



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Overview



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In this module, students will study the U.S. civil rights movement, focusing particularly on The Little Rock Nine. They will consider the question “How can stories be powerful?” as they learn about segregation, the civil rights movement, The Little Rock Nine, and the role of the various mediums in shaping perceptions of events. As students read *A Mighty Long Way* by Carlotta Walls LaNier and a photo essay titled *Little Rock Girl 1957* by Shelley Tougas, they will consider the different ways in which the story of The Little Rock Nine has been told. In Unit 1, students will build background knowledge as they study the history of segregation and Jim Crow laws in the United States. They will begin by reading primary sources, such as the *Plessy v. Ferguson* Supreme Court decision and the dissenting opinion by Justice Harlan.

In Unit 2, students will analyze the role of various mediums (photographs, speeches, television reports, newspaper articles, etc.) in depicting The Little Rock Nine and will write an informational essay in which they analyze how various mediums may illuminate a story or provide an inaccurate or incomplete picture of a story. Finally, in Unit 3, students will finish *A Mighty Long Way*. For their final performance task, students will present a song choice for a film soundtrack and four photographs from *Little Rock Girl 1957* to lift up as key events in a film about The Little Rock Nine as they went to Central High School, based on the memoir *A Mighty Long Way*. Student presentations will include a description of each photograph and the song, and an argument for why the events depicted in each photograph should be highlighted in a film. This module is content-rich; consider previewing the full module with a social studies colleague and finding ways to collaborate to provide an even richer experience. (Note: Students will encounter the racially charged language of the Jim Crow South and the civil rights era)*

Guiding Questions and Big Ideas

- **How does studying diverse sources about the same topic build our understanding?**
- **How can photographs tell a story?**
- *The story of The Little Rock Nine brought national attention to the struggle to desegregate schools in the United States.*
- *The various mediums can shape perceptions and outcomes of events.*
- *Photographs capture key events in time and preserve moments in history.*

* The End of Unit 3 task for 8M3B combines both W.1 (argument) and W.2 (informative writing). This differs from 8M3A, for which the performance task is (W.3) narrative writing. For teachers wishing to incorporate narrative writing with Module 8M3B, see the Unit 3 overview for suggested options.



Performance Task

Presentation of Photograph and Song Selections

During Unit 3, students will select four photographs from *Little Rock Girl 1957* to lift up as key events in a film based on the memoir *A Mighty Long Way*, and a song for the soundtrack. After writing about their choices for the End of Unit 3 Assessment, students will use their writing as a basis for a presentation in which they will describe each photograph and their song choice, and present arguments for selecting each, citing evidence from *A Mighty Long Way* to support their arguments. This performance task centers on NYSP12 ELA CCLS SL.8.4 and L.8.1.

Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about the civil rights movement. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:

NYS Social Studies Core Curriculum Unifying Themes:

- 1. Individual Development and Cultural Identity
 - Role of social, political, and cultural interactions in the development of identity
 - Personal identity is a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences
- 3. Time, Continuity, and Change
 - Reading, reconstructing, and interpreting events
 - Analyzing causes and consequences of events and developments
 - Considering competing interpretations of events
- 5. Development and Transformation of Social Structures
 - Role of social class, systems of stratification, social groups, and institutions
 - Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture
 - Social and political inequalities
 - Expansion and access of rights through concepts of justice and human rights



Content Connections (continued)

- 6. Power, Authority, and Governance
 - Individual rights and responsibilities as protected and challenged within the context of majority rule
 - Fundamental principles and values of constitutional democracy
 - Origins, uses, and abuses of power
- 7. Civic Ideals and Practices
 - Basic freedoms and rights and responsibilities of citizens in a democratic republic
 - Civic participation and engagement
 - Respect for diversity
 - Struggle for rights, access to citizenship rights, and universal human rights



CCS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"> • RL.8.3.¹ Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 	<ul style="list-style-type: none"> • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision.
CCS Standards: Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"> • RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> • I can cite text-based evidence that provides the strongest support for an analysis of literary text.
<ul style="list-style-type: none"> • RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 	<ul style="list-style-type: none"> • I can determine a theme or the central ideas of an informational text. • I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). • I can objectively summarize informational text.
<ul style="list-style-type: none"> • RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 	<ul style="list-style-type: none"> • I can analyze the connections and distinctions between individuals, ideas, or events in a text.
<ul style="list-style-type: none"> • RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). • I can analyze the impact of word choice on meaning and tone (analogies or allusions).
<ul style="list-style-type: none"> • RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. 	<ul style="list-style-type: none"> • I can determine an author's point of view or purpose in informational texts. • I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

¹ Carlotta Walls Lanier's book *A Mighty Long Way* is a memoir, which is categorized as literary non-fiction. Many aspects of the text will be analyzed using the Reading Information standards. However, because the book is also a narrative, the Reading Literature standards are also at times a useful lens. (For example, Carlotta is the main character and develops as a person with a unique story and voice over the course of the text).



CCS Standards: Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none">• RI.8.7. Evaluate the advantages and disadvantages of using different mediums(e.g., print or digital text, video, multimedia) to present a particular topic or idea.	<ul style="list-style-type: none">• I can evaluate the advantages and disadvantages of using different mediums to present an idea.
<ul style="list-style-type: none">• RI.8.9. 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.	<ul style="list-style-type: none">• I can analyze texts for disagreement on facts or interpretation.

CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none">• W.8.1. Write arguments to support claims with clear reasons and relevant evidence.<ul style="list-style-type: none">a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.b. Support claim(s) with logical reasoning and relevant evidence using accurate, credible sources and demonstrating an understanding or the topic or text.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.d. Establish and maintain a formal style.e. Provide a concluding statement or section that follows from and supports the argument presented.	<ul style="list-style-type: none">• I can write arguments to support claims with clear reasons and relevant evidence.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none">• W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<ul style="list-style-type: none">a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Establish and maintain a formal style.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<ul style="list-style-type: none">• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none">W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<ul style="list-style-type: none">a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	<ul style="list-style-type: none">I can use evidence from informational texts to support analysis, reflection, and research.



CCS Standards: Speaking & Listening	Long-Term Learning Targets
<ul style="list-style-type: none">• SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.<ul style="list-style-type: none">a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<ul style="list-style-type: none">• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues.• I can express my own ideas clearly during discussions.• I can build on others' ideas during discussions.
<ul style="list-style-type: none">• SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<ul style="list-style-type: none">• I can present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate contact, adequate volume, and clear pronunciation.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none">• L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none">a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.b. Form and use verbs in the active and passive voice.c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.d. Recognize and correct inappropriate shifts in verb voice and mood.	<ul style="list-style-type: none">• I can use correct grammar and usage when writing or speaking.
<ul style="list-style-type: none">• L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.b. Use an ellipsis to indicate an omission.c. Spell correctly.	<ul style="list-style-type: none">• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader.
<ul style="list-style-type: none">• L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ul style="list-style-type: none">a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	<ul style="list-style-type: none">• I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none">• L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<ul style="list-style-type: none">a. Interpret figures of speech (e.g., verbal irony, puns) in context.b. Use the relationship between particular words to better understand each of the words.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).	<ul style="list-style-type: none">• I can analyze figurative language, word relationships, and nuances in word meanings.

Texts and Other Resources
1. Carlotta Walls LaNier, <i>A Mighty Long Way: My Journey to Justice at Little Rock Central High School</i> (New York: One World Books, 2010), ISBN: 978-0-345-51101-0.
2. <i>Plessy v. Ferguson</i> , Supreme Court case.
3. Shelley Tougas, <i>Little Rock Girl 1957: How a Photograph Changed the Fight for Integration</i> (North Mankato, MN: Capstone Press, 2011), ISBN: 978-0-756-54512-3.
4. Alexandra Lutz, “Life in the South after the Civil War” (video), Education Portal, as found at http://education-portal.com/academy/lesson/life-in-the-south-after-the-civil-war.html#lesson .
5. 14th Amendment to the U.S. Constitution.
6. Christian Bryant, “Video Overview: <i>Plessy v. Ferguson</i> ” (video), About.com, as found at http://video.about.com/afroamhistory/Overview--Plessy-v--Ferguson.htm .
7. “Jim Crow Laws,” National Park Service, as found at http://www.nps.gov/malu/forteachers/jim_crow_laws.htm .



Texts and Other Resources (continued)

8. Dr. Martin Luther King, Jr., “Address to the first Montgomery Improvement Association (MIA) Mass Meeting” (Montgomery bus boycott speech), found in Josh Gottheimer, *Ripples of Hope: Great American Civil Rights Speeches* (New York: Basic Civitas Books, 2004), ISBN 9780465027538. (Teacher copy only. Recommended, not required.)*
9. NBC News, “John Chancellor reports on the integration at Central High School,” as found at <http://www.nbclearn.com/portal/site/learn/finishing-the-dream/1957-showdown>
10. *Brown v. Board of Education* PBS documentary video clip. <http://www.youtube.com/watch?v=TTGHLdr-iak>.
11. “The Editorial Position of the *Arkansas Gazette* in the Little Rock School Crisis,” University of Arkansas Libraries, as found at <http://scipio.uark.edu/cdm/singleitem/collection/Civilrights/id/440/rec/1>.

* This anthology includes a Martin Luther King speech used in Unit 2: “Address to the First Montgomery Improvement Association Mass Meeting” (“Montgomery Bus Boycott Speech”).



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Building Background Knowledge: Segregation in the United States			
Weeks 1–2	<ul style="list-style-type: none"> • Launching the text: building background knowledge on Jim Crow South • Building background knowledge on Jim Crow South, the 14th Amendment, <i>Plessy v. Ferguson</i> • Connecting <i>A Mighty Long Way</i> to primary sources • Analyzing author’s craft: Carlotta’s journey to justice (Stage 1) 	<ul style="list-style-type: none"> • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RI.8.3) • I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) • I can determine the central ideas of an informational text. (RI.8.2) • I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3) • I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4) • I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RI.8.4) • I can determine an author’s point of view or purpose in informational text. (RI.8.6) • 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) 	



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 1–2, continued	<ul style="list-style-type: none"> Understanding different interpretation of facts in the <i>Plessy v. Ferguson</i> Supreme Court ruling and dissenting opinion Analyzing author’s craft: Carlotta’s journey to justice (Stage 2) Socratic Seminar discussion: Making Connections between Song Lyrics and Texts 	<ul style="list-style-type: none"> 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 cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4) I can determine an author’s point of view or purpose in informational text. (RI.8.6) 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) I can express my own ideas during discussions. (SL.8.1) I can build on others’ ideas during discussions. (SL.8.1) 	<ul style="list-style-type: none"> Mid-Unit 1: On-Demand Writing: Conflicting Interpretations of the 13th and 14th Amendments (RI.8.1 and RI.8.9) End of Unit 1: Socratic Seminar: Making Connections between Song Lyrics and Texts” (RI.8.1 and SL.8.1a–e)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Case Study: The Media as Storytellers in Carlotta's Journey			
Weeks 3–6	<ul style="list-style-type: none"> Building background knowledge and close reading of <i>Brown v. Board of Education</i> Pairing texts: Understanding <i>Brown's</i> impact on Carlotta's Journey Advantages and disadvantages of using different mediums: the Montgomery Bus Boycott speech 	<ul style="list-style-type: none"> 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 cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3) I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7) I can use correct grammar and usage when writing or speaking. (L.8.1) 	



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 3–6, continued	<ul style="list-style-type: none">Analyzing the power of different mediums: <i>Little Rock Girl 1957</i> and primary sources in various mediumsAnalyzing theme: Carlotta’s journey to justice (Stage 2)	<ul style="list-style-type: none">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 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)	<ul style="list-style-type: none">Mid-Unit 2: Evaluating and Classifying Primary Sources (RI.8.7)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 3–6, continued	<ul style="list-style-type: none"> Analyzing author’s craft: “I Have a Dream” Informational essay planning: studying the essay prompt, gathering evidence, analyzing and selecting evidence 	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4) I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2) I can gather relevant information from a variety of sources. (W.8.8) I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) I can use correct grammar and usage when writing or speaking. (L.8.1) I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3) I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) 	



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 3-6, continued	<ul style="list-style-type: none"> Writing and revising the informational essay Analyzing a thematic concept: Carlotta's journey to justice (Stage 3) (part of Unit 3) 	<ul style="list-style-type: none"> 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 analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2) I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) I can use correct grammar and usage when writing or speaking. (L.8.1) <ul style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences Recognize and correct inappropriate shifts in verb voice and mood I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2c) I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3) I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) 	<ul style="list-style-type: none"> End of Unit Assessment: Informational Essay: The Role of the Media in the Story of the Little Rock Nine (W.8.2, W.8.9, L.8.2c, and L.8.3)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Bringing the Journey to Life			
Weeks 7–8	<ul style="list-style-type: none"> Analyzing the journey: This Little Light of Mine (stage 3) Launching the performance task: photographs and song choice film prompt Selecting photographs and song for film Mid-Unit 3 Assessment: Analysis of Language Techniques Describing photographs and song, and arguing for the choices in writing Turning writing into a presentation End of Unit 3 Assessment: On-demand writing Final Performance Task: Presentation of Photograph and Song Selection 	<ul style="list-style-type: none"> 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 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 analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1) I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.8.2) I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) I can present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contacts, adequate volume, and clear pronunciation. (SL.8.4) 	<ul style="list-style-type: none"> Mid-Unit 3: Analysis of Language Techniques (L.8.1a, L.8.1d, and L.8.5) End of Unit 3: On-Demand Writing—Photograph and Song Choices for a Film (W.8.1 and W.8.2) Performance Task: Presentation of Photograph and Song Selections (SL.8.4 and L.8.1.)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 7-8, continued	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• I can use correct grammar and usage when writing or speaking. (L.8.1)<ul style="list-style-type: none">– Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences– Recognize and correct inappropriate shifts in verb voice and mood• I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)	<ul style="list-style-type: none">•



Preparation and Materials

This module is content-rich; consider previewing the full module with a Social Studies colleague and finding ways to collaborate to give an even richer experience. Students may benefit from spending more time with specific primary source documents with the support of the Social Studies teacher. That teacher may also identify natural connections or extensions with the compelling content of this module that s/he can address during Social Studies class.

Consider using the following other speeches from Josh Gottheimer’s *Ripples of Hope: Great American Civil Rights Speeches* anthology at strategic points in the module:

- “Federal Court Order Must Be Upheld” (Former President Dwight D. Eisenhower, September 24, 1957), Unit 1, Lesson 10. For homework in Unit 1, Lesson 9, students read Chapter 5 of *A Mighty Long Way* and are introduced to a part of the speech by president Eisenhower. In Lesson 10, before doing the World Café, students could be introduced to the complete Eisenhower speech and could use this as an additional text to connect to the Jim Crow laws in Lesson 10.
- “Dismantling Segregation: *Brown v. Board of Education*” (Thurgood Marshall, December 8, 1953), Unit 2, Lesson 3. In Lessons 1 and 2 of Unit 2, students read excerpts from the *Brown v. Board of Education* court decision. Before they make connections between these excerpts and Carlotta’s experiences in *A Mighty Long Way*, consider showing students the Thurgood Marshall speech. Students could then link the two texts to Carlotta’s experiences in *A Mighty Long Way*.

Independent Reading

This module continues an independent reading structure that was formally introduced in Module 2. See two separate stand-alone documents on EngageNY.org: **The Importance of Increasing the Volume of Reading and Launching Independent Reading in Grades 6–8: Sample Plan**, which together provide the rationale and practical guidance for a robust independent reading program. Students are expected to continue reading texts, completing the reading log, and selecting new independent reading texts throughout Module 3B. The independent reading routine takes about 1/2 class period per week, with an additional day near the end of a unit or module for students to review and share their books. Although independent reading was launched in Module 2, it is not formally assessed until Module 3. This decision was made in order to allow students the time and opportunity to read self-selected texts, some of which may be quite long and take many weeks for students to complete. Independent reading is assessed in Unit 3 of this module. Students will write a book review based on one of the independent books they have read this school year, and may also be given an opportunity to share their books through a book talk given to peers.



Talking to Students about Race

A Mighty Long Way, by Carlotta Walls LaNier, was chosen as the central text for this module based on the author's personal and unique experiences of integrating Little Rock Central High School during the late 1950s. Lanier's account blends important historical context with personal and intimate details of her journey to justice. Because of the era this text describes, students will encounter sensitive racial language. Below are is **a letter to families regarding this text**. Adapt as necessary to meet the needs of your school or district.



The calendar below shows what is due on each day.

Teachers can modify this document to include dates instead of lessons.

Due at Lesson	Reading	Focus Question(s):
Unit 1, Lesson 2	<i>A Mighty Long Way</i> , Chapter 1	Use this space to keep track of the members of Carlotta’s family and how they were connected to her when you read pages 4–11. On page 17, Carlotta tells of an incident on the bus that she and her mom were riding in. She states that one of the central lessons of her childhood was to “be patient with ignorance and never, ever, bring ourselves down to their level.” They referred to ignorant people. How might this attitude shape her actions and values as a black person living in the Jim Crow South?
Unit 1, Lesson 3	<i>A Mighty Long Way</i> , Chapter 2	Why do you think the black and white kids could play softball together without evidence of racist attitudes? Using evidence from the chapter, why would the Little Rock school board create the Blossom Plan in response to the <i>Brown v. Board of Education</i> decision to desegregate schools? What effect did the media coverage of the murder of Emmett Till and the Montgomery Bus Boycott have on Carlotta? What role did media coverage play in Carlotta’s reaction?
Unit 1, Lesson 4	<i>A Mighty Long Way</i> , Chapter 3	For Carlotta, what is the significance of knowing Mr. and Mrs. Bates? 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?
Unit 1, Lesson 5	<i>A Mighty Long Way</i> , Chapter 4	On page, 66, Carlotta states, “It would be my last night of innocence.” What change took place in her view of her life in Little Rock, Arkansas?
Unit 1, Lesson	<i>A Mighty Long Way</i> ,	On page 94, Carlotta writes that she “believed so strongly, with all the naiveté



10	Chapter 5	of my youth, that the system of governance (in the U.S.) ... will prevail." The word <i>naiveté</i> means innocence or ignorance because of youth. What were the differences between what she believed and the reality of the events?
Unit 2, Lesson 1	<i>A Mighty Long Way</i> , Chapter 6	<p>Carlotta writes, "In this battle, the segregationists forced everybody to choose sides. If you weren't with them all in the way in words and deeds, there was not middle ground. You were against them." She is describing the four groups of people she encountered at Central. How did the battle lines set up the groups?</p> <p>Why might the differences exist between the people who could be kind to the black students and those people who were sympathizers but did nothing?</p>



Due at Lesson	Reading	Focus Question(s):
Unit 2, Lesson 2	<i>A Mighty Long Way</i> , Chapter 7	Why was the fact that Washington, D.C. was segregated so shocking to Carlotta?
Unit 2, Lesson 3	<i>A Mighty Long Way</i> , Chapter 8	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"? What was the nature of the irony to which she was referring?
Unit 2, Lesson 4	<i>Little Rock Girl 1957</i> , Chapter 1-2	<p>The photographs on pages 6 and 27 of Elizabeth Eckford being 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 the photos may have evoked in newspaper readers around the globe? What thoughts and emotions may they evoke for both white and black Southerners?</p> <p>Based on what you've read in <i>A Mighty Long Way</i> and these two chapters in <i>Little Rock Girl 1957</i>, what were Governor Faubus' motivations for opposing the integration of schools in Little Rock?</p>
Unit 2, Lesson 5	<i>Little Rock Girl 1957</i> , Chapter 3	Later in his career, Counts would say of his college journalism classes, "We'd talk about cameras, lenses and film, but it was primarily about getting the story right (p.32)." What did Counts mean by this statement?
Unit 2, Lesson 8	<i>A Mighty Long Way</i> , Chapter 9	What was the motivation behind the choices of the three locations for the "Labor Day Bombings?"
Unit 2, Lesson 9	<i>Little Rock Girl 1957</i> , Chapter 4	<p>On page 42, the author states that the photo of Elizabeth Eckford and Hazel Bryan showed that the "American dream was a lie for African-American students." With what evidence did the author expand on that claim on pages 40 and 41?</p> <p>Though reporters should remain objective and not let their personal opinions</p>



		influence their stories, many reporters allowed their views to come through in their work during the Little Rock Nine event. They realized that “news coverage could change the course of a movement.” How might the photograph on page 43 have shaped the story of The Little Rock Nine?
Unit 2, Lesson 10	<i>A Mighty Long Way</i> , Chapter 10	<p>Why would segregationists pin the bombing of Carlotta’s home on other black people?</p> <p>Carlotta handles the bombing of her home in a way that is very consistent with her character. How would you describe her reaction to this event?</p>
Unit 2, Lesson 11	<i>A Mighty Long Way</i> , Chapter 11	Why do you think it took Carlotta felt guilty about the two young men being blamed for the bombing of her home?



Due at Lesson	Reading	Focus Question(s):
Unit 2, Lesson 12	<i>A Mighty Long Way</i> , Chapter 12	Why do you think Carlotta focuses this chapter on Maceo's trial? How does it influence her journey?
Unit 2, Lesson 13	<i>A Mighty Long Way</i> , Chapter 13	On pages 223 and 224, Carlotta mentions several historical events including the March on Washington, where Dr. King gave his "I Have a Dream" speech; the bombing of the 16th Street Church in Birmingham, Alabama; and the assassination of President Kennedy. What are Carlotta's reactions to these events? What might account for Carlotta's different reactions to them?
Unit 2, Lesson 14	<i>A Mighty Long Way</i> , Chapter 14	In this chapter, Carlotta recounts two times that she did not want other people to know that she was one of The Little Rock Nine. Why didn't she want others to know? How does the death of her father affect Carlotta?
Unit 2, Lesson 15	<i>A Mighty Long Way</i> , Chapter 15	Why is this chapter titled "Finding My Voice"?
Unit 2, Lesson 19	<i>A Mighty Long Way</i> , Chapter 16	On page 261, the judge at Herbert's trial says, "Get that convicting jury back in here! We don't have any time to waste." Despite the blatant racism in the U.S. justice system in this case, how do Herbert and Carlotta keep their faith in justice in the United States?
Unit 3, Lesson 1	<i>A Mighty Long Way</i> , Chapter 17	Carlotta writes on page 272, "What a long journey it had been from Little Rock and Central to this moment," the election of Barack Obama. How would you describe journey from the 13th Amendment to the election of an African American president?

At school, students will begin a new study about the experiences of one of The Little Rock Nine during the civil rights era and will be reading the story of Carlotta Walls LaNier in her book *A Mighty Long Way: My Journey to Justice at Little Rock Central High School* and the story of The Little Rock Nine as captured by photographs in *Little Rock Girl 1957: How a Photograph Changed the Fight for Integration* by Shelley Tougas.

At times, students will encounter the sensitive racial language of the civil rights era as they read these texts. Great care has been taken to provide students with a context of this language, as well as emphasizing the unacceptable use of this language at all times.

We welcome your feedback and questions about the important work that we are doing to support your child's growth as a reader, writer, and citizen.

Please print and sign your name on this letter and return it with your child to school tomorrow so that we know that you received this communication.

Sincerely,

parent/guardian name & signature

Carta a las Familias

Estimadas Familias,

En la escuela, los estudiantes comenzarán un nuevo estudio sobre las experiencias de una de Los Little Rock Nine durante la Era de los Derechos Civiles. Los estudiantes leerán la historia de Carlotta Walls LaNier en su libro *Un Camino Tremendamente Largo: Mi Viaje a la Justicia en la Secundaria de Little Rock* y la historia de Los Little Rock Nine capturada en fotografías en *Niña de Little Rock Girl 1957: Cómo una Fotografía Cambió la Lucha por la Integración* por Shelley Tougas.

A veces, los estudiantes encontrarán language racial sensitivo de la Era de los Derechos Civiles en la lectura de estos textos. Se ha tomado mucho cuidado en proveer a los estudiantes con un contexto para este lenguaje. Del mismo modo, enfatizaremos que el uso de este language es absolutamente inaceptable.

Acogemos con agrado sus comentarios y preguntas acerca del importante trabajo que realizamos para apoyar el crecimiento de su hijo como lector, escritor, y ciudadano.

Por favor imprima esta carta y firme su nombre y devuélvala a la escuela con su hijo mañana para que sepamos que ha recibido esta comunicación.

Atentamente,

Nombre y firma del padre / tutor