



EXPEDITIONARY  
LEARNING

# Grade 8: Module 3B: Unit 1: Overview



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### Unit 1: Building Background Knowledge: Segregation in the United States

In this first unit, students begin reading the central text *A Mighty Long Way*, by Carlotta Walls LaNier. This text builds background knowledge of The Little Rock Nine and provides insights into the personal journey of one of the Nine. Students will trace Carlotta's journey for justice, as well as her emotional journey to come to terms with her experiences. Each of the three stages of her journey is identified by the title and lyrics of a song from the civil rights era. Students will also begin to build background knowledge of segregation and Jim Crow laws in the United States. The primary and secondary sources students will read include both the court decision and the dissenting opinion in the Supreme Court case *Plessy v. Ferguson*.

Students will engage in close reading of each text to build their understanding of the case, and will write an on-demand response explaining how the court decision and the dissenting opinion differ in their interpretation of the 13th and 14th Amendments to assess RI.8.9. At the end of the unit, students will make connections between all the texts they have read and lyrics from songs, in Socratic Seminar discussions to assess SL.8.1 and RI.8.1.

#### Guiding Questions and Big Ideas

- **How does studying diverse sources about the same topic build our understanding?**
- **What is the story?**
- *The civil rights movement fought against the practices of segregation and Jim Crow.*



Mid-Unit 1 Assessment	<p><b>On-Demand Writing: Conflicting Interpretations of the 13th and 14th Amendments</b></p> <p>This assessment centers on NYSP12 ELA CCLS RI.8.1 and RI.8.9. Students will use the notes they have collected when reading the <i>Plessy v. Ferguson</i> court decision and dissenting opinion to write an on-demand response to the prompt: How do the court’s decision and the dissenting opinion in <i>Plessy v. Ferguson</i> disagree on the interpretation of the 13th and 14th amendments in reference to the case? Students will cite evidence from both texts to support their claims.</p>
End of Unit 1 Assessment	<p><b>Small Group Socratic Seminar: Making Connections between Song Lyrics and Texts</b></p> <p>This assessment centers on NYSP12 ELA CCLS SL.8.1a-e and RI.8.1. Students will participate in small group Socratic Seminar discussions that make connections between all the texts they have read throughout the unit, and lyrics from two songs that were popular during the civil rights movement, “Ain’t Gonna Let Nobody Turn Me Around” and “Lift Every Voice and Sing.” Students will set speaking goals for themselves before they participate in the discussion and will have an opportunity to self-reflect on those goals.</p>



### Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about the civil rights movement. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

#### **NYS Social Studies Core Curriculum:**

- 1. Individual Development and Cultural Identity
  - Role of social, political, and cultural interactions in the development of identity
  - Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences
- 3. Time, Continuity, and Change
  - Reading, reconstructing, and interpreting events
  - Analyzing causes and consequences of events and developments
  - Considering competing interpretations of events
- 5. Development and Transformation of Social Structures
  - Role of social class, systems of stratification, social groups, and institutions
  - Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture
  - Social and political inequalities
  - Expansion and access of rights through concepts of justice and human rights
- 6. Power, Authority, and Governance
  - Origins, uses, and abuses of power
- 7. Civic Ideals and Practices
  - Basic freedoms and rights and responsibilities of citizens in a democratic republic
  - Civic participation and engagement
  - Struggle for rights, access to citizenship rights, and universal human rights



**Central Texts**

1. Carlotta Walls LaNier, *A Mighty Long Way: My Journey to Justice at Little Rock Central High School* (New York: One World Books, 2010), ISBN: 978-0-345-51101-0.
2. *Plessy v. Ferguson*, Supreme Court case.
3. Alexandra Lutz, “Life in the South after the Civil War” (video), Education Portal, as found at <http://education-portal.com/academy/lesson/life-in-the-south-after-the-civil-war.html#lesson>.
4. 14th Amendment to the U.S. Constitution.
5. Christian Bryant, “Video Overview: Plessy v. Ferguson” (video), About.com, as found at <http://video.about.com/afroamhistory/Overview--Plessy-v--Ferguson.htm>.
6. “Jim Crow Laws,” National Park Service, as found at [http://www.nps.gov/malu/forteachers/jim\\_crow\\_laws.htm](http://www.nps.gov/malu/forteachers/jim_crow_laws.htm).
7. David Pilgrim, “What Was Jim Crow?” Ferris State University, Sept. 2000, as found at <http://www.ferris.edu/jimcrow/what.htm>.



This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Launching the Text: Building Background Knowledge of the Jim Crow South	<ul style="list-style-type: none"> <li>I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)</li> <li>I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)</li> </ul>	<ul style="list-style-type: none"> <li>I can use items about the civil rights era to build background knowledge about <i>A Mighty Long Way</i>.</li> <li>I can analyze how incidents in <i>A Mighty Long Way</i> provoke Carlotta to make certain decisions and shape her story.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Gallery Walk</li> </ul>
<b>Lesson 2</b>	Analyzing Experiences: <b>Carlotta Walls</b>	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)</li> <li>I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)</li> </ul>	<ul style="list-style-type: none"> <li>I can cite evidence that supports my analysis of <i>A Mighty Long Way</i>.</li> <li>I can analyze how incidents in <i>A Mighty Long Way</i> provoke Carlotta to make certain decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Structured notes, Chapter 1, pages 3–26 (from homework)</li> </ul>	<ul style="list-style-type: none"> <li>Chalk Board Splash</li> <li>Discussion Appointments</li> </ul>
<b>Lesson 3</b>	Close Reading: <b>Understanding Carlotta’s Journey</b>	<ul style="list-style-type: none"> <li>I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)</li> <li>I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)</li> <li>I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how incidents in <i>A Mighty Long Way</i> provoke Carlotta to make certain decisions and shape her story.</li> <li>I can use a Frayer Model to deepen my understanding of words in <i>A Mighty Long Way</i>.</li> <li>I can cite evidence that supports my analysis of <i>A Mighty Long Way</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Structured notes, Chapter 2, pages 27–43 (from homework)</li> <li>Answers to text-dependent questions</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 4</b>	Determining Central Ideas: <b>The 14th Amendment</b>	<ul style="list-style-type: none"> <li>I can determine the central ideas of an informational text. (RI.8.2)</li> <li>I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the central idea of the 14th Amendment.</li> <li>I can determine the meaning of words and phrases in the 14th Amendment.</li> </ul>	<ul style="list-style-type: none"> <li>Structured notes, Chapter 3, pages 44–62 (from homework)</li> <li>Journey to Justice note-catcher</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Lesson 5</b>	Studying Conflicting Interpretations: <b>Perspectives on Plessy v. Ferguson: Part 1</b>	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)</li> <li>I can determine an author's point of view or purpose in informational text. (RI.8.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can cite evidence to analyze the importance of the <i>Plessy v. Ferguson</i> case.</li> <li>I can determine the court's point of view in its decision on the <i>Plessy v. Ferguson</i> case.</li> </ul>	<ul style="list-style-type: none"> <li>Structured notes, Chapter 4, pages 63–81 (from homework)</li> <li>Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>Fist to Five</li> </ul>
<b>Lesson 6</b>	Studying Conflicting Interpretations: Perspectives on Plessy v. Ferguson: Part 2	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)</li> <li>I can determine an author's point of view or purpose in informational text. (RI.8.6)</li> <li>I can analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can cite evidence to analyze the importance of the <i>Plessy v. Ferguson</i> case.</li> <li>I can determine the court's point of view in its decision on the <i>Plessy v. Ferguson</i> case.</li> <li>I can analyze how the authors of the court's decision and the dissenting opinion on <i>Plessy v. Ferguson</i> disagree on matters of interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Defined unknown vocabulary words (from homework)</li> <li><i>Plessy v. Ferguson</i> Text-Dependent Questions</li> </ul>	<ul style="list-style-type: none"> <li>Quiz-Quiz-Trade</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 7</b>	Studying Conflicting Interpretations: Perspectives on Plessy v. Ferguson: Part 3	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)</li> <li>I can determine an author's point of view or purpose in informational text. (RI.8.6)</li> <li>I can analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can cite evidence to analyze the importance of the <i>Plessy v. Ferguson</i> case.</li> <li>I can determine the court's point of view in its decision on the <i>Plessy v. Ferguson</i> case.</li> <li>I can analyze how the authors of the court's decision and the dissenting opinion on <i>Plessy v. Ferguson</i> disagree on matters of interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Homework: The Court's Decision (completed for homework)</li> <li><i>Plessy v. Ferguson</i> Text-Dependent Questions</li> </ul>	•
<b>Lesson 8</b>	Mid-Unit Assessment: On-Demand Writing – Conflicting Interpretations of the 13th and 14th Amendments	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)</li> <li>I can analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can present in writing how the authors of the court's decision and the dissenting opinion on <i>Plessy v. Ferguson</i> disagree on their interpretations of the 13th and 14th Amendments.</li> <li>I can cite evidence to support my ideas of how the court's decision and the dissenting opinion disagree on their interpretation of the 13th and 14th Amendments. .</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 1 Assessment: Conflicting Interpretations of the 13th and 14th Amendments</li> <li>Homework: The Court's Decision (completed for homework in Lessons 5 and 6)</li> <li>Homework: The Dissenting Opinion (completed for homework in Lesson 7)</li> </ul>	•

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing	Anchor Charts &
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<b>Lesson 9</b>	<b>World Cafe:</b> Analyzing the Jim Crow Laws	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)</li> <li>I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)</li> <li>I can express my own ideas during discussions. (SL.8.1)</li> <li>I can build on others' ideas during discussions. (SL.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the <i>Plessy v. Ferguson</i> Supreme Court ruling codified the Jim Crow laws.</li> <li>I can explain how the <i>Plessy v. Ferguson</i> Supreme Court case connects to the Jim Crow laws.</li> <li>I can use sentence starters to build on others' ideas.</li> </ul>	<ul style="list-style-type: none"> <li><i>A Mighty Long Way</i> structured notes, Chapter 4 (from Lesson 4)</li> <li>Journey to Justice note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>World Café</li> </ul>
<b>Lesson 10</b>	<b>Studying Author's Craft:</b> Carlotta's Journey	<ul style="list-style-type: none"> <li>I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)</li> <li>I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how incidents in <i>A Mighty Long Way</i> provoke Carlotta to make certain decisions and shape her story.</li> <li>I can cite evidence that supports my analysis of <i>A Mighty Long Way</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Structured notes, Chapter 5, pages 82–98 (from homework)</li> </ul>	<ul style="list-style-type: none"> <li>Give One, Get One</li> </ul>
<b>Lesson 11</b>	<b>Preparation for End of Unit Assessment:</b> Making Connections between Song Lyrics and Texts, Part 1	<ul style="list-style-type: none"> <li>I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</li> <li>I can cite text-based evidence that provides the strongest support for an analysis of an informational text. (RI.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can make connections between the texts I have read in this unit, and the title and lyrics in “Ain’t Gonna Let Nobody Turn Me Around.”</li> <li>I can cite evidence from the text to support my connections between the lyrics and text.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher: “Ain’t Gonna Let Nobody Turn Me Around.”</li> </ul>	<ul style="list-style-type: none"> <li>Socratic Seminar</li> <li>Socratic Seminar: Look and Sound anchor chart</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 12</b>	<b>Preparation for End of Unit Assessment:</b> Making Connections between Song Lyrics and Texts, Part 2	<ul style="list-style-type: none"> <li>I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</li> <li>I can cite text-based evidence that provides the strongest support for an analysis of an informational text. (RI.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can make connections between the texts I have read in this unit and the lyrics in the second stanza of “Lift Every Voice and Sing.”</li> <li>I can cite evidence from the text to support my connections between the lyrics and text.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher: “Lift Every Voice and Sing.”</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Lesson 13</b>	<b>End of Unit Assessment:</b> Making Connections between Song Lyrics and Texts	<ul style="list-style-type: none"> <li>I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)</li> <li>I can cite text-based evidence that provides the strongest support for an analysis of an informational text. (RI.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can make connections between the texts I have read in this unit, and the title and lyrics in “Ain’t Gonna Let Nobody Turn Me Around” and “Lift Every Voice and Sing.”</li> <li>I can cite evidence from the text to support my connections between the lyrics and text.</li> <li>I can listen to others and build on their ideas during a Socratic Seminar discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Connecting Lyrics to Text: Discussion Goals (self-assessment completed)</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>



**Optional: Experts, Fieldwork, and Service**

**Experts:**

- Collaborate with the social studies teacher during this unit, as students build background knowledge about the civil rights era and Jim Crow South.
- Invite individuals to visit and provide compelling and interesting stories and experiences about the civil rights era.

**Fieldwork:**

- Students may study local monuments and the service of community members who were involved in the civil rights movement.

**Service:**

- Students may organize a benefit or event to recognize the service and sacrifice of civil rights activists in their community.

**Optional: Extensions**

- In this unit, consider using the following additional speech from Josh Gottheimer's anthology: *Ripples of Hope: Great American Civil Rights Speeches*:
  - Unit 1, Lesson 10: "Federal Court Order Must Be Upheld" (Former President Dwight D. Eisenhower, September 24, 1957). For homework in Unit 1, Lesson 9, students read Chapter 5 of *A Mighty Long Way* in which they are introduced to a part of the speech by President Eisenhower. In Lesson 10, before doing the World Café, students could be introduced to the complete Eisenhower speech and could use this as an additional text to connect to the Jim Crow laws.
- Consider using the Library of Congress Teaching with Primary Sources as a resource for civil rights information: <http://www.loc.gov/teachers/tps/>.
- This topic offers many opportunities for further study. Students may read or research any number of materials relating to Governor Faubus, Jim Crow laws, civil rights leaders, civil rights songs, etc.



### Preparation and Materials

As students read each night for homework, they will also complete corresponding structured notes. Consider which students might benefit from the supported structured notes. Students will need to keep these notes in a safe place; consider having students keep their notes in a sturdy folder.

### Independent Reading

This module continues an independent reading structure that was formally introduced in Module 2. See two separate stand-alone documents on EngageNY.org: **The Importance of Increasing the Volume of Reading and Launching Independent Reading in Grades 6–8: Sample Plan**, which together provide the rationale and practical guidance for a robust independent reading program. Students are expected to continue reading texts, completing the reading log, and selecting new independent reading texts throughout Module 3B. The independent reading routine takes about 1/2 class period per week, with an additional day near the end of a unit or module for students to review and share their books.

Although independent reading was launched in Module 2, it is not formally assessed until Module 3. This decision was made in order to allow students the time and opportunity to read self-selected texts, some of which may be quite long and take many weeks for students to complete. Independent reading is assessed in Unit 3 of this module. Students will write a book review based on one of the independent books they have read this school year, and may also be given an opportunity to share their books through a book talk given to peers. In Module 3B, students are first assigned independent reading in Unit 1, Lesson 8.

### Routines and Professional Judgment

This unit, and the units that follow, include instructions for pacing and timing of lessons, oral presentation of material to students, and method of grading assessments. All of these instructions, however, are subject to the knowledge and best professional judgment of teachers about your content area, classroom, school, students, and larger community.