacher's Guide, Chapter 3, Pages 28–37

Summary of Chapter 3, pages 28–37:

**This chapter provides the story of Will Counts, a photographer during the desegregation period in Little Rock who was from the area and had graduated from Central High. At the time, he was a cutting-edge photographer, using new equipment and an aggressive style to get access to the action. Two of his photographs of the events at Central High School gained acclaim and are described as instrumental to shaping the world's perception of the events of 1957.**

Later in his career, Counts would say of his college journalism classes, “We’d talk about cameras, lenses and film, but it was primarily about getting the story right” (32). What did Counts mean by this statement?

**Counts is speaking to the responsibility of photographers to use their medium to objectively portray events so the viewer has facts that are not polluted with personal opinion. Although photographs might cause an emotional response in the viewer, the emotion should be justified by the fact that the photograph tells a true story.**