



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 9

Analyzing Different Mediums: Advantages and Disadvantages



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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 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)

Supporting Learning Targets

- I can use evidence from *Little Rock Girl 1957* 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.

Ongoing Assessment

- *Little Rock Girl 1957* structured notes, Chapter 4, pages 38–55 (from homework)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Analyzing <i>Little Rock Girl 1957</i> (10 minutes)Reviewing Learning Targets (3 minutes)Work Time<ol style="list-style-type: none">Analyzing Voice: Conditional and Subjunctive Mood (15 minutes)<i>Arkansas Gazette</i> Editorial: Evaluating the Advantages and Disadvantages of Text as a Medium (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief Learning Targets and Previewing Homework (2 minutes)Homework<ol style="list-style-type: none">Read Chapter 10 in <i>A Mighty Long Way</i> and complete the structured notes.	<ul style="list-style-type: none">Students continue their work evaluating the advantages and disadvantages of different mediums, focusing this lesson on text. Students also focus on the conditional and subjunctive mood as a lens for analyzing how authors use a variety of sentence types to enhance meaning. In Unit 3, students will be expected to apply the conditional and subjunctive moods when writing their vignettes so this practice is especially important.See Work Time A for a distinction between mood and verb tense. The Common Core State Standards refer to the conditional and subjunctive as moods. Moods can be indicated using various verb tenses, and are not limited to present or past tense. (For more information, see: http://owl.english.purdue.edu/owl/resource/539/07/.)Throughout Dr. King's Montgomery Bus Boycott speech, there are many examples of both the conditional and subjunctive moods. While the subjunctive is a rarely used mood in American English, Dr. King sometimes uses it to show that the stance of oppression is ludicrous in our country.Post: Learning targets.



Lesson Vocabulary	Materials
conditional mood, subjunctive mood	<ul style="list-style-type: none">• Gathering Evidence note-catcher (begun in Lesson 7)• Conditional and Subjunctive Mood handout (one per student)• Conditional and Subjunctive Mood handout (answers; for teacher reference)• Montgomery Bus Boycott speech (from Lesson 4)• <i>Arkansas Gazette</i> Editorial: September 30, 1957 (one per student)• Analyzing Mediums graphic organizer (begun in Lesson 4)• Document camera• Gathering Evidence note-catcher (begun in Lesson 7)• <i>A Mighty Long Way</i> Structured Notes, Chapter 10, pages 173–191 (one per student)• <i>A Mighty Long Way</i> Supported Structured Notes, Chapter 10, pages 173–191 (optional; for students needing extra support)• <i>A Mighty Long Way</i> Structured Notes Teacher’s Guide, Chapter 10, pages 173–191 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Analyzing <i>Little Rock Girl 1957</i> (10 minutes)</p> <ul style="list-style-type: none">• Remind students that in the previous lesson, they began to collect evidence on the ways in which the press informed and mislead its audience with its coverage of the integration of Little Rock Central High School. Explain that they will begin today's lesson by continuing to collect evidence.• Have students take out their Gathering Evidence note-catcher, and ask a volunteer read the prompt at the top of the page aloud:<ul style="list-style-type: none">* "Using evidence from both <i>A Mighty Long Way</i> and <i>Little Rock Girl 1957</i>, how did the use of various types of mediums contribute to shaping the story of the Little Rock Nine?"• Point out that in <i>Little Rock Girl 1957</i> the author makes it clear that the photojournalists working on the story tried hard to get the story right so they could be a positive influence for people. They realized the power of the medium of photography to shape the story for the world, so they wanted to make sure that the story they presented was accurate.• Explain to students that consumers of news in any medium should be cautious of drawing definitive conclusions based on the information provided, as the information could be biased. Often, one cannot get a fair, unbiased perspective from just a single article or photograph.• Direct students to analyze <i>Little Rock Girl 1957</i> to find an example of a photograph that could serve to accurately illuminate events for the public, and a photograph that might portray an incomplete or inaccurate view of events. For example, Hazel Bryan was forever defined as a racist young woman, a trait that likely was the only part of her personality that consumers of the famous photograph of her would ever know.• Provide independent work time and circulate as necessary to assist students in gathering and analyzing the evidence for their claims.• Invite students to meet with their Chicago discussion partners to share out their analyses of the photographs.• Ask pairs to volunteer to share out some of their more interesting and enlightening analyses.	



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets. Read the first three learning targets aloud:<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."• Tell students that they will be introduced to two more types of sentences—ones with the conditional and subjunctive moods—to build on their understanding of sentence types and structures and how those sentences help the reader make meaning.<ul style="list-style-type: none">* "I can evaluate the advantages and disadvantages of using different mediums to present information on the civil rights movement."• Ask students to give you a thumbs up if they can explain what it means to evaluate the advantages and disadvantages of different mediums, a thumbs down is they aren't sure. Cold call on a student with thumbs up to share and listen for something like "It means explaining what might be good about using a particular medium, like video, to communicate ideas and what information may be left out because of using that medium."	



Work Time	Meeting Students' Needs
<p>A. Analyzing Voice: Conditional and Subjunctive Mood (15 minutes)</p> <ul style="list-style-type: none">• Students should remain with their discussion partners.• Distribute the Conditional and Subjunctive Mood handout. Explain that the conditional and subjunctive moods are two ways authors can structure sentences, and authors can use both moods to aid understanding.• Explain that conditional and subjunctive are not tenses; they are moods. A mood can take on a variety of tenses, and does not just have to be in the present or the past tense.• Cold call a student to read the definition of <i>conditional mood</i> from the handout. Read the examples and explain that conditional mood is about things that are likely to happen, might happen, or could happen.• Cold call a student to read the definition of <i>subjunctive mood</i> from the handout. Read the examples and explain that the subjunctive is rarely used in English. We use the subjunctive to communicate things that are unlikely to happen or even imaginary. The key word “if” is used in the subjunctive.• Read Tip 1 on the handout and explain that wishful sentences call for the subjunctive mood of the verb “to be,” which is “were” when using I, he, or she.• Read Tip 2 and explain that sentences can be both conditional and subjunctive.• Invite students to work with their partners to practice identifying conditional and subjunctive sentences, using examples from the Montgomery Bus Boycott speech. Circulate and monitor, using Conditional and Subjunctive Mood (for teacher reference) as needed.• When 5 minutes remain, go over the answers. Note that it may be difficult to discern the mood of the final sentence. The sentence is describing an imaginary state, so it is in the subjunctive, but does not use any key words. Students may need extra support with this one.	<ul style="list-style-type: none">• When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.• Additional modeling may be required. Modeling provides a clear vision of the expectation for students. The teacher may model by saying: “When I read the second example, I see that Dr. King is explaining that it is actually possible that the Constitution is wrong if the civil rights movement fails.”



Work Time (continued)	Meeting Students' Needs
<p>B. <i>Arkansas Gazette</i> Editorial: Evaluating the Advantages and Disadvantages of Text as a Medium (15 minutes)</p> <ul style="list-style-type: none"> • Let students know that they will now read an editorial about the integration of Little Rock Central High School written at the time it was happening. Explain that an editorial is an article that states the opinion of the editors of a publication, like a newspaper. • Ask students to turn and talk with their discussion partner about why it might be useful to read an editorial from that time. After 30 seconds, refocus students whole class and cold call on one or two students to share. Listen for something like “Editorials will give another perspective on the integration of Central High School,” or “It would be good to know what the people in charge of a newspaper believes so that we can decide what their bias might be.” • Distribute the <i>Arkansas Gazette</i> Editorial: September 30, 1957 to students. Ask students to retrieve their Analyzing Mediums graphic organizer and also project it with a document camera. • Explain to students that the <i>Arkansas Gazette</i> was the daily newspaper publication in Little Rock. It is also the newspaper that was the target of segregationists due to its moderate and rational stance, as described by Carlotta in <i>A Mighty Long Way</i>. The segregationists worked to boycott businesses that advertised in the <i>Gazette</i> as a means to decrease the paper’s income from advertising. Point out that during this time period, a lot of people read newspapers to stay informed about events. • Provide time for students to read the editorial independently. • Ask students to Think-Pair-Share with their discussion partners: <ul style="list-style-type: none"> * “What might be the advantages of communicating through text?” • Cold call students to share out answers. Listen for: “Text can include many descriptive details,” “The writer can be creative with language,” “Text might be taken more seriously than other mediums,” and “It doesn’t require special equipment.” • Ask students to Think-Pair-Share with their discussion partners: <ul style="list-style-type: none"> * “What might be the disadvantages of communicating through text?” • Cold call students to share out answers. Listen for: “Some people can’t read and won’t ‘hear’ your message as a result,” “Text is not as engaging as pictures or video,” and “It takes longer to get your idea across than an image does.” 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to Think-Pair-Share with their discussion partners:<ul style="list-style-type: none">* “What aspects of the editorial would offend a segregationist protester of the integration of Central High School?”• Listen for students to mention that the editorial suggests that segregationists are not the majority in their opinion and that they have relied on threats (a.k.a. terrorism) to block integration measures.• Fill in the Analyzing Mediums graphic organizer as students do the same.• Next, direct students’ attention to their Gathering Evidence note-catcher. Ask:<ul style="list-style-type: none">* “For people who read this editorial, how might the text be illuminating for the Little Rock integration story?”• Ask students to turn and talk with their discussion partners. Cold call on pairs to provide their thoughts. Listen for students to point out that this editorial provides the other perspective on the drama Faubus is creating with his anti-integrationist tactics.• Ask:<ul style="list-style-type: none">* “How did Faubus’ television broadcast mislead people, according to this editorial?”• Ask students to turn and talk with their discussion partners. Cold call on pairs to provide their thoughts. Listen for students to point out that Faubus used extreme examples, like the Nazis, as a parallel to the treatment of segregationists in Little Rock, but that the metaphor was too extreme. Faubus also held up photos of white people being threatened by federal troops but did not show the photos of the segregationists beating black reporters. He also did not mention that the Arkansas National Guard had blocked the black students from entering the school.• Invite students to add these details to their note-catchers.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Targets and Previewing Homework (2 minutes)</p> <ul style="list-style-type: none">• Read each learning target aloud and invite students to self-assess using a Fist to Five. Take note of any students who are not comfortable with the third learning target, as they may need more support in this area.• Distribute the <i>A Mighty Long Way</i> structured notes, Chapter 10, pages 173–191.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 10, pages 173–191 in <i>A Mighty Long Way</i> and complete the structured notes.	<ul style="list-style-type: none">• Provide struggling learners with the supported structured notes for additional scaffolding as they read the memoir.



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Supporting Materials



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Conditional and Subjunctive Mood

Name: _____

Date: _____

Conditional Mood

Sentences written in the conditional mood indicate a state that will cause something to happen. Key words are *might*, *could*, and *would*.

Examples:

The soda might explode if you shake it up.

The soda could explode if you keep shaking it.

Subjunctive Mood

Sentences written in the subjunctive mood indicate a state that is a wish, a desire, or an imaginary situation. Key words or phrases include *if*, *I wish*, *I hope that*, or *I desire that*.

Examples:

If he were to shake the soda, it would explode.

I wish I were a butterfly.

TIP 1: The subjunctive mood requires use of “were” instead of “was,” as in the examples above.

TIP 2: Sometimes sentences are conditional AND subjunctive.

On the line, identify whether the sentences from Martin Luther King, Jr.’s Montgomery Bus Boycott speech are in the conditional or subjunctive mood.

1. _____ “... if we are united we can get many of the things that we not only desire but which we justly deserve.”
2. _____ “If we are wrong, the Constitution of the United States is wrong.”
3. _____ “If we were incarcerated behind the iron curtains of a Communistic nation we couldn't do this.”



Conditional and Subjunctive Mood

4. _____ “If we were dropped in the dungeon of a totalitarian regime we couldn't do this.”
5. _____ “There will be no white persons pulled out of their homes and taken out on some distant road and lynched for not cooperating.”



Conditional and Subjunctive Mood
(For Teacher Reference)

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TIP 2: Sometimes sentences are conditional AND subjunctive.

On the line, identify whether the sentences from Martin Luther King, Jr.’s Montgomery Bus Boycott speech are in the conditional or subjunctive mood.

- Conditional “... if we are united we can get many of the things that we not only desire but which we justly deserve.”
- Conditional and Subjunctive “If we are wrong, the Constitution of the United States is wrong.”
- Conditional and Subjunctive “If we were incarcerated behind the iron curtains of a Communistic nation we couldn't do this.”
- Subjunctive “If we were dropped in the dungeon of a totalitarian regime we couldn't do this.”
- Subjunctive “There will be no white persons pulled out of their homes and taken out on some distant road and lynched for not cooperating.”



Arkansas Gazette Editorial:

September 30, 1957

more than his share in the wake of his reckless actions of the last three weeks, has nominated some unlikely candidates.

This newspaper deplores the presence of federal troops on the streets of Little Rock far more strongly than Mr. Faubus did in his speech last night.

And the truth the governor is now using the demagogue's tools to obscure is that this newspaper has drawn Mr. Faubus' unprincipled and unfounded condemnation not so much because it has criticized his actions but because from the beginning of this fiasco it has told him and his frenetic followers the simple and terrible truth—that if Mr. Faubus persisted in his course of naked defiance of the law of the United States there could be only one end result—and all of us would suffer under it.

The day Orval Faubus put armed and uniformed men around Central High School under his personal order to nullify the order of a United States District Court he invited a show of federal force. When he refused to accept the conciliatory gestures of a mild and patient president he made such a show certain. Now we have it.

September 29, 1957

What End Results In Other States?

Before any final action is taken in the matter of calling a special session of the legislature Governor Faubus and his advisors should amass a detailed report on what has actually been accomplished by the segregation legislation which has been enacted in other Southern states, in much the same atmosphere in which a meeting of the Arkansas General Assembly would be held at this time.

Many members would no doubt welcome the opportunity to go on

record with expressions of their views and statements of their positions. But they should ask themselves just what could be achieved in the light of experience elsewhere in the South.

We don't think there is any use to talk about abolishing public schools. As a matter of fact the Arkansas Constitution provides that:

Intelligence and virtue being the safeguards of liberty and the bulwarks of a free and good government, the state shall ever maintain a general, suitable and efficient system of free schools, whereby all persons in the state between the ages of six and 21 years may receive gratuitous instruction.

We must also seriously doubt the constitutionality of severely penalizing schools that integrate, especially if they integrate under orders of the courts.

We believe these considerations should appeal to the calm and considered judgment of Governor Faubus, of members of the General Assembly and the public as a whole.

September 30, 1957

Governor Faubus And the Record

It seems unlikely that the rest of the country was too much interested in the primitive campaign techniques Governor Faubus brought to a national TV network Thursday night, or in the governor's private, local feuds, for that matter.

However, the American Broadcasting Company did a real public service in bringing even that tragic spectacle before a national audience. The mere fact that Governor Faubus was being permitted to speak his piece in such fashion was enough to dissipate the notion he sought to peddle that Little



Arkansas Gazette Editorial:

September 30, 1957

Rock was anything like Budapest under the Communists or Paris under the Nazis. To complete the analogy the governor would have had to be broadcasting by clandestine shortwave transmitter in the fashion of the French FFI or the Hungarian partisans.

As it was, the Arkansas governor was given full rein for his calculated distortion of the facts in the Little Rock School integration case. Because it said nothing new, Mr. Faubus' TV pitch was, perforce, much more notable for what it didn't say than what it did say.

In holding up newspaper photographs which he said would demonstrate that federal bayonets were harassing white students and innocent white adults, Mr. Faubus was careful not to hold up the earlier photographs of a Negro newspaperman being kicked in the face by a member of the white mob, or the still earlier one of the duly-qualified Negro girl being threatened by the same white mob while Governor Faubus' state guardsmen looked the other way.

At one point in the Thursday night broadcast Mr. Faubus looked up in pain to ask imploringly:

Must the will of the majority now yield, under federal force, to the will of the minority, regardless of the consequences?

He did not mention that the Arkansas National Guard had been used to thwart the will of the 2-to-1 majority of the electors of the Little Rock School District, as expressed less than six months before the court-ordered opening of schools under a plan of gradual integration. The governor's action was, by his own version, taken as a result of the threats, not mere opinion, of a small minority of the people. It is reasonably clear by now that the governor's action was taken "regardless of the consequences."

October 1, 1957

The Power Of The Presidency

President Eisenhower cannot afford to get into any running argument with Orval Faubus or any of the other Southern political leaders whom the Arkansas governor has dragged out on the limb with him.

However, some of the things Mr. Eisenhower has already said badly needed saying.

As to the "Hitler" example, which both Governor Faubus and Senator Russell of Georgia had been unwise enough to allege against Hitler's conquerer, the president said with some understandable asperity:

"I must say that I completely fail to comprehend your comparison of our troops to Hitler's Storm Troopers. In one case, military power was used to further the ambitions and purposes of a ruthless dictator; in the other, to preserve the institutions of free government. . . . When a state, by seeking to frustrate the order of a federal court, encourages mobs of extremists to flout the orders of a federal court, and when a state refuses to utilize its police powers to protect against mobs persons who are peaceably exercising their right under the Constitution, as defined in such court orders, the oath of office of the president requires that he take action to give the protection. Failure to act in such a case would be tantamount to acquiescence in anarchy and dissolution of the Union."

It cannot be said often enough in this tragic situation that the individual states, so far, have lost no "right" that they possessed before President Eisenhower moved federal troops into Little Rock and removed the Arkansas state guard from Governor Faubus's control. It is quite true, as Mr. Faubus says, that next day or next year, the federal government might have to



A Mighty Long Way Structured Notes, Chapter 10, Pages 173–191

.....
Name:

.....
Date:

What is the gist of what you read?

Why would segregationists pin the bombing of Carlotta's home on other black people?



A Mighty Long Way Structured Notes, Chapter 10, Pages 173–191

Carlotta handles the bombing of her home in a way very consistent with her character. How would you describe her reaction to this event?



A Mighty Long Way Supported Structured Notes, Chapter 10, Pages 173–191

Name: _____

Date: _____

Summary of Chapter 10, pages 173–191:

Carlotta experiences a true act of terrorism against her family in this chapter. She is in her senior year at Central and is preparing for bed. She has decided to attend Michigan State University for college. After she is in bed, she hears an explosion and feels the house shake. Her father is not yet home and she calls him at Big Daddy's, where he is working. Their living room is destroyed. Her reaction is sadness and anger, as well as increased resolve to continue on and graduate from Central. The bombing makes national news, although no one at school even acknowledges that it happened to her, which she finds isolating. After many days, two black men are arrested and Carlotta's father is held for questioning and beatings for two days with no legal representation and without being allowed to speak to his family. They have no idea what is happening to him. The police are trying to make the case that he hired the men to do the bombing so he could collect on the insurance money.

Why would segregationists pin the bombing of Carlotta's home on other black people?



A Mighty Long Way Supported Structured Notes, Chapter 10, Pages 173–191

Carlotta handles the bombing of her home in a way very consistent with her character. How would you describe her reaction to this event?



A Mighty Long Way Structured Notes Teacher's Guide, Chapter 10, Pages 173–191

Summary of Chapter 10, pages 173–191:

Carlotta experiences a true act of terrorism against her family in this chapter. She is in her senior year at Central and is preparing for bed. She has decided to attend Michigan State University for college. After she is in bed, she hears an explosion and feels the house shake. Her father is not yet home and she calls him at Big Daddy's, where he is working. Their living room is destroyed. Her reaction is sadness and anger, as well as increased resolve to continue on and graduate from Central. The bombing makes national news, although no one at school even acknowledges that it happened to her, which she finds isolating. After many days, two black men are arrested and Carlotta's father is held for questioning and beatings for two days with no legal representation and without being allowed to speak to his family. They have no idea what is happening to him. The police are trying to make the case that he hired the men to do the bombing so he could collect on the insurance money.

Why would segregationists pin the bombing of Carlotta's home on other black people?

Carlotta interprets the arrests of Maceo and Herbert as yet another scare tactic of segregationists. They are sending a message, in her opinion, that not only can they get away with bombing a home with people inside it, but they also have the power to influence local and federal police officers.

Carlotta handles the bombing of her home in a way very consistent with her character. How would you describe her reaction to this event?

Carlotta continues to behave in a very stoic manner, despite the fear and sadness she is experiencing. She refuses to miss any school and to act as if nothing is bothering her. Even with her father missing and two men arrested who did not commit the crime, she continues on. She writes that "the anger or fear inside me felt like a fist in the pit of my stomach, but I refused to cry or even look afraid" (page 187). She knew she had to show the white people against integration that black students were just as intelligent and worthy as white ones.