



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 11

Mid-Unit Assessment: Classifying and Evaluating Primary Sources



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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)	
Supporting Learning Targets	Ongoing Assessment
<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



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Sharing Structured Notes (5 minutes)Reviewing Learning Targets (4 minutes)Work Time<ol style="list-style-type: none">Mid-Unit 2 Assessment: Gallery Walk (35 minutes)Closing and Assessment<ol style="list-style-type: none">Previewing Homework (1 minute)Homework<ol style="list-style-type: none">Read Chapter 12 in <i>A Mighty Long Way</i> and complete the structured notes.	<ul style="list-style-type: none">This lesson uses the same Gallery Walk protocol that was used in Unit 1, Lesson 1, but now students look at the primary sources in order to evaluate the advantages and disadvantages of using different mediums.Students' work during the Gallery Walk today serves as their Mid-Unit 2 Assessment. They revisit previously viewed photographs from the Gallery Walk in Unit 1, Lesson 1, as well as the Montgomery Bus Boycott speech from Lessons 4 and 6, the televised news broadcast by John Chancellor from Lesson 8, and the <i>Arkansas Gazette</i> Editorial: September 30, 1957 from Lesson 9.Since this is an assessment, students will silently circulate through the different mediums while completing a graphic organizer, which will be collected at the end of the class.Each material for the Gallery Walk must be numbered and arranged ahead of time. This will take longer than average to prepare; plan accordingly.In this new Gallery Walk, students classify different mediums and evaluate the advantages and disadvantages of using different mediums to convey information on the Jim Crow South and the Little Rock Nine.This assessment requires the use of technology to play the audio and video mediums. Consider the use of laptops, MP3 players, and iPads, or relocating to the library or a computer lab to provide access to this variety of mediums at once.Several of the mediums have an audio component. These should be listened to in spaces as far apart from each other as possible and kept at a reasonably low volume.Student answers to the Mid-Unit 2 Assessment will vary depending on the mediums they choose to focus on. To guide assessment of student answers, refer to the Analyzing Mediums graphic organizer from Lesson 4. Strong student responses will be reflective of the mediums they choose and will accurately analyze the advantages and disadvantages of those mediums.Use the NYS Short Response (2-Point) Holistic Rubric to score this assessment. Be prepared to return the Mid-Unit 2 Assessment in Lesson 12.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"> • In advance: <ul style="list-style-type: none"> – Consider posting the directions in Work Time A to guide students through this work. – Number and display all Gallery Walk items. – Prepare audio of Dr. King’s Montgomery Bus Boycott speech for the Gallery Walk: http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/the_address_to_the_first_montgomery_improvement_association_mia_mass_meeting/ – Prepare video of John Chancellor’s report for the Gallery Walk: http://www.nbclearn.com/portal/site/learn/finishing-the-dream/1957-showdown • Post: Learning targets.

Lesson Vocabulary	Materials
Do not preview vocabulary.	<ul style="list-style-type: none"> • Mid-Unit 2 Assessment: Classifying and Evaluating Primary Sources (one per student) • Gallery Walk photographs (from Unit 1, Lesson 1; for display) • Montgomery Bus Boycott speech (from Lesson 4; one for display) • Audio recording of Dr. King’s Montgomery Bus Boycott speech (audio; see Teaching Notes) • “John Chancellor Reports on the Integration at Central High School” (video; see Teaching Notes) • <i>Arkansas Gazette</i> Editorial: September 30, 1957 (from Lesson 9; one for display) • NYS Short Response (2-Point) Holistic Rubric (for teacher reference) • <i>A Mighty Long Way</i> Structured Notes, Chapter 12, pages 200–210 (one per student) • <i>A Mighty Long Way</i> Supported Structured Notes, Chapter 12, pages 200–210 (optional; for students needing extra support) • <i>A Mighty Long Way</i> Structured Notes Teacher’s Guide, Chapter 12, pages 200–210 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Sharing Structured Notes (5 minutes)</p> <ul style="list-style-type: none">• Ask students to sit with their New York City discussion partners and share their homework from last night. Prompt them to share not only the responses from their structured notes, but also the evidence they added to their Gathering Evidence note-catchers.	
<p>B. Reviewing Learning Targets (4 minutes)</p> <ul style="list-style-type: none">• Tell students that today, for the Mid-Unit 2 Assessment, they will be looking at various mediums used to convey information on the civil rights era. Share with students that they will do two things in the assessment, which are reflected in the two learning targets.• Read aloud the first target:<ul style="list-style-type: none">* “I can identify different types of mediums used in a Gallery Walk.”• Ask:<ul style="list-style-type: none">* “What are some types of mediums we have talked about?”• Cold call students and listen for them to mention photographs, speeches, newspaper articles, etc.• Read aloud the second target:<ul style="list-style-type: none">* “I can evaluate the advantages and disadvantages of using different mediums to convey information on the civil rights era.”• Share with students that for the past few lessons, they have been thinking about what they can and cannot learn from different mediums. Now is their chance to show what they know.	



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 2 Assessment: Gallery Walk (35 minutes)</p> <ul style="list-style-type: none">• Distribute the Mid-Unit 2 Assessment: Classifying and Evaluating Primary Sources.• Direct students' attention to the Gallery Walk. They will see numbered items around the room that include the Gallery Walk photographs from Unit 1, Lesson 1; the Montgomery Bus Boycott speech and audio recording of Dr. King's Montgomery Bus Boycott speech from Lessons 4 and 6; the video "John Chancellor Reports on the Integration at Central High School" from Lesson 8; and the Arkansas Gazette Editorial: September 30, 1957 from Lesson 9.• Give directions:<ol style="list-style-type: none">1. You will have 10 minutes to do a silent Gallery Walk. Independently circulate the room to view the various mediums used to convey information on the civil rights era.2. Then you will return to your seats.3. Use the organizer in Part A of the Mid-Unit 2 Assessment to select and identify three different types of mediums in the Gallery Walk.4. Respond to the short answer question in Part B.• Address any clarifying questions, and invite students to begin the Gallery Walk. Circulate to monitor and encourage silent focus.• After 10 minutes, signal the transition to the written assessment.• When a few minutes remain in class, refocus whole group. Congratulate students on closely examining mediums used in the Gallery Walk for this assessment.• Collect students' assessments.	<ul style="list-style-type: none">• If students receive accommodations for the assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.



Closing and Assessment	Meeting Students' Needs
<p>A. Previewing Homework (1 minute)</p> <ul style="list-style-type: none">• Distribute the <i>A Mighty Long Way</i> structured notes, Chapter 12, pages 200–210.• Congratulate students on their hard work in the unit thus far.	
Homework	Meeting Students' Needs
<p>Read Chapter 12, pages 200–210 in <i>A Mighty Long Way</i> and complete the structured notes.</p> <p><i>Note: Be prepared to return the Mid-Unit 2 Assessment in Lesson 12.</i></p>	<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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Mid-Unit 2 Assessment:
Evaluating and Classifying Primary Sources

Name: _____

Date: _____

Learning Target:

“I can evaluate the advantages and disadvantages of using different mediums to convey an idea.”
(RI.8.7)

Part A

Directions: Take 10 minutes to silently browse and view the mediums used in the Gallery Walk. Then select three different mediums to analyze for this assessment.

1. Write the number of each medium you have selected
2. Identify the type of each medium (remember, you must choose three different types).
3. Evaluate the advantages and disadvantages of using each type of medium.

Medium Number: _____ Type: _____	
<i>Advantages:</i>	<i>Disadvantages:</i>

Medium Number: _____ Type: _____	
<i>Advantages:</i>	<i>Disadvantages:</i>



Mid-Unit 2 Assessment:
Evaluating and Classifying Primary Sources

Medium Number: _____ Type: _____	
<i>Advantages:</i>	<i>Disadvantages:</i>

Part B

Directions: Now that you have identified three different types of mediums and evaluated the advantages and disadvantages of using each, respond to the question:

“From the perspective of the viewer, what can you learn from these different mediums? What is an advantage of using one medium over another to convey an idea?”

Be sure to use the strongest examples from your work above to support your answer.



A Mighty Long Way Structured Notes, Chapter 12, Pages 200–210

Name:

Date:

What is the gist of what you read?

Why do you think Carlotta focuses this chapter on Maceo's trial? How does it impact her journey?



A Mighty Long Way Supported Structured Notes, Chapter 12, Pages 200–210

Name: _____

Date: _____

Summary of Chapter 12, pages 200–210:

In the wake of the bombing, Carlotta's life continues. She attends the prom at Horace Mann High School since she is not allowed to attend prom at Central. Both Carlotta and Jefferson participate in Central High School's graduation ceremony, despite being one unit short of graduation due to the school closing during the 1958–1959 school year. In order to complete that unit of study, Carlotta and other members of the Little Rock Nine go to St. Louis for summer school. In St. Louis, Carlotta stays with Frankie Muse Freeman, a civil rights attorney with the NAACP. While Carlotta is there, Maceo Binns' trial begins. The all-white jury convicts Maceo within 30 minutes of deliberating, even though Maceo proclaims his innocence. Maceo's conviction is later overturned. At the end of the summer, Carlotta's family drives with her to Michigan, where she settles in as a student at Michigan State University. Soon after, she receives a surprising letter from her parents saying that they have moved to Kansas City without any explanation. Carlotta can tell that she isn't the only person who wants a fresh start.

Why do you think Carlotta focuses this chapter on Maceo's trial? How does it impact her journey?



A Mighty Long Way Structured Notes Teacher's Guide, Chapter 12, Pages 200–210

Summary of Chapter 12, pages 200–210:

In the wake of the bombing, Carlotta's life continues. She attends the prom at Horace Mann High School since she is not allowed to attend prom at Central. Both Carlotta and Jefferson participate in Central High School's graduation ceremony, despite being one unit short of graduation due to the school closing during the 1958–1959 school year. In order to complete that unit of study, Carlotta and other members of the Little Rock Nine go to St. Louis for summer school. In St. Louis, Carlotta stays with Frankie Muse Freeman, a civil rights attorney with the NAACP. While Carlotta is there, Maceo Binns' trial begins. The all-white jury convicts Maceo within 30 minutes of deliberating, even though Maceo proclaims his innocence. Maceo's conviction is later overturned. At the end of the summer, Carlotta's family drives with her to Michigan, where she settles in as a student at Michigan State University. Soon after, she receives a surprising letter from her parents saying that they have moved to Kansas City without any explanation. Carlotta can tell that she isn't the only person who wants a fresh start.

Why do you think Carlotta focuses this chapter on Maceo's trial? How does it impact her journey?

Carlotta focuses this chapter on Maceo's trial because it illustrates that even though she and Jefferson have graduated successfully from Central High School, the repercussions of her decision to attend Central still follow her. In Chapter 10, after her family's house was bombed, she said "My family was suffering profoundly because of me." Maceo's trial is a continuation of the suffering of her family, since her father was implicated in the trial. It drags on, keeping Carlotta connected with Little Rock after she continues on her journey after high school.



NYS Short Response (2-Point) Holistic Rubric

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.