



EXPEDITIONARY
LEARNING

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

Close Reading: Understanding Carlotta's Journey



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

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 determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)

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

Supporting Learning Targets

- I can analyze how incidents in *A Mighty Long Way* provoke Carlotta to make certain decisions and shape her story.
- I can use a Frayer Model to deepen my understanding of words in *A Mighty Long Way*.
- I can cite evidence that supports my analysis of *A Mighty Long Way*.

Ongoing Assessment

- Structured notes, Chapter 2, pages 27–43 (from homework)
- Answers to text-dependent questions



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Learning Targets (2 minutes)Engaging the Reader: Justice Frayer Model (10 minutes)Work Time<ol style="list-style-type: none">Close Reading: Carlotta's New Awareness (20 minutes)Carlotta's Journey to Justice (8 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief Learning Targets and Preview Homework (5 minutes)Homework<ol style="list-style-type: none">Read Chapter 3 and complete the structured notes.	<ul style="list-style-type: none">As noted in Lessons 1 and 2, this unit deals with sensitive issues of race. See Opening A in Lesson 1 for more information about supporting students in talking about these sensitive issues with care and respect.As students learn more about Carlotta's "journey to justice," (the subtitle of the memoir), you may notice references to the Hero's Journey that students may know and will have learned in Grade 6, Module 1. In this module, the structure of the Hero's Journey is used as an underlying infrastructure and is not explicitly taught to students. Instead, students study just three stages in Carlotta's journey to justice. Each stage relates to the three main stages in the Hero's Journey: Act 1: Separation; Act 2: Initiation and Transformation; Act 3: The Return.In this module, each of the three stages of Carlotta's journey will be identified with the title of a civil rights song, which evokes key messages about that stage. Each of these three songs also appears in one section of the Journey to Justice note-catcher, which students use throughout the module as they gather details about Carlotta's "journey."Students will continue to add to the Journey to Justice note-catcher throughout Units 1 and 2. Students will use this note-catcher as they prepare to write the narrative writing piece for the final performance task in Unit 3. Be sure students hold on to this crucial resource.The first stage of Carlotta's journey is framed in this lesson. As students enter the classroom, play the song "A Change Is Gonna Come" by Sam Cooke. This song title is used as the first category on the Journey to Justice note-catcher, as it reflects the initiation of a journey to justice for African Americans in this country. This song can be found by searching for "Sam Cooke A Change Is Gonna Come" on free music or video streaming websites—for example, YouTube.Bear in mind that YouTube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. Although 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 www.safeshare.tv, for viewing these links in the classroom.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• This is the first close reading lesson of the unit. It provides an opportunity for students to analyze incidents in U.S. history and in Carlotta's personal history. See the Close Reading Guide (in the supporting materials) as a teacher reference to guide students through their work with the text-dependent questions.• This lesson touches on the <i>Brown v. Board of Education</i> Supreme Court case, which students will explore in more depth at the start of Unit 2.• In advance: Review Fist to Five in Checking for Understanding techniques (see Appendix).• In advance: Search for the song "A Change Is Gonna Come" by Sam Cooke on free music or video streaming websites—for example, on YouTube.• Post: Learning targets, Declaration of Independence..



Lesson Vocabulary	Materials
racism	<ul style="list-style-type: none">• Declaration of Independence (from Gallery Walk in Lesson 1)• Justice Frayer Model (one per student)• Document camera• Justice: Frayer Model (for teacher reference)• Discussion Appointments: Carlotta's travels (from Lesson 2)• Document camera• <i>A Mighty Long Way</i> (book; distributed in Lesson 1; one per student)• Close Reading Guide: <i>A Mighty Long Way</i>, pages 38–43 (for teacher reference)• Text-Dependent Questions: Understanding Carlotta's Journey (one per student)• Journey to Justice note-catcher (one per student)• Journey to Justice note-catcher (sample responses, for teacher reference)• <i>A Mighty Long Way</i> structured notes, Chapter 3, pages 44–62 (one per student)• <i>A Mighty Long Way</i> supported structured notes, Chapter 3, pages 44–62 (optional; for students needing extra support)• <i>A Mighty Long Way</i> Structured Notes Teacher's Guide, Chapter 3, pages 44–62 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets. Cold call on students to read the three learning targets aloud:<ul style="list-style-type: none">* "I can analyze how incidents in <i>A Mighty Long Way</i> provoke Carlotta to make certain decisions and shape her story."* "I can use a Frayer Model to deepen my understanding of words in <i>A Mighty Long Way</i>."* "I can cite evidence that supports my analysis of <i>A Mighty Long Way</i>."	
<p>B. Engaging the Reader: Justice Frayer Model (10 minutes)</p> <ul style="list-style-type: none">• Focus students on the second learning target:<ul style="list-style-type: none">* "I can use a Frayer Model to deepen my understanding of words in <i>A Mighty Long Way</i>."• Focus students on the posted Declaration of Independence and read aloud the enlarged passage from the text: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed."• Invite students to turn and talk with someone nearby about what these important words mean. Circulate and listen as students discuss.• Cold call on student pairs to share their thinking. Listen for students to say something like: "All people are equal; all people should have the same opportunities for freedom and to pursue a life they want to live."• Ask:<ul style="list-style-type: none">* "According to the last line of the Declaration, what is the role of the government?" Have students turn and talk, then cold call on student pairs. Listen for students to recognize that according to the last line, it is the job of the government to "secure" or make sure people have the opportunities described.* "Considering these lines from the Declaration of Independence and what you have read so far in <i>A Mighty Long Way</i>, why was the civil rights movement necessary?" Cold call on students to answer this question and listen for them to recognize that the civil rights movement sought to make the equality and opportunities described in the Declaration of Independence available to African Americans, too.• Distribute the Justice: Frayer Model handout and display it using a document camera.	<ul style="list-style-type: none">• Graphic organizers and recording forms provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. They also engage students more actively.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Orient students to each of the four boxes and explain that they will be learning about justice throughout the module, and they will use this Frayer Model organizer to get them started.• Draw students' attention to the Examples box in the lower left corner of the chart. Ask:<ul style="list-style-type: none">– “What are some examples of justice in life?”• Listen for students to mention things like: hard work being rewarded with success; laziness resulting in failure or disappointment; law or rule breakers punished for breaking laws or rules; innocent people who have had bad things happen to them end up, over time, having good things happen; wrongly accused people are found innocent.• Use the Justice: Frayer Model (for teacher reference) as a guide. Add examples to the displayed Frayer Model.• Next, draw students' attention to the Definition box in the upper left corner and invite them to turn and talk about what <i>justice</i> means. Cold call several pairs to share out a definition and write something like: “Justice means a sense of equal treatment; impartiality; people should be treated the same.”• Next, draw students' attention to the box labeled Characteristics/Explanation in the upper right corner of the handout. Ask:<ul style="list-style-type: none">* “What are some characteristics of justice?”• Invite students to turn and talk with their partners and listen for them to say features such as: fairness, truth, morality, a sense of rightness, and getting what one deserves.• Use the Justice: Frayer Model (for teacher reference) as a guide. Record these features on the model.• Finally, draw students' attention to the Non-examples box, and invite them to turn and talk about some non-examples of justice. Cold call on several student pairs to share. Listen for non-examples such as: cheater getting a good grade on a test; laziness being rewarded; bad things happening to good people.• Use the Justice: Frayer Model (for teacher reference) as a guide. Record non-examples on the displayed model.• Draw students' attention to the subtitle of the central text: <i>A Mighty Long Way: My Journey to Justice at Little Rock High School</i>. Share with students that in this lesson they are going to begin to think about Carlotta's ‘Journey to Justice.’	



Work Time	Meeting Students' Needs
<p>A. Close Reading: Carlotta's New Awareness (20 minutes)</p> <ul style="list-style-type: none">• Be sure students have their text <i>A Mighty Long Way</i>. For this part of the lesson, please reference the Close Reading Guide: <i>A Mighty Long Way</i>, pages 38–43 (for teacher reference) provided in the supporting materials.• Distribute the Text-Dependent Questions: Understanding Carlotta's Journey to students.	<ul style="list-style-type: none">• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations for students to follow along silently as you read the text aloud.



Work Time (continued)	Meeting Students' Needs
<p>B. Carlotta's Journey to Justice (8 minutes)</p> <ul style="list-style-type: none">• Distribute and display the Journey to Justice note-catcher. Tell students that throughout their reading of this book, they will continue to identify incidents, conditions, and details from the book that lead to certain decisions being made by Carlotta (and sometimes by others).• Draw students' attention to the first row of the note-catcher. Read the title and the summary of the category "A Change Is Gonna Come" aloud. Remind students that this was the title of the song they heard at the beginning of class.• Play the song "A Change is Gonna Come" again.• Point out to students that in the Sam Cooke song, the recurring lyric is "It's been a long time coming, but I know a change is gonna come, oh yes it will."• Refer to the questions in the left column of the note-catcher and read them aloud:<ul style="list-style-type: none">* "How would you describe the life with which Carlotta was familiar?"* "When did she first enter 'the unknown'?"* "What and who influenced her in the beginning of her journey to justice?"• Listen for students to point out that Carlotta's familiar life is that of living in the Jim Crow South. She first entered the unknown when she visited New York City as an eight year old. People who influenced her in the beginning of her journey include her teachers at Dunbar and her family. Rosa Parks, her "she-ro," and the bus boycotts also influence her. Also, the murder of Emmett Till is a pivotal point in her journey.• Model adding these comments to the note-catcher in the column titled "Details of Carlotta's Journey to Justice" using the Journey to Justice note-catcher (sample responses, for teacher reference) as a guide.• Point out to students that this note-catcher contains the titles of additional songs, which they will explore in future lessons. They need to keep the note-catcher in a safe place as they will be filling in more of it over the course of the next few weeks. This note-catcher will be an important resource for them when they begin to work on the final performance task in Unit 3.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Targets and Preview Homework (5 minutes)</p> <ul style="list-style-type: none">• Reread the first learning target:<ul style="list-style-type: none">* “I can analyze how incidents in <i>A Mighty Long Way</i> provoke Carlotta to make certain decisions and shape her story.”• Ask students to reflect on their learning today and rate their mastery of this first learning target using Fist to Five.• Repeat with the second and third learning targets (one at a time).<ul style="list-style-type: none">* “I can use a Frayer Model to deepen my understanding of words in <i>A Mighty Long Way</i>.”* “I can cite evidence that supports my analysis of <i>A Mighty Long Way</i>.”• Distribute <i>A Mighty Long Way</i> structured notes, Chapter 3, pages 44–62.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 3 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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Grade 8: Module 3B: Unit 1: Lesson 3

Supporting Materials



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Justice: Frayer Model

Name: _____

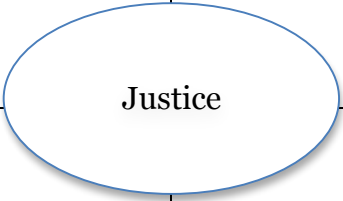
Date: _____

Definition	Characteristics/Explanation
Examples	Non-Examples

Justice



Justice: Frayer Model
(For Teacher Reference)

Definition	Characteristics/Explanation
a sense of equal treatment; impartiality; people should be treated the same	Fairness, truth, morality, a sense of rightness, getting what one deserves
	
Examples	Non-Examples
Hard work being rewarded with success Laziness resulting in or failure disappointment Law or rule breakers punished for breaking laws or rules Wrongly accused people are found innocent People are treated the same regardless of race.	A cheater gets a good grade on a test. Laziness is rewarded. Bad things being done to good people (like a charity worker being robbed). Laws or rules that favor one group of people over another



Close Reading Guide: *A Mighty Long Way*, Pages 38–43
(For Teacher Reference)

Total time: 20 minutes

Questions/Directions for Students	Close Reading Guide
Students follow along in the book during teacher read-aloud	<p>Read from page 38, “The proposal would come to be known as the Blossom Plan,” through the end of the chapter on page 43. This should be a slow, fluent read-aloud with no pausing to provide explanation.</p> <p>Distribute text-dependent questions: understanding Carlotta’s journey. Explain that you will guide students through the questions and they will follow an abbreviated Think-Pair-Share as they work through the questions.</p> <p>Circulate to listen in and support students as they work. Listen for patterns of confusion to determine which specific questions to address as a whole group.</p> <p>When 5 minutes remain in Work Time A, pause students and refocus the whole group. Check for understanding, refocusing on specific questions you noted that were more difficult for students.</p> <p>Text-dependent questions could be collected as a formative assessment.</p>

Text-Dependent Questions: Understanding Carlotta's Journey

Name: _____

Date: _____

I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)

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

Text-dependent questions	Response using the strongest evidence from the text
1. How would the Blossom Plan work to integrate schools to satisfy the <i>Brown v. Board of Education</i> Supreme Court decision but also slow down integration in Little Rock?	
2. How was Carlotta affected by the murder of Emmett Till?	
3. Carlotta states that she saw Little Rock as different from Mississippi; she knew how to play by the rules. Was Little Rock really different?	



4. Carlotta read a lot about her “she-ro” Rosa Parks in newspapers. How did this exposure to media prepare Carlotta for taking her own stand?

Text-Dependent Questions: Understanding Carlotta's Journey
(Answers, For Teacher Reference)

Text-dependent questions	Response using the strongest evidence from the text
<p>1. How would the Blossom Plan work to integrate schools to satisfy the <i>Brown v. Board of Education</i> Supreme Court decision but also slow down integration in Little Rock?</p>	<p>Listen for: <i>Integration would happen with the wealthier blacks in the racially mixed section of town. It would be slowed by taking advantage of the segregation of neighborhoods, as people tend to go to schools that are in their own neighborhoods.</i></p> <p>Scaffolding/probing questions: * “Why were there black and white sides of town?” * “Why might the central area of town be racially mixed?”</p>
<p>2. How was Carlotta affected by the murder of Emmett Till?</p>	<p>Listen for: <i>Carlotta knew of other cases of lynching that had happened in the past, like the woman in her neighborhood whose brother was killed. She thought those things didn’t happen anymore, so she was terrified by the act. It served its purpose to remind her of the rules she was to live by as a black person in the South, though she wanted to think that Little Rock was different.</i></p> <p>Scaffolding/probing questions: * “Why would whistling at a white woman be a deadly taboo for a black man to break in the South?” * “What is meant by the term ‘race mixing’ seen in protest signs in the photographs in the Gallery Walk?”</p>

Text-Dependent Questions: Understanding Carlotta's Journey
(Answers, For Teacher Reference)

Text-dependent questions	Response using the strongest evidence from the text
<p>3. Carlotta states that she saw Little Rock as different from Mississippi; she knew how to play by the rules. Was Little Rock really different?</p>	<p>Listen for: <i>Little Rock was equally as segregated as other parts of the South. An act probably had not happened there in a while that led to truly violent acts of racism—the black people were “playing by the rules.”</i></p> <p>Scaffolding/probing questions:</p> <p>* “What were the rules black people were taught to live by to protect them from violence?”</p>
<p>4. Carlotta read a lot about her “she-ro” Rosa Parks in newspapers. How did this exposure to media prepare Carlotta for taking her own stand?</p>	<p>Listen for: <i>With access to media that could tell the story of the Montgomery Bus Boycott as it was unfolding, Carlotta was given a role model for fighting injustice. She was also beginning to realize that others were beginning to question the status quo.</i></p> <p>Scaffolding/probing questions:</p> <p>* “What was the importance of the bus boycott in Alabama?”</p> <p>* “How does the last paragraph show that Carlotta is in transition from someone who stays quiet to someone who protests inequity?”</p>



Journey to Justice Note-catcher

Name: _____

Date: _____

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 determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)

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

	Details of Carlotta's Journey to Justice Use evidence from the text to support your ideas
<p>"A Change Is Gonna Come"</p> <p><i>With the realization that normal life has major flaws, one has to depart from the old life and enter a new reality. One must enter a world that has never been experienced. People are met who become models for what kind of person to be in that new world.</i></p> <p>How would you describe the life with which Carlotta was familiar?</p> <p>When did she first enter "the unknown"?</p> <p>Who influenced her in the</p>	



beginning of her journey to
justice?



Journey to Justice Note-catcher

	Details of Carlotta’s Journey to Justice Use evidence from the text to support your ideas
<p>“Ain’t Gonna Let Nobody Turn Me Around”</p> <p><i>Trials are encountered, and failures or setbacks occur. One gains both allies and enemies on the journey. Yet, commitment and dedication only increase.</i></p> <p>At what point do you think Carlotta truly began her journey to justice?</p> <p>What were some of the trials she encountered?</p> <p>Who were her greatest helpers during the hardest parts of her journey?</p>	



Journey to Justice Note-catcher

	Details of Carlotta's Journey to Justice Use evidence from the text to support your ideas
<p>“This Little Light of Mine”</p> <p><i>Life gains a new level of integration after the intense trials and triumphs of the journey; but it's not over. Obstacles still exist and one feels the need to give back and make the world more whole.</i></p> <p>At what point did Carlotta begin her new life after her experiences at Central High School?</p> <p>What were some of the obstacles Carlotta had to face that were fallout from her experiences?</p> <p>In what ways did she begin to give back and help make the world better for others?</p>	

Journey to Justice Note-catcher
(Sample Responses, for Teacher Reference)

	Details of Carlotta’s Journey to Justice Use evidence from the text to support your ideas
<p>“A Change Is Gonna Come”</p> <p><i>With the realization that normal life has major flaws, one has to depart from the old life and enter a new reality. One must enter a world that has never been experienced. People are met who become models for what kind of person to be in that new world.</i></p> <p>How would you describe the life with which Carlotta was familiar?</p> <p>When did she first enter “the unknown”?</p> <p>What and who influenced her in the beginning of her journey to justice?</p>	<p>1) Carlotta’s familiar life is that of living in the Jim Crow South:</p> <p>Racist comment directed at Carlotta and her mom on the bus, “These nigras are all over the place.”: Her mother ignores the comment: “At first Mother said nothing, as if she didn’t even hear it...” (17) Realizes mean and intolerant people have the problem and she shouldn’t act like them: “Carlotta, we must be patient with ignorance and never, ever bring ourselves down to their level.” (17) Play by the rules she knows: “Until then, I played by rules I knew. I’d never seen the game played any other way.” (17)</p> <p>2) Staying in NYC for three months: The “rules” are different: “Until then, I played by rules I knew. I’d never seen the game played any other way. Then came New York.” (17) There are no “Whites Only” signs: “That’s when it struck me: There wasn’t a “Whites Only” sign anywhere in sight.” (20) People could sit wherever they wanted on the bus: “It amazed me that we just plopped down wherever we pleased.” (20_ An ordinary friendship between a black girl and a white boy can exist: “But among the more memorable experiences of that magical summer in New York were the times I spent with the white boy who became my best friend.” (25)</p> <p>3) <i>Brown v. Board of Education</i> Supreme Court decision: She expects to see immediate changes and is disappointed when that didn’t happen: “Being a kid I thought she meant we’d see some changes—new books, at least—right away. I was disappointed when, as far as I could tell, nothing</p>

changed that year.” (32)

She has to go to school farther away than Central: “But most of the time, I walked the two-plus miles... just one mile from my house, the all-white Little Rock Central High School.”

(32)

Central has an excellent reputation and resources: “...I always got an earful about the school’s academic success and first-rate programs.” (33)

She could get new textbooks if she went there: “Maybe there, I thought, I could even get a new biology or chemistry book.”

(33)

White schools get a lot more money than black schools: “By 1954, the school district was spending \$102.25 per child on white students, but only \$67.75 per child on black students.”

(35)

3) Murder of Emmett Till:

She is horrified: “...it was there that I first read the full, terrifying story.” (38)

Till’s death made violent racism real to her: “It was one of those moments when legend meets reality.” (39)

Her family no longer drives through Mississippi: “...from that moment on, Daddy mapped out our road trips so that we never even passed through Mississippi.” (40)

3) Rosa Parks and bus boycotts:

It was a “massive show of black togetherness and power” (41)

She recognizes the “infectious power” of the movement when Alexine stood up for their seats on the bus in Little Rock: “Her arms were folded across her chest, and she was staring the bus driver down. We had a right to sit there, she demanded. Hadn’t he heard about the Montgomery bus boycotts?” (41)

3) Daisy Bates enters Carlotta’s life as a mentor:

“That was the beginning of my almost daily contact with the woman who soon would become my adviser, mentor, and



biggest public defender.” (56)

3) She meets the remainder of the black students that will be entering Central High with her in the fall at a meeting with Superintendent Blossom and they are told that they will not have the same opportunities at Central as the white students:

They would not be allowed to participate in extracurricular activities: “...we had to leave the school grounds as soon as our classes ended. That meant we would not be allowed to participate in any extracurricular activities...Blossom could not be serious, I thought. Sure, I was a serious student, but I’d always maintained a full roster of extracurricular activities too.”

The boys were not allowed to date white girls: “You are not to date—or even look at—our girls.”

A Mighty Long Way Structured Notes, Chapter 3, Pages 44–62

Name: _____

Date: _____

What is the gist of what you read?

For Carlotta, what is the significance of knowing Mr. and Mrs. Bates?



A Mighty Long Way Structured Notes, Chapter 3, Pages 44–62

Reread pages 57–60. What concerns did some organizations in Little Rock have about desegregating Central High School? How did those concerns affect Carlotta and the Little Rock Nine?

A Mighty Long Way Supported Structured Notes, Chapter 3, Pages 44–62

Name: _____

Date: _____

Summary of Chapter 3, pages 44–62

In this chapter, Carlotta makes the decision to attend Central High School as one of the first black students to be integrated into the student body. At this time in her life, everything is going well for her family and she is experiencing a fun summer away from school at camp and the black community center. Near the end of the summer, she and another black student go to Central to register for their courses and are told instead that they are to attend a special meeting with Superintendent Blossom. Carlotta meets Daisy Bates of the local NAACP for the first time. The anti-integration movement in Little Rock gathers steam. The stage is set for the coming drama that will surround desegregation of schools in Little Rock. Carlotta is expecting a normal high school experience at the beginning of the chapter and is suspecting that things might go a little differently after the meeting with Blossom.

For Carlotta, what is the significance of knowing Mr. and Mrs. Bates?



A Mighty Long Way Supported Structured Notes, Chapter 3, Pages 44–62

Reread pages 57–60. What concerns did some organizations in Little Rock have about desegregating Central High School? How did those concerns affect Carlotta and the Little Rock Nine?

A Mighty Long Way Structured Notes, Chapter 3, Pages 44–62
Teacher's Guide

Summary of Chapter 3, pages 44–62

In this chapter, Carlotta makes the decision to attend Central High School as one of the first black students to be integrated into the student body. At this time in her life, everything is going well for her family and she is experiencing a fun summer away from school at camp and the black community center. Near the end of the summer, she and another black student go to Central to register for their courses and are told instead that they are to attend a special meeting with Superintendent Blossom. Carlotta meets Daisy Bates of the local NAACP for the first time. The anti-integration movement in Little Rock gathers steam. The stage is set for the coming drama that will surround desegregation of schools in Little Rock. Carlotta is expecting a normal high school experience at the beginning of the chapter and is suspecting that things might go a little differently after the meeting with Blossom.

For Carlotta, what is the significance of knowing Mr. and Mrs. Bates?

Just as with Rosa Parks, the Montgomery protests, and Alexine, Carlotta is meeting people who are working toward equal treatment for whites and blacks. With Mr. and Mrs. Bates, Carlotta now personally knows people who are striving to make a difference for the black community through their newspaper and Daisy's work with the NAACP. Carlotta gets exposure to and forms a relationship with people who pursue justice for everyone regardless of their fears or threats of violence. She has heroes that she knows personally and can emulate.



A Mighty Long Way Structured Notes, Chapter 3, Pages 44–62
Teacher's Guide

Reread pages 57–60. What concerns did some organizations in Little Rock have about desegregating Central High School? How did those concerns affect Carlotta and the Little Rock Nine?

The issue with “race mixing” and the impetus underlying “separate but equal” was really a fear of marriage and children between blacks and whites. Anti-integration was an overtly sexualized situation. This attitude affected Carlotta and the Little Rock Nine in that it altered their high school experience: they could not attend sports functions, dances, pep rallies, after school activities, or join clubs. They could only arrive at school in the morning and leave at the end of the day.