



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 1: Lesson 8

Mid-Unit Assessment: On-Demand Writing – Conflicting Interpretations of the 13th and 14th Amendments



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

I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)

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)

Supporting Learning Targets

- I can present in writing how the authors of the court's decision and the dissenting opinion on *Plessy v. Ferguson* disagree on their interpretations of the 13th and 14th Amendments.
- 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. .

Ongoing Assessment

- Mid-Unit 1 Assessment: Conflicting Interpretations of the 13th and 14th Amendments
- Homework: The Court's Decision (completed for homework in Lessons 5 and 6)
- Homework: The Dissenting Opinion (completed for homework in Lesson 7)



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> 2. Discussion: Mid-Unit 1 Assessment Prompt (13 minutes) 2. Reviewing Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> 3. Mid-Unit 1 Assessment: Conflicting Interpretations of the 13th and 14th Amendments (25 minutes) 2. Closing and Assessment <ol style="list-style-type: none"> 3. Debrief (5 minutes) 2. Homework <ol style="list-style-type: none"> 3. Continue reading your independent reading book or choose a new book related to the topic of Module 3B. 	<ul style="list-style-type: none"> • In this lesson, having closely studied the court’s decision and the dissenting opinion in <i>Plessy v. Ferguson</i> in Lessons 5–7, students identify where the court’s decision and the dissenting opinion disagree on the interpretation of the 13th and 14th Amendments. Students write an on-demand response to the prompt: “How do the court’s decision and the dissenting opinion in the <i>Plessy v. Ferguson</i> case disagree on the interpretation of the 13th and 14th Amendments? Provide evidence from both excerpts of text to support your claims.” • To prepare to write, students discuss their ideas with a partner before they complete the mid-unit assessment . • Because this assessment has been designed to assess reading standards (RI.8.1 and RI.8.9) rather than writing standards, use your judgment with students you feel might better answer the prompt orally and organize a time for this to take place. • To grade this assessment, use the NYS Grade 8 2-Point Short Response Rubric (found on Page 12 of this document: https://www.engageny.org/file/14391/download/grade-8-ela-guide.pdf?token=yIarCERNHaeeB1SUPRp_1ZJPEy2-4lCqhK4h_ZGEkww). Refer also to the Mid-Unit 1 Assessment: Example Response (see supporting materials). Please note: The assessments are returned to students with teacher feedback in Lesson 11. • Independent reading was launched in Module 2. In this module, students are expected to continue reading their independent reading book or select a new book related to the topic of the module. If necessary, take time to formally launch independent reading for Module 3B before this lesson. Students will need to have completed at least one independent reading book by the end of Unit 3, because students will be assessed on their reading of this independently chosen book when they are asked to write a book review. At times, the homework in this module will remind students to continue reading this book. • Post: Learning targets.



Lesson Vocabulary	Materials
in law, in practice	<ul style="list-style-type: none">• Mid-Unit 1 Assessment Prompt: Conflicting Interpretations of the 13th and 14th Amendments (one per student and one for display)• Mid-Unit 1 Assessment: Sample Student Response (for teacher reference)• <i>Plessy v. Ferguson</i>: Key Excerpts from the Court's Decision (from Lesson 5)• <i>Plessy v. Ferguson</i>: Key Excerpts from the Dissenting Opinion (from Lesson 7)• Lined paper• NYS Grade 8 2-Point Short Response Rubric (found on Page 12 of this document: https://www.engageny.org/file/14391/download/grade-8-ela-guide.pdf?token=yIarCERNHaeeB1SUPrp_1ZJPEy2-4lCqhK4h_ZGEkww).



Opening	Meeting Students' Needs
<p>A. Discussion: Mid-Unit 1 Assessment Prompt (13 minutes)</p> <ul style="list-style-type: none">• Tell students that today they are going to write an on-demand response to a question about the differences in the interpretations of the 13th and 14th Amendments in the <i>Plessy v. Ferguson</i> case.• Display and distribute the Mid-Unit 1 Assessment Prompt: Conflicting Interpretations of the 13th and 14th Amendments. Invite students to read silently in their heads as you read it aloud.• Invite students to ask any questions they may have about the prompt, but be careful not to provide any answers to the question.• Remind students that over the past three lessons they have closely read and carefully analyzed excerpts of the court's decision and the dissenting opinion. Explain that before they write an on-demand response, they are going to have the opportunity to discuss the question they will answer in writing with a partner.• Invite students to take out their texts: <i>Plessy v. Ferguson</i>: Key Excerpts from the Court's Decision, <i>Plessy v. Ferguson</i>: Key Excerpts from the Dissenting Opinion — as well as their Homework: The Court's Decision and Homework: The Dissenting Opinion — and meet with their New York City discussion partners.• Give students 10 minutes to discuss with their discussion partner how they might answer this question using evidence from the texts.	

Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Invite volunteers to read the learning targets aloud for the whole group:<ul style="list-style-type: none">* 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.* 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.	



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 1 Assessment: Conflicting Interpretations of the 13th and 14th Amendments (25 minutes)</p> <ul style="list-style-type: none">• Remind students that because this is an assessment, they will work individually and will not communicate with other students.• Remind them to refer to their homework notes on both the court decision and the dissenting opinion, and the excerpts of text from both, and to take the time to read their work once they have finished.• Distribute lined paper for students to write and ask them to begin.• Provide frequent time reminders.• Direct those who finish to read their independent reading books.	<ul style="list-style-type: none">• Consider inviting students who may struggle to express their ideas in writing to orally respond to the assessment prompt.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Collect the Mid-Unit 1 Assessments.• Select volunteers to share some of the ideas for how the court's decision and the dissenting opinion disagreed on their interpretations of the 13th and 14th Amendments.• Ask students to consider:<ul style="list-style-type: none">* "Why do you think they disagreed?"• Listen for students to explain that many of the justices other than the dissenting opinion tried to manipulate the interpretation of the 13th and 14th Amendments to avoid change because they didn't want integration.• Clarify expectations for independent reading (see Teaching Notes).	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book from Module 2, or choose a book related to the topic of Module 3B. <p><i>Notes: Please be prepared to return the Mid-Unit Assessments graded with feedback in Lesson 11.</i></p> <p><i>For the opening of Lesson 9, each student will need his or her Journey to Justice note-catcher and structured notes from Chapter 4. Consider reminding students, since they have not worked with these materials in the past several lessons.</i></p>	



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Supporting Materials



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Mid-Unit 1 Assessment Prompt: Conflicting Interpretations of the 13th and 14th Amendments

Name: _____

Date: _____

I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)

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)

In the *Plessy v. Ferguson* case, the court's decision and the dissenting opinion disagree on interpretation of the 13th and 14th Amendments. You are going to produce an on-demand piece of writing to answer this question: **How do the court's decision and the dissenting opinion in the *Plessy v. Ferguson* case disagree on the interpretation of the 13th and 14th Amendments?**

Your writing will:

- Outline the court decision interpretation of the 13th and 14th Amendments in reference to this case
- Outline Justice Harlan's (the dissenting opinion) interpretation of the 13th and 14th Amendments in reference to this case
- Explain how the two interpretations are different
- Be no more than four paragraphs long
- Contain evidence from both texts:
 - *Plessy v. Ferguson*: Key Excerpts from the Court's Decision
 - *Plessy v. Ferguson*: Key Excerpts from the Dissenting Opinion



Mid-Unit 1 Assessment: Sample Response

Note that this is just an example. Student work may be very different from this example.

In this case, the court interprets the 14th Amendment to mean that black people and white people should be treated equally yet still be segregated. When describing the 14th Amendment, the court decision says, “The object of the amendment was undoubtedly to enforce the absolute equality of the two races before the law, but, in the nature of things, it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political, equality, or a commingling of the two races upon terms unsatisfactory to either.” The court claims that the Louisiana railroad law does not violate the amendment because it allows both races access to the same train.

Justice Harlan interprets the 14th Amendment to mean that the U.S Constitution is colorblind, meaning there should be nothing different for black and white people. Therefore, to allow the segregation of black people and white people on the Louisiana railroad goes against the Constitution because it is a statute that identifies people by skin color and denotes something different for each. He said, “Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law.”

The clear difference is that the court decision interprets the amendments to suggest that segregation is legal according to the U.S Constitution, while Justice Harlan interprets the amendments to suggest that segregation is against the U.S Constitution.