



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 3B: Unit 2: Lesson 7**

## **Analyzing the Power of Different Mediums: *Little Rock Girl 1957***



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

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)

**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 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.

**Ongoing Assessment**

- *Little Rock Girl 1957* structured notes, Chapter 3, pages 28–37 (from Lesson 5 homework)
- Gathering Evidence note-catcher
- Analyzing Mediums graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Reader: History of Mass Communication (7 minutes)</li> <li>B. Reviewing Learning Targets (1 minute)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Evaluating Advantages and Disadvantages of Photography as a Medium (10 minutes)</li> <li>B. Introducing the End of Unit 2 Assessment Prompt and Analyzing the Impact of the Press in <i>Little Rock Girl 1957</i> (25 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief Learning Targets (1 minute)</li> <li>B. Previewing Homework (1 minute)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read Chapter 9, pages 161–191 in <i>A Mighty Long Way</i> and complete the structured notes.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Having spent the last three lessons focused on Martin Luther King’s Montgomery Bus Boycott speech, students now broaden their analysis of the use of different mediums to convey ideas.</li> <li>• In Lesson 6, students compared the advantages and disadvantages of using text and audio as mediums. Now, Lesson 7 focuses on the medium of photography, as well as the power of the press to tell a story accurately or not through the use of different mediums. Then in Lesson 8 they will analyze the use of video.</li> <li>• Students analyze photography in this first half of Unit 2, and will return to focus on photography as part of their final performance task in Unit 3. Consider looking ahead at the final performance task prompt in Unit 3, Lesson 2 to preview what students will be asked to do.</li> <li>• Now that students have begun to think about the role of various mediums for communication during the civil rights movement, both for informing people and shaping their views, they begin to zero in more closely on the role that the press—using various mediums—played in the movement. (Note: When referring to “the media,” such as newspapers, magazines, television, etc., use the term “the press” to avoid confusion with the word “mediums.”)</li> <li>• This lesson begins the deep work necessary for success on the mid-unit assessment and the end of unit essay. Students will use both the Gathering Evidence note-catcher and the Analyzing Mediums graphic organizer throughout the remainder of this unit to support this preparation. Preview the assessments in advance, to understand the arc of students’ learning.</li> <li>• In the Opening of this lesson, students watch a short video on the history of media to build background knowledge about the advent of the use of photographic and video mediums to disseminate information. The purpose of beginning Work Time A with a brief history of mass communication is to help students realize that most of the forms of media that we take for granted are relatively new and were completely new or nonexistent in the civil rights era.</li> <li>• In advance: Prepare the video, “Media Studies: History of Media” for the Opening. This video can be found at: <a href="http://www.youtube.com/watch?v=Vm5Zgkwnp_g">http://www.youtube.com/watch?v=Vm5Zgkwnp_g</a>. This video briefly shows graphic images from the Civil War era.</li> </ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as <a href="http://www.safeshare.tv">www.safeshare.tv</a>, for actually viewing these links in the classroom.</li><li>• Post: Learning targets.</li></ul>

Lesson Vocabulary	Materials
illuminate	<ul style="list-style-type: none"><li>• Media Studies: “History of Media” (video; see Teaching Notes)</li><li>• Digital projector (for video)</li><li>• Analyzing Mediums graphic organizer (begun in Lesson 4)</li><li>• Document camera</li><li>• Analyzing Mediums graphic organizer (for teacher reference; from Lesson 4)</li><li>• End of Unit 2 Assessment: Informational Essay Prompt (one to display)</li><li>• Gathering Evidence note-catcher (one per student and one to display)</li><li>• <i>Little Rock Girl 1957</i> (book; distributed in Lesson 3; one per student)</li><li>• Gathering Evidence Note-catcher Teacher’s Guide (for teacher reference)</li><li>• <i>A Mighty Long Way</i> Structured Notes, Chapter 9, pages 163–172 (one per student)</li><li>• <i>A Mighty Long Way</i> Supported Structured Notes, Chapter 9, pages 163–172 (optional; for students needing extra support)</li><li>• <i>A Mighty Long Way</i> Structured Notes Teacher’s Guide, Chapter 9, pages 163–172 (for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: History of Mass Communication (7 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to sit with their Washington D.C. discussion partners.</li><li>• Explain to students that they will watch a short video about the history of mass communication. As they watch, they should make note of interesting things they notice, keeping in mind that the <i>Brown v. Board of Education</i> court case and the desegregation of schools in Little Rock happened between 1954 and 1960.</li><li>• Project the <b>Media Studies: “History of Media”</b> video using a <b>digital projector</b>.</li><li>• Invite students to turn and talk with their partners about something they noticed.</li><li>• After 1 minute, cold call on a few pairs to report out interesting things they noticed.</li><li>• Emphasize that as of 1957, events had only been photographed for 100 years and that photographic film was not invented until 1885. The first photograph transmitted via wire was in 1921. The advent of television news reporting was almost simultaneous with the events of the civil rights movement.</li></ul>	
<p><b>B. Reviewing Learning Targets (1 minute)</b></p> <ul style="list-style-type: none"><li>• Invite students to follow along silently as you read the learning targets aloud:<ul style="list-style-type: none"><li>* “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.”</li><li>* “I can understand the different mediums used to present an idea.”</li><li>* “I can evaluate the advantages and disadvantages of using different mediums to present information on the civil rights movement.”</li></ul></li><li>• Explain to students that, beginning with this lesson, they will be using events from <i>A Mighty Long Way</i> and <i>Little Rock Girl 1957</i> to begin their work creating claims and providing evidence for the role of the press in shaping the story of events.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Evaluating Advantages and Disadvantages of Photography as a Medium (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that they will now focus on the different ways people communicated their ideas about desegregation. Say something like: “One example of a medium is using words to communicate your ideas.” Ask:<ul style="list-style-type: none"><li>* “What is another example of a medium?”</li></ul></li><li>• Listen for: artwork, photographs, political cartoons, etc.</li><li>• Ask students to retrieve their <b>Analyzing Mediums graphic organizers</b>, which they began in Lesson 4, and display a copy with a <b>document camera</b>. Remind students that every medium has advantages (benefits) and disadvantages (drawbacks or downsides). Remind students that the prefix “dis-” means “not” or “opposite from.”</li><li>• Ask students to brainstorm:<ul style="list-style-type: none"><li>* “What are some of the advantages of choosing a photograph as a medium to communicate your point of view?”</li></ul></li><li>• Listen for: “Photographs are immediately engaging,” “They are more objective than text or cartoons,” “What you see is what you get,” “Photographs might be taken more seriously than other kinds of artwork (because they seem more ‘factual’ or ‘objective,’” etc. As students share ideas, write them on the displayed graphic organizer. Invite students to do the same on their own copies of the handout. Refer to the <b>Analyzing Mediums graphic organizer (for teacher reference)</b> from Lesson 4 as necessary.</li><li>• Ask students to brainstorm:<ul style="list-style-type: none"><li>* “What are some disadvantages of choosing a photograph as a medium to communicate your point of view?”</li></ul></li><li>• Listen for: “It might be harder to get a clear message across than it is with words,” “If someone doesn’t understand the photograph, they might interpret it differently than you intended,” “Photography requires special equipment, so it is not accessible for all people,” etc. Write these ideas down as students do the same.</li></ul>	<ul style="list-style-type: none"><li>• Modeling work for students provides a concrete example of expectations for quality work.</li><li>• Allowing students to work with a peer on practicing a new skill provides support for all students.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Introducing the End of Unit 2 Assessment Prompt and Analyzing the Impact of the Press in <i>Little Rock Girl 1957</i> (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Using a document camera, display the <b>End of Unit 2 Assessment: Informational Essay Prompt</b>. Read the prompt aloud while students follow along silently: <ul style="list-style-type: none"> <li>* “In the events surrounding the Little Rock Nine and the struggle to integrate Central High, various mediums played a newly powerful role. In what ways did the press serve to illuminate events for a national audience, and in what ways did they give an incomplete or even inaccurate picture of events?”</li> </ul> </li> <li>Explain to students that this essay prompt has two parts: The first part asks them how various mediums illuminated or revealed the story of the Little Rock Nine, and the second part asks them how various mediums either gave an incomplete or inaccurate picture of events surrounding the Little Rock Nine.</li> <li>Ask: <ul style="list-style-type: none"> <li>* “What do you think it means to <i>illuminate</i>?” If necessary, use this word in a different context. For example: “The recent scientific study has served to illuminate the cause of the disease.”</li> </ul> </li> <li>Allow students to turn and talk about what this word means and call on volunteers to provide a definition. Listen for students to understand that “illuminate” means “to bring to light,” “to make something clear,” and “to emphasize or highlight.”</li> <li>Distribute and display the <b>Gathering Evidence note-catcher</b> and ask students to take out their copy of <b><i>Little Rock Girl 1957</i></b>.</li> <li>Explain to students that today they will use the photographs and text in <i>Little Rock Girl 1957</i> to begin analyzing the power of the press in shaping stories. They will use this information when they write their end of unit essay.</li> <li>Read the quote by Will Counts from page 32 of <i>Little Rock Girl 1957</i> aloud to students: “It was always about journalism. We’d talk about cameras, lenses and film, but it was primarily about getting the story right.” Tell students that this analysis of the press centers on whether or not the press was getting the story right or misleading public perception.</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Model the analysis of the photograph on page 6 of <i>Little Rock Girl 1957</i> by filling in the displayed note-catcher. Be sure to point out that students should use direct quotes from the text (with page numbers) when they provide evidence for their analysis on the note-catcher.</li><li>• Instruct students to continue analyzing examples of how the press shaped the story of the Little Rock Nine by finding examples in Chapter 3 of <i>Little Rock Girl 1957</i>. Students may continue working with their New York City discussion partner, but each student should complete his or her own note-catcher.</li><li>• Student examples and analysis will vary, but a sample of the types of student responses to look for has been provided on the <b>Gathering Evidence Note-catcher Teacher's Guide</b>. Note: this teacher's guide also contains examples from <i>A Mighty Long Way</i>, which students will analyze in a future lesson.</li></ul>	

Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief Learning Targets and Previewing Homework (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the second learning target and read it aloud:<ul style="list-style-type: none"><li>* "I can understand the different mediums used to present an idea."</li></ul></li><li>• Emphasize that they have been working on analyzing the use of photographs to tell a story and that they will continue this work in future lessons by analyzing the photographs in <i>Little Rock Girl 1957</i>.</li><li>• Invite students to give a Fist to Five on their understanding of how photographs were used in the telling the story of the Little Rock Nine and the general advantages and disadvantages of using photographs to tell a story.</li><li>• Tell students that they will return to <i>A Mighty Long Way</i> and read Chapter 9 for homework.</li></ul>	

Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read Chapter 9 and complete <b><i>A Mighty Long Way</i> structured notes, Chapter 9, pages 163–172.</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 memoir.</li></ul>



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## Supporting Materials



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In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the press played a newly powerful role. In what ways did the press serve to illuminate events for a national audience, and in what ways did they give an incomplete or even inaccurate picture of events?

Gathering Evidence Note-catcher

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

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

**Focusing Question:** Using evidence from both *A Mighty Long Way* and *Little Rock Girl 1957*, how did the press contribute to shaping the story of the Little Rock Nine?

Source	Text Evidence	Explanation of Evidence	Analysis of Evidence
Type of Medium	<ul style="list-style-type: none"> <li>quote or gist</li> <li>page number</li> </ul>	<p>How did it illuminate events?</p> <p>AND/OR</p> <p>How did it give an incomplete or inaccurate picture of events?</p>	<ul style="list-style-type: none"> <li>What reaction did it prompt?</li> <li>What were the results of this?</li> </ul>



Gathering Evidence Note-catcher

Source	Text Evidence	Explanation of Evidence	Analysis of Evidence
Type of Medium	<ul style="list-style-type: none"><li>quote or gist</li><li>page number</li></ul>	How did it illuminate events?  AND/OR  How did it give an incomplete or inaccurate picture of events?	<ul style="list-style-type: none"><li>What reaction did it prompt?</li><li>What were the results of this?</li></ul>



Gathering Evidence Note-catcher

Source	Text Evidence	Explanation of Evidence	Analysis of Evidence
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Gathering Evidence Note-catcher  
Teacher's Guide  
(For Teacher Reference)

**Teacher Note:** This document represents a small sampling of the various types of student responses appropriate for this note-catcher. It is not meant to be an answer key; rather, it should serve as a reference for the teacher only.

**Focusing Question:** Using evidence from both *A Mighty Long Way* and *Little Rock Girl 1957*, how did the press contribute to shaping the story of the Little Rock Nine?

Source	Text Evidence	Explanation of Evidence	Analysis of Evidence
Type of Medium	<ul style="list-style-type: none"><li>quote or gist</li><li>page number</li></ul>	How did it illuminate events?  AND/OR  How did it give an incomplete or inaccurate picture of events?	<ul style="list-style-type: none"><li>What reaction did it prompt?</li><li>What were the results of this?</li></ul>
<i>Little Rock Girl 1957</i> photograph	Counts' photo of Elizabeth Eckford heckled by Hazel Bryan on the first day of school (page 6)	The photo became international news and shaped the opinions of people living outside the southern United States. This illuminated the story for viewers who saw raw hatred on the one hand, and quiet, well-kept dignity on the other, all in the context of a black girl trying to go to public school—this was a “moment of truth” for the world, who may have been seeing this for the first time.	The photograph provides such a contrast between Elizabeth and Hazel that sympathy is created for the victims of racism.

Gathering Evidence Note-catcher  
Teacher's Guide  
(For Teacher Reference)

Source	Text Evidence	Explanation of Evidence	Analysis of Evidence
Type of Medium	<ul style="list-style-type: none"> <li>quote or gist</li> <li>page number</li> </ul>	<p>How did it illuminate events?</p> <p>AND/OR</p> <p>How did it give an incomplete or inaccurate picture of events?</p>	<ul style="list-style-type: none"> <li>What reaction did it prompt?</li> <li>What were the results of this?</li> </ul>
<i>Little Rock Girl 1957</i>  photograph	<p>“news coverage motivated people to get involved” (page 45)</p>	<p>With exposure to a wide audience, people felt that they also could have an impact on events.</p> <p>Illuminating: shows that at least some people believed that segregation was patriotic</p> <p>Inaccurate/incomplete: makes it look like most people felt this way, which may well not have been true</p>	<p>In a way, the story shaped by the press may have lessened any feelings of empathy for the segregationists.</p>
<i>Little Rock Girl 1957</i>  photograph	<p>Counts’ photo of Alex L. Wilson beaten by white segregationists (page 32)</p>	<p>Photographs can force change because they help shape public perspective.</p> <p>Illuminating: a reporter, symbol of the free press, could not even do his job, in a life-threatening situation</p> <p>Inaccurate/incomplete: looks like the whole society is doing this kind of thing</p>	<p>Public perception led to sympathy with the integrationist cause.</p>



Gathering Evidence Note-catcher  
Teacher's Guide  
(For Teacher Reference)

Source	Text Evidence	Explanation of Evidence	Analysis of Evidence
Type of Medium	<ul style="list-style-type: none"><li>quote or gist</li><li>page number</li></ul>	How did it illuminate events?  AND/OR  How did it give an incomplete or inaccurate picture of events?	<ul style="list-style-type: none"><li>What reaction did it prompt?</li><li>What were the results of this?</li></ul>
<i>A Mighty Long Way</i> television	Faubus' television address in which he stated his concern over "evidence of discord, anger, and resentment" (page 65)	The powerful and relatively new medium of television made information exchange almost instantaneous. Faubus was able to communicate his message to the public quickly and effectively. Inaccurate/incomplete: Faubus would be telling segregationists what they want to hear	In this case, television was used to convey a message that would justify Faubus' decisions.
<i>A Mighty Long Way</i> television	Meeting on 7/14 at Eisenhower's Rhode Island summer residence after which Faubus and Ike left together, shaking hands and smiling, when in reality no agreement had been reached (page 78)	The stories told by the press may send a message that may be inaccurate or incomplete. This video made it seem like President Eisenhower and Governor Faubus has come to an agreement.	Carlotta thought everything had been worked out between the two men and her life would begin to get back to normal.



Gathering Evidence Note-catcher

Teacher's Guide

(For Teacher Reference)

Source	Text Evidence	Explanation of Evidence	Analysis of Evidence
Type of Medium	<ul style="list-style-type: none"><li>quote or gist</li><li>page number</li></ul>	How did it illuminate events?  AND/OR  How did it give an incomplete or inaccurate picture of events?	<ul style="list-style-type: none"><li>What reaction did it prompt?</li><li>What were the results of this?</li></ul>
<i>A Mighty Long Way</i> television	Carlotta sees the video footage of the attack on Wilson and feels kinship with him (page 85)	This event, captured on television, was illuminating in that it allowed the public to see the racist violence and high degree of tension surrounding Central High School as the Little Rock Nine made attempts to integrate the school. Again, it could mislead into people thinking that all white southerners felt the same way.	Video footage can lead to an emotional response that cannot be evoked as well with mere written text. It provokes a deeper level of empathy.
<i>A Mighty Long Way</i> Radio	News of the mob at Central High had been broadcast on the radio, but a lot of it was inaccurate information about students being beaten and an uncontrollable mob (page 90)	Perhaps unknowingly, the press provided an inaccurate story of what really happened.	This bred fear and influenced the success of integration attempts at Central High in the first days.



Gathering Evidence Note-catcher

Teacher's Guide  
(For Teacher Reference)

Source	Text Evidence	Explanation of Evidence	Analysis of Evidence
Type of Medium	<ul style="list-style-type: none"> <li>quote or gist</li> <li>page number</li> </ul>	<p>How did it illuminate events?</p> <p>AND/OR</p> <p>How did it give an incomplete or inaccurate picture of events?</p>	<ul style="list-style-type: none"> <li>What reaction did it prompt?</li> <li>What were the results of this?</li> </ul>
<p><i>A Mighty Long Way</i></p> <p>Newspaper</p>	<p>Carlotta describes a newspaper account written in <i>The Gazette</i>. The article was about daily life at the school. Carlotta says it was far from the truth. (page 108)</p>	<p>The article provided an incomplete or inaccurate story of events at the school. Events seemed milder than they actually were.</p>	<p>As a result, people in Arkansas, and elsewhere, may have believed that integration at Central High was working better than it was.</p>
<p><i>A Mighty Long Way</i></p> <p>television</p>	<p>Thanksgiving dinner at the Bates' house (page 109)</p>	<p>In this example television was used to present an image of African American life and to illustrate that they are Americans like every other citizen and proud to be part of the country. It was illuminating because it showed a truth about African Americans.</p> <p>In another sense, it was misleading because they all looked happy and smiling, so people seeing it could believe that all was well at Central High.</p>	<p>As a result, the Little Rock Nine were seen as "regular" Americans and the public seemed to sympathize with them.</p>



*A Mighty Long Way* Structured Notes, Chapter 9, Pages 163–172

Name:

Date:

What is the gist of what you read?

What was the motivation behind the choices of the three locations for the “Labor Day Bombings”?

Supported Structured Notes, *A Mighty Long Way*, Chapter 9, pages 163-172

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

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

Summary of Chapter 9, pages 162–191:

*Carlotta starts her senior year, feeling a little behind in her academics but relieved to enter the school without taunts from a mob. A few white students now feel that they can interact with her more freely, but the remaining black students are still targets of abuse from students and some teachers. Most people still turn a blind eye. Carlotta feels alone and lacks friends. She is invited to social functions at other schools. One night, there is a bombing of the fire chief's city-owned station wagon, the construction office owned by Little Rock's mayor, and the administration office of the school board. Five men are arrested and sentenced to time in prison. Carlotta applies to colleges, and the one school she really wants to attend decides to hold a place for her for a year so she can take time off after a stressful experience. She is devastated.*

What was the motivation behind the choices of the three locations for the “Labor Day Bombings”?



*A Mighty Long Way Structured Notes Teacher's Guide, Chapter 9, Pages 163–172*

Summary of Chapter 9, pages 162–191:

**Carlotta starts her senior year, feeling a little behind in her academics but relieved to enter the school without taunts from a mob. A few white students now feel that they can interact with her more freely, but the remaining black students are still targets of abuse from students and some teachers. Most people still turn a blind eye. Carlotta feels alone and lacks friends. She is invited to social functions at other schools. One night, there is a bombing of the fire chief's city-owned station wagon, the construction office owned by Little Rock's mayor, and the administration office of the school board. Five men are arrested and sentenced to time in prison. Carlotta applies to colleges, and the one school she really wants to attend decides to hold a place for her for a year so she can take time off after a stressful experience. She is devastated.**

What was the motivation behind the choices of the three locations for the “Labor Day Bombings”?

**The fire chief participated in Police Chief Eugene Smith's plan to break up a segregationist mob rioting with fire hoses. The mayor spoke openly against Faubus' anti-integrationist position. And the superintendent was committed to upholding federal law. The bombings were planned as an act of retribution.**