



EXPEDITIONARY
LEARNING

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

Pairing Texts: Understanding *Brown v. Board of Education*'s Impact on Carlotta's Journey



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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 the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)

Supporting Learning Targets

- I can use evidence from *Brown v. Board of Education* to support my understanding of the *A Mighty Long Way* and the desegregation of schools in the South.
- I can analyze the connection between *Brown v. Board of Education* and Carlotta's experiences.

Ongoing Assessment

- *A Mighty Long Way* structured notes, Chapter 8, pages 141–162 (from homework)
- Paired Text note-catcher
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Homework Focus Question (3 minutes) B. Reviewing Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. Modeling Text Comparison: <i>Brown v. Board of Education</i> and <i>A Mighty Long Way</i> (10 minutes) B. Carlotta's Journey: Jigsaw (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief Learning Targets (5 minutes) B. Introduction to <i>Little Rock Girl 1957</i> and Previewing Homework (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Read Chapters 1–2, pages 4–27 in <i>Little Rock Girl 1957</i> and complete the structured notes. 	<ul style="list-style-type: none"> • This lesson concludes the analysis of the <i>Brown v. Board of Education</i> Supreme Court case by providing work time in which students analyze details from Carlotta's journey and align them to the excerpts from the court case. • In the Closing of this lesson, students are also introduced to the second central text, <i>Little Rock Girl 1957</i>, through a brief "Book Walk." Students are introduced to <i>Little Rock Girl 1957</i> in this lesson because it reinforces the connection between <i>Brown v. Board of Education</i> and the experience of the Little Rock Nine. It also reviews events that students read about earlier in <i>A Mighty Long Way</i>. For the next few lessons, students will take a break from reading <i>A Mighty Long Way</i> and work instead from this new text, as well as a speech made by Dr. Martin Luther King, Jr. • Throughout Unit 2, students will use all three texts to analyze how the media shapes stories, which is the focus of the End of Unit 2 Assessment essay. • In advance: <ul style="list-style-type: none"> – Review Jigsaw protocol (see Appendix). – Create Jigsaw groups of three students and expert groups of three students (or as close as possible).



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Journey to Justice note-catcher (begun in Unit 1, Lesson 3)• <i>A Mighty Long Way</i> (book; distributed in Unit 1, Lesson 1)• <i>Brown v. Board of Education</i> excerpts (from Lesson 1)• Document camera• Paired Text note-catcher: Excerpts 1–3 (one per student and one for display)• Paired Text note-catcher: Excerpts 1–3 (for teacher reference)• <i>Little Rock Girl 1957</i> (book; one per student)• Exit ticket (one per student)• <i>Little Rock Girl 1957</i> Structured Notes, Chapters 1–2, pages 4–27 (one per student)• <i>Little Rock Girl 1957</i> Supported Structured Notes, Chapters 1–2, pages 4–27 (optional; for students needing extra support)• <i>Little Rock Girl 1957</i> Structured Notes Teacher's Guide, Chapters 1–2, pages 4–27 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Homework Focus Question (3 minutes)</p> <ul style="list-style-type: none">Ask students to sit with their Kansas City discussion partner and share their response to the focus question from their homework.<ul style="list-style-type: none">* "On page 162, Carlotta recounts Jefferson's first day of school in 1959. She refers to a decision that Elizabeth Eckford made that day when she writes, 'That decision was nothing short of brave and heroic.' What decision is Carlotta referring to? Why does she think it is 'brave and heroic'?"Call on volunteers to answer the question, "What decision is Carlotta referring to?" Listen for: "Carlotta is referring to Elizabeth's decision to walk to the front doors of Central High School with Jefferson."Call on volunteers to answer the question, "Why does Carlotta think it is 'brave and heroic'?" Listen for: "Carlotta says it is brave and heroic because it would have brought up all the abuse Elizabeth suffered the first day of school two years earlier when she was caught in the mob alone."	<ul style="list-style-type: none">Opening the lesson by asking students to share their homework makes them accountable for completing it. It also gives you the opportunity to monitor which students have not been completing their homework.Calling on volunteers is acceptable when all students might not know the answer.
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">Explain to students that today they will be viewing Carlotta's experiences as a black student in the South during the years following the <i>Brown v. Board of Education</i> Supreme Court case.Invite students to follow along silently as you read the learning targets aloud:<ul style="list-style-type: none">* I can use evidence from <i>Brown v. Board of Education</i> to support my understanding of the <i>A Mighty Long Way</i> and the desegregation of schools in the South.* "I can analyze the connection between <i>Brown v. Board of Education</i> and Carlotta's experiences."Ask students to turn to their discussion partner and predict what they will focus on in class today based on these learning targets.Cold call on one pair and listen for them to say something like "We'll be making connections between <i>Brown v. Board of Education</i> and what we've read in <i>A Mighty Long Way</i>."	



Work Time	Meeting Students' Needs
<p>A. Modeling Text Comparison: <i>Brown v. Board of Education</i> and <i>A Mighty Long Way</i> (10 minutes)</p> <ul style="list-style-type: none"> • Inform students that today they will be looking at how the conditions of black students in the South—like the conditions described by Carlotta—led to the <i>Brown v. Board of Education</i> Supreme Court decision. They will need their Journey to Justice note-catcher and their text, <i>A Mighty Long Way</i>. • Distribute the Paired Text note-catcher: Excerpts 1–3 and project it with a document camera. • Arrange students in groups of three. Explain that this is their “home” group—they will start and end with their home group. In a moment they will move to work with an expert group. They will share the work they do in the expert group with their home group before the end of class. • Explain to students that they will be using the Journey to Justice note-catcher and Chapters 2–8 of <i>A Mighty Long Way</i> as they work with their expert group. • Each excerpt is labeled 1, 2, or 3. Ensure that one student from each home group has chosen Excerpt 1, Excerpt 2, or Excerpt 3 to focus on in his or her expert group. • Arrange students into expert groups by the excerpt they have chosen. Expert groups should also be groups of about three students—more than one expert group may be working on the same excerpt. • Explain to students that in these expert groups they will be focusing on matching events from Carlotta's life to the excerpt they have from the <i>Brown v. Board of Education</i> case. • Using the displayed Paired Text note-catcher, model how to do this using Excerpt 2 from <i>Brown v. Board of Education</i>, regarding the inherent inequality in the doctrine of “separate but equal.” Use the Paired Text note-catcher: Excerpts 1–3 (for teacher reference) as a guide to show students how to cite evidence with page numbers from <i>A Mighty Long Way</i>. <ul style="list-style-type: none"> – For example, point out to students that even after the court ruling in 1954, Carlotta was disappointed that changes really didn't happen: She had to go to school farther away from her home than Central (page 32). • Write the details on the note-catcher. Model finding details from the text for Excerpt 1, which emphasizes the value of education in our society. 	<ul style="list-style-type: none"> • Working with an expert group helps all students be able to contribute when they join their jigsaw group members.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">– State that you remember Carlotta talking about citizenship and the right to attend school in <i>A Mighty Long Way</i>. On page 57, Carlotta writes that the black students wanted “a fun and unforgettable high school experience, the best education possible, a jump start for our futures.” She was angry that although she and her parents were citizens of the United States, white citizens were fighting to keep them out of the white high school.– Model writing the details on the note-catcher.	
<p>B. Carlotta's Journey: Jigsaw (20 minutes)</p> <ul style="list-style-type: none">• Recommend that groups divide the chapters of the book among each member to focus their attention and not feel overwhelmed. Remind students that they have been tracking events in <i>A Mighty Long Way</i> using the Journey to Justice note-catcher, so they can also use that to help guide them to evidence in the text. There are many more examples for them to find in addition to the ones you have modeled.• Provide time for expert groups to work. Circulate to provide support if needed.• After about 10 minutes of focusing on their one excerpt, ask students to rejoin their home group so that students who were focusing on the other two excerpts gain details to add to the Paired Text note-catcher: Excerpts 1–3.• Tell students that they are now to share with each other the details from their Paired Text note-catcher as they illustrate, with examples from the book, the ruling from <i>Brown v. Board of Education</i> they found. At the end of Work Time A, each student should have details provided for all three excerpts.• Cold call on home groups to share how they connected the <i>Brown v. Board of Education</i> excerpts to Carlotta's experiences. Refer to the Paired Text note-catcher: Excerpts 1–3 (for teacher reference) for sample responses.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets:<ul style="list-style-type: none">* "I can use evidence from <i>Brown v. Board of Education</i> to support my understanding of the text and the desegregation of schools in the South."* "I can analyze the connection between <i>Brown v. Board of Education</i> and Carlotta's experiences."• Distribute the exit ticket and allow time for students to answer the question.• Collect the exit tickets and read through them before the next class, taking note of students who have difficulty making connections between the court case and Carlotta's story.	<ul style="list-style-type: none">• Exit tickets allow you to get a quick check for understanding of the learning target so instruction can be adjusted or tailored to students' needs during the lesson or before the next lesson.
<p>B. Introduction to <i>Little Rock Girl 1957</i> and Previewing Homework (5 minutes)</p> <ul style="list-style-type: none">• Inform students that for the next few lessons, they will not be reading Carlotta's story in <i>A Mighty Long Way</i>. Instead, they will begin their study of <i>Little Rock Girl 1957</i>.• Explain that they are beginning their study of <i>Little Rock Girl 1957</i> now because it reinforces the connection between <i>Brown v. Board of Education</i> and the experience of the Little Rock Nine. It also reviews events that students read about earlier in <i>A Mighty Long Way</i>.• Distribute the book <i>Little Rock Girl 1957</i> and give students a couple of minutes to look through the book. Build up the excitement.• Ask students the following questions and call on volunteers to provide answers:<ul style="list-style-type: none">* "What do you notice about this book?"* "Is there anything that you recognize from what we have already studied?"* "What do you find interesting looking through this book?"• Listen for students to notice that this book also tells the story of school integration and the Little Rock Nine, that it is full of photographs, that it's not a very long book, etc.• Inform students that this book will be used to help them dig into one of our guiding questions, "Who shapes the story?" Our focus will be on how the press—like magazines, newspapers, and television—shape what people believe about an event like the experiences of the Little Rock Nine.	



Closing and Assessment (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Distribute <i>Little Rock Girl 1957</i> structured notes, Chapters 1–2, pages 4–27 and let students know that these structured notes are set up the same way that their structured notes have been for <i>A Mighty Long Way</i>. Point out that students should read both Chapter 1 and Chapter 2, write the gist, and respond to both focus questions.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read Chapters 1–2 and complete <i>Little Rock Girl 1957</i> structured notes, Chapters 1–2, pages 4–27.	<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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Paired Text Note-catcher:
Excerpts 1–3

Name: _____

Date: _____

Brown v. Board of Education Excerpts	Connections to Carlotta's Journey
<p>Excerpt 1:</p> <p>... Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.</p>	

Paired Text Note-catcher:
Excerpts 1–3

Name: _____

Date: _____

Brown v. Board of Education Excerpts	Connections to Carlotta’s Journey
<p>Excerpt 2:</p> <p>We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other “tangible” factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.</p> <p>... Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law, for the policy of separating the races is usually interpreted as denoting the inferiority of the negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to [retard] the educational and mental development of negro children and to deprive them of some of the benefits they would receive in a racial[ly] integrated school system.</p>	

Paired Text Note-catcher:
Excerpts 1–3

Name: _____

Date: _____

Brown v. Board of Education Excerpts	Connections to Carlotta’s Journey
<p>Excerpt 3:</p> <p>We conclude that, in the field of public education, the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. This disposition makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the Fourteenth Amendment....</p>	

Brown v. Board of Education, 347 U. S. 483 (1954)



Paired Text Note-catcher:
Excerpts 1–3
(Answers, for Teacher Reference)

Brown v. Board of Education Excerpts	Connections to Carlotta’s Journey
<p>Excerpt 1:</p> <p>... Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.</p>	<p><i>Carlotta writes that she loves science and has goals to help people in the world. She was “sure that Central would have everything I needed to reach those goals someday.” (33)</i></p> <p><i>Central High has a reputation for its graduates attending top-rated colleges, often on scholarship. (33)</i></p>

Paired Text Note-catcher:
Excerpts 1–3
(Answers, for Teacher Reference)

Brown v. Board of Education Excerpts	Connections to Carlotta’s Journey
<p>Excerpt 2:</p> <p>We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other “tangible” factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.</p> <p>... Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law, for the policy of separating the races is usually interpreted as denoting the inferiority of the negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to [retard] the educational and mental development of negro children and to deprive them of some of the benefits they would receive in a racial[ly] integrated school system.</p>	<p><i>Central High School has a state of the art football field and sports facilities and a huge auditorium with a theater program. The white schools have new textbooks. (33)</i></p> <p><i>Carlotta’s textbooks are used and often severely damaged. The black schools have few supplies and inferior equipment. (34)</i></p> <p><i>Spending on the two education systems, white and black, is unequal, even for principals. (34–35)</i></p> <p><i>Carlotta says that her experience is much better than that of the black children who were educated in one-room shacks. (35)</i></p>

Paired Text Note-catcher:
Excerpts 1–3
(Answers, for Teacher Reference)

Brown v. Board of Education Excerpts	Connections to Carlotta’s Journey
<p>Excerpt 3:</p> <p>We conclude that, in the field of public education, the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. This disposition makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the Fourteenth Amendment....</p>	<p><i>Governor Faubus attempts to continue the legal discussion of educational segregation with his actions to block integration. (65-67)</i></p> <p><i>Carlotta expects things to change at her school soon after Brown v. Board of Education is passed and is disappointed that no progress has been made. (32)</i></p>

**Date:**

Little Rock Girl 1957 Structured Notes, Chapters 1–2, Pages 4–27

Name:

Date:

What is the gist of what you read?

The photographs on pages 6 and 27 of Elizabeth Eckford heckled by Hazel Bryan shaped the world's perception of the integration of schools in Little Rock, Arkansas. What thoughts and emotions do you think they may have evoked in newspaper readers around the globe? What thoughts and emotions may they evoke for both white and black southerners?



Little Rock Girl 1957 Structured Notes, Chapters 1–2, Pages 4–27

Based on what you've read in *A Mighty Long Way* and these two chapters in *Little Rock Girl 1957*, what were Governor Faubus' motivations for opposing the integration of schools in Little Rock?



Little Rock Girl 1957 Supported Structured Notes, Chapters 1–2, Pages 4–27

Name: _____

Date: _____

Summary of Chapters 1–2, pages 4–27:

The first chapter is about the solitary experience of Elizabeth Eckford on the first day of school at Central High when she approached the Arkansas National Guard alone and was turned away from school, only to be heckled and harassed by a mob of anti-integrationists. Chapter 2 provides background on the Jim Crow South and Little Rock and a brief timeline of events those first few weeks of attempted integration at Central High School.

The photographs on pages 6 and 27 of Elizabeth Eckford heckled by Hazel Bryan shaped the world's perception of the integration of schools in Little Rock, Arkansas. What thoughts and emotions do you think they may have evoked in newspaper readers around the globe? What thoughts and emotions may they evoke for both white and black southerners?



Little Rock Girl 1957 Supported Structured Notes, Chapters 1–2, Pages 4–27

Based on what you’ve read in *A Mighty Long Way* and these two chapters in *Little Rock Girl 1957*, what were Governor Faubus’ motivations for opposing the integration of schools in Little Rock?



Little Rock Girl 1957 Structured Notes Teacher's Guide, Chapters 1–2, Pages 4–27

Summary of Chapters 1–2, pages 4–27:

The first chapter is about the solitary experience of Elizabeth Eckford on the first day of school at Central High when she approached the Arkansas National Guard alone and was turned away from school, only to be heckled and harassed by a mob of anti-integrationists. Chapter 2 provides background on the Jim Crow South and Little Rock and a brief timeline of events those first few weeks of attempted integration at Central High School.

The photographs on pages 6 and 27 of Elizabeth Eckford heckled by Hazel Bryan shaped the world's perception of the integration of schools in Little Rock, Arkansas. What thoughts and emotions do you think they may have evoked in newspaper readers around the globe? What thoughts and emotions may they evoke for both white and black southerners?

Answers may vary. From the segregationist perspective, people may have cheered Hazel's actions and felt proud that she could "protest" freely. Integrationists might have felt Elizabeth's fear and sympathized with her in general, to the point that they would feel moved to act on their feelings to remedy injustice. People aligned with equal rights for African American students might also be confirmed in any stereotypes they held of southern racism and ignorance. Some white southerners may have felt enraged or sad that black people were treated this way, while others would say that Elizabeth was getting what she deserved because she tried to go to their school. Black southerners probably felt angry, sad, frustrated, and impatient.

Based on what you've read in *A Mighty Long Way* and these two chapters in *Little Rock Girl 1957*, what were Governor Faubus' motivations for opposing the integration of schools in Little Rock?

Though Faubus began his career as governor of Arkansas as a moderate politician, he took a stand as an anti-integrationist of public schools for two reasons. One is that, like many southern politicians, he believed that state and local governments should have more control over their laws than the federal government. He also sided with the segregationists in hopes that it would ensure his re-election, which it did—he served two more terms as governor.