



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Overview



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Unit 2: Case Study: The Media as Storytellers in Carlotta's Journey

In this second unit, students will continue to closely examine the case study of The Little Rock Nine in *A Mighty Long Way*. They will expand their study as they learn about the role of various mediums in telling the story of The Little Rock Nine, including the introduction and reading of another text, *Little Rock Girl 1957*. As students read both texts, they will focus on the question “How do various mediums shape the story?” This concept will be analyzed through an investigation of the ways in which the press at the time portrayed The Little Rock Nine. As students engage in this investigation, they will work with several primary sources. Students will continue reading *A Mighty Long Way*; however, for some lessons Carlotta's story will fade into the background as the focus shifts to other texts and the broader context of the civil rights era.

In the mid-unit assessment, students will build on the background knowledge they have gained about the civil rights movement and The Little Rock Nine as they analyze various mediums used to convey information about segregation. Students will also evaluate the advantages and disadvantages of using different mediums to communicate information during this mid-unit assessment. For the end of unit assessment, students will write an informational essay in which they use the strongest evidence from both texts to show how the various mediums illuminated a story, as well as how, at times, various mediums presented an incomplete or inaccurate picture of events, which also shaped a story.

Guiding Questions and Big Ideas

- **How does studying diverse sources about the same topic build our understanding?**
- **Who shapes the story?**
- **How do various mediums shape the story?**
- **What are the advantages and disadvantages of using different mediums?**
- *The story of The Little Rock Nine brought national attention to the struggle to desegregate schools in the United States.*
- *The media can shape perceptions and outcomes of events.*



Mid-Unit 2 Assessment	<p>Evaluating and Classifying Primary Sources</p> <p>This assessment centers on NYSP12 ELA CCLS RI.8.7. Students will use various mediums to convey information about segregation and further their analysis as they evaluate the advantages and disadvantages of using different mediums to convey information on a topic. Students will complete this analysis using a graphic organizer.</p>
End of Unit 2 Assessment	<p>Informational Essay: The Role of the Media in the Story of The Little Rock Nine</p> <p>This assessment centers on NYSP12 ELA CCLS W.8.2, W.8.9, L.8.2c, and L.8.3. Students will write an informational essay in which they answer the prompt: “In the events surrounding The Little Rock Nine and the struggle to integrate Central High, the media played a newly powerful role. In what ways did it serve to illuminate events for a national audience, and in what ways did it give an incomplete or even inaccurate picture of events?”</p>

Content Connections

NYS Social Studies Core Curriculum Unifying Themes:

- 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



Content Connections (Continued)

- 6. Power, Authority, and Governance
 - Individual rights and responsibilities as protected and challenged within the context of majority rule
 - Fundamental principles and values of constitutional democracy
 - 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
 - Respect for diversity
 - 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. Dr. Martin Luther King, Jr., “Address to the first Montgomery Improvement Association (MIA) Mass Meeting” (Montgomery bus boycott speech). Found in Josh Gottheimer, *Ripples of Hope: Great American Civil Rights Speeches* (New York: Basic Civitas Books, 2004). ISBN 9780465027538. (Teacher copy only. Recommended, not required.)*
3. NBC News, “John Chancellor reports on the integration at Central High School,” as found at <http://www.nbclearn.com/portal/site/learn/finishing-the-dream/1957-showdown>
4. *Brown v. Board of Education* PBS documentary video clip, as found at <http://www.youtube.com/watch?v=TTGHLdr-iaK>.
5. “The Editorial Position of the *Arkansas Gazette* in the Little Rock School Crisis,” University of Arkansas Libraries, as found at <http://scipio.uark.edu/cdm/singleitem/collection/Civilrights/id/440/rec/1>.

* This anthology includes a Martin Luther King speech used in Unit 2: “Address to the First Montgomery Improvement Association Mass Meeting” (“Montgomery Bus Boycott Speech”).



This unit is approximately 4 weeks or 20 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Building Background Knowledge: The Desegregation of Schools and <i>Brown v. Board of Education</i>	<ul style="list-style-type: none"> I can determine the central ideas of an informational text. (RI.8.2) I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) 	<ul style="list-style-type: none"> I can determine the gist of excerpts of <i>Brown v Board of Education</i>. I can use evidence from <i>Brown v. Board of Education</i> to support my understanding of the text and the desegregation of schools in the South. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 6, pages 99–123 (from homework) 	
Lesson 2	Close Reading: <i>Brown v. Board of Education</i>	<ul style="list-style-type: none"> I can evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). (RI.8.8) 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 and distinctions between individuals, ideas, or events in a text. (RI.8.3) 	<ul style="list-style-type: none"> I can analyze the central idea of the <i>Brown v. Board of Education</i> Supreme Court decision. I can use evidence from <i>Brown v. Board of Education</i> to support my understanding of the text and the desegregation of schools in the South. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 7, pages 124–140 (from homework) Answers to text-dependent questions 	<ul style="list-style-type: none"> Whip Around/Go Around protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Pairing Texts: Understanding <i>Brown v. Board of Education's</i> Impact on Carlotta's Journey	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3) 	<ul style="list-style-type: none"> I can use evidence from <i>Brown v. Board of Education</i> to support my understanding of the <i>A Mighty Long Way</i> and the desegregation of schools in the South. I can analyze the connection between <i>Brown v. Board of Education</i> and Carlotta's experiences. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 8, pages 141–162 (from homework) Paired Text note-catcher 	<ul style="list-style-type: none"> Jigsaw protocol
Lesson 4	Advantages and Disadvantages of Various Mediums: The Montgomery Bus Boycott Speech	<ul style="list-style-type: none"> 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 literary text. (RI.8.1) 	<ul style="list-style-type: none"> I can understand different mediums and their advantages and disadvantages. 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. 	<ul style="list-style-type: none"> Analyzing Mediums graphic organizer Gist of Montgomery Bus Boycott speech 	
Lesson 5	Close Reading: The Montgomery Bus Boycott Speech	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> <i>Little Rock Girl 1957</i> structured notes, Chapters 1–2, pages 4–27 (from Lesson 3 homework) Answers to Montgomery Bus Boycott speech text-dependent questions 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Analyzing Language in a Speech: The Montgomery Bus Boycott Speech	<ul style="list-style-type: none"> 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 literary text. (RI.8.1) I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood to achieve particular effects. (L.8.3) 	<ul style="list-style-type: none"> 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. I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood to achieve particular effects. 	<ul style="list-style-type: none"> Active and passive sentences handout What Makes a Good Speech note-catcher 	
Lesson 7	Analyzing the Power of Different Mediums: <i>Little Rock Girl 1957</i>	<ul style="list-style-type: none"> 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 evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7) 	<ul style="list-style-type: none"> I can use evidence from <i>Little Rock Girl 1957</i> to support my understanding of the text and build background knowledge of the desegregation of schools in U.S. history. I can understand the different mediums used to present an idea. I can evaluate the advantages and disadvantages of using different mediums to present information on the civil rights movement. 	<ul style="list-style-type: none"> <i>Little Rock Girl 1957</i> structured notes, Chapter 3, pages 28–37 (from Lesson 5 homework) Gathering Evidence note-catcher Analyzing Mediums graphic organizer 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Analyzing the Power of Different Mediums: <i>A Mighty Long Way</i>	<ul style="list-style-type: none"> 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 evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7) I can gather relevant information from a variety of sources. (W.8.8) 	<ul style="list-style-type: none"> I can use evidence from <i>A Mighty Long Way</i> to support my understanding of the text and build background knowledge of the civil rights movement. I can understand the different mediums used to present an idea. I can evaluate the advantages and disadvantages of using different mediums to present information on the civil rights movement. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 9, pages 163–172 (from homework) Analyzing Mediums graphic organizer Journey to Justice note-catcher Gathering Evidence note-catcher 	
Lesson 9	Analyzing Different Mediums: Advantages and Disadvantages	<ul style="list-style-type: none"> I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7) I can gather relevant information from a variety of sources. (W.8.8) I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3) 	<ul style="list-style-type: none"> I can use evidence from <i>Little Rock Girl 1957</i> to support my understanding of the text and build background knowledge of the civil rights movement. I can determine if sentences are in the conditional or subjunctive mood. I can analyze Dr. Martin Luther King, Jr.'s use of the conditional and subjunctive moods in his speech. I can evaluate the advantages and disadvantages of using different mediums to present information on the civil rights movement. 	<ul style="list-style-type: none"> <i>Little Rock Girl 1957</i> structured notes, Chapter 4, pages 38–55 (from homework) 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	Analyzing Events: Carlotta's Journey	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) 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) 	<ul style="list-style-type: none"> I can use evidence from <i>A Mighty Long Way</i> to support my understanding of the text and the desegregation of schools in the South. I can analyze how incidents in <i>A Mighty Long Way</i> propel the action and reveal aspects of Carlotta's character. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 10, pages 173–191 (from homework) Carlotta's journey text-dependent questions Gathering Evidence note-catcher 	
Lesson 11	Mid-Unit Assessment: Classifying and Evaluating Primary Sources	<ul style="list-style-type: none"> I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7) 	<ul style="list-style-type: none"> I can identify different types of mediums used in a Gallery Walk. I can evaluate the advantages and disadvantages of using different mediums to convey information on the civil rights era. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 11, pages 192–199 (from homework) Gathering Evidence note-catcher Mid-Unit 2 Assessment 	<ul style="list-style-type: none"> Gallery Walk protocol
Lesson 12	Analyzing Author's Craft: "I Have a Dream"	<ul style="list-style-type: none"> I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4) I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) 	<ul style="list-style-type: none"> I can analyze the development of the central idea in Dr. King's "I Have a Dream" speech. I can analyze Dr. King's word choice in "I Have a Dream" and how it contributes to the meaning of the text. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 12, pages 200–210 (from homework) Answers to text-dependent questions 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 13	Language Analysis: “I Have a Dream”	<ul style="list-style-type: none"> I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3) I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.6.3) 	<ul style="list-style-type: none"> I can determine if sentences are in the active or passive voice. I can analyze Dr. King’s use of the active and passive voice in his “I Have a Dream” speech. I can analyze how incidents in <i>A Mighty Long Way</i> propel the action and reveal aspects of Carlotta’s character. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 13, pages 211–227 (from homework) Language Analysis: “I Have a Dream” 	
Lesson 14	Informational Essay Planning: Studying the Essay Prompt and Gathering Evidence	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) I can gather relevant information from a variety of sources. (W.8.8) 	<ul style="list-style-type: none"> I can select the strongest evidence to analyze <i>A Mighty Long Way</i> and <i>Little Rock Girl 1957</i>. I can explain the end of unit assessment essay prompt. I can explain ways that various mediums shaped the story of the Little Rock Nine. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 14, pages 228–238 (from homework) Exit ticket 	
Lesson 15	Informational Essay Planning: Analyzing and Selecting Evidence	<ul style="list-style-type: none"> I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) I can analyze the development of a theme or a central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) 	<ul style="list-style-type: none"> I can explain the end of unit assessment essay prompt. I can explain ways that various mediums shaped the story of the Little Rock Nine. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 15, pages 239–254 (from homework) Gathering Evidence note-catcher 	<ul style="list-style-type: none"> Characteristics of Strong Evidence anchor chart Written Conversation protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 16	Informational Essay Planning: Essay Rubric and Essay Planner	<ul style="list-style-type: none"> I can write informative/explanatory text that conveys ideas and concepts using relevant information that is carefully selected and organized. (W.8.2) 	<ul style="list-style-type: none"> I can identify strategies and resources to help me spell correctly on my informational essay. I can plan an informational essay using relevant details from texts that are carefully selected and organized. 	<ul style="list-style-type: none"> Gathering Evidence note-catcher 	
Lesson 17	End of Unit 2 Assessment, Part 1: Best First Draft of an Informational Essay	<ul style="list-style-type: none"> I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2) I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3) 	<ul style="list-style-type: none"> I can write an informational essay using relevant details from texts that are carefully selected and organized. I can intentionally use verbs in the active and passive voice in my informational essay. I can use spelling strategies and resources on my informational essay. 	<ul style="list-style-type: none"> End of Unit 2 Assessment, Part 1 (students may complete in class or finish for homework) 	
Lesson 18	Analyzing an Author's Craft: Carlotta's Journey to Justice	<ul style="list-style-type: none"> I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) 	<ul style="list-style-type: none"> I can analyze a central idea in <i>A Mighty Long Way</i>. I can analyze nuances in word meanings as synonyms and phrases for key terms are studied. 	<ul style="list-style-type: none"> Informational essay drafts (from homework) Dignity Word Web 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 19	Analyzing an Author's Craft: Carlotta's Journey to Justice	<ul style="list-style-type: none"> I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) 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) I can use correct grammar and usage when writing or speaking. (L.8.1) I can explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (L.8.1.a) I can recognize and correct inappropriate shifts in verb voice and mood. (L.8.1d) I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) 	<ul style="list-style-type: none"> I can recognize and correct inappropriate shifts in verb voice and mood. I can analyze the development of a central idea in <i>A Mighty Long Way</i>. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 16, pages 255–264 (from homework) Sentence voice and mood Exit ticket 	
Lesson 20	End of Unit 2 Assessment, Part 2: Revising the Informational Essay	<ul style="list-style-type: none"> With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.8.5) I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2c) 	<ul style="list-style-type: none"> I can use feedback from others to revise, edit, and improve my essay. I can use correct grammar and punctuation in my essay. 	<ul style="list-style-type: none"> End of Unit 2 Assessment, Part 2 	



Optional: Experts, Fieldwork, and Service

Experts:

- Invite local journalists into your class to discuss the role of the press and how journalists work to ensure the integrity of the reporting they do.

Fieldwork:

- Research local civil rights movements and how the press has influenced the direction of those movements. Possible movements could include the women's suffrage movement or the American Indian rights movement.

Service:

- Ask students to publish a pamphlet or brochure for other students at the school or community members outlining the advantages and disadvantages of different mediums with a goal of encouraging critical thinking about the reporting of the press.

Optional: Extensions

- Consider using the following additional speeches from Josh Gottheimer's anthology: *Ripples of Hope: Great American Civil Rights Speeches* at a strategic point in the module: Unit 2, Lesson 3: "Dismantling Segregation: *Brown v. Board of Education*" (Thurgood Marshall, December 8, 1953). In Lessons 1 and 2 of Unit 2, students will read excerpts from the *Brown v. Board of Education* court decision. Before they make connections between these excerpts and Carlotta's experiences in *A Mighty Long Way*, consider showing students the Thurgood Marshall speech. Students could then link the two texts to Carlotta's experiences in *A Mighty Long Way*.
- Between Lessons 12 and 13, consider having students watch a video of Martin Luther King delivering his "I Have a Dream" speech and analyze the advantages and disadvantages of reading the text version of the speech and watching the video.
- Give students the opportunity to be a member of the press for a school or local event. Ask them to think about what medium(s) to use to "get the story right" and have them write a reflective piece about why they chose the medium(s) that they did.

Preparation and Materials

- As students read each night for homework, they will also continue to 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 them keep the notes in a sturdy folder.
- See the Reading Calendar provided in the Module Overview document.
- Language standards require consistent practice and reinforcement. Based on the needs of your students, find additional opportunities to teach and practice these standards. See Lesson 19 for supplemental language mini lessons and activities.