



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	<p>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.</p> <p>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?</p>
Unit 1, Lesson 3	<i>A Mighty Long Way</i> , Chapter 2	<p>Why do you think the black and white kids could play softball together without evidence of racist attitudes?</p> <p>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?</p> <p>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?</p>
Unit 1, Lesson 4	<i>A Mighty Long Way</i> , Chapter 3	<p>For Carlotta, what is the significance of knowing Mr. and Mrs. Bates?</p> <p>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?</p>
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



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Grade 8: Module 3B: Assessment Overview



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Final Performance Task	<p>Presentation of Photograph and Song Selections</p> <p>This performance task centers on NYSP12 ELA CCLS SL.8.4 and L.8.1. During Unit 3, students will select four photographs from <i>Little Rock Girl 1957</i> to lift up as key events in a film based on the memoir <i>A Mighty Long Way</i>, 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 <i>A Mighty Long Way</i> to support their arguments.</p>
Mid-Unit 1 Assessment	<p>On-Demand Writing: Conflicting Interpretations of the 13th and 14th Amendments</p> <p>This assessment centers on NYSP12 ELA CCLS RI.8.1 and RI.8.9. Students will use the notes they have collected when reading the <i>Plessy v. Ferguson</i> court decision and dissenting opinion to write an on-demand response to the prompt: How do the court’s decision and the dissenting opinion in <i>Plessy v. Ferguson</i> disagree on the interpretation of the 13th and 14th amendments in reference to the case? Students will cite evidence from both texts to support their claims.</p>
End of Unit 1 Assessment	<p>Small Group Socratic Seminar: Making Connections between Song Lyrics and Texts</p> <p>This assessment centers on NYSP12 ELA CCLS SL.8.1a-e and RI.8.1. Students will participate in small group Socratic Seminar discussions that make connections between all the texts they have read throughout the unit, and lyrics from two songs that were popular during the civil rights movement, “Ain’t Gonna Let Nobody Turn Me Around” and “Lift Every Voice and Sing.” Students will set speaking goals for themselves before they participate in the discussion and will have an opportunity to self-reflect on those goals.</p>



Mid-Unit 2 Assessment	<p>Evaluating and Classifying Primary Sources</p> <p>This assessment centers on NYSP12 ELA CCLS RI.8.7. Students will use various mediums to convey information about segregation and further their analysis as they evaluate the advantages and disadvantages of using different mediums to convey information on a topic. Students will complete this analysis using a graphic organizer.</p>
End of Unit 2 Assessment	<p>Informational Essay: The Role of the Media in the Story of the Little Rock Nine</p> <p>This assessment centers on NYSP12 ELA CCLS W.8.2, W.8.9, L.8.2c, and L.8.3. Students will write an informational essay in which they answer the prompt: “In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the media played a newly powerful role. In what ways did it serve to illuminate events for a national audience, and in what ways did it give an incomplete or even inaccurate picture of events?”</p>
Mid-Unit 3 Assessment	<p>Analysis of Language Techniques</p> <p>This assessment centers on NYSP12 ELA CCLS L.8.1a, L.8.1d, and L.8.5. Students will answer multiple-choice and short-answer questions as they determine the effectiveness of sample language techniques such as the functions and types of verbals, use of the subjunctive and conditional mood in a sentence, and the meaning conveyed by using the active and passive voice.</p>
End of Unit 3 Assessment	<p>On-Demand Writing: Photograph and Song Choices for a Film</p> <p>This assessment centers on NYSP12 ELA CCLS W.8.1 and W.8.2. Students will write an on-demand response describing each of the four photographs they have chosen to lift up as key events in a film based on <i>A Mighty Long Way</i>, the memoir by Carlotta Walls LaNier, and the song they have chosen for the soundtrack. Students will put forth an argument for why they have chosen each photograph and the song, using evidence from <i>A Mighty Long Way</i> to support their arguments.</p>



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Grade 8: Module 3B: Performance Task



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Summary of Task

Presentation of Photograph and Song Selections

This performance task centers on NYSP12 ELA CCLS SL.8.4 and L.8.1. 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.

Format

An oral presentation to the class or other audience.



Standards Assessed through This Task

- 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..
- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.



Student-Friendly Writing Invitation/Task Description

- Films about real-life events highlight key events. If you were to take Carlotta's memoir and use it to make a film about the experiences of The Little Rock Nine as they went to Central High School, which three photographed moments from *Little Rock Girl 1957* would you lift up as key events to drive the plot and theme of your film? Which of the civil rights songs would you want to feature in the soundtrack?

Key Criteria for Success (Aligned with NYSP12 ELA CCLS)

Below are key criteria students must address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

Prepare a presentation (no more than 4 minutes long) in which you:

- Describe what is happening in each of your three photograph choices, using evidence from *A Mighty Long Way* to support your description.
- Argue why each photograph deserves to be of focus in a film version, again using evidence from the text to support your argument.
- Describe the civil rights song you have chosen, using lyrics from the song.
- Argue how it is relevant to the experiences of The Little Rock Nine, using evidence from *A Mighty Long Way* to support your claims.



Options for Students

- As students prepare their presentations, they will be looking back at their Photograph Choice and Song Choice note-catchers completed in Unit 3, as well the central text, *A Mighty Long Way*, as they gather details and quotes for their poems.
- Students might have a partner to assist as they work on their presentations, but the presentation will be an individual's product.
- Students could present to their own class as practice for presenting to others in the school community.
- Students could present via recordings if they are not comfortable standing in front of an audience.

Options for Teachers

- Students may present to their own class, to other classes in the school, or to parents or other adults.

Resources and Links

See 8M3B Recommended Texts for a list of informational texts students may read to build background knowledge about another member of The Little Rock Nine.

Central Texts

1. Carlotta Walls LaNier, *A Mighty Long Way: My Journey to Justice at Little Rock Central High School* (New York: One World Books, 2010), ISBN: 978-0-345-51101-0.
2. Shelley Tougas, *Little Rock Girl 1957: How a Photograph Changed the Fight for Integration* (North Mankato, MN: Capstone Press, 2011), ISBN: 978-0-756-54512-3.



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Grade 8: Module 3B

Recommended Texts



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The list below includes texts with a range of Lexile® text measures about the civil rights movement and the Little Rock Nine. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L
- Grades 6–8: 925–1185L

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures in Grades 4–5 band level (740–925L)			
<i>Cracking the Wall: The Struggles of the Little Rock Nine</i>	Eileen Lucas (author); Mark Anthony (illustrator)	Informational	540
<i>The Little Rock Nine Stand Up for Their Rights</i>	Eileen Lucas (author); Adam Gustavson (illustrator)	Informational	540
<i>The Lions of Little Rock</i>	Kristin Levine (author)	Literature	630
<i>The Little Rock Nine and the Fight for Equal Education</i>	Gary Jeffrey (author)	Informational	725



Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures within Grades 6–8 band level (925–1185L)			
<i>Freedom's Children: Young Civil Rights Activists Tell Their Own Stories</i>	Ellen S. Levine (author)	Informational	900*
<i>Marching for Freedom: Walk Together, Children, and Don't You Grow Weary</i>	Elizabeth Partridge (author)	Informational	960
<i>Warriors Don't Cry: The Searing Memoir of the Battle to Integrate Little Rock's Central High</i>	Melba Pattillo Beals (author)	Literature	1000
<i>Students on Strike: Jim Crow, Civil Rights, Brown and Me: A Memoir</i>	JohnA. Stokes (author)	Informational	1030
<i>Miles to go for Freedom: Segregation & Civil Rights in the Jim Crow Years</i>	Linda Osborne (author)	Informational	1075*
<i>The Little Rock Nine: Struggle for Integration</i>	Stephanie Fitzgerald (author)	Informational	1010
<i>Today the World Is Watching You: The Little Rock Nine and the Fight for School Integration, 1957</i>	Kekla Magoon (author)	Informational	1110
Lexile text measures above band level (over 1185L)			
<i>Words of Protest, Words of Freedom: Poetry of the American Civil Rights Movement and Era</i>	Jeffrey Lamar Coleman (editor)	Poetry	NP‡

*Book content may have higher-maturity-level text

‡Lexile based on a conversion from Accelerated Reading level.



Title	Author and Illustrator	Text Type	Lexile Measure
<i>Simple Justice: The History of Brown v. Board of Education and Black America's Struggle for Equality</i>	Richard Kluger (author)	Informational	Nolxl AD
<i>Plessy v. Ferguson: A Brief History with Documents</i>	Brook Thomas (editor)	Informational	Nolxl AD
<i>A Life Is More Than a Moment: The Desegregation of Little Rock's Central High</i>	Wilmer Counts (author)	Informational	Nolxl AD
<i>Beyond Central, toward Acceptance: A Collection of Oral Histories from Students of Little Rock Central High</i>	Mackie O'Hara and Alex Richardson (editors)	Informational	Nolxl AD

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Research and Web Sites for Unit 3

Minnijean Brown

<http://www.lrsd.org/centralhigh50th/LR9.htm>

<http://www.thirteen.org/unsungheroines/uncategorized/minnijean-brown-trickey-environmental-and-civil-rights-activist/>

<http://www.washingtonpost.com/wp-dyn/content/article/2010/09/06/AR2010090603672.html>

Elizabeth Eckford

http://www.huffingtonpost.com/2007/09/24/elizabeth-eckford-of-the-_n_65689.html

<http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=721>



Research and Web Sites for Unit 3

Jefferson Thomas

<http://www.cnn.com/2010/US/09/06/obit.thomas.little.rock.9/index.html>

<http://www.washingtonpost.com/wp-dyn/content/article/2010/09/06/AR2010090603672.html>

Gloria Ray

<http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=726>

<http://iipdigital.usembassy.gov/st/english/article/2007/08/20070822141713berehellek1.449221e-02.html#axzz2nmOhbALQ>

Thelma Mothershed

<http://iipdigital.usembassy.gov/st/english/article/2007/08/20070823150405berehellek0.5942652.html#axzz2n5vusH2R>

<http://lrculturevulture.com/tag/thelma-mothershed/>

Ernest Green

<http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryid=722>

<http://www.thehistorymakers.com/biography/ernest-green-39>

Terrence Roberts

http://www.pbs.org/newshour/bb/social_issues/july-dec07/littlerock_09-25.html

<http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=727>

<http://www.facinghistory.org/about/who/profiles/dr-terrence-roberts>



Research and Web Sites for Unit 3

Melba Pattillo

<http://littlerock9.com/MelbaPatillo.aspx>

<http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=725>

<http://www.scholastic.com/teachers/article/melba-pattillo-beals>

General

<http://www.npr.org/series/14158264/segregation-showdown-at-little-rock>

<http://www.nps.gov/chsc/index.htm>

Joiner, Lottie L. "Nive Lives." *Crisis* (15591573) 114.5 (2007): 30-33.

Jacoway, Elizabeth. "Not Anger But Sorrow: Minnijean Brown Trickey Remembers The Little Rock Crisis." *Arkansas Historical Quarterly* 64.1 (2005): 1-26.

Olson, Tod. "A Crack In The Wall." *Scholastic Update* 127.6 (1994):

Cabral, Elena. "A Scary First Day. (Cover Story)." *Scholastic News -- Edition 5/6* 76.3 (2007):

Kirk, John A. "Crisis At Central High." *History Today* 57.9 (2007): 23-30.



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Grade 8: Module 3B: Unit 1: Overview



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Unit 1: Building Background Knowledge: Segregation in the United States

In this first unit, students begin reading the central text *A Mighty Long Way*, by Carlotta Walls LaNier. This text builds background knowledge of The Little Rock Nine and provides insights into the personal journey of one of the Nine. Students will trace Carlotta's journey for justice, as well as her emotional journey to come to terms with her experiences. Each of the three stages of her journey is identified by the title and lyrics of a song from the civil rights era. Students will also begin to build background knowledge of segregation and Jim Crow laws in the United States. The primary and secondary sources students will read include both the court decision and the dissenting opinion in the Supreme Court case *Plessy v. Ferguson*.

Students will engage in close reading of each text to build their understanding of the case, and will write an on-demand response explaining how the court decision and the dissenting opinion differ in their interpretation of the 13th and 14th Amendments to assess RI.8.9. At the end of the unit, students will make connections between all the texts they have read and lyrics from songs, in Socratic Seminar discussions to assess SL.8.1 and RI.8.1.

Guiding Questions and Big Ideas

- **How does studying diverse sources about the same topic build our understanding?**
- **What is the story?**
- *The civil rights movement fought against the practices of segregation and Jim Crow.*



Mid-Unit 1 Assessment	<p>On-Demand Writing: Conflicting Interpretations of the 13th and 14th Amendments</p> <p>This assessment centers on NYSP12 ELA CCLS RI.8.1 and RI.8.9. Students will use the notes they have collected when reading the <i>Plessy v. Ferguson</i> court decision and dissenting opinion to write an on-demand response to the prompt: How do the court’s decision and the dissenting opinion in <i>Plessy v. Ferguson</i> disagree on the interpretation of the 13th and 14th amendments in reference to the case? Students will cite evidence from both texts to support their claims.</p>
End of Unit 1 Assessment	<p>Small Group Socratic Seminar: Making Connections between Song Lyrics and Texts</p> <p>This assessment centers on NYSP12 ELA CCLS SL.8.1a-e and RI.8.1. Students will participate in small group Socratic Seminar discussions that make connections between all the texts they have read throughout the unit, and lyrics from two songs that were popular during the civil rights movement, “Ain’t Gonna Let Nobody Turn Me Around” and “Lift Every Voice and Sing.” Students will set speaking goals for themselves before they participate in the discussion and will have an opportunity to self-reflect on those goals.</p>



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.

NYS Social Studies Core Curriculum:

- 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
- 6. Power, Authority, and Governance
 - 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
 - Struggle for rights, access to citizenship rights, and universal human rights



Central Texts

1. Carlotta Walls LaNier, *A Mighty Long Way: My Journey to Justice at Little Rock Central High School* (New York: One World Books, 2010), ISBN: 978-0-345-51101-0.
2. *Plessy v. Ferguson*, Supreme Court case.
3. 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>.
4. 14th Amendment to the U.S. Constitution.
5. Christian Bryant, “Video Overview: Plessy v. Ferguson” (video), About.com, as found at <http://video.about.com/afroamhistory/Overview--Plessy-v--Ferguson.htm>.
6. “Jim Crow Laws,” National Park Service, as found at http://www.nps.gov/malu/forteachers/jim_crow_laws.htm.
7. David Pilgrim, “What Was Jim Crow?” Ferris State University, Sept. 2000, as found at <http://www.ferris.edu/jimcrow/what.htm>.



This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Launching the Text: Building Background Knowledge of the Jim Crow South	<ul style="list-style-type: none"> I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3) 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) 	<ul style="list-style-type: none"> I can use items about the civil rights era to build background knowledge about <i>A Mighty Long Way</i>. I can analyze how incidents in <i>A Mighty Long Way</i> provoke Carlotta to make certain decisions and shape her story. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Gallery Walk
Lesson 2	Analyzing Experiences: Carlotta Walls	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) 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) 	<ul style="list-style-type: none"> I can cite evidence that supports my analysis of <i>A Mighty Long Way</i>. I can analyze how incidents in <i>A Mighty Long Way</i> provoke Carlotta to make certain decisions. 	<ul style="list-style-type: none"> Structured notes, Chapter 1, pages 3–26 (from homework) 	<ul style="list-style-type: none"> Chalk Board Splash Discussion Appointments
Lesson 3	Close Reading: Understanding Carlotta’s Journey	<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 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) 	<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>. 	<ul style="list-style-type: none"> Structured notes, Chapter 2, pages 27–43 (from homework) Answers to text-dependent questions 	<ul style="list-style-type: none">



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Determining Central Ideas: The 14th Amendment	<ul style="list-style-type: none"> I can determine the central ideas of an informational text. (RI.8.2) I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4) 	<ul style="list-style-type: none"> I can determine the central idea of the 14th Amendment. I can determine the meaning of words and phrases in the 14th Amendment. 	<ul style="list-style-type: none"> Structured notes, Chapter 3, pages 44–62 (from homework) Journey to Justice note-catcher 	<ul style="list-style-type: none">
Lesson 5	Studying Conflicting Interpretations: Perspectives on <i>Plessy v. Ferguson</i>: Part 1	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) I can determine an author's point of view or purpose in informational text. (RI.8.6) 	<ul style="list-style-type: none"> I can cite evidence to analyze the importance of the <i>Plessy v. Ferguson</i> case. I can determine the court's point of view in its decision on the <i>Plessy v. Ferguson</i> case. 	<ul style="list-style-type: none"> Structured notes, Chapter 4, pages 63–81 (from homework) Exit ticket 	<ul style="list-style-type: none"> Fist to Five
Lesson 6	Studying Conflicting Interpretations: Perspectives on <i>Plessy v. Ferguson</i> : Part 2	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) 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) 	<ul style="list-style-type: none"> I can cite evidence to analyze the importance of the <i>Plessy v. Ferguson</i> case. I can determine the court's point of view in its decision on the <i>Plessy v. Ferguson</i> case. I can analyze how the authors of the court's decision and the dissenting opinion on <i>Plessy v. Ferguson</i> disagree on matters of interpretation. 	<ul style="list-style-type: none"> Defined unknown vocabulary words (from homework) <i>Plessy v. Ferguson</i> Text-Dependent Questions 	<ul style="list-style-type: none"> Quiz-Quiz-Trade



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	Studying Conflicting Interpretations: Perspectives on Plessy v. Ferguson: Part 3	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) 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) 	<ul style="list-style-type: none"> I can cite evidence to analyze the importance of the <i>Plessy v. Ferguson</i> case. I can determine the court's point of view in its decision on the <i>Plessy v. Ferguson</i> case. I can analyze how the authors of the court's decision and the dissenting opinion on <i>Plessy v. Ferguson</i> disagree on matters of interpretation. 	<ul style="list-style-type: none"> Homework: The Court's Decision (completed for homework) <i>Plessy v. Ferguson</i> Text-Dependent Questions 	•
Lesson 8	Mid-Unit Assessment: On-Demand Writing – Conflicting Interpretations of the 13th and 14th Amendments	<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 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) 	<ul style="list-style-type: none"> I can present in writing how the authors of the court's decision and the dissenting opinion on <i>Plessy v. Ferguson</i> disagree on their interpretations of the 13th and 14th Amendments. I can cite evidence to support my ideas of how the court's decision and the dissenting opinion disagree on their interpretation of the 13th and 14th Amendments. . 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Conflicting Interpretations of the 13th and 14th Amendments Homework: The Court's Decision (completed for homework in Lessons 5 and 6) Homework: The Dissenting Opinion (completed for homework in Lesson 7) 	•

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing	Anchor Charts &
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				Assessment	Protocols
Lesson 9	World Cafe: Analyzing the Jim Crow Laws	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3) 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"> I can explain how the <i>Plessy v. Ferguson</i> Supreme Court ruling codified the Jim Crow laws. I can explain how the <i>Plessy v. Ferguson</i> Supreme Court case connects to the Jim Crow laws. I can use sentence starters to build on others' ideas. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 4 (from Lesson 4) Journey to Justice note-catcher 	<ul style="list-style-type: none"> World Café
Lesson 10	Studying Author's Craft: Carlotta's Journey	<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) 	<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 cite evidence that supports my analysis of <i>A Mighty Long Way</i>. 	<ul style="list-style-type: none"> Structured notes, Chapter 5, pages 82–98 (from homework) 	<ul style="list-style-type: none"> Give One, Get One
Lesson 11	Preparation for End of Unit Assessment: Making Connections between Song Lyrics and Texts, Part 1	<ul style="list-style-type: none"> I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1) I can cite text-based evidence that provides the strongest support for an analysis of an informational text. (RI.8.1) 	<ul style="list-style-type: none"> I can make connections between the texts I have read in this unit, and the title and lyrics in “Ain’t Gonna Let Nobody Turn Me Around.” I can cite evidence from the text to support my connections between the lyrics and text. 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher: “Ain’t Gonna Let Nobody Turn Me Around.” 	<ul style="list-style-type: none"> Socratic Seminar Socratic Seminar: Look and Sound anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12	Preparation for End of Unit Assessment: Making Connections between Song Lyrics and Texts, Part 2	<ul style="list-style-type: none"> I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1) I can cite text-based evidence that provides the strongest support for an analysis of an informational text. (RI.8.1) 	<ul style="list-style-type: none"> I can make connections between the texts I have read in this unit and the lyrics in the second stanza of “Lift Every Voice and Sing.” I can cite evidence from the text to support my connections between the lyrics and text. 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher: “Lift Every Voice and Sing.” 	<ul style="list-style-type: none">
Lesson 13	End of Unit Assessment: Making Connections between Song Lyrics and Texts	<ul style="list-style-type: none"> I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1) I can cite text-based evidence that provides the strongest support for an analysis of an informational text. (RI.8.1) 	<ul style="list-style-type: none"> I can make connections between the texts I have read in this unit, and the title and lyrics in “Ain’t Gonna Let Nobody Turn Me Around” and “Lift Every Voice and Sing.” I can cite evidence from the text to support my connections between the lyrics and text. I can listen to others and build on their ideas during a Socratic Seminar discussion. 	<ul style="list-style-type: none"> Connecting Lyrics to Text: Discussion Goals (self-assessment completed) 	<ul style="list-style-type: none">



Optional: Experts, Fieldwork, and Service

Experts:

- Collaborate with the social studies teacher during this unit, as students build background knowledge about the civil rights era and Jim Crow South.
- Invite individuals to visit and provide compelling and interesting stories and experiences about the civil rights era.

Fieldwork:

- Students may study local monuments and the service of community members who were involved in the civil rights movement.

Service:

- Students may organize a benefit or event to recognize the service and sacrifice of civil rights activists in their community.

Optional: Extensions

- In this unit, consider using the following additional speech from Josh Gottheimer's anthology: *Ripples of Hope: Great American Civil Rights Speeches*:
 - Unit 1, Lesson 10: "Federal Court Order Must Be Upheld" (Former President Dwight D. Eisenhower, September 24, 1957). For homework in Unit 1, Lesson 9, students read Chapter 5 of *A Mighty Long Way* in which they 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.
- Consider using the Library of Congress Teaching with Primary Sources as a resource for civil rights information: <http://www.loc.gov/teachers/tps/>.
- This topic offers many opportunities for further study. Students may read or research any number of materials relating to Governor Faubus, Jim Crow laws, civil rights leaders, civil rights songs, etc.



Preparation and Materials

As students read each night for homework, they will also complete corresponding structured notes. Consider which students might benefit from the supported structured notes. Students will need to keep these notes in a safe place; consider having students keep their notes in a sturdy folder.

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. In Module 3B, students are first assigned independent reading in Unit 1, Lesson 8.

Routines and Professional Judgment

This unit, and the units that follow, include instructions for pacing and timing of lessons, oral presentation of material to students, and method of grading assessments. All of these instructions, however, are subject to the knowledge and best professional judgment of teachers about your content area, classroom, school, students, and larger community.



EXPEDITIONARY
LEARNING

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

Launching the Text: Building Background Knowledge of the Jim Crow South



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

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

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)

Supporting Learning Targets

- I can use items about the civil rights era to build background knowledge about *A Mighty Long Way*.
- I can analyze how incidents in *A Mighty Long Way* provoke Carlotta to make certain decisions and shape her story.

Ongoing Assessment



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Gallery Walk: Jim Crow South (20 minutes)Unpacking Learning Targets (3 minutes)Work Time<ol style="list-style-type: none">Engaging the Reader: Read-aloud (12 minutes)Establishing Reading Routines: Reading Homework with Structured Notes (5 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief Learning Targets (5 minutes)Homework<ol style="list-style-type: none">Read Chapter 1 and complete the structured notes.	<ul style="list-style-type: none">This lesson launches Module 3B. It begins with a Gallery Walk to build background knowledge of the Jim Crow era of U.S. history and the desegregation of schools following <i>Brown v. Board of Education</i>.Gather the Gallery Walk items listed on the document Gallery Walk Items in the supporting materials. Collect the photographs in two stations rather than having each photograph as its own station on the Gallery Walk.One of the stations on the Gallery Walk is a listening station for a song, “Ain’t Gonna Let Nobody Turn Me Around.” This song can be found by searching for “Sweet Honey Ain’t Gonna Let Nobody Turn Me Around” on free music or video streaming websites—for example, on YouTube.Please 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.This topic can be a sensitive one for students. Though the more graphic details remain hidden here, students will read about violent and discriminatory acts against others because of the color of their skin. The central text and other media contain racial, divisive language and slurs. Before teaching this lesson, think about how you might build on your existing class norms and culture to create a space in which students can encounter challenging events and consider the questions of race and racism that this unit raises. Be prepared to directly explain the historical and present-day context and connotations of words and events.Carlotta Walls LaNier’s memoir, <i>A Mighty Long Way</i>, is literary nonfiction. Many aspects of this central text will be analyzed using the Reading Information standards. Yet because the book is also a narrative, the Reading Literature standards are, at times, a useful lens. For example, Carlotta is the main character and develops over the course of the text as a person with a unique story and voice.This lesson reviews the structured notes routine that was introduced in Module 2. Students will use this note-taking format throughout their study of the book. With each reading assignment, students write the gist of the reading homework, answer a focus question or a few focus questions, and may attend to teacher-selected vocabulary words.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• For struggling readers, an optional set of supported structured notes is provided. This supported version of the structured notes provides an actual summary of the reading homework. Note that this full summary is a scaffold for students' reading. It is different from the "gist" notes that most students (those using the regular structured notes) are asked to write about their reading. The "gist" is simply initial notes of what they think the reading was mostly about; it is not formal summary writing.• The structured notes, supported structured notes, and Structured Notes Teacher's Guide are provided at the end of each lesson. Students should keep their structured notes for reference to use in work that comes later in the module. Consider providing the structured notes in a packet or storing them in a folder.• Review: Gallery Walk protocol (see Appendix).• In advance:<ul style="list-style-type: none">– Post Gallery Walk items (see supporting materials).– Search for the song "Ain't Gonna Let Nobody Turn Me Around," by Sweet Honey on free music or video streaming websites—for example, on YouTube.– Carefully review Work Time A and be prepared to address the topic of racism and racist language directly and in a way that will best meet the needs of your particular student population.• Post: Learning targets; materials for Gallery Walk.

Lesson Vocabulary	Materials
racism, prologue, inference, justice, segregationists (xiii), desegregation (xii), fortitude (xvi), composure	<ul style="list-style-type: none">• Gallery Walk items (one of each for display)• Notice/Wonder note-catcher (one per student)• Timer (one for the class)• <i>A Mighty Long Way</i> (book; one per student)• <i>A Mighty Long Way</i> structured notes, Chapter 1, pages 3–26 (one per student)



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| | <ul style="list-style-type: none">• <i>A Mighty Long Way</i> supported structured notes, Chapter 1, pages 3–26 (optional; for students who need extra support)• <i>A Mighty Long Way</i> Structured Notes Teacher’s Guide, Chapter 1, pages 3–26 (for teacher reference) |
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Opening	Meeting Students' Needs
<p>A. Gallery Walk: Jim Crow South (20 minutes)</p> <ul style="list-style-type: none">• Be sure the Gallery Walk items are posted throughout the room (or along the hallway outside the classroom).• Write the questions for students to focus on as they complete the Gallery Walk:<ul style="list-style-type: none">* “What do you think this module is going to be about?”* “What time period are we going to be studying?”• Display and distribute the Notice/Wonder note-catcher and explain the Gallery Walk protocol:<ul style="list-style-type: none">– Tell students that in a moment, they will get to examine several items including photographs, excerpts of text, and excerpts of songs on a Gallery Walk. This Gallery Walk will introduce them to the topic they are going to be studying in this module.– Make it clear to students that some of what they see and read may make them feel uncomfortable. Tell students that it is important that they continue the great work they have done so far this year in being sensitive and kind to one another, and to be careful and thoughtful as they look over the items.– At each station, they should consider the two questions posted on the board and on their note-catcher and pause to capture specific details that they notice and wonder about relevant to those questions.– Tell students they will have just 3 minutes at each station, and that they might not get to see all of the items.– You might need to coach the students about your expectations for safe movement and for quiet voices during this work period. (For example: “As you move from station to station, there is no need to engage in side conversations. I expect ‘zero’ voice levels during this time. Also, please move carefully, taking care not to bump into one another.”)– Ask them to begin. Set a timer for 15 minutes, and encourage students to move to another station every 3 minutes or so.• As students complete this activity, circulate to observe and support as needed. You might notice that they are making inferences (e.g., “I think this has something to do with civil rights. These photos seem to be taken in the 1940s or 1950s.”). This is ideal as it provides a basis for the follow-up conversation.• After the 15 minutes have ended, ask students to return to their seats.	<ul style="list-style-type: none">• Students engaged in a similar Gallery Walk in Modules 1 and 2, Unit 1, Lesson 1. They may benefit from participating with assigned partners to control the sharing and thinking they are doing during the Gallery Walk.• Consider partnering ELL students who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call on several students to share their suggested answers to the questions, and select volunteers to share what they noticed and wondered. Once an inference comes up, probe the students about why they said what they said. (For example: “You said you saw a picture about civil rights. What specifically did you see that made you think this?”)• Clarify for students that when they use background knowledge to add meaning to a picture or text, they are making <i>inferences</i>.• Model for students that an inference is taking clues from the text and using your background knowledge to express thinking about a text. For example: “This picture is about race issues in the United States, and I know this because the water fountains are labeled for blacks and whites separately.” Clarify for students that an inference is not an opinion (e.g., “I hate this picture”).• Tell students that in this module they are going to read about an important time in history: the African American civil rights movement, which happened between 1954 and 1968, which was a time when people in the United States were trying to end racial segregation and discrimination against black Americans.• Deal quickly and directly with the N-word, by explaining that students may encounter it in the texts they are going to read. Make it clear that although it does appear in the book, this word is not to be used casually, because it is a word associated with hatred and violence. Historically, white Americans used it to highlight the belief that African Americans were inferior. Some discussion may ensue about other uses of this word, but guide students to understand that the word is not to be used unless in specific reference to a text that includes it. Tell students that according to the dictionary, the definition of racism is commonly “prejudice against someone of a different race based on the irrational belief that one’s own race is superior.”	
<p>B. Unpacking Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Invite a student to read aloud the first learning target:<ul style="list-style-type: none">* “I can use items about the civil rights era to build background knowledge about <i>A Mighty Long Way</i>.”• Invite a different student to read aloud the second 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.”• Explain that in this lesson, students are going to be introduced to a text for the module called <i>A Mighty Long Way</i>.	



Work Time	Meeting Students' Needs
<p>A. Engaging the Reader: Read-aloud (12 minutes)</p> <ul style="list-style-type: none">• Distribute the central text, <i>A Mighty Long Way</i> by Carlotta Walls LaNier with Lisa Frazier Page.• Read aloud the title of the book and invite students to turn to the Prologue.• Ask if anyone knows what a <i>prologue</i> of a book is. Be sure students understand that it is an introductory section before the book begins.• Invite students to follow along in their heads as you read the Prologue aloud.• At times, pause to check for comprehension by inviting students to turn and talk to a student nearby. Invite them to retell, question, and/or comment on the story. Provide 1 minute for each turn and talk.• Ask students:<ul style="list-style-type: none">* “Carlotta begins the Prologue stating, ‘All week, I managed to keep my <i>composure</i>.’ What does composure mean?”• Listen for students to identify that composure means being calm and in control.• Ask:<ul style="list-style-type: none">* “What do we know about Carlotta Walls LaNier from the Prologue?”• Invite students to turn and talk to answer this question by returning to the text to find the details and information that answer the question.• Cold call on student pairs, and listen for students to share that Carlotta was a teenager during desegregation and was the first black, female graduate of Central High School in Little Rock, Arkansas. She survived scare tactics from segregationists, or those who wanted to keep whites and blacks separate, and left Little Rock just after graduation. She is older now, is still friends with the other “Little Rock Nine,” and has a family.• Inform students that the battle over the <i>desegregation</i> of schools was between integrationists and segregationists. Students need to understand that schools before the 1950s were separate for black citizens and white citizens—they were segregated. In the mid-1950s, a movement began to integrate the schools—to desegregate them. The white citizens who fought this desegregation movement were called segregationists. Not all white citizens in the South were segregationists; in fact, many were not.• To encourage students to consider Carlotta as a unique individual telling her own story of the events of 1957, ask them:<ul style="list-style-type: none">* “What values did Carlotta possess that shaped her story?”	<ul style="list-style-type: none">• Pairing students for comprehension discussions during the reading will provide a supportive structure for reading and understanding a complex text.• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Listen for students to refer to page xv of the Prologue in which Carlotta lists the following features of herself and her world in 1957: dedication, perseverance, confidence, hard-working, determination, and <i>fortitude</i> (having courage in the face of difficulties).Ask students:<ul style="list-style-type: none">* “What do all of these photographs have in common?”Invite students to turn and talk about this question. During their conversations, encourage them to practice using the sentence starters (located on the bottom portion of the note-catcher).While students discuss, circulate and probe to encourage them to move beyond the literal of what they see in the photographs to what they infer about the people in the photographs.Cold call on student pairs to share their thinking. <p>Share with students that many of the photographs feature the reality of segregation of races, protests over desegregation, and efforts toward desegregation of U.S. public schools in the 1950s.</p>	
<p>B. Establishing Reading Routines: Reading Homework with Structured Notes (5 minutes)</p> <ul style="list-style-type: none">Distribute the <i>A Mighty Long Way</i> structured notes, Chapter 1, pages 3–26 to students and orient them to the expectations of this work while reading <i>A Mighty Long Way</i>.Explain to students that they will have reading homework every night.Share with students that the structured notes should be familiar to them. They will write the gist of what they read for homework and answer a focus question or a set of questions. They might be asked to define some vocabulary words.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Cold call on a student to read aloud the first learning target:<ul style="list-style-type: none">* “I can use items about the civil rights era to build background knowledge about <i>A Mighty Long Way</i>.”• Invite students to turn and talk about what they know, what they wonder, and what they infer about the historical setting of <i>A Mighty Long Way</i> based on the Gallery Walk items.• Cold call on a different student to read aloud the second 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 turn and talk:<ul style="list-style-type: none">* “What is one detail or inference you can state about Carlotta as a character based on the incidents we have read about today?”	<ul style="list-style-type: none">• Allowing students to turn and talk allows them some time to process and synthesize their thinking.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 1, pages 3–26, 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 1

Supporting Materials



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Gallery Walk Items

Type of Media	Source	Title
Photograph	http://commons.wikimedia.org/wiki/File:Little_Rock_Nine_protest.jpg Library of Congress, Prints & Photographs Division, U.S. News & World Report Magazine Collection, LC-DIG-ppmsca-03120	Little Rock Nine Protest, 1959
Photograph	http://commons.wikimedia.org/wiki/File:Arkansas_Desegregation_Little_Rock_Sept_1957.jpg US Army http://creativecommons.org/licenses/by-sa/2.0/	Arkansas Desegregation, Little Rock, 1957
Photograph	http://www.newrochelletalk.com/node/1399 Library of Congress, Prints & Photographs Division, FSA/OWI Collection, LC-DIG-fsa-8a26761	Separate but equal water fountains
Photograph	http://life.time.com/history/little-rock-nine-1957-photos/#16 George Silk—Time & Life Pictures/Getty Image	Brave hearts
Photograph	http://life.time.com/history/little-rock-nine-1957-photos/#14 Ed Clark—Time & Life Pictures/Getty Images	Segregationist protest
Photograph	http://life.time.com/history/little-rock-nine-1957-photos/#10 Ed Clark—Time & Life Pictures/Getty Images	Jeering/bullying
Photograph	http://life.time.com/history/little-rock-nine-1957-photos/#11 George Silk—Time & Life Pictures/Getty Image	Federal troops with Little Rock Nine
Photograph	http://life.time.com/history/little-rock-nine-1957-photos/#20 Stan Wayman—Time & Life Pictures/Getty Images	AK National Guard blocking Little Rock Nine
Photograph	http://life.time.com/history/little-rock-nine-1957-photos/#23 Francis Miller—Time & Life Pictures/Getty Image	At Daisy Bates' house



Gallery Walk Items

Type of Media	Source	Title and Text
Photograph	http://en.wikipedia.org/wiki/File:Burning-cross2.jpg Library of Congress. Public Domain	Ku Klux Klan
Photograph	http://simple.wikipedia.org/wiki/File:Little_Rock_integration_protest.jpg Library of Congress, Prints & Photographs Division, ppmsca.03090	Little Rock Segregation Protest
Photograph	http://en.wikipedia.org/wiki/File:1943_Colored_Waiting_Room_Sign.jpg Library of Congress. Public Domain	Colored Waiting Room Sign
Song Excerpt	Unit 1, Lesson 11	Lyrics of Stanza 2 of “Lift Every Voice and Sing” <i>Stony the road we trod, Bitter the chastening rod, Felt in the days when hope unborn had died; Yet with a steady beat, Have not our weary feet Come to the place for which our fathers sighed? We have come over a way that with tears has been watered, We have come, treading our path through the blood of the slaughtered, Out from the gloomy past, Till now we stand at last Where the white gleam of our bright star is cast.</i>
Audio and Lyrics	Unit 1, Lesson 10	Audio and lyrics to “Ain’t Gonna Let Nobody Turn Me Around”



Gallery Walk Items

Type of Media	Source	Title and Text
Text Excerpt	<i>A Mighty Long Way</i>	<p>Text Excerpt from <i>A Mighty Long Way</i></p> <p><i>“There must have been hundreds of people—white mothers with faces contorted in anger, white fathers pumping their fists in the air and shouting, white teenagers and children waving Confederate flags and mimicking their parents. Just who were these people? Were they the women who turned up their noses and murmured nasty words at Mother and me on the city bus? Were they the white customers I saw from time to time with Big Daddy at the meatpacking houses downtown? Were they my white neighbors? The scene felt surreal. With everyone screaming and jeering at once, their words sounded muddled...”</i></p>
Text Excerpt	<p>“Jim Crow Laws.” <i>National Park Service</i>. U.S. Department of the Interior, 14 Feb. 2014. Web. 27 Feb. 2014</p> <p>(From Unit 1, Lesson 9)</p>	<p>Jim Crow Laws</p> <p><i>Separate schools shall be maintained for the children of the white and colored races. Mississippi</i></p>

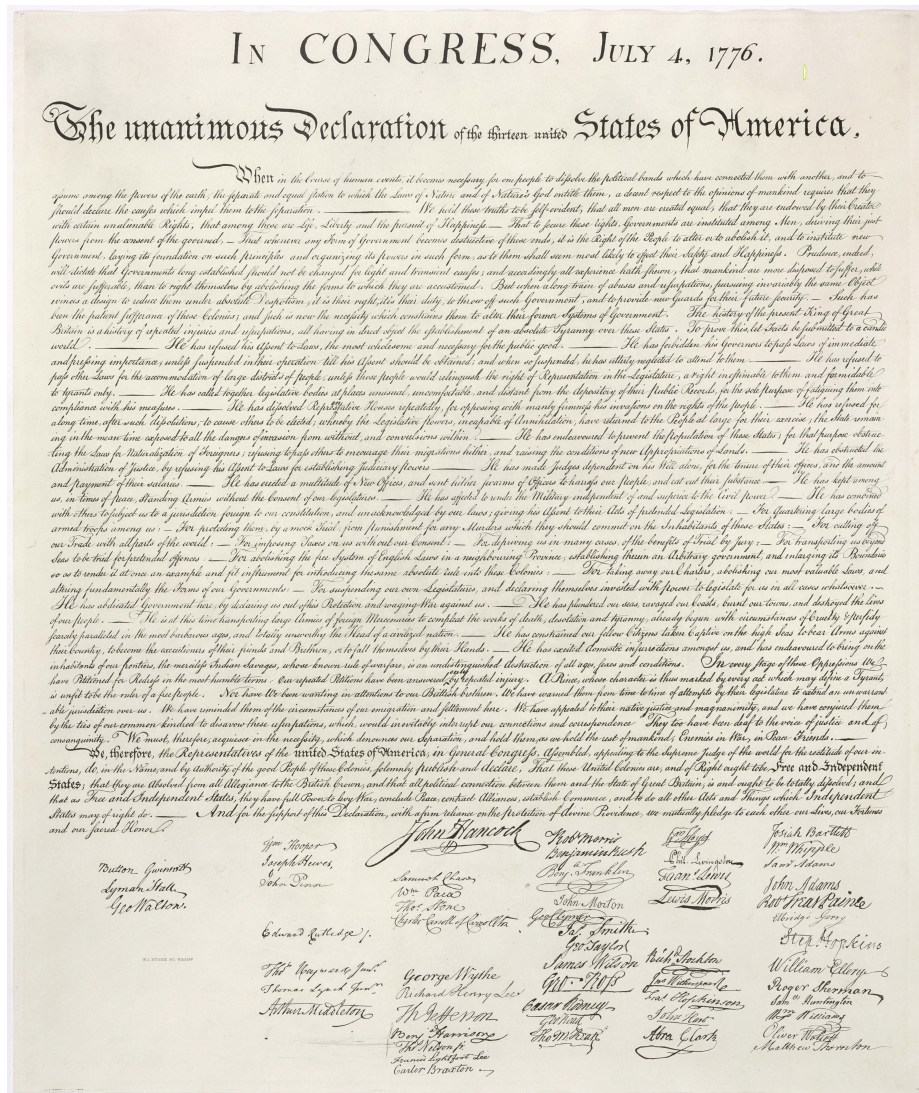


Gallery Walk Items

Type of Media	Source	Title and Text
Text Excerpt	<i>Plessy v. Ferguson</i> , 163 U. S. 537 (1896) (From Unit 1, Lesson 5)	<p><i>Plessy v. Ferguson: The Court’s Decision</i></p> <p>“The object of the amendment was undoubtedly to enforce the absolute equality of the two races before the law, but, in the nature of things, it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political, equality, or a commingling of the two races upon terms unsatisfactory to either. Laws permitting, and even requiring, their separation in places where they are liable to be brought into contact do not necessarily imply the inferiority of either race to the other, and have been generally, if not universally, recognized as within the competency of the state legislatures in the exercise of their police power. The most common instance of this is connected with the establishment of separate schools for white and colored children, which has been held to be a valid exercise of the legislative power even by courts of States where the political rights of the colored race have been longest and most earnestly enforced.”</p>



“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.”



The Declaration of Independence



Notice/Wonder Note-catcher

Name:

Date:

What do you think this module is going to be about?

What time period are we going to be studying?

Notice	Wonder

Partner Discussion Sentence Starters

I hear that you said ...

I'm still wondering ...

Now that I know that, I think ...

What you said about ... raised a question for me. (Ask question.)



***A Mighty Long Way* Structured Notes, Chapter 1, Pages 3–26**

Name:

Date:

What is the gist of what you read?

Use this space to keep track of the members of Carlotta's family and how they are connected to her when you read pages 4–11.



A Mighty Long Way Structured Notes, Chapter 1, Pages 3–26

On page 17, Carlotta tells of an incident on the bus she and her mom were riding. 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 did her mother model this lesson in the bus incident? Use evidence from the text to support your answer.

Although she was only eight years old when she visited New York City, from what you have read how did her three-month-long visit affect Carlotta? Use evidence from the text to support your ideas.



A Mighty Long Way Supported Structured Notes, Chapter 1, Pages 3–26

Name: _____

Date: _____

Summary of Chapter 1, pages 1–26

This first chapter of the book orients the reader to Carlotta’s world in Little Rock during her childhood. In her life, her family roots and connections take a central role in her development as a person. She attributes a lot of her character to the influence of extended and immediate family members. She grew up feeling safe and connected to a family and a community. In her family, she feels like she belongs. In contrast, she feels opposition from the white world. The summer after she attends third grade, Carlotta visits New York City and she recognizes the differences between her life in her black community and the larger, white community in Little Rock.

Use this space to keep track of the members of Carlotta’s family and how they are connected to her when you read pages 4–11.



A Mighty Long Way Supported Structured Notes, Chapter 1, Pages 3–26

On page 17, Carlotta tells of an incident on the bus she and her mom were riding. 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 did her mother model this lesson in the bus incident? Use evidence from the text to support your answer.

Although she was only eight years old when she visited New York City, from what you have read how did her three-month-long visit affect Carlotta? Use evidence from the text to support your ideas.



A Mighty Long Way Structured Notes Teacher's Guide, Chapter 1, Pages 3–26
(For Teacher Reference)

Summary of Chapter 1, pages 1–26

This first chapter of the book orients the reader to Carlotta's world in Little Rock during her childhood. In her life, her family roots and connections take a central role in her development as a person. She attributes a lot of her character to the influence of extended and immediate family members. She grew up feeling safe and connected to a family and a community. In her family, she feels like she belongs. In contrast, she feels opposition from the white world. The summer after she attends third grade, Carlotta visits New York City and she recognizes the differences between her life in her black community and the larger, white community in Little Rock.

Use this space to keep track of the members of Carlotta's family and how they are connected to her when you read pages 4–11.

Hiram Holloway = maternal great-great-grandfather

Papa Holloway (Aaron) = maternal great-grandfather, raised Juanita, married to Mary (d.) and Dora Holmes was his girlfriend

Maude = Papa's sister in Cleveland

Big Daddy (Porter Walls) = paternal grandfather

Grandpa Cullins (Med) = maternal grandfather, married to Beatrice (d.) but had Juanita (mom) with Erma Holloway (who left Little Rock) when separated from his wife

Richard Walls = paternal great-great-grandfather (free person of color before the Civil War)

Coatney Walls = paternal great-grandfather

Big Daddy = paternal grandfather, married to Henrietta (d.), children were Cartelyou (dad), Juanita, Margaret



A Mighty Long Way Structured Notes Teacher's Guide, Chapter 1, Pages 3–26
(For Teacher Reference)

On page 17, Carlotta tells of an incident on the bus she and her mom were riding. 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 did her mother model this lesson in the bus incident? Use evidence from the text to support your answer.

She didn’t respond to it. She was quiet and used it as a lesson for Carlotta. She said, “At first, Mother said nothing, as if she didn’t even hear it. Then, ever so discreetly, she pulled me closer to her and whispered: “Carlotta, we must be patient with ignorance....”

Although she was only eight years old when she visited New York City, from what you have read how did her three-month-long visit affect Carlotta? Use evidence from the text to support your ideas.

Students may suggest many ideas here, but here is an example:

Her trip to New York City makes Carlotta realize that things are not the same everywhere and in some places she can live more freely. In New York she could ride anywhere on the bus, did not have to use a separate bathroom or water fountain from others, and could even play on the same playground as white kids. She said, “My parents had ingrained in me all of my life that people of all races were equal in the eyes of God. Here, in New York, I was getting a glimpse of this life through His divine lens.” She also said, “Here in this brand-new world, an ordinary friendship between a little black girl and a little white boy could exist, free of the boundaries that defined such relationships back home.” She finishes that part of the book by explaining, “I’d tasted the sweetness of freedom and seen more than my eight-year-old mind could fully understand. But everything that the Jim Crow South had tried to make me believe about my people and my place in life had been flipped upside down. Suddenly, the world had opened wider.”



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 1: Lesson 2

Analyzing Experiences: Carlotta Walls



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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 informational text. (RI.8.1)

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)

Supporting Learning Targets

- I can cite evidence that supports my analysis of *A Mighty Long Way*.
- I can analyze how incidents in *A Mighty Long Way* provoke Carlotta to make certain decisions.

Ongoing Assessment

- Structured notes, Chapter 1, pages 3–26 (from homework)



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Structured Notes and Family Tree Activity (5 minutes) B. Reviewing Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. New Discussion Appointments (6 minutes) B. Context of the Integration of Schools: The End of the Civil War (15 minutes) C. Inferring Character: Chalkboard Splash (12 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Turn and Talk and Previewing Homework (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Read Chapter 2 and complete the structured notes. 	<ul style="list-style-type: none"> • This lesson, like every lesson in this unit, deals with sensitive issues of race. See Lesson 1 Teaching Notes. Throughout the unit, it will be important to continually assess the needs of the class and keep lines of communication open for questions, vocabulary, and feelings that come up. • This lesson begins with a visual representation of Carlotta’s family tree from the beginning of Chapter 1 of <i>A Mighty Long Way</i>. The relationships are quite confusing, and students may need help keeping track of Carlotta’s family members, who are integral to her story. • Students set up Discussion Appointments with five peers; these appointments will be used for peer conversation throughout this module. This routine builds on students’ work in Module 2, gradually encouraging them to work with more and more of their classmates. These discussion structures support students’ mastery of SL.8.1. • This lesson provides some necessary but brief context for the learning in this module. Consider collaborating with a social studies teacher to help students build more in-depth background knowledge on the civil rights era and the Jim Crow era that preceded it. • In Work Time A, you show a video from the following link: http://education-portal.com/academy/lesson/life-in-the-south-after-the-civil-war.html#lesson. • Before viewing the video, you may need to explain to students that from the mid-1800s to the mid-1900s, the Republican Party was pro-Union (Lincoln’s party) and the Southern states were mainly Democratic and opposed the Republicans. The terms do not mean the same thing today as they did at that time. • In advance: <ul style="list-style-type: none"> – Review Chalkboard Splash protocol and Discussion Appointments (see Appendix). – Prepare blank strips of paper as sentence strips (1 per student). – Prepare appropriate technology to show the video. • Post: Learning targets.



Lesson Vocabulary	Materials
family tree, paternal, maternal, memoir, Redeemer, disenfranchised, tenant farmer, sharecropper, carpetbagger, scalawag	<ul style="list-style-type: none">• Carlotta’s Paternal Family Tree graphic organizer (one per student)• Carlotta’s Maternal Family Tree graphic organizer (one per student)• Discussion Appointments: Carlotta’s travels (one per student)• Timer• “Life in the South after the Civil War” focus question and vocabulary (one per student)• “Life in the South after the Civil War” focus question and vocabulary (answers, for teacher reference)• <i>A Mighty Long Way</i> (book; distributed in Lesson 1; one per student)• Blank sentence strips (one per student)• <i>A Mighty Long Way</i> Structured Notes Teacher’s Guide, Chapter 1, pages 3–26 (from Lesson 1)• <i>A Mighty Long Way</i> structured notes, Chapter 2, pages 27–43 (one per student)• <i>A Mighty Long Way</i> supported structured notes, Chapter 2, pages 27–43 (optional; for students needing extra support)• <i>A Mighty Long Way</i> Structured Notes Teacher’s Guide, Chapter 2, pages 27–43 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Structured Notes and Family Tree Activity (5 minutes)</p> <ul style="list-style-type: none">• Tell students that Carlotta's family is a true source of strength for her but all the connections between people can be very confusing. Ask students:<ul style="list-style-type: none">* "What is a <i>family tree</i>?"* "How is a family tree usually represented?"• Listen for answers indicating that a family tree shows who is married and what children they have. It is usually drawn from the oldest generation at the top of the tree to the youngest on the bottom. Lines connect people in the representation.• Hand out Carlotta's Paternal Family Tree graphic organizer and Carlotta's Maternal Family Tree graphic organizer.• Share with students that they can use knowledge of Latin roots of words to decipher the meaning of <i>paternal</i> and <i>maternal</i>, informal Latin references to father and mother respectively. Be sure students understand that "paternal" is the father's side of the family and "maternal" is the mother's side of the family.	
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets. Read the two learning targets aloud to the class:<ul style="list-style-type: none">* "I can cite evidence that supports my analysis of <i>A Mighty Long Way</i>."* "I can analyze how incidents in <i>A Mighty Long Way</i> provoke Carlotta to make certain decisions."• Remind students that this is a work of literary nonfiction. It is a <i>memoir</i> that reads like a story. Carlotta is a real person, and these events really happened to her. People write memoirs or biographies to tell the story of their personal experiences.	<ul style="list-style-type: none">• Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students' Needs
<p>A. New Discussion Appointments (6 minutes)</p> <ul style="list-style-type: none">• Distribute the Discussion Appointments: Carlotta's travels handout. Explain that the cities listed are those Carlotta traveled to during her childhood/young adulthood and in which she felt the most freedom.• Tell students they will continue using the Discussion Appointment protocol in Module 3 and these new Discussion Appointments will give them an opportunity to work with some new partners. Being able to talk to a lot of classmates will give them more ideas for discussing and writing about the texts during this module. Reinforce that discussion is one strong way to deepen students' understanding of a text.• Give the following directions for making Discussion Appointments:<ol style="list-style-type: none">1. You will quietly move around the room to sign up for five appointments with five different partners.2. For each location, you may have only one appointment.3. If someone asks you for an appointment and that location is available, you need to accept the appointment.4. In the blank next to each location, write the name of your appointment partner.5. Once you have made all five appointments, return to your seat.• Give students 4 minutes to make their Discussion Appointments. Consider setting a timer to help them stay focused and do this task quickly. Circulate to support or clarify as needed.• About halfway through this sign-up process, check with students to see who needs appointments in various locations. You can do this by asking: "Raise your hand if you need an appointment in Chicago." As students raise their hands, match them up.• Once they have their sheets filled out, ask students to return to their seats. Tell them that they will work with these Discussion Appointment partners regularly.• Remind students that if their partner is absent on a given day or they do not have a partner for a particular location, they should check in with you and you will tell them whom to meet with.	<ul style="list-style-type: none">• Discussion Appointments are a way for students to work with different classmates, leading to mixed-ability groupings. Mixed-ability groupings of students for regular discussion and close reading exercises will provide a collaborative and supportive structure for close reading of complex texts.



Work Time (continued)	Meeting Students' Needs
<p>B. Context of the Integration of Schools: The End of the Civil War (15 minutes)</p> <ul style="list-style-type: none">• Tell students that they are going to watch a video that talks about the aftermath of the Civil War and the events during the Reconstruction Period, including the Fourteenth Amendment and the reaction to equal citizenship status for African Americans.• Distribute “Life in the South after the Civil War” focus question and vocabulary.• Inform students that they will be answering the question and defining some vocabulary after viewing the video.• Read the focus question aloud:<ul style="list-style-type: none">* “After the Confederacy was defeated in the Civil War, white political leaders who called themselves Redeemers tried to go back to the old social order that had existed during slavery. What were some ways they did this?”• Explain to students that the term <i>Redeemer</i> held two meanings for white Southerners. The political leaders who were Redeemers used the word to reflect the redemption of the old social order between blacks and whites. To be redeemed also has a religious meaning—that God has saved someone from sin.• Show the video: http://education-portal.com/academy/lesson/life-in-the-south-after-the-civil-war.html#lesson.• Periodically pause the video to answer any questions students might have. Define the word <i>disenfranchised</i> for students by telling them that it means people who are not allowed to have any power in a society.• After the video, allow students a few minutes to work with their New York City discussion partners to review their answers to the focus question.• Cold call students to share out answers. Use “Life in the South after the Civil War” focus question and vocabulary (answers, for teacher reference) for guidance.	



Work Time (continued)	Meeting Students' Needs
<p>C. Inferring Character: Chalkboard Splash (12 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their text, <i>A Mighty Long Way</i>. Tell students that you will read pages 16–17 aloud. They should follow along silently as you do this and look for details that lead Carlotta to change the way she views her life and her place in the world.• In a fluent manner, read pages 16–17 of <i>A Mighty Long Way</i> aloud as students read along silently in their heads.• Then, hand out a blank sentence strip to each student. While you are doing this, ask students to retrieve <i>A Mighty Long Way</i> structured notes, Chapter 1, pages 3–26 from their homework.• On the sentence strip, invite students to write down a detail from the reading that indicates how Carlotta might change due to the events in her life. Instruct students to use their structured notes for additional support if needed. Then, ask students to place their sentence strip on the wall for a Chalkboard Splash. Once everyone has posted their sentence strip, invite students to review all the “splashes” of detail provided by their classmates.• Look for details related to the following basic points:<ul style="list-style-type: none">– Carlotta’s family life helping her to feel confident and loved,– The incident on the bus and her family’s attitude that they shouldn’t “stoop” to the level of responding to ignorance, and– Her visit to New York City and how it opened her eyes to how black people should be treated.	<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.



Closing and Assessment	Meeting Students' Needs
<p>A. Turn and Talk and Previewing Homework (5 minutes)</p> <ul style="list-style-type: none"> Ask students to take <i>A Mighty Long Way</i> and <i>A Mighty Long Way</i> structured notes, Chapter 1, pages 3–26 and go sit with their New York City Discussion Appointments. Invite students to refer their structure notes, as well as the sentence strips (that have been “splashed” on the board) and to turn and talk with their partner: <ul style="list-style-type: none"> * “Based on your reading of Chapter 1, how would you describe how Carlotta was taught by her family to be a part of her segregated reality in the South? What evidence can you find in the text to support your ideas?” As students turn and talk with their partner, circulate and monitor. Listen for details such as: “She had to try not to be seen,” “She had to take care to be seen as someone who was not going to talk back to whites,” “She learned to stay in her own black community as much as possible,” and “She learned that when she was insulted, to ignore it.” Refocus the whole class. Cold call on one or two students to share responses. Then ask students to discuss the second focus question from their homework with their partner: <ul style="list-style-type: none"> * “Although she was only eight years old when she visited New York City, from what you have read how did her three-month-long visit affect Carlotta? Use evidence from the text to support your ideas.” As students turn and talk with their partners, circulate and monitor. See <i>A Mighty Long Way Structured Notes Teacher’s Guide</i>, Chapter 1, pages 3–26 for examples of answers. Refocus the whole class. Cold call on two or three students to share responses. Distribute the <i>A Mighty Long Way</i> structured notes, Chapter 2, pages 27–43. Reinforce homework routines as needed. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Read Chapter 2 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.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 1: Lesson 2

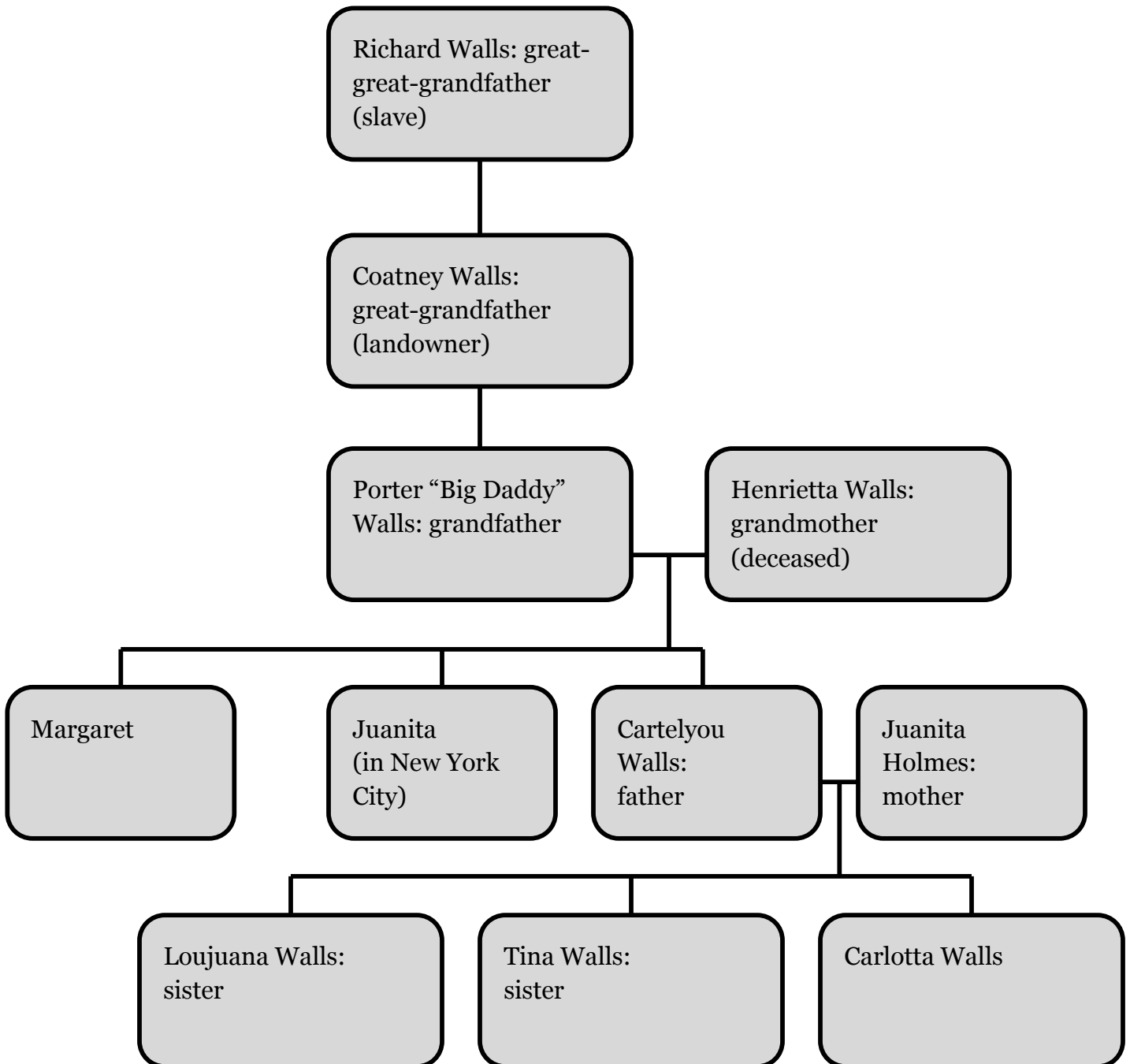
Supporting Materials



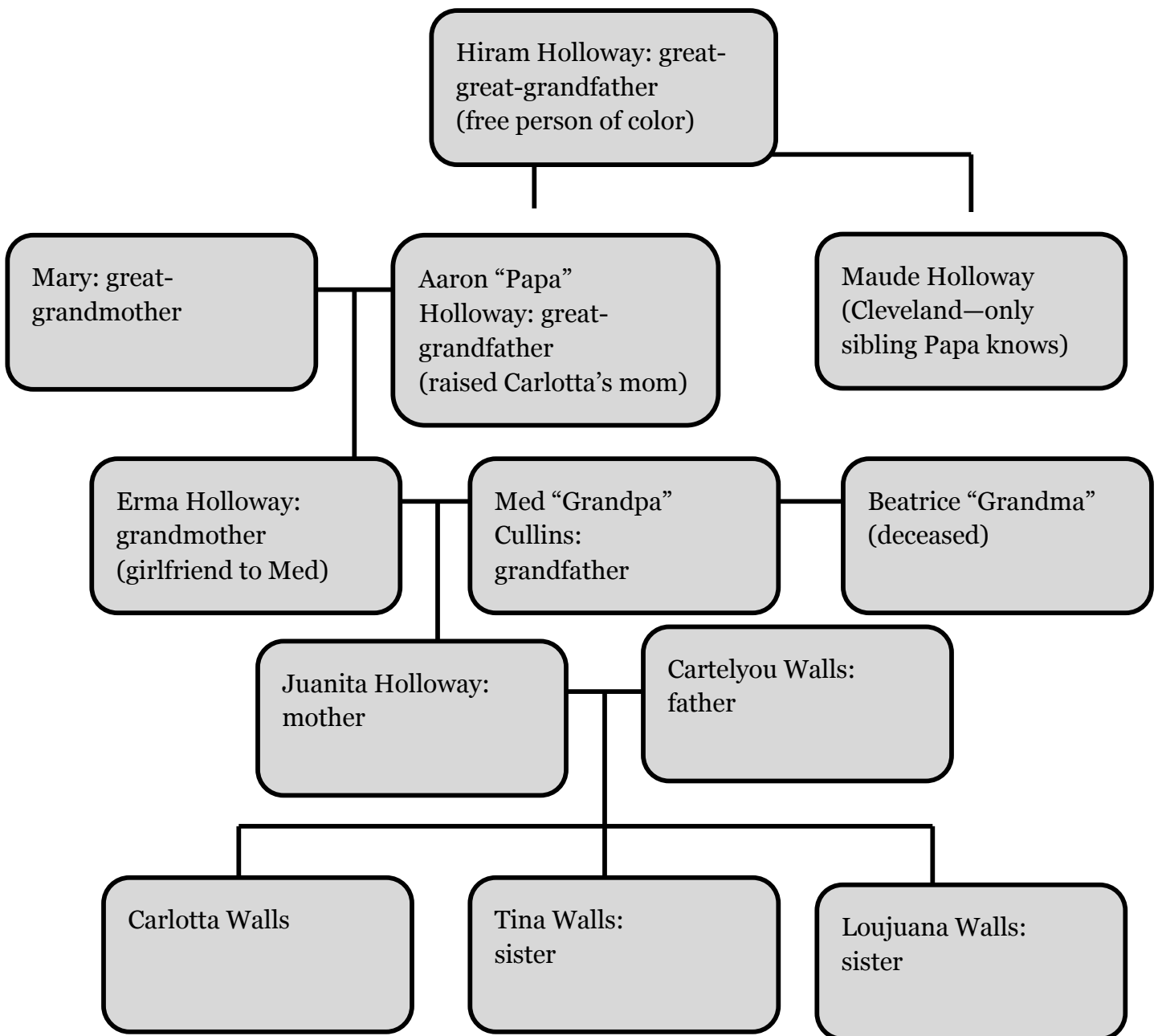
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Carlotta's Paternal Family Tree



Carlotta's Maternal Family Tree





Discussion Appointments:
Carlotta's Travels

Name: _____

Date: _____

Circulate quietly around the room to make appointments with five different peers, one for each location based on Carlotta's travels.

New York City _____

Chicago _____

Washington, D.C. _____

Denver _____

Kansas City _____

**Date:**

After the Confederacy was defeated in the Civil War, white political leaders who called themselves Redeemers tried to go back to the old social order that had existed during slavery. What were some ways they did this?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



“Life in the South after the Civil War”

Focus Question and Vocabulary

Vocabulary Word	Description
tenant farmer	
sharecropper	
carpetbagger	
scalawag	

“Life in the South after the Civil War”

Focus Question and Vocabulary
(Answers, for Teacher Reference)

Focus Question:

After the Confederacy was defeated in the Civil War, white political leaders who called themselves Redeemers tried to go back to the old social order that had existed during slavery. What were some ways they did this?

Answers will vary. Students may refer to the Black Codes, Plessy v. Ferguson, separate but equal, paramilitary groups like the KKK, the Jim Crow Laws, etc.

Vocabulary Word	Description
tenant farmer	Tenant farmers had tools and animals and would rent fields from landowners in cash. They could plant their own choice of crops.
sharecropper	Sharecroppers had no tools or animals. They farmed the landowner’s land and had to give a share of the harvest to the landowner. They usually had to plant what the landowner wanted. Often, they had to buy supplies on credit from the local store and would end up in debt. Sharecropping was a form of legal slavery.
carpetbagger	Northerners who were elected into government office in Southern states
scalawag	Southern Republicans

A Mighty Long Way Structured Notes, Chapter 2, Pages 27–43

Name:

Date:

What is the gist of what you read?

What differences did Carlotta notice between her school and Little Rock Central High School? Use evidence from the text to support your answer.



A Mighty Long Way Structured Notes, Chapter 2, Pages 27–43

Using evidence from the chapter, why would the Little Rock school board create the Blossom Plan in response to the *Brown v. Board of Education* decision to desegregate schools?

What effect did the media coverage of the murder of Emmett Till and the Montgomery Bus Boycott have on Carlotta? How do you know? Use evidence from the text to support your answer.



A Mighty Long Way Supported Structured Notes, Chapter 2, Pages 27–43

Name: _____

Date: _____

Summary of Chapter 2, pages 27–43

In this chapter, Carlotta is in junior high school and loves to play softball with neighborhood kids in the summer. Jackie Robinson has just become the first black man to play on a white baseball team, and the only place in Carlotta's life in Little Rock that is not segregated is on the softball field. Carlotta is aware of the Brown v. Board of Education Supreme Court decision to desegregate schools and feels frustrated that nothing has really changed. Though she attends a more modern school for black kids with very educated teachers, the students' textbooks are old and used already, the state spends less money on black schools, and the black schools don't offer all the specialized programs or have nice sport facilities like the white schools. Carlotta also becomes aware of the more violent side of racism with the murder of Emmett Till. Yet, Black citizens are beginning to feel empowered to make changes with regards to segregation.

What differences did Carlotta notice between her school and Little Rock Central High School? Use evidence from the text to support your answer.



A Mighty Long Way Supported Structured Notes, Chapter 2, Pages 27–43

Using evidence from the chapter, why would the Little Rock school board create the Blossom Plan in response to the *Brown v. Board of Education* decision to desegregate schools?

What effect did the media coverage of the murder of Emmett Till and the Montgomery Bus Boycott have on Carlotta? How do you know? Use evidence from the text to support your answer.

A Mighty Long Way Structured Notes, Chapter 2, Pages 27–43
Teacher's Guide

Summary of Chapter 2, pages 27–43

In this chapter, Carlotta is in junior high school and loves to play softball with neighborhood kids in the summer. Jackie Robinson has just become the first black man to play on a white baseball team, and the only place in Carlotta's life in Little Rock that is not segregated is on the softball field. Carlotta is aware of the Brown v. Board of Education Supreme Court decision to desegregate schools and feels frustrated that nothing has really changed. Though she attends a more modern school for black kids with very educated teachers, the students' textbooks are old and used already, the state spends less money on black schools, and the black schools don't offer all the specialized programs or have nice sport facilities like the white schools. Carlotta also becomes aware of the more violent side of racism with the murder of Emmett Till. Yet, Black citizens are beginning to feel empowered to make changes with regards to segregation.

What differences did Carlotta notice between her school and Little Rock Central High School? Use evidence from the text to support your answer

The sports facilities. Central had a “huge football field and stadium,” a “huge two-thousand-seat auditorium, “a fully equipped greenhouse” for biology and science, and new biology and chemistry books, compared to the “hand-me-downs” Carlotta was used to. Carlotta said, “I frequently heard complaints about the outdated textbooks, limited supplies, and inferior equipment at the black schools.”



A Mighty Long Way Structured Notes, Chapter 2, Pages 27–43
Teacher's Guide

Using evidence from the chapter, why would the Little Rock school board create the Blossom Plan in response to the *Brown v. Board of Education* decision to desegregate schools?

Answers may vary. The slow desegregation plan might have been devised to maintain control over the schools in Little Rock, keeping them segregated as much as possible for as long as possible. White citizens of the South still maintained racist structures, such as segregated movie theaters and swimming pools.

What effect did the media coverage of the murder of Emmett Till and the Montgomery Bus Boycott have on Carlotta? How do you know? Use evidence from the text to support your answer.

Carlotta has already had the benefit of visiting New York City and experiencing life without segregation, but until this point she had never realized the extent of racism in the South. She is disturbed by the murder of Emmett Till, she says, “and it was there that I first read the full, terrifying story. As I followed the story for weeks in the black press, I couldn’t get the images out of my head.” Later she adds, “nothing could have prepared me for the real-life pictures I saw.... It was one of those moments when legend meets reality.” She talks about how she “saw my cousins, my friends, my classmates” in his photograph. A short while later, Rosa Parks takes a stand for blacks to be able to sit wherever they want on buses and protests are happening in Montgomery, Alabama. As a result, Alexine stands up for her own and Carlotta’s right to sit anywhere on a bus and is arrested. Carlotta was scared of the repercussions of Alexine standing up for them on the bus. She said, “But as she grew louder, refusing to back down after the bus driver threatened to call the police, I grew more frightened. I wanted to disappear. I wanted to run off the bus.”



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"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Learning Targets (2 minutes) B. Engaging the Reader: Justice Frayer Model (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Close Reading: Carlotta's New Awareness (20 minutes) B. Carlotta's Journey to Justice (8 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief Learning Targets and Preview Homework (5 minutes) 4. Homework <ol style="list-style-type: none"> A. 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: _____

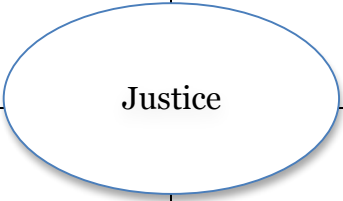
Date: _____

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
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>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>
2. How was Carlotta affected by the murder of Emmett Till?	<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
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>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>
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>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>	



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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.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 1: Lesson 4

Determining Central Ideas: The 14th Amendment



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can determine the central ideas of an informational text. (RI.8.2) I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can determine the central idea of the 14th Amendment.• I can determine the meaning of words and phrases in the 14th Amendment.	<ul style="list-style-type: none">• Structured notes, Chapter 3, pages 44–62 (from homework)• Journey to Justice note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Structured Notes Focus Question and Journey to Justice Note-catcher (15 minutes)Previewing Learning Targets (3 minutes)Work Time<ol style="list-style-type: none">Determining the Central Idea: The 14th Amendment (25 minutes)Closing and Assessment<ol style="list-style-type: none">Previewing Homework (2 minutes)Homework<ol style="list-style-type: none">Read Chapter 4 and complete the structured notes.	<ul style="list-style-type: none">This lesson continues to address sensitive issues of race. Throughout the unit, it will be important to continually assess the needs of the class and keep lines of communication open for questions, vocabulary, and feelings that come up.In this lesson, students will read and discuss a primary source document, the 14th Amendment to the U.S. Constitution. This primary source has been reformatted to provide a space for students to take notes. Consider projecting an image of the authentic document to better capture the authenticity of the primary source.Also, since there is considerable social studies content in this lesson and in lessons to come, consider collaborating with a social studies teacher to brush up on your Civil War and Reconstruction era history. This refresher will be helpful for this lesson as well as future lessons, as students begin reading informational texts on the Supreme Court case <i>Plessy v. Ferguson</i>. A useful summary of this case can be found on the PBS website: http://www.pbs.org/wnet/jimcrow/stories_events_plessy.html.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.By now, students will be familiar with the routine of pairing up with their Discussion Appointments and should not need reminders.This lesson, as well as Lessons 5–7, focuses most of class time on reading primary source documents. Students will read the next chapter in <i>A Mighty Long Way</i> for homework, and pick back up with the memoir in class time of Lesson 8. Continue to reinforce with students how reading multiple texts on a topic can both broaden and deepen one’s understanding.Post: Learning targets.



Lesson Vocabulary	Materials
amendment, innocence	<ul style="list-style-type: none">• Journey to Justice note-catcher (from Lesson 3)• The 14th Amendment to the U.S. Constitution (1866) (one per student)• Dictionary (one per student pair)• <i>A Mighty Long Way</i> structured notes, Chapter 4, pages 63–81 (one per student)• <i>A Mighty Long Way</i> supported structured notes, Chapter 4, pages 63–81 (optional; for students needing extra support)• <i>A Mighty Long Way</i> Structured Notes Teacher’s Guide, Chapter 4, pages 63–81 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Structured Notes Focus Question and Journey to Justice Note-catcher (15 minutes)</p> <ul style="list-style-type: none">• Invite students to retrieve their structured notes homework and sit with their Washington, D.C. discussion partner. Ask students to silently reread the second focus question and their response related to the segregationists' concerns about integration. Then, invite students to discuss their responses with their partners.• Cold call on one or two pairs to share their responses. Listen for students to say: "The Little Rock Nine students were not allowed to participate in activities, clubs, sports, dances, etc. before or after school hours. In a way, school was still segregated."• Ask students to take out their Journey to Justice note-catcher. Remind them of the line in the song "A Change Is Gonna Come": "It's been a long time coming, but I know a change is gonna come, oh yes it will." Ask students:<ul style="list-style-type: none">* "What is changing in Carlotta's life?" Remind students to reread the questions on the left side of the first page to help them. Have students add to the first page based on what they read in Chapter 3. Allow them to discuss what to add with their partners.• Cold call on student pairs to share what they have added. Listen for examples such as: "Daisy Bates has entered Carlotta's life as a mentor, 'the woman who soon would become my adviser, mentor, and biggest public defender' (56)" and "Carlotta meets the remainder of the black students that will be entering Central High with her in the fall."	<ul style="list-style-type: none">• Sharing answers to questions in pairs helps everyone remember concepts or basic background knowledge that will connect with the day's learning.
<p>B. Previewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to posted learning targets. Read the learning targets aloud to the class:<ul style="list-style-type: none">* "I can determine the central idea of the 14th Amendment."* "I can determine the meaning of words and phrases in the 14th Amendment."• Let students know that they will be reading the text of the 14th Amendment to understand it. Tell students that an <i>amendment</i> is a change in a legal document—in this case, the U.S. Constitution.	



Work Time	Meeting Students' Needs
<p>A. Determining the Central Idea: The 14th Amendment (25 minutes)</p> <ul style="list-style-type: none">• Explain to students that in the next few lessons they will be reading about a major Supreme Court case regarding segregation of the races. The results of this case caused an amendment to be added to the U.S. Constitution. Be sure students understand that when the Constitution is amended, the law is changed. Amending the Constitution is actually a very hard and slow process, thus keeping the laws of our country relatively stable.• Tell students that first they will read the 14th Amendment, which was passed by the Supreme Court in 1866, just a year after the end of the Civil War. It is the amendment to the U.S. Constitution that came right <i>after</i> the amendment that ended slavery. Let students know that they will learn more about why our country remained segregated into the middle of the 20th century as they read informational texts over the next several lessons.• Distribute the 14th Amendment to the U.S. Constitution (1866).• Invite students to read along silently and circle words they don't know while you read the text aloud.• Ask students to reread the text aloud with their Washington, D.C. discussion partners, taking turns reading every other section and then talking about the gist.• Cold call on one or two pairs to share the gist. Listen for students to say: "The amendment states that all people are citizens of the country, regardless of their race. All males who pay taxes can vote, regardless of race."• Clarify that the last two sections deal with the Reconstruction era of the Southern states, and mean that any states who participated in the rebellion (Civil War) against the United States have to pay war debts and reconstruction costs. Anyone who owned slaves cannot sue the federal government for property or income lost as a result of the 13th Amendment, which abolished slavery.• Remind students of the words from the Declaration of Independence that they read in the Gallery Walk, "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."• Ask students to reread the first section of the 14th Amendment and underline the part that relates to the above quote from the Declaration of Independence.	<ul style="list-style-type: none">• For ELLs and students needing additional support, consider providing smaller chunks of text, sometimes just a few sentences for a close reading. Teachers can check in on students' thinking as they speak about their text.• Asking students to identify challenging vocabulary helps them to monitor their understanding of a complex text. When students annotate the text by circling these words it can also provide a formative assessment for the teacher.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Circulate. Listen and watch for students to notice the passage: “nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.”• Ask:<ul style="list-style-type: none">* “How did the 14th Amendment seek to provide justice?”• Allow students to Think-Pair-Share, then cold call on pairs to respond. Listen for students to mention that the 14th Amendment gave justice to the ex-slaves by making them equal citizens.• Explain to students that in the next few lessons they will read more about how the government addressed the words from the Declaration of Independence and the idea of justice for the ex-slaves after the Civil War.• Next, have student pairs share the words they circled with each other and identify three words to look up in the dictionary. Encourage students to select words that will help them better understand a passage.• After several minutes, cold call on student pairs to share a word they looked up. Be sure to ask each pair the follow-up question: “How does knowing the definition help you better understand the passage?”• Congratulate students on reading an important historical document. Share with students that they will encounter the central ideas from the 14th again when they study another primary source in the next few lessons.	



Closing and Assessment	Meeting Students' Needs
<p>A. Previewing Homework (2 minutes)</p> <ul style="list-style-type: none">• Distribute the <i>A Mighty Long Way</i> structured notes, Chapter 4, pages 63–81.• Direct students' attention to the second focus question and the word <i>innocence</i>. Point out that Carlotta is using the word “innocence” in this context to refer to a child-like view of the world.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 4 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.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 1: Lesson 4

Supporting Materials



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The 14th Amendment to the U.S. Constitution (1866)

Name: _____

Date: _____

I can determine the central ideas of an informational text. (RI.8.2)

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

	Text	Vocabulary Words and Definitions
1	All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.	



The 14th Amendment to the U.S. Constitution (1866)

	Text	Vocabulary Words and Definitions
2	<p>Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age,* and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.</p> <p>*Changed by Section 1 of the 26th Amendment.</p>	
3	<p>No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.</p>	



The 14th Amendment to the U.S. Constitution (1866)

	Text	Vocabulary Words and Definitions
4	The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.	
5	The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.	

U.S. Constitution, Amend. XIV



A Mighty Long Way Structured Notes, Chapter 4, Pages 63–81

.....
Name:

.....
Date:

What is the gist of what you read?

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?

A Mighty Long Way Supported Structured Notes, Chapter 4, Pages 63–81

Name: _____

Date: _____

Summary of Chapter 4, pages 63–81:

This chapter is when the story of Carlotta’s attempt to be a student at Central High School begins. Governor Faubus has been lobbied by segregationists and is spreading fear that violence will occur if the school integrates, even with only the selected 10 students. He finally decides to bring in the state National Guard to block the entry of the black students into the school. Elizabeth Eckford is verbally abused by a mob of segregationists, when she came to school alone. Elizabeth did not have a telephone at home, so she never received the invitation to go to school with Daisy Bates and the other students. The NAACP takes the case to court and demands are made for President Eisenhower to become involved in the issue. Finally, the District Court under Judge Davies rules that the use of the National Guard is unconstitutional and the students must be in school. Eisenhower meets with Faubus, but no resolution is reached. At the end of the chapter, Faubus is still disseminating fear and the students have not yet entered school.

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?

A Mighty Long Way Structured Notes, Chapter 4, Pages 63–81
Teacher's Guide

Summary of Chapter 4, pages 63–81:

This chapter is when the story of Carlotta's attempt to be a student at Central High School begins. Governor Faubus has been lobbied by segregationists and is spreading fear that violence will occur if the school integrates, even with only the selected 10 students. He finally decides to bring in the state National Guard to block the entry of the black students into the school. Elizabeth Eckford is verbally abused by a mob of, when she came to school alone. Elizabeth did not have a telephone at home, so she never received the invitation to go to school with Daisy Bates and the other students. The NAACP takes the case to court and demands are made for President Eisenhower to become involved in the issue. Finally, the District Court under Judge Davies rules that the use of the National Guard is unconstitutional and the students must be in school. Eisenhower meets with Faubus, but no resolution is reached. At the end of the chapter, Faubus is still disseminating fear and the students have not yet entered school.

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?

Before her attempt to attend Central, Carlotta had an idealistic view of the democratic process as it relates to people of color in the United States. She trusted that once the Supreme Court ordered the integration of schools, state governments and the people would follow the law, because it was deemed just and equitable. The day her entry to school was blocked by troops that were supposed to be agents offering protection, and segregationists were allowed to be verbally abusive and use scare tactics was when she realized that it did not matter that she was a citizen or that her parents were taxpayers.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 1: Lesson 5

Studying Conflicting Interpretations: Perspectives on *Plessy v. Ferguson*: Part 1



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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 informational text. (RI.8.1)
I can determine an author's point of view or purpose in informational text. (RI.8.6)

Supporting Learning Targets

- I can cite evidence to analyze the importance of the *Plessy v. Ferguson* case.
- I can determine the court's point of view in its decision on the *Plessy v. Ferguson* case.

Ongoing Assessment

- Structured notes, Chapter 4, pages 63–81 (from homework)
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Building Background Knowledge: The Five W's of the <i>Plessy v. Ferguson</i> Case (7 minutes) B. Reviewing Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. Reading for Gist: The <i>Plessy v. Ferguson</i> Decision (12 minutes) B. Vocabulary Review and Rereading the Text (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Comparing Understandings of the <i>Plessy v. Ferguson</i> Decision (8 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread <i>Plessy v. Ferguson</i>: Key Excerpts from the Court's Decision and highlight unknown words. Define each word in the organizer on the last page of the handout. 	<ul style="list-style-type: none"> • Continue to reinforce students' ability to talk about race in a respectful and mature manner. See Lesson 1 supporting materials for any aspects of this issue you may wish to reinforce with students. • This lesson will further students' understanding of the post–Civil War South by providing primary source evidence of segregationist legislation. It also deepens their understanding of the 14th Amendment, which they studied in Lesson 4. • Students begin building background knowledge about the <i>Plessy v. Ferguson</i> Supreme Court case of 1896, which was an instrumental decision in the establishment of racial segregation in public facilities. By understanding the case and its importance, students will be able to put into perspective the integration of Central High School, as well as the mindsets of both the pro- and anti-segregationists who surrounded Carlotta Walls during her time at the school. • Students read the court's decision in this lesson and in Lesson 6. In Lesson 7, they read key excerpts from Justice John Marshall Harlan's dissenting opinion. These lessons scaffold toward the mid-unit assessment in which students will write an on-demand response to this question: "How do the court's decision and the dissenting opinion in the <i>Plessy v. Ferguson</i> case disagree on the interpretation of the 13th and 14th Amendments?" • For background on <i>Plessy v. Ferguson</i>, students watch a video, which can be accessed here: http://video.about.com/afroamhistory/Overview--Plessy-v--Ferguson.htm. This is to give students a clear and accessible idea of what the case is about so that they can dig into the complex primary source of the court's decision as well as the dissenting opinion. • Bear in mind that YouTube, about.com, 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">• Key excerpts have been selected from this primary source, the result is a series of complex paragraphs from the <i>Plessy v. Ferguson</i> decision that preserve the intended message of the text while reducing its overall length. In this lesson, students read the excerpts from the decision for gist. In the next lesson, they will read the excerpts closely, answering text-dependent questions. Be sure that students realize that they are studying key <i>excerpts</i> from <i>Plessy v. Ferguson</i> and not the entire decision. This lesson serves to begin to lay a foundation of understanding for this important document. Consider differentiating instruction to allow advanced students to study the entire document, which they likely encounter again in social studies class, high school, or college.• This lesson is the first of a two-lesson sequence. The study of the court's decision is split into two lessons given the complexity of its vocabulary. In this lesson, students are exposed to key legal phrases and concepts during Work Time A. For homework, they will identify and define additional unfamiliar words, which they will use in a Quiz-Quiz-Trade protocol during the Lesson 6 Opening. In the Work Time of the next lesson, students will complete a close reading of the decision, analyzing yet another round of important words and phrases. The layers of vocabulary work will allow students to access this complex text in a scaffolded, yet authentic way.• Remind students that the decision of the Supreme Court in 1896 shows important historical context for segregation in the United States. Students will study the case to better understand the world Carlotta Walls lived in, and they should not consider the opinion of the court to be an acceptable conclusion in the present day. When students summarize the court's decision in their own words, remind them they are giving an objective summary of a decision that is no longer constitutionally supported by the laws of the United States.• Review: Fist to Five in Checking for Understanding techniques (see Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
primary source, justices, public facilities, due process of law, equal protection of law, exercise of police/legislative power, badge of inferiority, prejudices, voluntary consent of individuals	<ul style="list-style-type: none">• <i>Plessy v. Ferguson</i> Five W's note-catcher (one per student)• <i>Plessy v. Ferguson</i> Five W's note-catcher (for teacher reference)• Document camera• <i>Plessy v. Ferguson</i>: Key Excerpts from the Court's Decision (one per student)• <i>Plessy v. Ferguson</i> vocabulary strips (one per student)• Vocabulary Preview: Order of Appointments (one for display)• Modeling Gist: Key Excerpts from the Court's Decision (one for display)• Exit Ticket: Comparing Understandings (one per student)



Opening	Meeting Students' Needs
<p>A. Building Background Knowledge: The Five W's of the <i>Plessy v. Ferguson</i> Case (7 minutes)</p> <ul style="list-style-type: none"> • Tell students that over the next few lessons they are going to read excerpts of some important documents from the time of the events in <i>A Mighty Long Way</i> to deepen their understanding of the issues described in the book. • Tell students they will now watch a video on <i>Plessy v. Ferguson</i>, an important court case decided by the Supreme Court, the highest court in the United States. Learning about the case will help them better understand how United States laws affected Carlotta Walls and the struggle to integrate Central High School. • Distribute the <i>Plessy v. Ferguson</i> Five W's note-catcher. Tell students they will use this note-catcher to record key information about the case before reading the court's decision. • Share with students that using the five W's, Who, What, When, Where, and Why, can help them summarize the most important parts of an event. Ask students to help you list the five W's aloud. Point out the categories on the note-catcher: Who? What? Where? When? Why? Invite students to take a moment to read the questions within each box on their own. • Tell students you will play the video twice. The first time, they may simply watch it. The second time, they should jot answers to the five W's questions. • Play video: http://video.about.com/afroamhistory/Overview--Plessy-v--Ferguson.htm. • Before playing the video a second time, give students a moment to review the questions on the note-catcher. • Share with students that you will play the video again, and that they should complete the note-catcher while watching. When the video is over, give students a moment to finish writing. • Invite students to turn and talk about their responses and add to their note-catchers as necessary. Circulate and check for understanding. See <i>Plessy v. Ferguson</i> Five W's note-catcher (for teacher reference) for sample student responses. • Refocus the whole group and commend students' work in jotting down and discussing key information about the <i>Plessy v. Ferguson</i> case. Display the <i>Plessy v. Ferguson</i> Five W's note-catcher (for teacher reference) with the document camera and review the information with students, clarifying where necessary. Be sure students have a grasp of the case before continuing to Work Time B. 	<ul style="list-style-type: none"> • Consider providing sentence starters or partially completed answers on the Five W's note-catcher for students who struggle.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Read the learning targets aloud to students:<ul style="list-style-type: none">* “I can cite evidence to analyze the importance of the <i>Plessy v. Ferguson</i> case.”* “I can determine the court’s point of view in its decision on the <i>Plessy v. Ferguson</i> case.”• Ask students to show a thumbs-up if they know where today’s lessons is heading and if they understand the learning targets they will need to meet in the lesson. Clarify as needed.	



Work Time	Meeting Students' Needs
<p>A. Reading for Gist: The <i>Plessy v. Ferguson</i> Decision (12 minutes)</p> <ul style="list-style-type: none"> Distribute <i>Plessy v. Ferguson: Key Excerpts from the Court's Decision</i>. Tell students they will now get a chance to read a primary source: excerpts from the actual decision of the court on the <i>Plessy v. Ferguson</i> case. The decision was written in 1896. Ask: <ul style="list-style-type: none"> * “What is a <i>primary source</i>?” Call on one or two volunteers to answer. Listen for them to explain that a primary source is a text that was written during the time period studied whose author offers an inside view of a time period or event. Clarify that a primary source is a direct way to study a time period and gives the reader a firsthand look at what was happening at the time. Ask: <ul style="list-style-type: none"> * “What are some examples of primary sources?” Cold call on a few students to respond. Possible responses include: diaries, speeches, letters, autobiographies, and news and film footage. Remind students that looking at primary sources is a great way to gain knowledge about history without having to consider the possible bias of a historian or author who has written about it after the fact. Remind students that the case was decided by <i>justices</i>—judges of the Supreme Court, which is the United States’ highest court. Justices are nominated by the President of the United States. There was only one justice who was against the <i>Plessy v. Ferguson</i> decision, Justice John Marshall Harlan. Today, students read the court’s overall decision; in Lesson 7, they will read Justice Harlan’s opinion on the case. Clarify that what they will read today is only one side of the case. Explain to students that the case relates to segregation. Remind students that they discussed this word in Lesson 1. Ask: <ul style="list-style-type: none"> * “What does ‘segregation’ mean?” Call on a volunteer to answer. Clarify if needed, emphasizing that segregation laws dictated the separation of African Americans and white Americans in public facilities and places. Ask: <ul style="list-style-type: none"> * “What are some examples of <i>public facilities</i>?” Cold call on a few students to answer. Listen for them to mention places such as movie theaters and restaurants, as well as facilities like bathrooms, water fountains, busses, schools, etc. Reinforce for students that <i>Plessy v. Ferguson</i> relates to a specific case of segregation. Tell students that this is a complex text they will read multiple times. This time, they will read to figure out the gist of the court’s decision. 	<ul style="list-style-type: none"> When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing. Providing models of expected work supports all students, but especially supports challenged learners. Especially for ELLs and struggling readers, consider providing additional support around the multiple meanings of the word “justice” throughout the module. Students may need clarification that “justice” in this case does not refer to fairness, or a legal process; it is a title used for the judges of the Supreme Court. Discussion Appointments are a way for students to work with different classmates, leading to mixed-ability groupings. Mixed-ability groupings of students for regular discussion and close reading exercises will provide a collaborative and supportive structure for close reading of complex texts.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Share with students that this first time through the text you will read aloud to them. Direct students to the key vocabulary words that are defined on the bottom of <i>Plessy v. Ferguson: Key Excerpts from the Court's Decision</i> in the form of footnotes. Invite students to refer to the footnotes when they hear a word they do not know as you read aloud. Read the text aloud with expression, modeling fluency and building meaning with your voice. 	
<p>B. Vocabulary Review and Rereading the Text (15 minutes)</p> <ul style="list-style-type: none"> Tell students that they will now have a chance to review some of the challenging legal vocabulary in the court case. Inform them that legal language is often very complex and that going over vocabulary is a great place to start analyzing a case. Pass out one <i>Plessy v. Ferguson</i> vocabulary strip to each student. Tell students they will now participate in a vocabulary swapping activity. They should be prepared to meet briefly with each of their discussion partners, share their vocabulary word or phrase, and record the definition of their word and their partner's in the chart on page 2 of <i>Plessy v. Ferguson: Key Excerpts from the Court's Decision</i>. Before beginning the activity, give students a moment to read their word or phrase and its definition and do a quick "word sketch" of what they visualize when they think about the meaning of their word or phrase. Reassure students by telling them they will not be judged on their artwork; the sketch is just a quick way of helping them and their partners visualize the important vocabulary. Display the Vocabulary Preview: Order of Appointments. Tell students that they will now have a chance to meet with each of their discussion partners in the order listed to share their word or phrase and learn and record a new one. There will be a 1-minute time limit for each meeting. During the meeting, students should read aloud their word or phrase and its definition to their partner and show him or her the image. Each partner should record the word and its definition in the chart on page 2 of the key excerpts handout. Instruct students to begin by meeting with their Kansas City discussion partners. After 1 minute has passed, instruct students to meet with their next partner. Repeat the process until all students have met with each of their partners. When students have met with each of their partners, instruct them to return to their original seats. Refocus whole group and ask them to show a Fist to Five to rate their understanding of the vocabulary, five meaning they understood all of the words and a fist meaning they only understood one or two of the words. Review vocabulary words or phrases if necessary. 	<ul style="list-style-type: none"> For students who are resistant to drawing, consider allowing them to create a pose or quick tableau for the word, rather than a drawing. For ELLs and struggling readers, most of the vocabulary words may be unfamiliar. For these students, providing an illustration or image would be helpful instead of asking them to draw one. In addition, consider asking these students to use the words in sentences since they will have both the definition and the illustration.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Next, invite students to rejoin their Kansas City discussion partner to reread <i>Plessy v. Ferguson</i>: Key Excerpts from the Court's Decision quietly together and to pause at the end of each section to write the gist in the space provided. Encourage students to use a pencil as they write and to leave some room in the boxes so that they can revise and add to their responses. Tell students they should work individually during this part of Work Time, but reassure them that there will be time to compare their ideas with a partner.• When about 10 minutes have passed, invite students to share their responses with their Kansas City partner. Students should add to or revise their own writing as they discuss the gist with their partners. Circulate and clarify as needed.	
Closing and Assessment	Meeting Students' Needs
<p>A. Comparing Understandings of the <i>Plessy v. Ferguson</i> Decision (8 minutes)</p> <ul style="list-style-type: none">• Invite students to show a Fist to Five to indicate their understanding of the gist of the court's decision. Remind them that a fist means they did not understand the gist and a five means they understood each section thoroughly. Reassure students by telling them they will be able to compare their work with a model to clarify their understanding of the gist.• Display Modeling Gist: Key Excerpts from the Court's Decision. Instruct students to compare their work with the model, adding to their own writing as necessary.• Distribute the Exit Ticket: Comparing Understandings. Ask students to share their responses in writing. Tell students to refer to the numbers in front of each excerpt to answer Questions 1 and 2.• Thank students for their hard work with this complex text. Tell them their hard work will pay off tomorrow, when they zoom in for a close read of the decision.	<ul style="list-style-type: none">• Consider using the Exit Ticket: Comparing Understandings to help gather information about how to support students' understanding of <i>Plessy v. Ferguson</i> in the next lesson.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread <i>Plessy v. Ferguson</i>: Key Excerpts from the Court's Decision and highlight unknown words. Define each word in the organizer on the last page of the handout.	<ul style="list-style-type: none">• Since there are many difficult words in the text, consider giving students a concrete number of words to define, such as five or six.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 1: Lesson 5

Supporting Materials



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Plessy v. Ferguson 5 W's Note-catcher

Name:

Date:

WHO?

Who brought the case to court?

Who was the case against?

WHAT?

What was the case about?

WHERE?

Where did the incident take place?

Where did the case end up?



Plessy v. Ferguson 5 W's Note-catcher

WHEN?

When was the case decided?

WHY?

Why was the case important?

Plessy v. Ferguson 5 W's Note-catcher
(Answers, for Teacher Reference)

<p>WHO?</p> <p>Who brought the case to court?</p> <p>Who was the case against?</p>	<p>Plaintiff: Homer Plessy</p> <p>Defendant: State of Louisiana</p>
<p>WHAT?</p> <p>What was the case about?</p>	<p>A Louisiana law—African Americans were not allowed to travel in the same train car as white passengers. Plessy argued that it violated his rights under the 13th and 14th amendments.</p>
<p>WHERE?</p> <p>Where did the incident take place?</p> <p>Where did the case end up?</p>	<p>Louisiana</p> <p>The Supreme Court</p>
<p>WHEN?</p> <p>When was the case decided?</p>	<p>1896</p>
<p>WHY?</p> <p>Why was the case important?</p>	<p>The case was important because it set the stage for segregation in the U.S. Afterward, the idea of “separate but equal” was widely accepted by many states.</p>



Plessy v. Ferguson:
Key Excerpts from the Court's Decision

Excerpt	Gist
<p>1. "... By the Fourteenth Amendment, all persons born or naturalized in the United States and subject to the jurisdiction thereof are made citizens of the United States and of the State wherein they reside, and the States are forbidden from making or enforcing any law which shall abridge the privileges or immunities of citizens of the United States, or shall deprive any person of life, liberty, or property without due process of law, or deny to any person within their jurisdiction the equal protection of the laws."</p> <p><i>Naturalized:</i> Made a citizen <i>Jurisdiction:</i> Law</p>	



Plessy v. Ferguson:

Key Excerpts from the Court's Decision

Excerpt	Gist
<p>2. "... The object of the amendment was undoubtedly to enforce the absolute equality of the two races before the law, but, in the nature of things, it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political, equality, or a commingling of the two races upon terms unsatisfactory to either. Laws permitting, and even requiring, their separation in places where they are liable to be brought into contact do not necessarily imply the inferiority of either race to the other, and have been generally, if not universally, recognized as within the competency of the state legislatures in the exercise of their police power. The most common instance of this is connected with the establishment of separate schools for white and colored children, which has been held to be a valid exercise of the legislative power even by courts of States where the political rights of the colored race have been longest and most earnestly enforced."</p> <p><i>Terms unsatisfactory:</i> An unwanted situation <i>Liable:</i> Likely <i>Earnestly:</i> Passionately</p>	



Plessy v. Ferguson:
Key Excerpts from the Court's Decision

Excerpt	Gist
<p>3. "... We consider the underlying fallacy of the plaintiff's argument to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority. If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it.... The argument also assumes that social prejudices may be overcome by legislation, and that equal rights cannot be secured to the negro except by an enforced commingling of the two races. We cannot accept this proposition. If the two races are to meet upon terms of social equality, it must be the result of natural affinities, a mutual appreciation of each other's merits, and a voluntary consent of individuals."</p> <p><i>Consist in the assumption:</i> rely on the belief <i>Merits:</i> Good qualities</p>	



Plessy v. Ferguson:

Key Excerpts from the Court's Decision

Excerpt	Gist
<p>4. "... It is true that the question of the proportion of colored blood necessary to constitute a colored person, as distinguished from a white person, is one upon which there is a difference of opinion in the different States, some holding that any visible admixture of black blood stamps the person as belonging to the colored race (<i>State v. Chaver</i>, 5 Jones [N.C.] 1, p. 11); others that it depends upon the preponderance of blood (<i>Gray v. State</i>, 4 Ohio 354; <i>Monroe v. Collins</i>, 17 Ohio St. 665); and still others that the predominance of white blood must only be in the proportion of three-fourths. (<i>People v. Dean</i>, 4 Michigan 406; <i>Jones v. Commonwealth</i>, 80 Virginia 538). But these are questions to be determined under the laws of each State, and are not properly put in issue in this case. Under the allegations of his petition, it may undoubtedly become a question of importance whether, under the laws of Louisiana, the petitioner belongs to the white or colored race."</p> <p><i>Constitute:</i> Make up <i>Preponderance:</i> Mixture <i>Predominance:</i> Majority <i>Not properly put in issue:</i> Not argued correctly <i>Allegations:</i> Accusations; blame</p>	

Plessy v. Ferguson, 163 U. S. 537 (1896)



Plessy v. Ferguson:
Key Excerpts from the Court's Decision

Additional Vocabulary	Definitions



Plessy v. Ferguson Vocabulary Strips

Teacher Directions: Print enough copies of this document so each group of five students can have a copy.

(Some students may double up on words in order to cover all key vocabulary.)

Word/Phrase	Definition	Illustration
Due process of law	A fair legal process or trial	

Word/Phrase	Definition	Illustration
Equal protection of the laws	Having the same laws; being protected equally by laws	



Plessy v. Ferguson Vocabulary Strips

Word/Phrase	Definition	Illustration
Exercise of police power Exercise of legislative power	The use of police power by a state The use of governmental power by a state	

Word/Phrase	Definition	Illustration
Badge of inferiority	A sign of being “less than” because of race	

Word/Phrase	Definition	Illustration
Prejudices	Negative feelings or actions toward a group or individual (in this case, based on race)	



Plessy v. Ferguson Vocabulary Strips

Word	Definition	Illustration
Voluntary consent of individuals	An agreement between people who are willing to do something	



Vocabulary Preview: Order of Appointments

Meeting 1	Kansas City
Meeting 2	Denver
Meeting 3	New York City
Meeting 4	Chicago
Meeting 5	Washington, D.C.



Modeling Gist:
Key Excerpts from the Court's Decision

Excerpt	Gist
<p>1. "... By the Fourteenth Amendment, all persons born or naturalized in the United States and subject to the jurisdiction thereof are made citizens of the United States and of the State wherein they reside, and the States are forbidden from making or enforcing any law which shall abridge the privileges or immunities of citizens of the United States, or shall deprive any person of life, liberty, or property without due process of law, or deny to any person within their jurisdiction the equal protection of the laws."</p> <p><i>Naturalized:</i> Made a citizen <i>Jurisdiction:</i> Law</p>	<p>Because of the 14th Amendment, all American citizens have equal rights.</p>



Modeling Gist:
Key Excerpts from the Court's Decision

Excerpt	Gist
<p>2. "... The object of the amendment was undoubtedly to enforce the absolute equality of the two races before the law, but, in the nature of things, it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political, equality, or a commingling of the two races upon terms unsatisfactory to either. Laws permitting, and even requiring, their separation in places where they are liable to be brought into contact do not necessarily imply the inferiority of either race to the other, and have been generally, if not universally, recognized as within the competency of the state legislatures in the exercise of their police power. The most common instance of this is connected with the establishment of separate schools for white and colored children, which has been held to be a valid exercise of the legislative power even by courts of States where the political rights of the colored race have been longest and most earnestly enforced."</p> <p><i>Terms unsatisfactory:</i> An unwanted situation <i>Liable:</i> Likely <i>Earnestly:</i> Passionately</p>	<p>The point of the 14th Amendment was to make sure all people, black or white, have equal legal rights. This does not have anything to do with keeping the races separate. Keeping the races separate does not mean that one is better than the other.</p>



Modeling Gist:
Key Excerpts from the Court's Decision

Excerpt	Gist
<p>3. "... We consider the underlying fallacy of the plaintiff's argument to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority. If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it.... The argument also assumes that social prejudices may be overcome by legislation, and that equal rights cannot be secured to the negro except by an enforced commingling of the two races. We cannot accept this proposition. If the two races are to meet upon terms of social equality, it must be the result of natural affinities, a mutual appreciation of each other's merits, and a voluntary consent of individuals."</p> <p><i>Consist in the assumption:</i> rely on the belief <i>Merits:</i> Good qualities</p>	<p>The court thinks the problem with Plessy's argument is that he says separating the races marks African Americans with a sign of being "less than" white people. The court claims this is not true, because separating the races does not make one better than the other. It just allows people to live how they are used to living, and they should not be forced to mix unless they really want to.</p>



Modeling Gist:
Key Excerpts from the Court's Decision

Excerpt	Gist
<p>4. "... It is true that the question of the proportion of colored blood necessary to constitute a colored person, as distinguished from a white person, is one upon which there is a difference of opinion in the different States, some holding that any visible admixture of black blood stamps the person as belonging to the colored race (<i>State v. Chaver</i>, 5 Jones [N.C.] 1, p. 11); others that it depends upon the preponderance of blood (<i>Gray v. State</i>, 4 Ohio 354; <i>Monroe v. Collins</i>, 17 Ohio St. 665); and still others that the predominance of white blood must only be in the proportion of three-fourths. (<i>People v. Dean</i>, 4 Michigan 406; <i>Jones v. Commonwealth</i>, 80 Virginia 538). But these are questions to be determined under the laws of each State, and are not properly put in issue in this case. Under the allegations of his petition, it may undoubtedly become a question of importance whether, under the laws of Louisiana, the petitioner belongs to the white or colored race."</p> <p><i>Constitute</i>: Make up <i>Preponderance</i>: Mixture <i>Predominance</i>: Majority <i>Not properly put in issue</i>: Not argued correctly <i>Allegations</i>: Accusations; blame</p>	<p>The court says it is true that states have different opinions on what family background makes a person black or white. Plessy does not argue this issue properly in this case. Regardless, these disagreements are up to the states to decide, and do not play a role in this case, and New Orleans will most likely have to consider this issue in the future.</p>

Plessy v. Ferguson, 163 U. S. 537 (1896)

Exit Ticket: Comparing Understandings

Name: _____

Date: _____

Which excerpt did you understand the best? _____

Which excerpt did you struggle with the most? _____

What did you learn from comparing your understanding with a partner and with the model?



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 1: Lesson 6

Studying Conflicting Interpretations:

Perspectives on *Plessy v. Ferguson*: Part 2



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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 informational text. (RI.8.1)

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)

Supporting Learning Targets

- I can cite evidence to analyze the importance of the *Plessy v. Ferguson* case.
- I can determine the court's point of view in its decision on the *Plessy v. Ferguson* case.
- I can analyze how the authors of the court's decision and the dissenting opinion on *Plessy v. Ferguson* disagree on matters of interpretation.

Ongoing Assessment

- Defined unknown vocabulary words (from homework)
- *Plessy v. Ferguson* Text-Dependent Questions



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Key Vocabulary Quiz-Quiz-Trade (10 minutes) B. Reviewing Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. Close Reading: The <i>Plessy v. Ferguson</i> Decision (28 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Modeling: Taking Notes (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread <i>Plessy v. Ferguson</i>: Key Excerpts from the Decision B. Complete the first two questions on Homework: The Court's Decision. 	<ul style="list-style-type: none"> • Students continue to closely read the court's decision in the <i>Plessy v. Ferguson</i> case. After reviewing key legal vocabulary and reading the decision for gist in Lesson 6, students seek to understand the key reasons the court came to its decision. Students' study of this case will not only help them understand segregationist legislation, but also the important distinction between legal equality (equality according to the law) and social equality (equal treatment in society). Thus, students will better understand the oppression African Americans faced despite the requirements of the 14th Amendment. • Students reread key excerpts from the court's decision, which capture the intentions and the spirit of the original text. As noted in Lesson 5, this primary source document has been excerpted so students have enough time to read and work with the parts of the text most integral to their understanding of the court's decision. Students reread the excerpts from the decision closely, answer text-dependent questions, and also have the opportunity to discuss their responses with a partner. • This lesson prepares students to read Justice John Marshall Harlan's dissenting opinion in Lesson 7. By comparing both sides of the case, students will gain a better understanding of the legislation that created the segregated world Carlotta Walls lived in. • Lessons 5–7 scaffold toward the mid-unit assessment in which students will write an on-demand responses to this question: "How do the court's decision and the dissenting opinion in the <i>Plessy v. Ferguson</i> case disagree on the interpretation of the 13th and 14th Amendments?" • The notes students take for homework will be reference notes for their mid-unit assessment. Be sure to point out to students that they will not be able to answer the last question on the Homework: The Court's Decision because it asks them to compare the decision to the dissenting opinion. Students will complete this particular question for homework in Lesson 7. • Remind students that the decision of the Supreme Court in 1896 shows the important historical background of segregation in the United States. They are studying the case to better understand the world Carlotta Walls lived in. They should not consider the 1896 opinion of the court to be an acceptable conclusion in the present day. When students summarize the court's decision in their own words, remind them they are giving an objective summary of a decision that is no longer constitutionally supported by the laws of the United States. It is important to continue to help students place primary source documents in their historical context.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Review Quiz-Quiz Trade in Vocabulary Strategies (see Appendix).– Cut out Quiz-Quiz-Trade cards.• Post: Quiz-Quiz-Trade directions; learning targets.

Lesson Vocabulary	Materials
jurisdiction, abridge, deprive, abolish, competency, state legislatures, underlying fallacies, natural affinities, commingling, imply, put that construction upon it, enforced commingling of the two races, dissenting opinion	<ul style="list-style-type: none">• <i>Plessy v. Ferguson</i>: Key Excerpts from the Court’s Decision (from Lesson 5)• <i>Plessy v. Ferguson</i>: Quiz-Quiz-Trade vocabulary cards (one card per student)• Dictionaries (several for students’ reference)• <i>Plessy v. Ferguson</i> Text-Dependent Questions: The Court’s Decision (one per student)• <i>Plessy v. Ferguson</i> Close Reading Teacher’s Guide: The Court’s Decision (for teacher reference)• Homework: The Court’s Decision (one per student; see Teaching Notes)• Homework: The Court’s Decision (for teacher reference)• Document camera



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Key Vocabulary Quiz-Quiz-Trade (10 minutes)</p> <ul style="list-style-type: none"> Tell students that today they will continue to study <i>Plessy v. Ferguson</i> to better understand the kinds of laws that created the segregated world Carlotta Walls lived in. Ask students to turn and talk: <ul style="list-style-type: none"> * “Why was the <i>Plessy v. Ferguson</i> case important in establishing segregation in the United States?” Cold call on a few students to share their responses. Listen for them to discuss how <i>Plessy v. Ferguson</i> pointed out the difference between legal equality and social equality, making it acceptable in the eyes of the law to separate the races while still claiming they were equal. Clarify that legal equality refers to equality and justice according to the law and social equality refers to equal or just treatment in society. Under the law, separate but equal should have meant that there was equality of schools for black and white children, but in society (in reality), schools for blacks were not equal. The black schools were poorly funded, and the facilities were not as nice as the school facilities for white children. Feel free to address this question again throughout the lesson if students do not grasp it right away. Remind students that they did a great job in the previous lesson previewing and sharing some of the difficult legal vocabulary that showed up in the court’s decision. Tell them that today they define other key words and phrases from the text, in preparation for a close reading of the court’s decision. Tell students that some of the words you’ve chosen may overlap with the words they chose to define for homework. Invite students to get out their <i>Plessy v. Ferguson: Key Excerpts from the Court’s Decision</i>. While students are doing this, pass out the <i>Plessy v. Ferguson Quiz-Quiz-Trade vocabulary cards</i>, one per student. Instruct students to write the definition of the word they receive on the back of the card. They may use their homework if the word they receive matches one they defined for homework, or they may use a dictionary. Once students have recorded the definition of their word on the back of the card, let them know they will be doing a protocol called Quiz-Quiz-Trade. Give directions: <ol style="list-style-type: none"> Find a partner and show that person the vocabulary word on your card. Your partner will try to infer the meaning of the word. After each partner has tried to infer the meaning of both words, find out the correct definitions and record them in the vocabulary box on page 3 of <i>Plessy v. Ferguson: Key Excerpts from the Court’s Decision</i>. Trade cards and find new partners. Repeat Steps 1–4 four times. 	<ul style="list-style-type: none"> Consider preparing a few cards with pre-written definitions for students who may have struggled to determine the most appropriate definitions for the vocabulary words for homework. You may hand these cards to students discreetly so they can participate in the activity without being singled out.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Clarify directions if needed and invite students to begin. As they work, circulate and listen in to gauge how well they understand the words. Continue to coach students on the protocol as needed.• Once students have partnered up four times, instruct them to return to their seats. Students should have each of the eight words defined in the vocabulary box on page 3 of <i>Plessy v. Ferguson</i>: Key Excerpts from the Court's Decision.	
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Praise students' engagement in the vocabulary activity and tell them their work with the vocabulary words will pay off as they reread the complex text of the court's decision on <i>Plessy v. Ferguson</i>.• Read the learning targets aloud to students:<ul style="list-style-type: none">* "I can cite evidence to analyze the importance of the <i>Plessy v. Ferguson</i> case."* "I can determine the court's point of view in its decision on the <i>Plessy v. Ferguson</i> case."* "I can analyze how the authors of the court's decision and the dissenting opinion on <i>Plessy v. Ferguson</i> disagree on matters of interpretation."• Tell students that they will zoom in closely on the court's decision today. Remind them of their hard work in close reading previous texts and reinforce the importance of reading closely to understand the deeper meaning of a text. Remind them that the court's decision is a complex text and that multiple readings will help them better understand it.	



Work Time	Meeting Students' Needs
<p>A. Close Reading: The <i>Plessy v. Ferguson</i> Decision (28 minutes)</p> <ul style="list-style-type: none">• Distribute the <i>Plessy v. Ferguson</i> Text-Dependent Questions: The Court's Decision. Tell students they will now reread the court's decision in the <i>Plessy v. Ferguson</i> case, which they read for gist in the previous lesson. Remind students that the case was decided by justices, or judges of the Supreme Court, the United States' highest court. There was only one justice who was against the decision, Justice John Marshall Harlan. Today they read the court's overall decision, and tomorrow they will read justice Harlan's opinion on the case.• Tell students this is a complex text and that they will need to reread and zoom in closely in order to understand each part of the court's decision. Inform them that they work through the questions, you will guide them by rereading parts of the text aloud, and then they will get a chance to reread and answer questions independently.• Remind students that key vocabulary words are defined on the bottom of the page, in the form of footnotes. They have also defined many key vocabulary words and phrases in the chart on page 3 of the excerpts during the Quiz-Quiz-Trade. Invite students to refer to the footnotes and the chart when they hear a word they do not know as you read aloud.• Use the <i>Plessy v. Ferguson</i> Close Reading Teacher's Guide: The Court's Decision to guide students through this text and the text-dependent questions, rereading the indicated passages aloud and pausing for discussion and written responses to the text-dependent questions.	<ul style="list-style-type: none">• When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.• Providing models of expected work supports all students, but especially challenged learners.• Consider rereading the text aloud with small groups of struggling readers, pausing to clarify and check for understanding.• For students reading significantly below grade level, consider streamlining the text by shortening sentences and simplifying difficult vocabulary.



Closing and Assessment	Meeting Students' Needs
<p>A. Modeling: Taking Notes (5 minutes)</p> <ul style="list-style-type: none">• Distribute and display Homework: The Court's Decision.• Using the Homework: The Court's Decision (for teacher reference), model the first question with the document camera. Think aloud for students about how the 14th Amendment was written to ensure equal protection by the laws for all people. Point out the court's distinction between political and social rights and outline how they made their argument against Plessy.• After modeling the first question, tell students they will complete the second question for homework. Tell students they should reference the text as much as necessary as they work. Point out that the last question cannot be answered until students read the dissenting opinion. They should skip this question until Lesson 7. <p>Give students specific positive feedback about their close reading work in today's lesson.</p>	<ul style="list-style-type: none">• Consider providing quick verbal or written summaries of the 13th and 14th Amendments to struggling students.• Consider providing students with highlighters to identify where the decision references the amendments before writing.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread <i>Plessy v. Ferguson</i>: Key Excerpts from the Court's Decision. <p>Complete the first two questions on Homework: The Court's Decision.</p>	



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 1: Lesson 6

Supporting Materials



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Plessy v. Ferguson: Quiz-Quiz-Trade Vocabulary Cards

Jurisdiction	Natural Affinities	Deprive
Abolish	Competency	State Legislatures
Underlying Fallacies		



Plessy v. Ferguson Text-Dependent Questions:
The Court's Decision

Name: _____

Date: _____

I can cite evidence to analyze the importance of the *Plessy v. Ferguson* case.

I can determine the court's point of view in its decision on the *Plessy v. Ferguson* case.

I can analyze how the authors of the court's decision and the dissenting opinion on *Plessy v. Ferguson* disagree on matters of interpretation.

1. The court claims that the purpose of the 14th Amendment is “to enforce the absolute equality of the two races before the law” but not “to abolish distinctions based upon color, or to enforce social, as distinguished from political, equality, or a commingling of the two races upon terms unsatisfactory to either.”

- What does “commingling” mean? Use context to help you determine the definition.
- Summarize this claim about the 14th Amendment in your own words.



2. The court claims laws that require the separation of blacks and whites in public places “do not necessarily imply the inferiority of either race to the other.”

- What does the word “imply” mean? Use context to help you determine the definition.
- Summarize this key claim about segregation laws in your own words.



Plessy v. Ferguson Text-Dependent Questions:
The Court's Decision

<p>3. The court admits, “It is true that the question of the proportion of colored blood necessary to constitute a colored person, as distinguished from a white person, is one upon which there is a difference of opinion in the different States.”</p> <ul style="list-style-type: none">• Explain in your own words what the states have a “difference of opinion” about.• Why is this particular issue important in the <i>Plessy v. Ferguson</i> case?	
<p>4. In response to Plessy’s argument that the law places a “badge of inferiority” upon African Americans, the court states, “If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it ...”</p> <ul style="list-style-type: none">• What does “put that construction upon it” mean?• Where does the court place blame for the “badge of inferiority”?	



Plessy v. Ferguson Text-Dependent Questions:
The Court's Decision

5. In the final paragraph, the court claims,
“The [plaintiff’s] argument also assumes that social prejudices may be overcome by legislation, and that equal rights cannot be secured to the negro except by an enforced commingling of the two races.”

- What is the court’s claim about “social prejudices”?
- What does “enforced commingling of the two races” mean? What is the court’s position on this?



Plessy v. Ferguson Close Reading Teacher's Guide:
The Court's Decision (For Teacher Reference)

Total Time: 28 minutes

Close Reading Question	Guide
<p>1. The court claims that the purpose of the 14th Amendment is “to enforce the absolute equality of the two races before the law” but not “to abolish distinctions based upon color, or to enforce social, as distinguished from political, equality, or a commingling of the two races upon terms unsatisfactory to either.”</p> <ul style="list-style-type: none"> • What does “commingling” mean? Use context to help you determine the definition. • Summarize this claim about the 14th Amendment in your own words. 	<p>1. Read the text aloud, stopping after “... terms unsatisfactory to either” (middle of Paragraph 2).</p> <p>2. Read Close Reading Question 1 (at left) aloud and allow students time to Think-Pair-Share and refer back to the text as much as they need to before cold calling on student pairs to respond.</p> <p><i>Note: Students may need help using context clues to determine the definition of “commingling” (mixing). You may also point out that the word “mingle” is within the word to push students’ thinking.</i></p> <p><i>Note: Help students to understand the important concept that legal equality means equality according to the law, but social equality means equal treatment in society.</i></p> <p>Sample Response: <i>This claim means that the court interprets the 14th Amendment in a way that only guarantees legal equality between blacks and whites, not social equality. This court determined that striking down the Louisiana railroad law would force the races to mix. The court asserts that the forced mixing of the races is not part of the 14th Amendment, and should not be pushed if either one or both races do not approve of such mixing.</i></p> <p>Additional Probing Questions:</p> <ul style="list-style-type: none"> • What does “equality before the law” mean? • What does it mean to “abolish distinctions based on color”? • Why do you think the idea of “commingling” was so undesirable to white lawmakers at the time?



Plessy v. Ferguson Close Reading Teacher's Guide:
The Court's Decision (For Teacher Reference)

Close Reading Question	Guide
<p>2. The court claims laws that require the separation of blacks and whites in public places “do not necessarily imply the inferiority of either race to the other.”</p> <ul style="list-style-type: none">• What does the word “imply” mean? Use context to help you determine the definition.• Summarize this key claim about segregation laws in your own words.	<p>3. Continue reading the text aloud until “... earnestly enforced” (end of Paragraph 2).</p> <p>4. Read Close Reading Question 2 (at left) aloud and allow students time to Think-Pair-Share and refer back to the text as much as they need to before cold calling on student pairs to respond.</p> <p>Sample Response: <i>Imply means to suggest.</i></p> <p><i>The court says that separating blacks and whites does not suggest that one race is better than the other.</i></p> <p>Additional Probing Questions:</p> <ul style="list-style-type: none">• What is problematic about the court’s claim?• In what ways do you see evidence against this claim in Carlotta Walls’ life?



Plessy v. Ferguson Close Reading Teacher's Guide:
The Court's Decision (For Teacher Reference)

Close Reading Question	Guide
<p>3. In response to Plessy's argument that the law places a "badge of inferiority" upon African Americans, the court states, "If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it ..."</p> <ul style="list-style-type: none">• What does "put that construction upon it" mean?• Where does the court place blame for the "badge of inferiority"?	<p>5. Read paragraph 3 aloud, through "... voluntary consent of individuals".</p> <p>6. Read Close Reading Question 3 (at left) aloud and allow students time to Think-Pair-Share and refer back to the text as much as they need to before cold calling on student pairs to respond.</p> <p>Sample Response:</p> <p><i>"Put that construction upon it" means "give it that meaning."</i></p> <p><i>The court places blame for the badge of inferiority on the African American race.</i></p> <p>Additional Probing Questions:</p> <ul style="list-style-type: none">• What are the major flaws in the court's argument about the "badge of inferiority"?• How do you think the court's belief affected pro-segregationist attitudes?• What evidence against the court's claim do you see in A Mighty Long Way?



Plessy v. Ferguson Close Reading Teacher's Guide:
The Court's Decision (For Teacher Reference)

Close Reading Question	Guide
<p>4. In the final paragraph, the court claims, “The [plaintiff’s] argument also assumes that social prejudices may be overcome by legislation, and that equal rights cannot be secured to the negro except by an enforced commingling of the two races.”</p> <ul style="list-style-type: none">• What is the court’s claim about “social prejudices”?• What does “enforced commingling of the two races” mean? What is the court’s position on this?	<p>7. Reread Paragraph 3 aloud to reinforce understanding.</p> <p>8. Read Close Reading Question 4 (at left) aloud and allow students time to Think-Pair-Share and refer back to the text as much as they need to before cold calling on student pairs to respond.</p> <p>Sample Response:</p> <p><i>The court claims that social prejudices cannot be destroyed by forcing the races to mix, and that forcing the races to mix will not make blacks equal to whites. Enforced commingling of the races means the governmentally controlled and forced mixing of the races. The court believes this is not acceptable, and that the states should be able to decide what they do about these issues individually.</i></p> <p>Additional Probing Questions:</p> <ul style="list-style-type: none">• How does the court justify segregation?



Plessy v. Ferguson Close Reading Teacher's Guide:
The Court's Decision (For Teacher Reference)

Close Reading Question	Guide
<p>5. The court admits, “It is true that the question of the proportion of colored blood necessary to constitute a colored person, as distinguished from a white person, is one upon which there is a difference of opinion in the different States.”</p> <ul style="list-style-type: none">• Explain in your own words what the states have a “difference of opinion” about.• Why is this particular issue important in the <i>Plessy v. Ferguson</i> case?	<p>9. Continue reading aloud until “... white or colored race” (end of Paragraph 4).</p> <p>10. Read Close Reading Question 5 (at left) aloud and allow students time to Think-Pair-Share and refer back to the text as much as they need to before cold calling on student pairs to respond.</p> <p>Sample Response:</p> <p><i>The court points out the states have a difference of opinion about what proportion of black ancestors to white ancestors makes a person “colored.” This issue is important in the Plessy v. Ferguson case because Plessy was mostly white, but was still forced to ride in the black railroad car.</i></p> <p>Additional Probing Questions:</p> <ul style="list-style-type: none">• What problems does this issue cause for pro-segregation states?• What does this say about the way pro-segregationists thought about race?



Homework:
The Court's Decision

Name:

Date:

Directions: Reread *Plessy v. Ferguson*: Key Excerpts from the Court's Decision and answer the following questions to prepare for the Fishbowl discussion.

How does the court interpret the 14th Amendment to defend its position?	
What additional support does the court use to defend its decision?	
What important information or evidence does the court include in its opinion that Harlan does not include in his dissenting opinion?	



Homework:

The Court's Decision (Answers, for Teacher Reference)

How does the court interpret the 14th Amendment to defend its position?	The court interprets the 14th Amendment by saying that it requires equal treatment of the races. The court claims that the Louisiana railroad law does not violate the amendment because it allows both races access to the same train.
What additional support does the court use to defend its decision?	The court rejects Plessy's claim that the law gives black Americans a "badge of inferiority." They argue that the sense of inferiority black Americans may feel is due to social dynamics, and is a result of their own understanding of their place in society.
What important information or evidence does the court include in its opinion that Harlan does not include in his dissenting opinion?	The court includes more information about how "separate but equal" legislation does not affect political equality. The court also argues more extensively about the 13th Amendment, claiming that the railroad law does not have anything to do with slavery.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 1: Lesson 7

Studying Conflicting Interpretations:

Perspectives on *Plessy v. Ferguson*: Part 3



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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 informational text. (RI.8.1)

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)

Supporting Learning Targets

- I can cite evidence to analyze the importance of the *Plessy v. Ferguson* case.
- I can determine the court's point of view in its decision on the *Plessy v. Ferguson* case.
- I can analyze how the authors of the court's decision and the dissenting opinion on *Plessy v. Ferguson* disagree on matters of interpretation.

Ongoing Assessment

- Homework: The Court's Decision (completed for homework)
- *Plessy v. Ferguson* Text-Dependent Questions



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Reviewing the Court's Decision (5 minutes) B. Reviewing Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. <i>Plessy v. Ferguson</i> Close Reading: The Dissenting Opinion (30 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Adding to the Notes (8 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread <i>Plessy v. Ferguson</i>: Key Excerpts from the Dissenting Opinion. B. Complete Homework: The Dissenting Opinion and the final question on Homework: The Court's Decision. 	<ul style="list-style-type: none"> • In this lesson, students closely read Justice John Marshall Harlan's dissenting opinion in the <i>Plessy v. Ferguson</i> case. After reviewing key legal vocabulary and closely reading <i>Plessy v. Ferguson</i>: Key Excerpts from the Court's Decision in the previous lesson, students seek to understand the key reasons why Justice Harlan disagreed with the court's decision. By comparing both sides of this important case, students will gain a better understanding of the legislation that created the segregated world Carlotta Walls lived in. • Harlan's opinion has been excerpted into a series of short, relevant, complex paragraphs. Students read the excerpts closely, answering text-dependent questions and discussing their responses with a partner. These materials have been excerpted in accordance with NYS guidelines for excerpting material (see module and unit overview document for more information). • In the next lesson students will complete the mid-unit assessment in which they will synthesize what they have learned about <i>Plessy v. Ferguson</i>. • Post: Learning targets.

Lesson Vocabulary	Materials
dissent, dissenting, pernicious, under the guise	<ul style="list-style-type: none"> • <i>Plessy v. Ferguson</i>: Key Excerpts from the Dissenting Opinion (one per student) • <i>Plessy v. Ferguson</i> Text-Dependent Questions: The Dissenting Opinion (one per student) • <i>Plessy v. Ferguson</i> Close Reading Teacher's Guide: The Dissenting Opinion (for teacher reference) • Homework: The Dissenting Opinion (one per student) • Homework: The Dissenting Opinion (for teacher reference) • Document camera



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Reviewing the Court's Decision (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to take out their completed Homework: The Court's Decision and meet with their Denver discussion partners.. • Turn and talk: <ul style="list-style-type: none"> * "What did the 13th Amendment do?" * "What did the 14th Amendment do?" * "What were some of the main claims of the court in the <i>Plessy v. Ferguson</i> decision?" • Cold call on a few students to share important or valuable information from their discussions. • Tell students that today they will get a chance to read the dissenting opinion of Justice John Marshall Harlan on the <i>Plessy v. Ferguson</i> case. Tell them that most of the justices agreed on the decision of the court, except for Justice Harlan. Ask: <ul style="list-style-type: none"> * "What do you think it means if one justice had a <i>dissenting</i> opinion?" • Call on one or two volunteers to answer. If necessary, draw students' attention to the prefix dis- and inquire what this prefix means. Clarify that the prefix dis-means apart from and "dissent" means "disagree." Justice Harlan did not agree with the other justices on this case, so he wrote a dissenting opinion. Turn and talk: <ul style="list-style-type: none"> * "Why do you think the U.S. court system allows for dissenting opinions in every ruling?" * "What does it say about Justice Harlan that he stood alone in his dissent?" • Call on one or two volunteers to share a response. Listen for students to say that Justice Harlan predicted the problems the <i>Plessy v. Ferguson</i> ruling would cause and had the courage to make his voice heard, even though all of the other justices disagreed with him. 	<ul style="list-style-type: none"> • Consider providing accelerated students with a blank card so that they may choose an unknown word and independently define it using context clues. • Especially for ELLs and struggling readers, consider providing additional support around the multiple meanings of the word "justice" throughout the module. Students may need clarification that "justice" in this case does not refer to fairness, or a legal process; it is a title used for the judges of the Supreme Court.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Tell students that today, they will complete a close reading of <i>Plessy v. Ferguson</i>: Key Excerpts from the Dissenting Opinion.• Read the learning targets aloud to students:<ul style="list-style-type: none">* “I can cite evidence to analyze the importance of the <i>Plessy v. Ferguson</i> case.”* “I can determine the court’s point of view in its decision on the <i>Plessy v. Ferguson</i> case.”* “I can analyze how the authors of the court’s decision and the dissenting opinion on <i>Plessy v. Ferguson</i> disagree on matters of fact and interpretation.”• Tell students that they will zoom in closely on the dissenting opinion today. Remind them of their hard work on close reading in the previous lesson, as well as in previous modules. Remind students that the dissenting opinion is a complex text, and that multiple readings will help them better understand it.	



Work Time	Meeting Students' Needs
<p>A. <i>Plessy v. Ferguson</i> Close Reading: The Dissenting Opinion (30 minutes)</p> <ul style="list-style-type: none">• Distribute <i>Plessy v. Ferguson</i>: Key Excerpts from the Dissenting Opinion and the <i>Plessy v. Ferguson</i> Text Dependent Questions: The Dissenting Opinion. Tell students they will now read Justice Harlan's dissenting opinion on the <i>Plessy v. Ferguson</i> case. Inform students that you will read the text aloud first, then they will get a chance to reread when they collaborate with a partner to work on text dependent questions.• Inform students that key vocabulary words are defined at the end of each section of text, in the form of footnotes. Invite students to refer to the footnotes when they hear a word they do not know as you read aloud. Read the text aloud with expression, modeling fluency.• Use the <i>Plessy v. Ferguson</i> Close Reading Teacher's Guide: The Dissenting Opinion to conduct the close reading of the text with students.• Once the close reading has been completed, give specific positive feedback on the way they reread the text, reflected, and wrote individually, and/or collaborated with their partners to gain a deeper understanding of the court's decision.	<ul style="list-style-type: none">• When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.• Consider rereading the text aloud with small groups of struggling readers, pausing to clarify and check for understanding.• For students reading significantly below grade level, consider streamlining the text by shortening sentences and simplifying difficult vocabulary.



Closing and Assessment	Meeting Students' Needs
<p>A. Adding to the Notes (8 minutes)</p> <ul style="list-style-type: none">• Distribute and display Homework: The Dissenting Opinion. Tell students that the notes focus mostly on how Justice Harlan interprets information such as the 13th and 14th Amendments differently than the other justices.• Using Homework: The Dissenting Opinion (for teacher reference), model answering the first question on a document camera. Think aloud for students about how the 14th Amendment was written to ensure equal protection by the law for all people. Point out how Justice Harlan's opinion differs from that of the rest of the court.• Remind students that they also need to answer the final question on their Homework: The Court's Decision from Lesson 6 now that they have read the dissenting opinion.	<ul style="list-style-type: none">• Consider providing quick verbal or written summaries of the 13th and 14th Amendments to struggling students.• Consider providing students with highlighters to identify where the decision references the amendments before writing.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread <i>Plessy v. Ferguson</i>: Key Excerpts from the Dissenting Opinion.• Complete Homework: The Dissenting Opinion and the final question on Homework: The Court's Decision.	



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 1: Lesson 7

Supporting Materials



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Plessy v. Ferguson:

Key Excerpts from the Dissenting Opinion
by Justice John Marshall Harlan

Name: _____

Date: _____

Excerpt	Gist
<p>... The Thirteenth Amendment does not permit the withholding or the deprivation of any right necessarily inhering in freedom. It not only struck down the institution of slavery as previously existing in the United States, but it prevents the imposition of any burdens or disabilities that constitute badges of slavery or servitude. It decreed universal civil freedom in this country. This court has so adjudged. But that amendment having been found inadequate to the protection of the rights of those who had been in slavery, it was followed by the Fourteenth Amendment, which added greatly to the dignity and glory of American citizenship and to the security of personal liberty by declaring that</p> <p>“all persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside,”</p> <p>and that</p> <p>“no State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty or property without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws.”</p> <p><i>deprivation</i>: the taking away of <i>inhering</i>: living permanently within <i>decreed</i>: declared <i>inadequate</i>: not good enough</p>	



Plessy v. Ferguson:

Key Excerpts from the Dissenting Opinion
by Justice John Marshall Harlan

Excerpt	Gist
<p>... It as said in argument that the statute of Louisiana does [p. 557] not discriminate against either race, but prescribes a rule applicable alike to white and colored citizens. But this argument does not meet the difficulty. Everyone knows that the statute in question had its origin in the purpose not so much to exclude white persons from railroad cars occupied by blacks as to exclude colored people from coaches occupied by or assigned to white persons. Railroad corporations of Louisiana did not make discrimination among whites in the matter of accommodation for travelers. The thing to accomplish was, under the guise of giving equal accommodation for whites and blacks, to compel the latter to keep to themselves while traveling in railroad passenger coaches. No one would be so wanting in candor as to assert the contrary. The fundamental objection, therefore, to the statute is that it interferes with the personal freedom of citizens.</p> <p><i>does not meet the difficulty:</i> does not hold up <i>statute:</i> law <i>would be so wanting in candor as to assert the contrary:</i> would be able to honestly argue the opposite.</p>	



Plessy v. Ferguson:

Key Excerpts from the Dissenting Opinion
by Justice John Marshall Harlan

Excerpt	Gist
<p>... The white race deems itself to be the dominant race in this country. And so it is in prestige, in achievements, in education, in wealth and in power. So, I doubt not, it will continue to be for all time if it remains true to its great heritage and holds fast to the principles of constitutional liberty. But in view of the Constitution, in the eye of the law, there is in this country no superior, dominant, ruling class of citizens. There is no caste here. Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful. The law regards man as man, and takes no account of his surroundings or of his color when his civil rights as guaranteed by the supreme law of the land are involved. It is therefore to be regretted that this high tribunal, the final expositor of the fundamental law of the land, has reached the conclusion that it is competent for a State to regulate the enjoyment by citizens of their civil rights solely upon the basis of race.</p> <p><i>heritage</i>: roots, history <i>caste</i>: a system used to organize people into “rankings” <i>takes no account</i>: does not notice <i>expositor</i>: one who gives meaning to something <i>competent</i>: acceptable</p>	



Plessy v. Ferguson:

Key Excerpts from the Dissenting Opinion
by Justice John Marshall Harlan

Excerpt	Gist
<p>... In my opinion, the judgment this day rendered will, in time, prove to be quite as pernicious as the decision made by this tribunal in the Dred Scott Case. It was adjudged in that case that the descendants of Africans who were imported into this country and sold as slaves were not included nor intended to be included under the word "citizens" in the Constitution, and could not claim any of the rights and privileges which that instrument provided for and secured to citizens of the United States; that, at the time of the adoption of the Constitution, they were</p> <p>“considered as a subordinate and inferior class of beings, who had been subjugated by the dominant [p. 560] race, and, whether emancipated or not, yet remained subject to their authority, and had no rights or privileges but such as those who held the power and the government might choose to grant them.”</p> <p>...</p> <p>The arbitrary separation of citizens on the basis of race while they are on a public highway is a badge of servitude wholly inconsistent with the civil freedom and the equality before the law established by the Constitution. It cannot be justified upon any legal grounds.</p> <p><i>rendered:</i> <i>pernicious:</i> <i>tribunal:</i> court</p> <p><i>Dred Scott Case:</i> a court case decided in 1857, which determined that black slaves could not be considered citizens of the United States and therefore could not sue anyone in federal court. The decision divided Northern and Southern states and was one factor that led to the Civil War.</p> <p><i>descendants:</i> a person considered related to an ancestor or race</p> <p><i>arbitrary:</i> based on random choice rather than any reason or system</p>	

Plessy v. Ferguson, 163 U. S. 537 (1896) (dissent)



Plessy v. Ferguson Text-Dependent Questions:
The Dissenting Opinion

Name: _____

Date: _____

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

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)

1. Justice Harlan asserts that the 13th Amendment “prevents the imposition of any burdens or disabilities that constitute badges of slavery or servitude.”

- How does Justice Harlan argue that the railroad law would violate the 13th Amendment?
- How does Harlan's use of excerpts from the 14th Amendment support his argument?



2. Justice Harlan argues, “Everyone knows that the statute in question had its origin in the purpose not so much to exclude white persons from railroad cars occupied by blacks as to exclude colored people from coaches occupied or assigned to white persons.”

- State in your own words Justice Harlan’s claim about the Louisiana railroad law.

Harlan continues, “The thing to accomplish was, under the guise of giving equal accommodation for whites and blacks, to compel the latter to keep to themselves while traveling in railroad passenger coaches.”

- What does the phrase “under the guise” mean? How do you know?
- What is Justice Harlan’s claim?



Plessy v. Ferguson Text-Dependent Questions:
The Dissenting Opinion

<p>3. According to Harlan, “Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful. The law regards man as man, and takes no account of his surroundings or of his color when his civil rights as guaranteed by the supreme law of the land are involved.”</p> <ul style="list-style-type: none">• What methods does Harlan use to attempt to persuade his audience in this final paragraph?	
<p>4. According to Justice Harlan, the judgment of the court “will, in time, prove to be quite as pernicious as the decision made by this tribunal in the Dred Scott Case,” and “the arbitrary separation of citizens on the basis of race while they are on a public highway ... cannot be justified upon any legal grounds.”</p> <ul style="list-style-type: none">• What does “pernicious” mean? Use context clues to help you determine the definition.• What are Justice Harlan’s main points in these first two paragraphs?	



Plessy v. Ferguson Close Reading Teacher's Guide:
The Dissenting Opinion (For Teacher Reference)

Total Time: 30 minutes

Close Reading Question	Guide
<p>1. Justice Harlan asserts that the 13th Amendment “prevents the imposition of any burdens or disabilities that constitute badges of slavery or servitude.”</p> <ul style="list-style-type: none"> • How does Justice Harlan argue that the railroad law would violate the 13th Amendment? • How does Harlan’s use of excerpts from the 14th Amendment support his argument? 	<p>1. Read the text aloud through the end of Paragraph 1, “... had been in slavery.”</p> <p>2. Read Close Reading Question 1 aloud and allow students time Think-Ink-Pair-Share, referring back to the text as much as they need to before cold calling on student pairs to respond.</p> <p>3. Read the remainder of the section through “... equal protection of the laws.”</p> <p>4. Repeat Step 2.</p> <p>Sample Responses:</p> <p><i>Justice Harlan asserts that the railroad law would make black Americans “less than” white Americans, which would violate the 13th Amendment.</i></p> <p><i>Harlan has established how the railroad law is based on inequality of the races and places a badge of inferiority on African Americans. By using excerpts from the 14th Amendment, he proves that the U.S. Constitution requires equality for all, and that the railroad law violates this rule.</i></p> <p>Additional Probing Questions:</p> <ul style="list-style-type: none"> • What does it mean to “violate” an amendment? • What is the 13th Amendment about? • What does the 14th Amendment guarantee for all U.S. citizens? • How does Harlan argue the railroad law would violate this amendment? • Remember: What was the definition of “badge of inferiority” from



	the court's decision?
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Plessy v. Ferguson Close Reading Teacher's Guide:
The Dissenting Opinion (For Teacher Reference)

Total Time: 30 minutes

Close Reading Question	Guide
<p>2. Justice Harlan argues, “Everyone knows that the statute in question had its origin in the purpose not so much to exclude white persons from railroad cars occupied by blacks as to exclude colored people from coaches occupied or assigned to white persons.”</p> <ul style="list-style-type: none">• State in your own words Justice Harlan’s claim about the Louisiana railroad law. <p>Harlan continues, “The thing to accomplish was, under the guise of giving equal accommodation for whites and blacks, to compel the latter to keep to themselves while traveling in railroad passenger coaches.”</p> <ul style="list-style-type: none">• What does the phrase “under the guise” mean? How do you know?• What is Justice Harlan’s claim?	<p>1. Read the next paragraph aloud to students, stopping after “... freedom of its citizens.”</p> <p>2. Read Close Reading Question 2 aloud and allow students time Think-Ink-Pair-Share, referring back to the text as much as they need to before cold calling on student pairs to respond.</p> <p>Sample Response:</p> <p><i>Justice Harlan claims that it is common knowledge that the railroad law was put in place to keep black people away from white people, not the other way around.</i></p> <p><i>“Under the guise” means “in the disguise of.” I know this because Justice Harlan is talking about how segregationists try to justify laws like this by making it seem like they are about equality, not discrimination.</i></p> <p>Additional Probing Questions:</p> <ul style="list-style-type: none">• What familiar word does “guise” look/sound like?• Remember: What was the court’s justification for segregationist laws?• How does Justice Harlan argue against the court’s justification?



Plessy v. Ferguson Close Reading Teacher's Guide:
The Dissenting Opinion (For Teacher Reference)

Total Time: 30 minutes

Close Reading Question	Guide
<p>3. According to Harlan, “Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful. The law regards man as man, and takes no account of his surroundings or of his color when his civil rights as guaranteed by the supreme law of the land are involved.”</p> <ul style="list-style-type: none">• What methods does Harlan use to attempt to persuade his audience in this final paragraph?	<p>1. Read the next paragraph aloud, ending after, “... the basis of race.”</p> <p>2. Read Close Reading Question 3 aloud and allow students time Think-Ink-Pair-Share, referring back to the text as much as they need to before cold calling on student pairs to respond.</p> <p>Sample Response: <i>Harlan uses repetition and personification to attempt to persuade his audience. For example, he says that the Constitution is “color-blind” and that it “neither knows nor tolerates classes among citizens,” as if it were a person. He also repeats these two ideas in the next sentence, saying “all citizens are equal before the law” and “the humblest is the peer of the most powerful.”</i></p> <p>Note: Harlan also acknowledges the counterclaim in the first two sentences of this section. Some students may be able to identify this strategy.</p> <p>Additional Probing Questions:</p> <ul style="list-style-type: none">• What does “humblest” mean?• What is it called when an author makes an object have human characteristics?• What feelings does this final paragraph evoke for you?• Was Justice Harlan correct in his prediction in the first paragraph of his opinion?



Plessy v. Ferguson Close Reading Teacher's Guide:
The Dissenting Opinion (For Teacher Reference)

Total Time: 30 minutes

Close Reading Question	Guide
<p>4. According to Justice Harlan, the judgment of the court “will, in time, prove to be quite as pernicious as the decision made by this tribunal in the Dred Scott Case.” And that “the arbitrary separation of citizens on the basis of race while they are on a public highway... cannot be justified upon any legal grounds.”</p> <ul style="list-style-type: none">• What does “pernicious” mean? Use context clues to help you determine the definition.• What are Justice Harlan’s main points in these first two paragraphs?	<p>1. Read the final paragraph aloud, ending with, “any legal grounds.”</p> <p>2. Read Close Reading Question 4 aloud and allow students time Think-Ink-Pair-Share, referring back to the text as much as they need to before cold calling on student pairs to respond.</p> <p>Sample Response: <i>Pernicious means destructive or damaging.</i></p> <p><i>Justice Harlan’s main points are: that the court will one day regret its decision just as it did in the case of Dred Scott and that the separation of people based on race is a violation of the rights guaranteed in the Constitution.</i></p> <p>Additional Probing Questions:</p> <ul style="list-style-type: none">• According to Harlan, what is the importance of the Dred Scott case?• Why does Justice Harlan say the judgment will be as “pernicious” as the Dred Scott case?• How is Harlan’s interpretation of the constitution different from the court’s?



Homework:
The Dissenting Opinion

Name:

Date:

How does Justice Harlan interpret the 14th Amendment to support his position?	
What additional support does Justice Harlan use to defend his decision?	
What important information or evidence does Justice Harlan include in his dissenting opinion that the court does not include in its decision?	



Homework:

The Dissenting Opinion (for Teacher Reference)

How does Justice Harlan interpret the 14th Amendment to support his position?	<p>Harlan interprets the 14th Amendment by declaring that the U.S. Constitution is colorblind. He states that “everyone knows” the purpose of the railroad law is to keep black Americans out of white areas, and not vice versa. He states that this violates black American’s rights under the 14th Amendment.</p> <p>For each of the questions, please include supporting questions if students don’t come to this answer themselves.</p>
What additional support does the Justice Harlan use to defend its decision?	<p>Harlan argues that the law forcing the separation of black Americans creates a “badge of servitude,” which violates the Constitution. Harlan also uses common knowledge when arguing that the law would be in place not to create equality, but to keep black Americans from intermingling with whites.</p>
What important information or evidence does Justice Harlan include in his dissenting opinion that the court does not include in its decision?	<p>Harlan compares the case to the <i>Dred Scott</i> decision, warning the other justices that they will regret their decision.</p>



EXPEDITIONARY
LEARNING

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

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



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

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

I can analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9)

Supporting Learning Targets

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

Ongoing Assessment

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



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



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



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

Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Invite volunteers to read the learning targets aloud for the whole group: <ul style="list-style-type: none"> * I can present in writing how the authors of the court's decision and the dissenting opinion on <i>Plessy v. Ferguson</i> disagree on their interpretations of the 13th and 14th Amendments. * I can cite evidence to support my ideas of how the court's decision and the dissenting opinion disagree on their interpretation of the 13th and 14th Amendments. 	



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



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



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

Name: _____

Date: _____

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

I can analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9)

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

Your writing will:

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



Mid-Unit 1 Assessment: Sample Response

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

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

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

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



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 1: Lesson 9

World Cafe: Analyzing the Jim Crow Laws



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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 informational text. (RI.8.1)
I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)
I can express my own ideas during discussions. (SL.8.1)
I can build on others' ideas during discussions. (SL.8.1)

Supporting Learning Targets

- I can explain how the *Plessy v. Ferguson* Supreme Court ruling codified the Jim Crow laws.
- I can explain how the *Plessy v. Ferguson* Supreme Court case connects to the Jim Crow laws.
- I can use sentence starters to build on others' ideas.

Ongoing Assessment

- *A Mighty Long Way* structured notes, Chapter 4 (from Lesson 4)
- Journey to Justice note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Structured Notes Focus Question from Chapter 4 and Journey to Justice Note-catcher (8 minutes) B. Reviewing Learning Targets (1 minute) 2. Work Time <ol style="list-style-type: none"> A. Analyzing Jim Crow Laws (5 minutes) B. World Café (30 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Previewing Homework (1 minute) 4. Homework <ol style="list-style-type: none"> A. Read Chapter 5 and complete the structured notes. 	<ul style="list-style-type: none"> • This lesson adds a new resource (the Jim Crow Laws) to help students build background knowledge about life in the time of <i>A Mighty Long Way</i>. Students pull together all of the texts they have read over the unit by making connections between the text excerpts about the Plessy v Ferguson case, the Jim Crow laws, and Carlotta's experiences in <i>A Mighty Long Way</i>. • To prepare for this lesson about the Jim Crow laws, you may consider reading this excellent article by Dr. David Pilgrim of Ferris State University: http://www.nps.gov/malu/forteachers/jim_crow_laws.htm • The World Café protocol promotes discussion and leadership in students. Students may be familiar with this protocol from seventh-grade modules or from 8M2A. The first round and the first transition need very clear direction. After that, students tend to pick up the protocol quickly. • Consider posting the steps for World Café on the board or chart paper where students can see them. • Students may require more time for the World Café protocol than allocated here, particularly as they are required to find evidence in the texts to support their ideas. Consider extending this if necessary for your students. • In advance: <ul style="list-style-type: none"> – Review the World Café protocol (see Appendix). – To make it easier to form groups for the World Café, consider putting sticky notes under students' chairs with numbers on them. When it is time to form the groups, ask students to find the sticky note under their chair and sit with others who have the same number to form their first group. – Divide students into five groups for the World Café. – Cut the Jim Crow Laws strips and organize each category (Transportation, Education, Intermarriage, Other) on a different table in the World Café. – Review the Think-Ink-Pair Share protocol. • Post: Learning targets.



Lesson Vocabulary	Materials
codified, consorting, naiveté	<ul style="list-style-type: none">• <i>A Mighty Long Way</i> structured notes, Chapter 4 (from Lesson 4)• Journey to Justice note-catcher (from Lesson 3)• Introduction to the Jim Crow Laws (one per student and one for display)• Document camera• World Café protocol (one to display; see Appendix)• World Café note-catcher (one per student)• Jim Crow Laws strips (one category per table, cut into strips)• Sentence starters (one per table)• <i>Plessy v. Ferguson</i>: Key Excerpts from the Court's Decision (from Lesson 5)• <i>A Mighty Long Way</i> (book, one per student)• QuickWrite #1 (one per student)• <i>A Mighty Long Way</i> structured notes, Chapter 5, pages 82–98 (one per student)• <i>A Mighty Long Way</i> supported structured notes, Chapter 5, pages 82–98 (optional; for students who need extra support)• <i>A Mighty Long Way</i> Structured Notes Teacher's Guide, Chapter 5, pages 82–98 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Structured Notes Focus Question from Chapter 4 and Journey to Justice Note-catcher (8 minutes)</p> <ul style="list-style-type: none"> Ask students to sit with their Chicago Discussion Appointment partner and take out their <i>A Mighty Long Way</i> structured notes, Chapter 4 (from Lesson 4). Read the focus question aloud: <ul style="list-style-type: none"> * “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?” Cold call on student pairs to share their responses. Listen for students to say something like: “Before her attempt to attend Central, Carlotta had an idealistic view of the democratic process as it relates to people of color in the United States. She trusted that once the Supreme Court ordered the integration of schools, that state governments and the people would follow the law, because it was deemed just and equitable. The day her entry to school was blocked by troops that were supposed to be agents offering protection, and segregationists were allowed to be verbally abusive and use scare tactics was when she realized that it did not matter that she was a citizen or that her parents were taxpayers.” Share with students that Carlotta is realizing a lot of new things about her society. Have students take out their Journey to Justice note-catchers and reread the left column. Ask: <ul style="list-style-type: none"> * “What additional changes has Carlotta experienced?” Invite students to work with their partners to add to their Journey to Justice note-catchers. After a few minutes, cold call on student pairs to share the changes Carlotta is experiencing. 	<ul style="list-style-type: none"> Learning targets help students understand the purpose for the lesson.
<p>B. Reviewing Learning Targets (1 minute)</p> <ul style="list-style-type: none"> Invite students to follow along silently as you read the learning targets aloud: <ul style="list-style-type: none"> * “I can explain how the <i>Plessy v. Ferguson</i> Supreme Court ruling codified the Jim Crow laws.” * “I can explain how the <i>Plessy v. Ferguson</i> Supreme Court case connects to the Jim Crow laws.” * “I can use sentence starters to build on others’ ideas.” Explain that the term <i>codified</i> means “making laws or rules into a code or system of behavior” and that meeting this learning target means that students will be able to explain how the <i>Plessy v. Ferguson</i> ruling encouraged the Jim Crow laws to become an expected way of behavior. 	



Work Time	Meeting Students' Needs
<p>A. Analyzing Jim Crow Laws (5 minutes)</p> <ul style="list-style-type: none">• Explain that the experiences Carlotta had were a result of blacks seeking justice and truly experiencing the words from the Declaration of Independence, “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.”• Share with students that Jim Crow laws in the South did not allow for equal treatment of blacks and whites. In this lesson, they will learn more about Jim Crow laws and what Carlotta and the other members of the Little Rock Nine and the civil rights movement fought for.• Distribute Introduction to the Jim Crow Laws and project it with a document camera.• Invite students to follow along as you read it aloud.• Ask students to Think-Ink-Pair-Share for the following questions, found on the Introduction:<ul style="list-style-type: none">* “What is meant by the word <i>consorting</i> in this Introduction?”• Listen for students to say that in this context <i>consorting</i> means to hanging out with someone of a different color. Ask:<ul style="list-style-type: none">* “What was the motivation for the creation of the Jim Crow laws?”• Listen for students to draw on their background knowledge from previous lessons to say that the purpose of these laws was to “restore the social order.”• Remind students that, from the Southern perspective, restoring the social order meant that blacks had no power and were not of equal social standing with whites.	<ul style="list-style-type: none">• Allowing students to think and write before sharing ensures that most students will have ideas to share when it is time to do so.



Work Time (continued)	Meeting Students' Needs
<p>B. World Café (30 minutes)</p> <ul style="list-style-type: none"> • Inform students that they will be participating in the World Café protocol to analyze specific Jim Crow laws. • Group students into four groups. • Tell students that they will work in small groups to fill in a note-catcher. There will be four rounds, and after each round, the groups will switch according to the protocol. • Project the World Café protocol with the document camera and point out to students how the modified protocol will function—there is no assigned leader left behind with each rotation. Hand out the World Café note-catcher. • Explain to students that each table is labeled with a category: Education, Transportation, Intermarriage, and Other. There are corresponding Jim Crow Laws strips for each category, which are found at the appropriate table. Students read the laws, discuss them using the sentence starters also found at each table, and add to their note-catchers based on their discussions. • Tell students that they are to read the Jim Crow laws and then think about how the laws might relate/connect with something they read in the <i>Plessy v. Ferguson</i> case and in <i>A Mighty Long Way</i>. They are to refer to their <i>Plessy v. Ferguson: Key Excerpts from the Court's Decision</i> and the chapters they have read in <i>A Mighty Long Way</i> to find evidence for their note-catcher. • Model the use of a sentence starter: <ul style="list-style-type: none"> – “Say that you are at the table with laws related to education. A peer makes a comment about one of the laws. A way to respond using the sentence starters located at the table could sound like: ‘What you said about separate schools reminded me of the way there are separate schools in <i>A Mighty Long Way</i> until Carlotta goes to Central. It also makes me think of Excerpt 2 of the <i>Plessy v. Ferguson</i> court ruling in which separate schools for white and black children are used as an example of black and white students being separate but having access to the same resources.’” • Make it clear to students that they may not be able to connect each of the laws with something in <i>Plessy v. Ferguson</i> or in what they have read of <i>A Mighty Long Way</i> so far, but where they think of connections and can find evidence, they should record it. Also explain that although <i>A Mighty Long Way</i> was set in Little Rock, Arkansas, many of the Jim Crow laws on the strips are from other states like Alabama and Mississippi; however, students should still consider connections where they can. • In most cases, there will be more laws than students at most tables. If there is time, invite students to locate laws they have not yet analyzed and add their thoughts about these laws, which they have not yet analyzed. When time is up, students then rotate to a new table. Students rotate to all tables (five in total). 	<ul style="list-style-type: none"> • Use of protocols (like World Café) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• At each table students read the laws, discuss them using the sentence starters, and add to their note-catchers.• Circulate and check for understanding as groups meet and discuss the laws. Remind students to add to their note-catchers based on their discussions. Provide support to each group as necessary. As much as possible, address any confusion or misconceptions as groups are meeting. It may be helpful to inform students when they have only 1 minute left for their conversation in each round.• When the protocol is over, refocus the whole class. Recognize positive behaviors that you noticed during the World Café (showing leadership, referring often to the text, asking each other questions to clarify ideas, etc.). Cold call students to share their responses from their note-catchers. Invite the class to continue revising or adding to their note-catchers as appropriate during this time.• Distribute QuickWrite #1 for students to synthesize their reactions to the Jim Crow laws. Read the two prompts:<ul style="list-style-type: none">* “How do the Jim Crow laws connect to <i>Plessy v. Ferguson</i>?”* “How do the Jim Crow laws connect to Carlotta’s experiences in <i>A Mighty Long Way</i>?”• Invite a few students to share out their QuickWrite #1 responses.	
Closing and Assessment	Meeting Students' Needs
A. Previewing Homework (1 minute) <ul style="list-style-type: none">• Distribute <i>A Mighty Long Way</i> structured notes, Chapter 5, pages 82–98.• Explain that the word naiveté in the focus question means “innocence or ignorance because of youth.”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 5 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.



EXPEDITIONARY
LEARNING

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



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Introduction to the Jim Crow Laws

Name: _____

Date: _____

From the 1880s into the 1960s, a majority of American states enforced segregation through “Jim Crow” laws (so called after a black character in minstrel shows). From Delaware to California, and from North Dakota to Texas, many states (and cities, too) could impose legal punishments on people for consorting with members of another race. The most common types of laws forbade intermarriage and ordered business owners and public institutions to keep their black and white clientele separated.

What is meant by the word “consorting” in this Introduction?

What was the motivation for the creation of the Jim Crow laws?

World Café Note-catcher

Name: _____

Date: _____

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

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

	Examples of Jim Crow laws	Evidence of this law in the <i>Plessy v. Ferguson</i> case	Evidence of this law in <i>A Mighty Long Way</i>
Transportation			
Education			
Intermarriage			
Other			



World Café Note-catcher
(Example, for Teacher Reference)

	Examples of Jim Crow laws	Evidence of this law in the <i>Plessy v. Ferguson</i> case	Evidence of this law in <i>A Mighty Long Way</i>
Transportation	The conductor of each passenger train is authorized and required to assign each passenger to the car or the division of the car, when it is divided by a partition, designated for the race to which such passenger belongs.	In the case, Plessy argued that not being allowed to travel in the same car as white people violated his rights under the 13th and 14th Amendments.	When Carlotta goes to New York on the train, she has to go to a seat in the railcar for black passengers, and she describes how there is a whites-only dining car: “I climbed on board and made my way to the last seat in the railcar for black passengers.”
Education	Separate schools shall be maintained for the children of the white and colored races.	The <i>Plessy v. Ferguson</i> case says, “The most common instance of this is connected with the establishment of separate schools for white and colored children, which has been held to be a valid exercise of the legislative power even by courts of States where the political rights of the colored race have been longest and most earnestly enforced.”	There are separate schools for black and white children in Little Rock. Carlotta goes to a black school before she is allowed to go to Central, the white school.



Intermarriage	The marriage of a white person with a negro or mulatto or person who shall have one-eighth or more of negro blood shall be unlawful and void.	In <i>Plessy v. Ferguson</i> , they try to determine exactly who is black and who is not by the amount of white blood.	It isn't marriage, but in <i>A Mighty Long Way</i> Carlotta describes how Superintendent Blossom told the boys they were not allowed to date the girls or look at the white girls. Superintendent Blossom said, "You are not to date—or even look at—our girls."
Other	The [Conservation] Commission shall have the right to make segregation of the white and colored races as to the exercise of rights of fishing, boating, and bathing.	In <i>Plessy v. Ferguson</i> they interpret the amendment as meaning that black and white people should not be forced to be integrated in a social setting, like the swimming pool.	In <i>A Mighty Long Way</i> , Carlotta describes how the black children are not allowed to swim in the same places as the white children: "I knew I couldn't swim there because the pool was for whites only."

Jim Crow Laws Strips

Transportation

Railroads: The conductors or managers on all such railroads shall have power, and are hereby required, to assign to each white or colored passenger his or her respective car, coach, or compartment. If the passenger fails to disclose his race, the conductor and managers, acting in good faith, shall be the sole judges of his race. *Virginia*



Buses: All passenger stations in this state operated by any motor transportation company shall have separate waiting rooms or space and separate ticket windows for the white and colored races.

Alabama



Railroads: The conductor of each passenger train is authorized and required to assign each passenger to the car or the division of the car, when it is divided by a partition, designated for the race to which such passenger belongs. *Alabama*



Railroads: All railroad companies and corporations, and all persons running or operating cars or coaches by steam on any railroad line or track in the State of Maryland, for the transportation of passengers, are hereby required to provide separate cars *or coaches for the travel and transportation of the white and colored passengers.* *Maryland*



Transportation: The ... Utilities Commission ... is empowered and directed to require the establishment of separate waiting rooms at all stations for the white and colored races. *North Carolina*

"Jim Crow Laws." *National Park Service*. U.S. Department of the Interior, 14 Feb. 2014. Web. 27 Feb. 2014

Jim Crow Laws Strips

Intermarriage

Intermarriage: All marriages of white persons with Negroes, Mulattos, Mongolians, or Malaya hereafter contracted in the State of Wyoming are and shall be illegal and void. *Wyoming*



Intermarriage: The marriage of a person of Caucasian blood with a Negro, Mongolian, Malay, or Hindu shall be null and void. *Arizona*



Intermarriage: All marriages between a white person and a negro, or between a white person and a person of negro descent to the fourth generation inclusive, are hereby forever prohibited. *Florida*



Cohabitation: Any negro man and white woman, or any white man and negro woman who are not married to each other, who shall habitually live in and occupy in the nighttime the same room shall each be punished by imprisonment not exceeding twelve (12) months, or by fine not exceeding five hundred (\$500.00) dollars. *Florida*



Intermarriage: It shall be unlawful for a white person to marry anyone except a white person. Any marriage in violation of this section shall be void. *Georgia*



Intermarriage: All marriages between a white person and a negro, or between a white person and a person of negro descent, to the third generation, inclusive, or between a white person and a member of the Malay race; or between the negro and a member of the Malay race; or between a person of Negro descent, to the third generation, inclusive, and a member of the Malay race, are forever prohibited, and shall be void. *Maryland*



Intermarriage: The marriage of a white person with a negro or mulatto or person who shall have one-eighth or more of negro blood shall be unlawful and void. *Mississippi*

"Jim Crow Laws." *National Park Service*. U.S. Department of the Interior, 14 Feb. 2014. Web. 27 Feb. 2014



Jim Crow Laws Strips

Intermarriage: All marriages between ... white persons and negroes or white persons and Mongolians ... are prohibited and declared absolutely void.... No person having one-eighth part or more of negro blood shall be permitted to marry any white person, nor shall any white person be permitted to marry any negro or person having one-eighth part or more of negro blood. *Missouri*



"Jim Crow Laws." *National Park Service*. U.S. Department of the Interior, 14 Feb. 2014. Web. 27 Feb. 2014

Jim Crow Laws Strips

Education

Education: Separate schools shall be maintained for the children of the white and colored races.

Mississippi



Education: The schools for white children and the schools for negro children shall be conducted separately. *Florida*



Education: Separate rooms [shall] be provided for the teaching of pupils of African descent, and [when] said rooms are so provided, such pupils may not be admitted to the school rooms occupied and used by pupils of Caucasian or other descent. *New Mexico*



Textbooks: Books shall not be interchangeable between the white and colored schools, but shall continue to be used by the race first using them. *North Carolina*



Libraries: The state librarian is directed to fit up and maintain a separate place for the use of the colored people who may come to the library for the purpose of reading books or periodicals. *North Carolina*



Teaching: Any instructor who shall teach in any school, college, or institution where members of the white and colored race are received and enrolled as pupils for instruction shall be deemed guilty of a misdemeanor, and upon conviction thereof, shall be fined in any sum not less than ten dollars (\$10.00) nor more than fifty dollars (\$50.00) for each offense. *Oklahoma*



Reform Schools: The children of white and colored races committed to the houses of reform shall be kept entirely separate from each other. *Kentucky*



The Blind: The board of trustees shall ... maintain a separate building ... on separate ground for the admission, care, instruction, and support of all blind persons of the colored or black race. *Louisiana*

“Jim Crow Laws.” *National Park Service*. U.S. Department of the Interior, 14 Feb. 2014. Web. 27 Feb. 2014



Jim Crow Laws Strips

Education: Separate free schools shall be established for the education of children of African descent; and it shall be unlawful for any colored child to attend any white school, or any white child to attend a colored school. *Missouri*



Libraries: Any white person of such county may use the county free library under the rules and regulations prescribed by the commissioners court and may be entitled to all the privileges thereof. Said court shall make proper provision for the negroes of said county to be served through a separate branch or branches of the county free library, which shall be administered by [a] custodian of the negro race under the supervision of the county librarian. *Texas*



Education: [The County Board of Education] shall provide schools of two kinds; those for white children and those for colored children. *Texas*

Jim Crow Laws Strips

Other

Nurses: No person or corporation shall require any white female nurse to nurse in wards or rooms in hospitals, either public or private, in which negro men are placed. *Alabama*



Burial: The officer in charge shall not bury, or allow to be buried, any colored persons upon ground set apart or used for the burial of white persons. *Georgia*



Hospital Entrances: There shall be maintained by the governing authorities of every hospital maintained by the state for treatment of white and colored patients separate entrances for white and colored patients and visitors, and such entrances shall be used by the race only for which they are prepared. *Mississippi*



Mental Hospitals: The Board of Control shall see that proper and distinct apartments are arranged for said patients, so that in no case shall Negroes and white persons be together. *Georgia*



Prisons: The warden shall see that the white convicts shall have separate apartments for both eating and sleeping from the negro convicts. *Mississippi*



Juvenile Delinquents: There shall be separate buildings, not nearer than one-fourth mile to each other, one for white boys and one for negro boys. White boys and negro boys shall not, in any manner, be associated together or worked together. *Florida*



Amateur Baseball: It shall be unlawful for any amateur white baseball team to play baseball on any vacant lot or baseball diamond within two blocks of a playground devoted to the Negro race, and it shall be unlawful for any amateur colored baseball team to play baseball in any vacant lot or baseball diamond within two blocks of any playground devoted to the white race. *Georgia*

"Jim Crow Laws." *National Park Service*. U.S. Department of the Interior, 14 Feb. 2014. Web. 27 Feb. 2014

Jim Crow Laws Strips

Parks: It shall be unlawful for colored people to frequent any park owned or maintained by the city for the benefit, use, and enjoyment of white persons ... and unlawful for any white person to frequent any park owned or maintained by the city for the use and benefit of colored persons. *Georgia*



Militia: The white and colored militia shall be separately enrolled, and shall never be compelled to serve in the same organization. No organization of colored troops shall be permitted where white troops are available, and while whites are permitted to be organized, colored troops shall be under the command of white officers. *North Carolina*



Toilet Facilities: Every employer of white or negro males shall provide for such white or negro males reasonably accessible and separate toilet facilities. *Alabama*



Housing: Any person ... who shall rent any part of any such building to a negro person or a negro family when such building is already in whole or in part in occupancy by a white person or white family, or vice versa when the building is in occupancy by a negro person or negro family, shall be guilty of a misdemeanor and on conviction thereof shall be punished by a fine of not less than twenty-five (\$25.00) nor more than one hundred (\$100.00) dollars or be imprisoned not less than 10, or more than 60 days, or both such fine and imprisonment in the discretion of the court. *Louisiana*



Restaurants: It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and colored people are served in the same room, unless such white and colored persons are effectually separated by a solid partition extending from the floor upward to a distance of seven feet or higher, and unless a separate entrance from the street is provided for each compartment. *Alabama*



Pool and Billiard Rooms: It shall be unlawful for a negro and white person to play together or in company with each other at any game of pool or billiards. *Alabama*

"Jim Crow Laws." *National Park Service*. U.S. Department of the Interior, 14 Feb. 2014. Web. 27 Feb. 2014

Jim Crow Laws Strips

Barbers: No colored barber shall serve as a barber [to] white women or girls. *Georgia*



Restaurants: All persons licensed to conduct a restaurant shall serve either white people exclusively or colored people exclusively and shall not sell to the two races within the same room or serve the two races anywhere under the same license. *Georgia*



Wine and Beer: All persons licensed to conduct the business of selling beer or wine ... shall serve either white people exclusively or colored people exclusively and shall not sell to the two races within the same room at any time. *Georgia*



Circus Tickets: All circuses, shows, and tent exhibitions, to which the attendance of ... more than one race is invited or expected to attend shall provide for the convenience of its patrons not less than two ticket offices with individual ticket sellers, and not less than two entrances to the said performance, with individual ticket takers and receivers, and in the case of outside or tent performances, the said ticket offices shall not be less than twenty-five (25) feet apart. *Louisiana*



Telephone Booths: The Corporation Commission is hereby vested with power and authority to require telephone companies ... to maintain separate booths for white and colored patrons when there is a demand for such separate booths. That the Corporation Commission shall determine the necessity for said separate booths only upon complaint of the people in the town and vicinity to be served after due hearing as now provided by law in other complaints filed with the Corporation Commission.

Oklahoma



Lunch Counters: No persons, firms, or corporations who or which furnish meals to passengers at station restaurants or station eating houses, in times limited by common carriers of said passengers, shall furnish said meals to white and colored passengers in the same room, or at the same table, or at the same counter. *South Carolina*

Jim Crow Laws Strips

Theaters: Every person ... operating ... any public hall, theatre, opera house, motion picture show, or any place of public entertainment or public assemblage which is attended by both white and colored persons shall separate the white race and the colored race and shall set apart and designate ... certain seats therein to be occupied by white persons and a portion thereof, or certain seats therein, to be occupied by colored persons. *Virginia*



Promotion of Equality: Any person ... who shall be guilty of printing, publishing, or circulating printed, typewritten, or written matter urging or presenting for public acceptance or general information, arguments or suggestions in favor of social equality or of intermarriage between whites and negroes, shall be guilty of a misdemeanor and subject to fine or not exceeding five hundred (500.00) dollars or imprisonment not exceeding six (6) months or both. *Mississippi*



Fishing, Boating, and Bathing: The [Conservation] Commission shall have the right to make segregation of the white and colored races as to the exercise of rights of fishing, boating, and bathing. *Oklahoma*



Mining: The baths and lockers for the negroes shall be separate from the white race, but may be in the same building. *Oklahoma*



Child Custody: It shall be unlawful for any parent, relative, or other white person in this State, having the control or custody of any white child, by right of guardianship, natural or acquired, or otherwise, to dispose of, give, or surrender such white child permanently into the custody, control, maintenance, or support of a negro. *South Carolina*

"Jim Crow Laws." *National Park Service*. U.S. Department of the Interior, 14 Feb. 2014. Web. 27 Feb. 2014



Sentence Starters

To paraphrase someone else's idea to make sure you understand, use:

I hear that you said ...

To ask a question or probe, use:

I'm wondering ...

I hear that you said ... and I'm still wondering ...

Can you clarify what you meant when you said ... ?

What you said about ... raised a question for me. My question is ...

It seems like what you said about ... is different from what [someone else] said. (Name conflicting ideas)

To show how something has changed your thinking, use:

Now that I know that, I need to change what I think about ...

To cite text evidence, use:

I hear that you said ..., but I still think ... because the text says ... (Cite evidence)

What you said about ... reminded me of something I read in the text. (Cite evidence)

QuickWrite #1

Name:

Date:

A. How do the Jim Crow laws connect to *Plessy v. Ferguson*?

B. How do the Jim Crow laws connect to Carlotta's experiences in *A Mighty Long Way*?

A Mighty Long Way Structured Notes, Chapter 5, Pages 82–98

Name: _____

Date: _____

What is the gist of what you read?

On page 94, Carlotta writes that she “believed so strongly, with all the naiveté of my youth, that the system of governance (in the U.S.) ... will prevail.” The word “naiveté” means innocence or ignorance because of youth. What were the differences between what she believed and the reality of the events?

A Mighty Long Way Supported Structured Notes, Chapter 5, Pages 82–98

Name: _____

Date: _____

Summary of Chapter 5, pages 82–98:

Carlotta finally gets to attend class at Central High, but only for one period of the day. The Little Rock Nine students are to be escorted to school every day by Ms. Bates, and later, by retired black police officers. A mob of segregationists are protesting integration at the school entrance and attack black and white journalists, while the black students slip into the school unnoticed. After the first class, Carlotta is harassed in the hallway during the change of classes. She enters her second class and is told she must leave the school with a police escort because of reports that violence is about to erupt against the students. President Eisenhower finally steps in and sends federal troops to allow the black students entry into the school. The students finally get to attend school on a regular basis.

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A Mighty Long Way Structured Notes, Chapter 5, Pages 82–98
Teacher's Guide

Summary of Chapter 5, pages 82–98:

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On page 94, Carlotta writes that she “believed so strongly, with all the naiveté of my youth, that the system of governance (in the U.S.) ... would prevail.” The word “naiveté” means innocence or ignorance because of youth. What were the differences between what she believed and the reality of the events?

Carlotta first believed that once the Supreme Court made a judgment that a condition was unjust and unequal, people would respect and follow the law of the land. Then, when Eisenhower finally sends in troops, a statement accompanies the act that it is the responsibility of the federal branch of government to enforce the laws set by the judicial branch. Carlotta believes that now everything will work out and calm down. She is disappointed when she finds that not everything is so black and white in that not everyone is so willing to follow the law when it is against their views.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 1: Lesson 10

Studying Author's Craft: 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 cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)	
Supporting Learning Targets	Ongoing Assessment
<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 cite evidence that supports my analysis of <i>A Mighty Long Way</i>.	<ul style="list-style-type: none">Structured notes, Chapter 5, pages 82–98 (from homework)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Author's Craft (8 minutes)Reviewing Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Analyzing Carlotta's Journey (30 minutes)Closing and Assessment<ol style="list-style-type: none">Give One, Get One (5 minutes)Homework<ol style="list-style-type: none">Continue to read your independent reading book.	<ul style="list-style-type: none">In this lesson, students return to analyze the book, <i>A Mighty Long Way</i>, and Carlotta's journey to justice. The background knowledge students have built on the Jim Crow South, the 14th Amendment, and <i>Plessy v. Ferguson</i> will help students understand the relationship between the memoir and the historical era. As noted in earlier lessons, Carlotta Walls LaNier presents her story as a memoir, which is officially literary nonfiction (RI standards). But since her journey has a "story," at times the text will be analyzed as a narrative. As students study Carlotta's journey to justice, the Reading Literature Standards are a useful tool. For Carlotta is the main character and develops as a person with a unique story and voice over the course of the text.The song "Ain't Gonna Let Nobody Turn Me Around," performed by Sweet Honey in the Rock, an African American female a cappella ensemble, is used to signal a shift to a new stage of Carlotta's journey. Students will gather details from <i>A Mighty Long Way</i> to help them continue to fill in the Journey to Justice note-catcher. Be sure to have the proper equipment prepared to play the song. This song can be found by searching for "Sweet Honey Ain't Gonna Let Nobody Turn Me Around" on free music or video streaming websites—for example, on 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.As noted in Lesson 3, as students study Carlotta's journey to justice, you may notice references to the Hero's Journey that students may have learned in sixth-grade Module 1 (G6M1). See the Lesson 3 Teaching Notes to be reminded of the connection to this underlying structure.Mid-unit assessments will be returned to students with teacher feedback in Lesson 11. Be sure you have assessed the mid-unit assessments against the Grade 8 2-point rubric.In advance: Review the Give One, Get One protocol (see Appendix).In advance: Search for the song "Ain't Gonna Let Nobody Turn Me Around" by Sweet Honey on free music or video streaming websites—for example, on YouTube. This song will also be used in the next lesson.Post: Learning targets.



Lesson Vocabulary	Materials
metaphor, double entendre, injunction	<ul style="list-style-type: none"> • <i>A Mighty Long Way</i> (book; distributed in Lesson 1; one per student) • Journey to Justice note-catcher (from Lesson 3; students' own and one for display) • Journey to Justice note-catcher (begun in Lesson 3 and added to in this lesson; for teacher reference) • Document camera • Lyrics: "Ain't Gonna Let Nobody Turn Me Around" (one for display) • Song: "Ain't Gonna Let Nobody Turn Me Around" (see Teaching Notes)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Author's Craft (8 minutes)</p> <ul style="list-style-type: none"> • Invite students to sit with their Chicago discussion partners. • Direct students' attention to the title of Chapter 3 of <i>A Mighty Long Way</i>, "Birth of a Tiger." • Ask for a volunteer to define the word <i>metaphor</i>. • Listen for students to say that a metaphor is a figure of speech that makes a comparison of two ideas or objects that is not literal. • Ask students to turn and talk with their partner about how the title of this chapter is a metaphor for the aspect of Carlotta's journey in which she fully commits to her decision to attend Central High. • Listen for students to say something like: "'Birth of a Tiger' means that Carlotta will go to Central High, whose mascot was the tiger. It also is a metaphor for how her will to attend Central High School, regardless of all the fear, becomes stronger." • Point out to students that this title is also a <i>double entendre</i>—a word or phrase that can have two meanings at the same time. 	<ul style="list-style-type: none"> • Discussing an answer to a question with a peer ensures that all students will have some understanding of the concept.
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Invite students to follow along silently as you read the 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 cite evidence that supports my analysis of <i>A Mighty Long Way</i>. 	



Work Time	Meeting Students' Needs
<p>A. Understanding Carlotta's Journey (30 minutes)</p> <ul style="list-style-type: none">• Direct students to take out their Journey to Justice note-catcher. Remind students that the purpose of this note-catcher is to analyze the details of Carlotta's journey through the desegregation of schools in the United States.• Project the note-catcher using a document camera.• Draw students' attention to the second phase of Carlotta's journey and explain that they are going to transition to the second part of Carlotta's journey. This second phase could be described by the title and the lyrics of the song "Ain't Gonna Let Nobody Turn Me Around."• Display the lyrics and play the song "Ain't Gonna Let Nobody Turn Me Around," performed by Sweet Honey in the Rock. Invite students to read the lyrics as they listen.• Have students listen as the song plays, thinking about Chapter 5 and how the song lyrics relate to Carlotta's experience.• After the song plays, have students turn and talk about what caught their attention in the song and how it relates to Chapter 5. Call on volunteers to share their thinking.• Invite students to follow along as you read the summary of the second phase of her journey, "Ain't Gonna Let Nobody Turn Me Around," from the Journey to Justice note-catcher.• Point out that there is a stanza in the song that is about not letting an "<i>injunction</i> turn me around." Explain that an injunction is a stern order. Remind students that Carlotta is hoping for a "normal" and fun high school experience; but before school starts, Superintendent Blossom calls a meeting of the black students and their families and delivers an injunction—an authoritative warning or order—that the black students may not be on campus before or after school. They may not participate in extracurricular activities. In short, there will be no "normal" and fun high school experience for them. Yet, Carlotta, a 15-year-old girl, chooses to take this journey anyway.• Ask students:<ul style="list-style-type: none">* "At what point do you think Carlotta truly began her journey to justice?"* "What were some of the trials she encountered?"* "Who were her greatest helpers during the hardest parts of her journey?"	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Listen for students to say that the beginning of her journey is when the Little Rock Nine students have the meeting with Superintendent Blossom and he lays out his strict rules for their conduct, which precluded even their participation in extra-curricular activities. Students should also highlight events from the first day of school, when the Little Rock Nine encountered the Arkansas National Guard. They may also focus on the beating of the African American and white journalists, as well as the removal of the black students from the campus.• Before students begin adding detail to their note-catchers, provide them with a short amount of time to locate details from the book <i>A Mighty Long Way</i>, Chapters 3–5, that fit the second stage of Carlotta's journey and highlight her commitment to travel through the fear, loneliness, and hardship to achieve the end goal of attending Central High School. Explain that the first and second stages of her journey may overlap a bit, which is why they are going back as far back as Chapter 3 to find important details. Students may also want to refer to their structured notes from previous lessons.	



Closing and Assessment	Meeting Students' Needs
<p>A. Give One, Get One (5 minutes)</p> <ul style="list-style-type: none">Remind students of the Give One, Get One protocol and invite them to stand up and Give One, Get One with other students.Cold call on a few students to share out a detail from the book that provides more information on this piece of Carlotta's journey. Add these responses to the projected note-catcher. Use the Journey to Justice note-catcher (for teacher reference) as a guide. Ask:<ul style="list-style-type: none">* "What point in Carlotta's story marks her initiation into the trials to come in her journey?"* "Who is helping Carlotta on her journey?"Listen for students to mention the meeting in Superintendent Blossom's office before the beginning of school to be the point at which the issues became very clear to Carlotta. Students should also mention that Daisy Bates has entered Carlotta's life as a mentor, and she is beginning to meet the remainder of the black students who will be entering Central High with her in the fall.Model adding these comments to the note-catcher in the Journey to Justice column.Tell students that the remaining category will be addressed in Unit 2.If time remains, have students continue working on their note-catchers..	<ul style="list-style-type: none">Give One, Get One helps all students gain necessary information, even if some students need more work time than others.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Continue to read your independent reading book.	



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 1: Lesson 10

Supporting Materials



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Lyrics: “Ain’t Gonna Let Nobody Turn Me Around”

Ain’t gonna let nobody turn me ’round,
Turn me ’round, turn me ’round.
Ain’t gonna let nobody, turn me ’round.
I’m gonna keep on a-walkin’, keep on a-talkin’,
Walkin’ into freedom land.

Ain’t gonna let segregation turn me ’round,
Turn me ’round, turn me ’round.
Ain’t gonna let segregation turn me ’round,
I’m gonna keep on a-walkin’, keep on a-talkin’.
Walkin’ into freedom land.

I’m gonna walk
I’m gonna walk

I’m gonna sing
I’m gonna sing



Journey to Justice Note-catcher
(For Teacher Reference)

<p>“Ain’t Gonna Let Nobody Turn Me Around”</p> <p><i>Trials are encountered, failure 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>	<p>1) The meeting in Superintendent Blossom’s office before the beginning of school is the point at which the issues became very clear to Carlotta: No participation in activities after school: “For our own safety, he added, 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....”</p> <p>Black boys were not to even look at “our girls”: “You are not to date—or even look at—our girls.” (59–60)</p> <p>2) First day of school:</p> <p>Carlotta is not worried, as her parents have been supporters of Governor Faubus: “My parents didn’t seem worried. They liked Faubus. They had voted for him twice before in previous elections.” (64)</p> <p>Faubus makes a news announcement that threats of violence have been made if integration efforts continue: “There is evidence of disorder and threats of disorder which could have but one inevitable result—that is, violence which can lead to injury and the doing of harm to persons and property.” (65)</p> <p>As a result of threats, he calls in the Arkansas National Guard, and Carlotta feels comforted because she is also a citizen of Pulaski County: “I knew I was a citizen of Pulaski County. My parents paid taxes; they were citizens, too. I honestly believed that I was included in those whom our governor had deployed the Arkansas National Guard to protect.” (66)</p> <p>On the first actual day of school, the black students confront a mob and Carlotta has to remind herself, “They’re just ignorant, low-class people. They’re just trying to scare you. Do not stoop to their level. You’re a Walls. Just take the next step, and the next.” (70)</p> <p>Carlotta misses actually attending school: “I was completely stunned. I’d never missed a day of school in my life. I could not believe that I was standing just steps from the schoolhouse door, wanting desperately just to go to class, and the powers that be wouldn’t let me in.” (76)</p> <p>2) The next first day of school:</p> <p>The anti-integrationist crowd is so hyped up in a fury about the entry of</p>
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black student to the school that they beat black journalists: “I was horrified when I saw the attack on the evening news. As leery as I was of the press, I felt a kind of kinship with the black reporters who were risking their own lives to tell our collective story.”

In the meantime, the Little Rock Nine enter the school. The crowd is so uncontrollable that they now start beating white journalists: “Unable to get to us, the crowd began turning on the white journalists covering the scene.” (86)

2) Bullying:

The emotional abuse and scare tactics begin immediately for the black students in the school. Carlotta hears the N-word so much that her heart turns numb: “The word was slung at me so often that day that my heart turned almost numb.” (87)

Just after the first class, they have to be removed from school with police escort due to threats of violence: “Get my books? My heart sank. I knew I was leaving again for the day.” (88)

Carlotta can’t understand the fury of the white segregationists when she just wants to go to school: “I couldn’t understand their fury. All this because they didn’t want their children to sit next to me in school?” (90)

Finally, Eisenhower sends in troops: He says, “The very basis of our individual rights and freedoms rests upon the certainty that the president and the executive branch of government will support and ensure the carrying out of the decisions of the federal courts, even, when necessary, with all the means at the president’s command.... Unless the president did so, anarchy would result.” (93)

3) Her parents were great helpers during the hardest parts of her journey. Despite their concerns, they wanted the best for Carlotta’s education and knew how important this opportunity was to her, “Before heading out the door, I glanced back at Mother, and she had that look on her face again—the smile that didn’t match the worry in her eyes.”

3) Daisy Bates was also a great helper during the hardest parts of her journey. Mr and Mrs. Bates were trusted to look after them; “Mr. and Mrs. Bates were our trusted guardians.” Mrs. Bates was the one who organized when they would go to school, she organized homework



	<p>packets for the times they weren't allowed to go to school, "Mrs. Bates arranged for our teachers at Central to send homework packets containing our schoolwork so that we could at least make a valiant effort to keep up with our classmates." Mrs. Bates also arranged media interviews and spoke for them: "Mrs. Bates became our point person—the one who arranged media interviews and often the one who spoke for us."</p>
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EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 1: Lesson 11

Preparation for End of Unit Assessment: Making Connections between Song Lyrics and Texts, Part 1



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

I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)
I can cite text-based evidence that provides the strongest support for an analysis of an informational text. (RI.8.1)

Supporting Learning Targets

- I can make connections between the texts I have read in this unit, and the title and lyrics in “Ain’t Gonna Let Nobody Turn Me Around.”
- I can cite evidence from the text to support my connections between the lyrics and text.

Ongoing Assessment

- End of Unit 1 Assessment: Connecting Lyrics to Text
Note-catcher: “Ain’t Gonna Let Nobody Turn Me Around.”



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Returning Mid-Unit Assessments (5 minutes)B. Reviewing Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Introducing the Discussion Prompt and Rubric (12 minutes)B. Preparing Notes for the Socratic Seminar (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sharing Evidence (5 minutes)4. Homework<ol style="list-style-type: none">A. Finish recording connections between the song title and lyrics, “Ain’t Gonna Let Nobody Turn Me Around,” and texts you have read on your note-catcher.B. Continue to read your independent reading book.	<ul style="list-style-type: none">• This lesson is preparation for small group Socratic Seminar discussions in the End of Unit 1 Assessment.• In this lesson, students begin to make connections between the song title and lyrics, “Ain’t Gonna Let Nobody Turn Me Around,” and all the texts they have read so far in this unit. Because of limited time in the lesson, they finish it for homework.• As in the previous lesson, be sure to have the proper equipment prepared to play the song “Ain’t Gonna Let Nobody Turn Me Around.” This song can be found by searching for “Ain’t Gonna Let Nobody Turn Me Around” on free music or video streaming websites—for example, on 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.• The prompt also mentions the second stanza of the song “Lift Every Voice and Sing.” This song will be introduced in the next lesson. Ensure students understand this.• Students are introduced to the rubric and analyze what each part means on a Socratic Seminar: Look and Sound anchor chart. Visualizing what something will look and sound like should help students to better achieve it. See the example for teacher reference in supporting materials.• In advance:<ul style="list-style-type: none">– Prepare the Mid-Unit 1 Assessments with feedback.– Prepare the Socratic Seminar: Look and Sound anchor chart (see Work Time A and supporting materials for blank and completed examples).– Review: Socratic Seminar protocol (see Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
relevant, compelling, drawing, advocating (from rubric)	<ul style="list-style-type: none">• Mid-Unit 1 Assessments (from Lesson 8; with teacher feedback)• End of Unit 1 Discussion Prompt: Connecting Song Lyrics and Texts (one per student and one for display)• Highlighter (one per student and one for the teacher)• Connecting Lyrics to Text Discussion Rubric (one per student and one for display)• Socratic Seminar: Look and Sound anchor chart (new; see Work Time A and supporting materials)• Socratic Seminar: Look and Sound anchor chart (example, for teacher reference)• Song: “Ain’t Gonna Let Nobody Turn Me Around” (see Teaching Note)• Lyrics: “Ain’t Gonna Let Nobody Turn Me Around” (from Lesson 10)• Journey to Justice note-catcher (completed in Lessons 3 and 10)• End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher: “Ain’t Gonna Let Nobody Turn Me Around” (one per student and one for display)• <i>A Mighty Long Way</i> (book; one per student)• <i>Plessy v. Ferguson</i>: The Court Decision (from Lesson 5)• <i>Plessy v. Ferguson</i>: The Dissenting Opinion (from Lesson 7)• World Café note-catcher (completed in Lesson 9)



Opening	Meeting Students' Needs
<p>A. Returning Mid-Unit Assessments (5 minutes)</p> <ul style="list-style-type: none">• Return the Mid-Unit 1 Assessments with teacher feedback. Provide some general comments about things you noticed, for example:<ul style="list-style-type: none">– “I was pleased to see everyone citing evidence to support their claims from both the court’s decision and the dissenting opinion.”– “I noticed that some people didn’t compare how the two interpretations were different—instead they restated the court’s decision and the dissenting opinion.”• Invite students to spend 3 minutes looking over your feedback. Explain that if students have any questions about the feedback, they are to write their names in a list on the board and you will get to them over the course of this lesson.	

Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Focus students on the learning targets and select volunteers to read the learning targets aloud for the whole group:<ul style="list-style-type: none">* “I can make connections between the texts I have read in this unit, and the title and lyrics in “Ain’t Gonna Let Nobody Turn Me Around.”* “I can cite evidence from the text to support my connections between the lyrics and text.”• Tell students that in this lesson they are going to prepare to participate in a Socratic Seminar by connecting the lyrics from “Ain’t Gonna Let Nobody Turn Me Around” with the texts they have read so far in this module.	



Work Time	Meeting Students' Needs
<p>A. Introducing the Discussion Prompt and Rubric (12 minutes)</p> <ul style="list-style-type: none"> • Display and distribute the End of Unit 1 Discussion Prompt: Connecting Song Lyrics and Texts. Cold call a student to read it aloud for the group. • If students haven't participated in a Socratic Seminar before, display the Socratic Seminar protocol and invite students to read it with you. Make it clear that students will be working in small groups of five students for their Socratic Seminars. • Explain that the text students will be talking about in the Socratic Seminar is the title and lyrics on the prompt. Use a highlighter to show this text on the displayed prompt. • Hand out the Connecting Lyrics to Text Discussion Rubric and give students 3 minutes to read the "4" column silently. Draw students' attention to the "Preparation and Evidence" row and have them circle the words <i>relevant</i> and <i>compelling</i>. Explain that the information they share needs to be related, or relevant, to the topic and questions being discussed and what they share should be compelling, or very interesting. • Ask students to discuss with an elbow partner: <ul style="list-style-type: none"> * "What would this look like? What would students who achieve a 4 for this part of the rubric look and sound like in a Socratic Seminar discussion?" • Select a volunteer to share ideas with the whole group. Listen for students to explain that those achieving a 4 would have a sheet of notes with them in the discussion and would be citing evidence from the text every time they make a claim in the discussion. • Record these points in the appropriate column on the Socratic Seminar: Look and Sound anchor chart. See the Socratic Seminar: Look and Sound anchor chart (example, for teacher reference) for guidance. • Next, direct students to the "Effective Communication" row and have them circle the word <i>drawing</i> in the last bullet. Explain that part of being an effective communicator is to draw, or invite, others into the discussion. Ask students to discuss with an elbow partner: <ul style="list-style-type: none"> * "What would this look like? What would students who achieve a 4 for this part of the rubric look and sound like in a Socratic Seminar discussion?" • Cold call students to share their responses. Listen for students to explain that those achieving a 4 would look like they were listening by making eye contact with the speaker. The volume of their voices would be loud enough to be heard, but not shouting and they would be asking clarifying questions or inviting students who haven't yet spoken to share ideas. 	<ul style="list-style-type: none"> • Analyzing the rubric can help students to understand what is expected of them in an assessment. • Visualizing what something should look and sound like will help students recreate it. • Asking the whole group to help you construct an anchor chart to capture their thinking will help students feel ownership over the criteria, making them more likely to follow the criteria. It will also give them a point of reference in the next few lessons.



Work Time	Meeting Students' Needs
<ul style="list-style-type: none">Record these points in the appropriate column on the Socratic Seminar: Look and Sound anchor chart. See the Socratic Seminar: Look and Sound anchor chart (example, for teacher reference) for guidance.Finally, direct students to the “Respecting Multiple Perspectives” row, and have students circle the word <i>advocating</i>. Explain that advocating means supporting and that they must support their opinions with the strongest evidence.Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* “What would this look like? What would students who achieve a 4 for this part of the rubric look and sound like in a Socratic Seminar discussion?”Cold call students to share their responses. Listen for students to explain that those achieving a 4 would look like they were listening by making eye contact with the person speaking, and they would be paraphrasing what others said.Record these points in the appropriate column on the Socratic Seminar: Look and Sound anchor chart. See the Socratic Seminar: Look and Sound anchor chart (example, for teacher reference) for guidance.	<ul style="list-style-type: none">



Work Time (continued)	Meeting Students' Needs
<p>B. Preparing Notes for the Socratic Seminar (20 minutes)</p> <ul style="list-style-type: none"> Tell students that this in lesson they will focus on “Ain’t Gonna Let Nobody Turn Me Around,” and in the next lesson they will look at “Lift Every Voice and Sing.” Play the song “Ain’t Gonna Let Nobody Turn Me Around” and display the lyrics. Invite students to read the lyrics as they listen to the song. Ask students to discuss with an elbow partner: <ul style="list-style-type: none"> * “What do these lyrics mean? What does it mean to say, ‘Ain’t gonna let nobody turn me around?’” * “What would ‘turning around’ mean?” * “Why do you think those lines repeated over and over again?” Select students to share whole group. Listen for them to explain that it means not letting anyone stop you from reaching your goals and getting justice for what you know is right, and not letting anything distract you from the justice you believe is due. They may also explain that “turning around” would mean segregation and people not treated equally, and that the lines are repeated as though the person writing them is using them as a mantra—to help them stay focused on their goal. Invite students to turn and talk with an elbow partner: <ul style="list-style-type: none"> * “What connections can you think of immediately between Carlotta’s experiences and these song lyrics?” Refer students to the discussion prompt. Remind them that they already started to think about the connections between <i>A Mighty Long Way</i> and this song on the first section of their Journey to Justice note-catcher completed in Lesson 3. Display and distribute the End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher: “Ain’t Gonna Let Nobody Turn Me Around.” Explain to students that they will be using it to collect relevant evidence connecting the lyrics on the prompt to all the texts they have read. Invite students to retrieve: <i>A Mighty Long Way</i> text, their <i>Plessy v. Ferguson: The Court Decision</i> and <i>Plessy v. Ferguson: The Dissenting Opinion</i>, and their completed World Café note-catcher. Encourage students to take one text at a time. They could begin with <i>A Mighty Long Way</i> and their Journey to Justice note-catcher, choosing the most relevant and compelling evidence that connects Carlotta’s experiences with the lyrics to record on the new note-catcher. Circulate to support students in making connections and identifying relevant evidence. Ask guiding questions: <ul style="list-style-type: none"> * “What connections are you making between these lyrics and this text? Why?” 	<ul style="list-style-type: none"> Some students may benefit from support in finding the appropriate section of the book to quickly look for evidence. Encourage those students to sit with the teacher or with a student who has a clear understanding of the book.



* “What evidence can you find to support those connections?”

Closing and Assessment	Meeting Students’ Needs
<p>A. Sharing Evidence (5 minutes)</p> <ul style="list-style-type: none">• Refocus the whole group. Explain that students will be continuing and finishing this work for homework, so they should not be frustrated if they haven’t yet finished.• Invite students to pair up with someone in the room to share the connections they have made between the song title and lyrics, “Ain’t Gonna Let Nobody Turn Me Around,” and the texts, as well as the evidence to support those connections.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Finish recording connections between the song title and lyrics, “Ain’t Gonna Let Nobody Turn Me Around,” and texts you have read on your note-catcher.• Continue to read your independent reading book.	



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 1: Lesson 11

Supporting Materials



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End of Unit 1 Assessment Discussion Prompt:
Connecting Song Lyrics and Texts

.....
Name:
.....

.....
Date:
.....

I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)
I can cite text-based evidence that provides the strongest support for an analysis of an informational text. (RI.8.1)

You are going to participate in small group Socratic Seminar discussions using this prompt:

Consider the following song lyrics:

“Ain’t Gonna Let Nobody Turn Me Around”:

“Ain’t gonna let nobody turn me ’round, turn me ’round, turn me ’round.”

“Lift Every Voice and Sing”:

Stony the road we trod,
Bitter the chastening rod,
Felt in the days when hope unborn had died;
Yet with a steady beat,
Have not our weary feet
Come to the place for which our fathers sighed?
We have come over a way that with tears has been watered,
We have come, treading our path through the blood of the slaughtered,
Out from the gloomy past,
Till now we stand at last
Where the white gleam of our bright star is cast.



How do these lyrics apply to the texts you have read in this unit? Consider Carlotta's experiences in *A Mighty Long Way*, the *Plessy v. Ferguson* court decision and dissenting opinion, the Jim Crow laws, and the second stanza of "Lift Every Voice and Sing."

Prepare three or four of the most relevant and compelling connections with evidence from the texts to support your ideas.



Connecting Lyrics to Text Discussion Rubric

Name: _____

Date: _____

CRITERIA	Score				
	4	3	2	1	0
PREPARATION & EVIDENCE (SL.8.1a)	Student brings thorough, relevant, well-organized notes, including evidence from informational texts, to the discussion.	Student brings relevant notes, including evidence from informational texts, to the discussion.	Student brings notes, including evidence from informational texts, to the discussion.	Student brings notes, including evidence from one informational text, to the discussion.	Student does not bring notes to the discussion.
	Student explicitly and consistently draws on relevant, compelling textual evidence during the discussion. Student uses evidence to probe and reflect on ideas under discussion.	Student explicitly and consistently draws on relevant textual evidence during the discussion. Student uses evidence to probe and reflect on ideas under discussion.	Student explicitly draws on some relevant textual evidence during the discussion. Student uses evidence to probe OR reflect on ideas under discussion.	Student draws on little relevant textual evidence during the discussion.	Student does not draw on textual evidence during the discussion.



Connecting Lyrics to Text Discussion Rubric

Name:

Date:

CRITERIA	Score				
	4	3	2	1	0
EFFECTIVE COMMUNICATION (SL.8.1b, c, e)	<p>Student actively helps lead the discussion by:</p> <ul style="list-style-type: none"> Engaging in relevant conversation Asking relevant questions Listening actively Responding to the ideas of others Making eye contact Maintaining a respectful tone and volume Drawing peers into the discussion 	<p>Student actively participates in the discussion by:</p> <ul style="list-style-type: none"> Engaging in relevant conversation Asking relevant questions Listening actively Making eye contact Maintaining a respectful tone and volume 	<p>Student participates in the discussion, but:</p> <ul style="list-style-type: none"> Is sometimes off-topic Asks some irrelevant questions Has some side conversations Does not always make eye contact Does not always maintain a respectful tone and volume 	<p>Student participates in the discussion, but:</p> <ul style="list-style-type: none"> Is often off-topic Asks irrelevant questions Has frequent side conversations Does not usually make eye contact Does not usually maintain a respectful tone and volume 	<p>Student does not participate in the discussion.</p>



Connecting Lyrics to Text Discussion Rubric

Name: _____

Date: _____

CRITERIA	Score				
	4	3	2	1	0
RESPECTING MULTIPLE PERSPECTIVES (SL.8.1c, d, e)	<p>Student considers others' diverse perspectives during the discussion by paraphrasing and asking respectful questions.</p> <p>Student always maintains respect while advocating for his/her opinion.</p>	<p>Student considers others' diverse perspectives during the discussion by paraphrasing or asking respectful questions.</p> <p>Student usually maintains respect while advocating for his/her opinion.</p>	<p>Student attempts to consider others' diverse perspectives during the discussion but has difficulty paraphrasing or asking respectful questions.</p> <p>Student sometimes maintains respect while advocating for his/her opinion.</p>	<p>Student does not consider others' perspectives during the discussion.</p> <p>Student has difficulty maintaining respect while advocating for his/her opinion.</p>	<p>Student does not participate in the discussion.</p>



Socratic Seminar: Look and Sound Anchor Chart

Look	Sound



Socratic Seminar: Look and Sound Anchor Chart
(Example, for Teacher Reference)

Students may have other suggestions, too—this is just an example.

Look	Sound
Have a sheet of notes with them in the discussion. Making eye contact with the speaker.	Citing evidence from the text every time they make a claim in the discussion. The volume of his/her voice would be loud enough to be heard, but not shouting. Be asking clarifying questions. Be inviting students who haven't yet spoken to share ideas. Be heard paraphrasing what others said.



End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher:
“Ain’t Gonna Let Nobody Turn Me Around”

Name:

Date:

Evidence	Source	Connection
<i>Example: “All nine of us felt compelled to send out that unified message—that integration was succeeding. I know I certainly did.”</i>	<i>Example: A Mighty Long Way</i>	<i>Example: Carlotta explains that one of the reasons she wasn’t going to let anybody turn her around was because she felt compelled to show people that integration was succeeding. She knew she was a figurehead for this.</i>



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 1: Lesson 12

Preparation for End of Unit Assessment: Making Connections between Song Lyrics and Texts, Part 2



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1) I can cite text-based evidence that provides the strongest support for an analysis of an informational text. (RI.8.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can make connections between the texts I have read in this unit and the lyrics in the second stanza of “Lift Every Voice and Sing.”• I can cite evidence from the text to support my connections between the lyrics and text.	<ul style="list-style-type: none">• End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher: “Lift Every Voice and Sing.”



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Introducing the Second Stanza of “Lift Every Voice and Sing” (15 minutes)B. Preparing Notes for the Socratic Seminar (22 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Reviewing Homework (5 minutes)4. Homework<ol style="list-style-type: none">A. Finish recording connections between the lyrics and the texts you have read on your note-catcher. Identify the three or four most relevant and compelling connections with text-based evidence that you have recorded on your two Connecting Lyrics to Text note-catchers over the past couple of lessons.	<ul style="list-style-type: none">• This lesson is a continuation of preparation for small group Socratic Seminar discussions in Lesson 13.• Students continue to make connections between the song lyrics and all the texts they have read so far in this unit. They are introduced to a new song, “Lift Every Voice and Sing.” It is sometimes known as the African American National Anthem. The purpose of adding this song is to ensure that students have plenty of connections to discuss in the end of unit assessment in the next lesson.• Because of limited time in the lesson, students finish taking notes on the note-catcher for homework.• Be sure to have the proper equipment prepared to play the song “Lift Every Voice and Sing.” This song can be found by searching for “Lift Every Voice and Sing” on free music or video streaming websites—for example, on 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.• In advance: Search for the song “Lift Every Voice and Sing” on free music or video streaming websites—for example, on YouTube.• In advance: Post: Learning targets.



Lesson Vocabulary	Materials
chastening, relevant, compelling	<ul style="list-style-type: none">• End of Unit 1 Discussion Prompt: Connecting Song Lyrics and Texts (from Lesson 11)• Song: “Lift Every Voice and Sing” (see Teaching Note)• End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher: “Lift Every Voice and Sing” (one per student and one for display)• <i>A Mighty Long Way</i> (book; one per student)• <i>Plessy v. Ferguson</i>: The Court Decision (from Lesson 5)• <i>Plessy v. Ferguson</i>: The Dissenting Opinion (from Lesson 7)• World Café note-catcher (completed in Lesson 9)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Focus students on the learning targets and select volunteers to read the learning targets aloud for the whole group:<ul style="list-style-type: none">* “I can make connections between the texts I have read in this unit and the lyrics in the second stanza of “Lift Every Voice and Sing.”* “I can cite evidence from the text to support my connections between the lyrics and text.”• Tell students that in this lesson they are going to further prepare to participate in a Socratic Seminar by connecting the lyrics of the second stanza of “Lift Every Voice and Sing” with the texts they have read so far in this module.	



Work Time	Meeting Students' Needs
<p>A. Introducing the Second Stanza of “Lift Every Voice and Sing” (15 minutes)</p> <ul style="list-style-type: none"> • Display and invite students to retrieve their End of Unit 1 Discussion Prompt: Connecting Song Lyrics and Texts from the previous lesson. Cold call a student to read it aloud for the group. Explain to students that in this lesson they are going to focus on the lyrics of the second stanza of “Lift Every Voice and Sing.” • Play the song “Lift Every Voice and Sing (see Teaching Notes) and point out to students when the second stanza begins so that they can read the lyrics on their discussion prompt sheets as they listen. • Give students some background about the song: It was written as a poem and was performed for the first time by 500 schoolchildren in celebration of President Lincoln's birthday on February 12, 1900 in Jacksonville, Florida. It was adopted by the National Association for the Advancement of Colored People (NAACP), an organization they have read about in <i>A Mighty Long Way</i>, as the organization's official song. Ask students to discuss with an elbow partner: <ul style="list-style-type: none"> * “Thinking about all the texts you have read so far and the background knowledge you now have about the civil rights movement, what are these lyrics mostly about? What is the gist?” • Select students to share their responses with the whole group. Listen for student to explain that the gist of the lyrics is that times have been hard, and people have experienced pain and suffering, but still they keep trying to get justice. • Ask students to discuss with an elbow partner and to annotate their prompt as they see fit: <ul style="list-style-type: none"> * “Look at the first three lines of the stanza. <i>Chastening</i> means to punish, so what do you think these lines mean?” • Cold call students to share their responses with the whole group. Listen for students to explain that it means it has been a difficult journey, and they have been beaten as though they have done something wrong to the point that the journey has felt hopeless. • Ask students to discuss with an elbow partner and to annotate their prompt as they see fit: <ul style="list-style-type: none"> * “Look at the next three lines of the stanza. What do you think they mean?” • Select volunteers to share their responses. Listen for students to explain that it means that they pushed on through the bad times and have finally arrived at justice, which is what they have been seeking for generations. • Ask students to discuss with an elbow partner and to annotate their prompt as they see fit: <ul style="list-style-type: none"> * “Look at the final lines of the stanza. What do you think they mean?” • Cold call students to share their responses. Listen for students to explain that they have come through the bad times and are 	<ul style="list-style-type: none"> •



now where they want to be—closer to justice.

Work Time (continued)	Meeting Students' Needs
<p>B. Preparing Notes for the Socratic Seminar (22 minutes)</p> <ul style="list-style-type: none"> • Display and distribute the End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher: “Lift Every Voice and Sing.” Explain to students that they will be using it to collect relevant evidence connecting the lyrics on the prompt to all the texts they have read. • Invite students to retrieve: <i>A Mighty Long Way</i> text, their <i>Plessy v. Ferguson: The Court Decision</i> and <i>Plessy v. Ferguson: The Dissenting Opinion</i>, and their completed World Café note-catcher. • Just as in the previous lesson, encourage students to take one text at a time. For example, suggest that they could begin with <i>A Mighty Long Way</i>. • Circulate to support students in making connections and identifying relevant evidence. Ask guiding questions: <ul style="list-style-type: none"> * “What connections are you making between these lyrics and this text? Why?” * “What evidence can you find to support those connections?” 	<ul style="list-style-type: none"> • Some students may benefit from support in finding the appropriate section of the book to quickly look for evidence. Encourage those students to sit with the teacher or with a student who has a clear understanding of the book.
Closing and Assessment	Meeting Students' Needs
<p>A. Reviewing Homework (5 minutes)</p> <ul style="list-style-type: none"> • Focus students on the part of the discussion prompt that says: <ul style="list-style-type: none"> * “... prepare to use the most relevant and compelling evidence from the text to support your ideas.” • Remind students that <i>compelling</i> means interesting and attention grabbing. • Explain to students that although they may have many connections recorded on their two note-catchers, in a group discussion they will have limited time, so they need to choose three or four of the most relevant and compelling pieces of evidence to discuss. • Explain to students that for homework they are going to finish recording connections between the lyrics and texts on their note-catchers, and they are also going to select three or four of the most relevant and compelling connections with text- 	



<p>based evidence to share in the discussion.</p> <ul style="list-style-type: none">• Encourage students to highlight or put a star next to the most relevant and compelling connections they have made.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish recording connections between the lyrics and the texts you have read on your note-catcher. Identify the three or four most relevant and compelling connections with text-based evidence that you have recorded on your two Connecting Lyrics to Text note-catchers over the past couple of lessons.	



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Grade 8: Module 3B: Unit 1: Lesson 12

Supporting Materials



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End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher:
“Lift Every Voice and Sing”

Name: _____

Date: _____

Evidence	Source	Connection



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Grade 8: Module 3B: Unit 1: Lesson 13

End of Unit Assessment: Making Connections between Song Lyrics and Texts



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1) I can cite text-based evidence that provides the strongest support for an analysis of an informational text. (RI.8.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can make connections between the texts I have read in this unit, and the title and lyrics in “Ain’t Gonna Let Nobody Turn Me Around” and “Lift Every Voice and Sing.”• I can cite evidence from the text to support my connections between the lyrics and text.• I can listen to others and build on their ideas during a Socratic Seminar discussion.	<ul style="list-style-type: none">• Connecting Lyrics to Text: Discussion Goals (self-assessment completed)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (3 minutes)B. Making Discussion Goals (10 minutes)2. Work Time<ol style="list-style-type: none">A. Socratic Seminars (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Self-Assessment and Teacher Feedback (7 minutes)4. Homework<ol style="list-style-type: none">A. Continue to read your independent reading book.	<ul style="list-style-type: none">• This lesson is the End of Unit 1 Assessment. Students will have small group Socratic Seminars in which they connect the lyrics of two songs with the texts they have read in the unit.• Students should be placed into groups of five. Aim to spend approximately 5 minutes with each group. Prepare a discussion schedule to post so that students can see whom they will be working with and where they are in the schedule.• While groups are participating in Socratic Seminars, the rest of the students can use the time to either prepare their notes for their seminars or read independently.• Depending on the size of your group, you may need more than the 25 minutes allocated in this lesson for seminars. Consider using another lesson if necessary.• This discussion is to be student- rather than teacher-led. Although you may provide the prompt question to open the discussion, and facilitate if the discussion lulls or becomes chaotic, as far as possible try to let the students control the discussion themselves.• You may wish to video record the Socratic Seminars to review when grading against the rubric after the lesson. This will leave you free to facilitate the discussion when needed.• In advance:<ul style="list-style-type: none">– Review: Socratic Seminar discussion protocol (see Appendix).– Prepare: Discussion schedule.• Post: Learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Discussion schedule (see Teaching Notes)• Connecting Lyrics to Text Discussion Rubric (from Lesson 11; one per student and one for display)• Connecting Lyrics to Text Discussion Goals (one per student)• Document camera• Discussion sentence starters (one per student)• End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher: “Ain’t Gonna Let Nobody Turn Me Around” (completed in Lesson 11)• End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher: “Lift Every Voice and Sing” (completed in Lesson 12)• Socratic Seminar: Look and Sound anchor chart (from Lesson 11)• End of Unit 1 Discussion Prompt: Connecting Song Lyrics and Texts (from Lesson 11)

Opening	Meeting Students’ Needs
<p>A. Reviewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Focus students on the learning targets and select volunteers to read the targets aloud for the whole group:<ul style="list-style-type: none">* “I can make connections between the texts I have read in this unit, and the title and lyrics in ‘Ain’t Gonna Let Nobody Turn Me Around’ and ‘Lift Every Voice and Sing.’”* “I can cite evidence from the text to support my connections between the lyrics and text.”* “I can listen to others and build on their ideas during a Socratic Seminar discussion.”• Remind students that in this lesson they are going to participate in a Socratic Seminar connecting the texts they have read in this unit with the title and lyrics from “Ain’t Gonna Let Nobody Turn Me Around” and the second stanza of “Lift Every Voice and Sing.”	



Opening (continued)	Meeting Students' Needs
<p>B. Making Discussion Goals (10 minutes)</p> <ul style="list-style-type: none">• Focus students on the discussion schedule and explain that it tells students not only when they will be having their discussion, but also whom they will be in a discussion group with.• Invite students to take out their Connecting Lyrics to Text Discussion Rubric and to spend a couple of minutes reviewing what you will be assessing them on.• Display and distribute the Connecting Lyrics to Text: Discussion Goals. Focus students on the goal already recorded and tell students you would like to offer one goal for the whole class during the discussion. Read aloud the goal on the board or document camera:<ul style="list-style-type: none">* “I will interact with my peers to build a rich discussion, not just wait for and answer my teacher’s questions.”• Ask students to turn and talk:<ul style="list-style-type: none">* “What do you think this goal really means?”• Cold call on a few students to share what they discussed. Emphasize that even though you have provided the main prompt for the discussion, you will not be the leader of the discussion. Tell students you want to hear what they have to say, and that you are excited to stand back and let them take responsibility for the discussion.• Invite all students to write down a personal goal for their time in the inside circle discussion based on the individual weaknesses they have identified in the rubric.	



Work Time	Meeting Students' Needs
<p>A. Socratic Seminars (25 minutes)</p> <ul style="list-style-type: none">• Display and distribute Discussion sentence starters to each student and give them a minute to read the suggestions. Encourage students to use this resource during the discussion.• Refer students to the Socratic Seminar: Look and Sound anchor chart and remind them to keep these criteria in mind throughout this discussion.• Invite students to retrieve their End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher: “Ain’t Gonna Let Nobody Turn Me Around” and End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher: “Lift Every Voice and Sing” to refer to during the discussion.• Remind students of the discussion schedule and set up the first group. Invite the rest of the students to either continue preparing their notes for their discussion or to read their independent reading book.• Review the End of Unit 1 Discussion Prompt: Connecting Song Lyrics and Texts with each group before they begin.• Step in to prompt students to participate where they are not stepping forward themselves. All students should participate in this discussion.• As students are talking, use the rubric to assess their performance.	<ul style="list-style-type: none">• Consider modifying the discussion sentence starters for struggling readers or for students who need more processing time. Cut the list down to three basic sentence starters and put each one underneath a heading such as: “When You Agree,” “When You Disagree,” and “When You Have a Question.”• Consider preparing students who need more processing time or who struggle with speaking in front of others by giving them a list of the other perspectives/roles in the discussion beforehand.• As the discussion lulls, be prepared to prompt students who may not be confident speakers to participate.



Closing and Assessment	Meeting Students' Needs
<p>A. Self-Assessment and Teacher Feedback (7 minutes)</p> <ul style="list-style-type: none">• Invite students to complete the self-reflection on the goals they set at the beginning of the lesson on their Connecting Lyrics to Text Discussion Goals.• Tell students to turn to an elbow partner and to share reflections on what they heard/learned during the discussion.• Cold call two or three students and ask them to share out something they learned.• Congratulate the students for their participation in the Socratic Seminar discussion, and use the rubric to provide a few examples of things you were pleased to see to finish the unit on a high note.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue to read your independent reading book.	



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Grade 8: Module 3B: Unit 1: Lesson 13

Supporting Materials



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Connecting Lyrics to Text: Discussion Goals

<p>Goal 1:</p> <p>I will interact with my peers to build a rich discussion, not just wait for and answer my teacher's questions.</p>	<p>Goal 2:</p>
<p>What I did well:</p>	<p>What I did well:</p>
<p>How I can improve next time:</p>	<p>How I can improve next time:</p>



Connecting Lyrics to Text: Discussion Goals
(Example, for Teacher Reference)

Goal 1: To draw others into the conversation	Goal 2:
What I did well: Used a sentence starter to get Martin to join the conversation.	What I did well:
How I can improve next time: Try a sentence starter more than once during the discussion. Use my own words instead of a sentence starter to draw someone in.	How I can improve next time:



Sentence Starters

To paraphrase someone else's idea to make sure you understand, use:

- I hear that you said ...

To ask a question or probe, use:

- I'm wondering ...
- I hear that you said ... and I'm still wondering ...
- Can you clarify what you meant when you said ... ?
- What you said about ... raised a question for me. My question is ...
- It seems like what you said about ... is different from what [someone else] said. (Name conflicting ideas)

To show how something has changed your thinking, use:

- Now that I know that, I need to change what I think about ...

To cite text evidence, use:

- I hear that you said ..., but I still think ... because the text says ... (Cite evidence)
- What you said about ... reminded me of something I read in the text. (Cite evidence)



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Grade 8: Module 3B: Unit 2: Overview



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Unit 2: Case Study: The Media as Storytellers in Carlotta's Journey

In this second unit, students will continue to closely examine the case study of The Little Rock Nine in *A Mighty Long Way*. They will expand their study as they learn about the role of various mediums in telling the story of The Little Rock Nine, including the introduction and reading of another text, *Little Rock Girl 1957*. As students read both texts, they will focus on the question “How do various mediums shape the story?” This concept will be analyzed through an investigation of the ways in which the press at the time portrayed The Little Rock Nine. As students engage in this investigation, they will work with several primary sources. Students will continue reading *A Mighty Long Way*; however, for some lessons Carlotta's story will fade into the background as the focus shifts to other texts and the broader context of the civil rights era.

In the mid-unit assessment, students will build on the background knowledge they have gained about the civil rights movement and The Little Rock Nine as they analyze various mediums used to convey information about segregation. Students will also evaluate the advantages and disadvantages of using different mediums to communicate information during this mid-unit assessment. For the end of unit assessment, students will write an informational essay in which they use the strongest evidence from both texts to show how the various mediums illuminated a story, as well as how, at times, various mediums presented an incomplete or inaccurate picture of events, which also shaped a story.

Guiding Questions and Big Ideas

- **How does studying diverse sources about the same topic build our understanding?**
- **Who shapes the story?**
- **How do various mediums shape the story?**
- **What are the advantages and disadvantages of using different mediums?**
- *The story of The Little Rock Nine brought national attention to the struggle to desegregate schools in the United States.*
- *The media can shape perceptions and outcomes of events.*



Mid-Unit 2 Assessment	<p>Evaluating and Classifying Primary Sources</p> <p>This assessment centers on NYSP12 ELA CCLS RI.8.7. Students will use various mediums to convey information about segregation and further their analysis as they evaluate the advantages and disadvantages of using different mediums to convey information on a topic. Students will complete this analysis using a graphic organizer.</p>
End of Unit 2 Assessment	<p>Informational Essay: The Role of the Media in the Story of The Little Rock Nine</p> <p>This assessment centers on NYSP12 ELA CCLS W.8.2, W.8.9, L.8.2c, and L.8.3. Students will write an informational essay in which they answer the prompt: “In the events surrounding The Little Rock Nine and the struggle to integrate Central High, the media played a newly powerful role. In what ways did it serve to illuminate events for a national audience, and in what ways did it give an incomplete or even inaccurate picture of events?”</p>

Content Connections

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



Central Texts

1. Carlotta Walls LaNier, *A Mighty Long Way: My Journey to Justice at Little Rock Central High School* (New York: One World Books, 2010), ISBN: 978-0-345-51101-0.
2. 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.)*
3. 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>
4. *Brown v. Board of Education* PBS documentary video clip, as found at <http://www.youtube.com/watch?v=TTGHLdr-iaK>.
5. “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”).



This unit is approximately 4 weeks or 20 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Building Background Knowledge: The Desegregation of Schools and <i>Brown v. Board of Education</i>	<ul style="list-style-type: none"> I can determine the central ideas of an informational text. (RI.8.2) I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) 	<ul style="list-style-type: none"> I can determine the gist of excerpts of <i>Brown v Board of Education</i>. 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. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 6, pages 99–123 (from homework) 	
Lesson 2	Close Reading: <i>Brown v. Board of Education</i>	<ul style="list-style-type: none"> I can evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). (RI.8.8) I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3) 	<ul style="list-style-type: none"> I can analyze the central idea of the <i>Brown v. Board of Education</i> Supreme Court decision. 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. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 7, pages 124–140 (from homework) Answers to text-dependent questions 	<ul style="list-style-type: none"> Whip Around/Go Around protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Pairing Texts: Understanding <i>Brown v. Board of Education's</i> Impact on Carlotta's Journey	<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 connections and distinctions between individuals, ideas, or events in a text. (RI.8.3) 	<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. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 8, pages 141–162 (from homework) Paired Text note-catcher 	<ul style="list-style-type: none"> Jigsaw protocol
Lesson 4	Advantages and Disadvantages of Various Mediums: The Montgomery Bus Boycott Speech	<ul style="list-style-type: none"> I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7) I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) 	<ul style="list-style-type: none"> I can understand different mediums and their advantages and disadvantages. I can use evidence from Dr. King's Montgomery Bus Boycott speech to support my understanding of the text and build background knowledge of the civil rights movement. 	<ul style="list-style-type: none"> Analyzing Mediums graphic organizer Gist of Montgomery Bus Boycott speech 	
Lesson 5	Close Reading: The Montgomery Bus Boycott Speech	<ul style="list-style-type: none"> I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7) I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1) I can analyze the connections between modern fiction and myths, traditional stories or religious works (themes, patterns of events, character types). (RL.8.9) 	<ul style="list-style-type: none"> I can understand different mediums and their advantages and disadvantages when presenting information. I can use evidence from Dr. King's Montgomery Bus Boycott speech to support my understanding of the text and build background knowledge of the civil rights movement. 	<ul style="list-style-type: none"> <i>Little Rock Girl 1957</i> structured notes, Chapters 1–2, pages 4–27 (from Lesson 3 homework) Answers to Montgomery Bus Boycott speech text-dependent questions 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Analyzing Language in a Speech: The Montgomery Bus Boycott Speech	<ul style="list-style-type: none"> I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7) I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood to achieve particular effects. (L.8.3) 	<ul style="list-style-type: none"> I can understand different mediums and their advantages and disadvantages when presenting information. I can use evidence from Dr. King's Montgomery Bus Boycott speech to support my understanding of the text and build background knowledge of the civil rights movement. I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood to achieve particular effects. 	<ul style="list-style-type: none"> Active and passive sentences handout What Makes a Good Speech note-catcher 	
Lesson 7	Analyzing the Power of Different Mediums: <i>Little Rock Girl 1957</i>	<ul style="list-style-type: none"> 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"> I can use evidence from <i>Little Rock Girl 1957</i> to support my understanding of the text and build background knowledge of the desegregation of schools in U.S. history. I can understand the different mediums used to present an idea. I can evaluate the advantages and disadvantages of using different mediums to present information on the civil rights movement. 	<ul style="list-style-type: none"> <i>Little Rock Girl 1957</i> structured notes, Chapter 3, pages 28–37 (from Lesson 5 homework) Gathering Evidence note-catcher Analyzing Mediums graphic organizer 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Analyzing the Power of Different Mediums: <i>A Mighty Long Way</i>	<ul style="list-style-type: none"> 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) I can gather relevant information from a variety of sources. (W.8.8) 	<ul style="list-style-type: none"> I can use evidence from <i>A Mighty Long Way</i> to support my understanding of the text and build background knowledge of the civil rights movement. I can understand the different mediums used to present an idea. I can evaluate the advantages and disadvantages of using different mediums to present information on the civil rights movement. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 9, pages 163–172 (from homework) Analyzing Mediums graphic organizer Journey to Justice note-catcher Gathering Evidence note-catcher 	
Lesson 9	Analyzing Different Mediums: Advantages and Disadvantages	<ul style="list-style-type: none"> I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7) I can gather relevant information from a variety of sources. (W.8.8) I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3) 	<ul style="list-style-type: none"> I can use evidence from <i>Little Rock Girl 1957</i> to support my understanding of the text and build background knowledge of the civil rights movement. I can determine if sentences are in the conditional or subjunctive mood. I can analyze Dr. Martin Luther King, Jr.'s use of the conditional and subjunctive moods in his speech. I can evaluate the advantages and disadvantages of using different mediums to present information on the civil rights movement. 	<ul style="list-style-type: none"> <i>Little Rock Girl 1957</i> structured notes, Chapter 4, pages 38–55 (from homework) 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	Analyzing Events: Carlotta's Journey	<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 how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) 	<ul style="list-style-type: none"> I can use evidence from <i>A Mighty Long Way</i> to support my understanding of the text and the desegregation of schools in the South. I can analyze how incidents in <i>A Mighty Long Way</i> propel the action and reveal aspects of Carlotta's character. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 10, pages 173–191 (from homework) Carlotta's journey text-dependent questions Gathering Evidence note-catcher 	
Lesson 11	Mid-Unit Assessment: Classifying and Evaluating Primary Sources	<ul style="list-style-type: none"> I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7) 	<ul style="list-style-type: none"> I can identify different types of mediums used in a Gallery Walk. I can evaluate the advantages and disadvantages of using different mediums to convey information on the civil rights era. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 11, pages 192–199 (from homework) Gathering Evidence note-catcher Mid-Unit 2 Assessment 	<ul style="list-style-type: none"> Gallery Walk protocol
Lesson 12	Analyzing Author's Craft: "I Have a Dream"	<ul style="list-style-type: none"> I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4) I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) 	<ul style="list-style-type: none"> I can analyze the development of the central idea in Dr. King's "I Have a Dream" speech. I can analyze Dr. King's word choice in "I Have a Dream" and how it contributes to the meaning of the text. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 12, pages 200–210 (from homework) Answers to text-dependent questions 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 13	Language Analysis: “I Have a Dream”	<ul style="list-style-type: none"> I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3) I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.6.3) 	<ul style="list-style-type: none"> I can determine if sentences are in the active or passive voice. I can analyze Dr. King’s use of the active and passive voice in his “I Have a Dream” speech. I can analyze how incidents in <i>A Mighty Long Way</i> propel the action and reveal aspects of Carlotta’s character. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 13, pages 211–227 (from homework) Language Analysis: “I Have a Dream” 	
Lesson 14	Informational Essay Planning: Studying the Essay Prompt and Gathering 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 gather relevant information from a variety of sources. (W.8.8) 	<ul style="list-style-type: none"> I can select the strongest evidence to analyze <i>A Mighty Long Way</i> and <i>Little Rock Girl 1957</i>. I can explain the end of unit assessment essay prompt. I can explain ways that various mediums shaped the story of the Little Rock Nine. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 14, pages 228–238 (from homework) Exit ticket 	
Lesson 15	Informational Essay Planning: Analyzing and Selecting Evidence	<ul style="list-style-type: none"> I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) I can analyze the development of a theme or a central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) 	<ul style="list-style-type: none"> I can explain the end of unit assessment essay prompt. I can explain ways that various mediums shaped the story of the Little Rock Nine. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 15, pages 239–254 (from homework) Gathering Evidence note-catcher 	<ul style="list-style-type: none"> Characteristics of Strong Evidence anchor chart Written Conversation protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 16	Informational Essay Planning: Essay Rubric and Essay Planner	<ul style="list-style-type: none"> I can write informative/explanatory text that conveys ideas and concepts using relevant information that is carefully selected and organized. (W.8.2) 	<ul style="list-style-type: none"> I can identify strategies and resources to help me spell correctly on my informational essay. I can plan an informational essay using relevant details from texts that are carefully selected and organized. 	<ul style="list-style-type: none"> Gathering Evidence note-catcher 	
Lesson 17	End of Unit 2 Assessment, Part 1: Best First Draft of an Informational Essay	<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. (W.8.2) I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3) 	<ul style="list-style-type: none"> I can write an informational essay using relevant details from texts that are carefully selected and organized. I can intentionally use verbs in the active and passive voice in my informational essay. I can use spelling strategies and resources on my informational essay. 	<ul style="list-style-type: none"> End of Unit 2 Assessment, Part 1 (students may complete in class or finish for homework) 	
Lesson 18	Analyzing an Author's Craft: Carlotta's Journey to Justice	<ul style="list-style-type: none"> 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 figurative language, word relationships, and nuances in word meanings. (L.8.5) 	<ul style="list-style-type: none"> I can analyze a central idea in <i>A Mighty Long Way</i>. I can analyze nuances in word meanings as synonyms and phrases for key terms are studied. 	<ul style="list-style-type: none"> Informational essay drafts (from homework) Dignity Word Web 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 19	Analyzing an Author's Craft: Carlotta's Journey to Justice	<ul style="list-style-type: none"> 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 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 use correct grammar and usage when writing or speaking. (L.8.1) I can explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (L.8.1.a) I can recognize and correct inappropriate shifts in verb voice and mood. (L.8.1d) I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) 	<ul style="list-style-type: none"> I can recognize and correct inappropriate shifts in verb voice and mood. I can analyze the development of a central idea in <i>A Mighty Long Way</i>. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> structured notes, Chapter 16, pages 255–264 (from homework) Sentence voice and mood Exit ticket 	
Lesson 20	End of Unit 2 Assessment, Part 2: Revising the Informational Essay	<ul style="list-style-type: none"> With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.8.5) I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2c) 	<ul style="list-style-type: none"> I can use feedback from others to revise, edit, and improve my essay. I can use correct grammar and punctuation in my essay. 	<ul style="list-style-type: none"> End of Unit 2 Assessment, Part 2 	



Optional: Experts, Fieldwork, and Service

Experts:

- Invite local journalists into your class to discuss the role of the press and how journalists work to ensure the integrity of the reporting they do.

Fieldwork:

- Research local civil rights movements and how the press has influenced the direction of those movements. Possible movements could include the women's suffrage movement or the American Indian rights movement.

Service:

- Ask students to publish a pamphlet or brochure for other students at the school or community members outlining the advantages and disadvantages of different mediums with a goal of encouraging critical thinking about the reporting of the press.

Optional: Extensions

- Consider using the following additional speeches from Josh Gottheimer's anthology: *Ripples of Hope: Great American Civil Rights Speeches* at a strategic point in the module: Unit 2, Lesson 3: "Dismantling Segregation: *Brown v. Board of Education*" (Thurgood Marshall, December 8, 1953). In Lessons 1 and 2 of Unit 2, students will 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*.
- Between Lessons 12 and 13, consider having students watch a video of Martin Luther King delivering his "I Have a Dream" speech and analyze the advantages and disadvantages of reading the text version of the speech and watching the video.
- Give students the opportunity to be a member of the press for a school or local event. Ask them to think about what medium(s) to use to "get the story right" and have them write a reflective piece about why they chose the medium(s) that they did.

Preparation and Materials

- As students read each night for homework, they will also continue to complete corresponding structured notes. Consider which students might benefit from the supported structured notes. Students will need to keep these notes in a safe place; consider having them keep the notes in a sturdy folder.
- See the Reading Calendar provided in the Module Overview document.
- Language standards require consistent practice and reinforcement. Based on the needs of your students, find additional opportunities to teach and practice these standards. See Lesson 19 for supplemental language mini lessons and activities.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 1

Building Background Knowledge: The Desegregation of Schools and *Brown v. Board of Education*



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Long Term Learning Targets	
I can determine the central ideas of an informational text. (RI.8.2) I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can determine the gist of excerpts of <i>Brown v Board of Education</i>.• 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.	<ul style="list-style-type: none">• <i>A Mighty Long Way</i> structured notes, Chapter 6, pages 99–123 (from homework)



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Sharing Structured Notes (3 minutes) B. Reviewing the Learning Target (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. Building Background Knowledge: <i>Brown v. Board of Education</i> (8 minutes) B. Reading <i>Brown v. Board of Education</i> Excerpts (27 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Reviewing the Learning Targets and Previewing Homework (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Read Chapter 7, pages 124-140 in <i>A Mighty Long Way</i> and complete the structured notes. 	<ul style="list-style-type: none"> • In the first half of this unit, Carlotta’s story becomes the background as students focus more on building background knowledge about the time period in which she lived, and the specific issues she faced. Specifically, students will engage with primary sources that give context to the greater Civil Rights movement such as the landmark court case <i>Brown v. Board of Education</i> and the Montgomery Bus Boycott. Lessons include opportunities to help students note how Carlotta’s story is tied to the events in national Civil Rights movement; encourage students to notice these connections whenever possible. • Students begin to build background knowledge of the <i>Brown v. Board of Education</i> Supreme Court ruling that ended the Jim Crow era of U.S. history and initiated the civil rights movement. Students will work with this text across Lessons 1-3, first reading for gist (Lesson 1), then reading more closely (Lesson 2), and finally connecting to Carlotta’s journey (Lesson 3). Although students have already encountered references to the <i>Brown v. Board of Education</i> case in <i>A Mighty Long Way</i>, the purpose of these lessons is to dig a little deeper into this landmark ruling. Preview Lessons 1-3, in order to have a sense of the unfolding of students’ work with these excerpts. • Throughout the remainder of this module, students work with two central texts, <i>A Mighty Long Way</i> and <i>Little Rock Girl 1957</i> (introduced in Lesson 3), as well as other primary sources. As students read from supplementary sources, keep in mind that transitioning between texts may be difficult, especially for struggling learners. It is important to contextualize each new text for students, remaining transparent about why they are studying each one, and how it fits into the larger picture of the module. In this case, help students understand that the purpose of reading <i>Brown v. Board of Education</i> is to understand the court ruling that reversed the “separate but equal” doctrine in education. The video clip for Work Time A is from a PBS documentary on the Supreme Court and can be found at: http://www.youtube.com/watch?v=TTGHLdr-iaK. • Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While 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 actually viewing these links in the classroom.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• Chief Justice Earl Warren wrote the opinion of the court. <i>Brown v. Board of Education</i> was actually a combination of several cases that came before the court. The formal title of the court case is <i>Oliver Brown, et al. v Board of Education of Topeka, et al.</i>, however it is most commonly referred to as <i>Brown v Board of Education</i>, therefore that is the terminology used throughout the module lessons.• For the sake of time, students only read excerpts of the Chief Justice Warren’s opinion in these lessons. The paragraphs that have been included develop Warren’s central argument logically. For teacher reference, the entire Warren opinion can be found here: http://www.nps.gov/brvb/historyculture/upload/brown%20US%20supreme%20court.pdf• During Work Time B, be sure to orient students to several text features in the supporting material <i>Brown v. Board of Education</i> excerpts. Some text is bolded. The bolding is not part of the original transcript. Rather, bold is used to draw students’ attention to specific paragraphs or portions of paragraphs that are most salient to the goals of the lesson. Some text is underlined. Similarly, this underlining is not part of the original transcript. Rather, underlining is used to focus students’ attention on key vocabulary terms that students will work with in Lesson 2. And in the first paragraph, six court cases are italicized, which is part of the original document. It is common in judicial opinions to link a decision to previous cases, and to signal those cases with italics. The six court cases listed all have to do with the Fourteenth Amendment, which students studied in Unit 1.• In this lesson, students work just to understand the “gist” of the excerpts. Due to the complexity of this text, students likely will not understand it thoroughly at the end Lesson 1. Let them know that that’s fine. Remind them that this is a very challenging primary source document (excerpts from a legal opinion), and that they will have another opportunity to reread it in the following lesson. Continue to reinforce that complex text, by its nature, needs repeated readings. And legal opinions are their own specialized form of complex text, which even most adults find very challenging. Encourage students, and give students specific positive feedback for their use of close reading strategies, and their willingness to persevere.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• During this unit, students will engage in many small group and partner discussions. They continue to use their Discussion Appointments introduced in Unit 1, Lesson 2. Consider seating arrangements that will allow for these ongoing opportunities for collaboration.• Opening B includes some explicit instruction regarding annotating text when reading for gist. Adjust as needed, based on whether your students are already familiar with annotating.

Lesson Vocabulary	Materials
excerpt, annotation	<ul style="list-style-type: none">• <i>Brown v. Board of Education</i> PBS documentary (video clip; http://www.youtube.com/watch?v=TTGHLdr-iak)• QuickWrite #3 (one per student)• <i>Brown v. Board of Education</i> excerpts (one per student and one for display; see teaching notes above)• Steps for Getting the Gist (one for display)• Document camera• <i>A Mighty Long Way</i> Structured Notes, Chapter 7, pages 124–140 (one per student)• <i>A Mighty Long Way</i> Supported Structured Notes, Chapter 7, pages 124–140 (optional; for students needing extra support)• <i>A Mighty Long Way</i> Structured Notes Teacher’s Guide, Chapter 7, pages 124–140 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Sharing Structured Notes (3 minutes)</p> <ul style="list-style-type: none">• Ask students to retrieve their homework, <i>A Mighty Long Way</i> structured notes, Chapter 6, pages 99–123, and sit with their Denver discussion partners. Direct students' attention to the final focus question from the homework.• Read the question aloud:<ul style="list-style-type: none">* “In the chapter, how did the students who were kind to the black students show their kindness without drawing the abuse of the tormentors?”• Invite students to turn and talk with their discussion partner.• Cold call on a few students to share out their conclusions.	<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.
<p>B. Reviewing the Learning Target (2 minutes)</p> <ul style="list-style-type: none">• Invite students to follow along silently as you read the targets aloud:<ul style="list-style-type: none">* I can determine the gist of excerpts of <i>Brown v Board of Education</i>.* 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.• Ask:<ul style="list-style-type: none">* What was <i>Brown v. Board of Education</i>?• Listen for students to say that it was the Supreme Court decision that integrated schools for black and white students.• Prompt students to think for a moment about how this might connect to Carlotta and <i>A Mighty Long Way</i>. After a minute, cold call on one or two students to share their thinking.• Listen for them to say something like “Carlotta is one of the first students to integrate Little Rock Central High School,” or “Carlotta mentions <i>Brown v Board</i> earlier in the book when she recounts her decision to go to Little Rock Central High School.”• If students have limited understanding of the case, reassure them that they will have a much clearer understanding after the next three lessons.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build content knowledge.



Work Time	Meeting Students' Needs
<p>A. Building Background Knowledge: <i>Brown v. Board of Education</i> (8 minutes)</p> <ul style="list-style-type: none">• Show the <i>Brown v. Board of Education</i> PBS documentary video clip.• Distribute QuickWrite #3 and allow students a couple of minutes to answer the focus question.• Invite students to turn and talk with their partners to discuss their answers.• Ask for a few volunteers to share their responses. Listen for: “<i>Brown v. Board of Education</i> essentially deemed the <i>Plessy v. Ferguson</i> ruling unconstitutional and began the process of eliminating the Jim Crow laws in the South.”	



Work Time (continued)	Meeting Students' Needs
<p>B. Reading <i>Brown v. Board of Education</i> Excerpts (27 minutes)</p> <ul style="list-style-type: none"> Distribute the <i>Brown v. Board of Education</i> excerpts. Explain to students that they will be reading portions of the decision in the court case, <i>Brown v. Board of Education</i> and that when you read portions of a text, those portions are called <i>excerpts</i>. Orient students to key features of the excerpts: <ul style="list-style-type: none"> Some text is bolded in order to draw their attention to it, but the bolding is not part of the original transcript. Some key vocabulary is underlined, but the underlining is not part of the original transcript. They will work with these words in Lesson 2. The first paragraph lists six court cases (in italics). Explain that this is common in judicial opinions, to link a decision to previous cases. In this case, they are all cases that have to do with the Fourteenth Amendment, which students engaged with in Unit 1. Invite students to follow along as you read the excerpts aloud. Let students know that they will now reread the <i>Brown v. Board of Education</i> excerpts for gist, which they are familiar with from reading other complex text. Explain that for this text, they will follow a specific set of instructions to annotate during their gist reading, which will support their understanding of this judicial opinion. Display Steps for Getting the Gist with a document camera to guide students through the process of getting the gist of these excerpts. Before you begin, explain that an <i>annotation</i> is a brief comment that readers write next to text as they are reading. Review Steps for Getting the Gist: <ol style="list-style-type: none"> Beginning with the first sentence of the first paragraph, underline ideas that are important. Above the line of text, note the ideas with an annotation. Circle unfamiliar words or phrases. Continue through the first paragraph. State the gist of the paragraph in your own words. Write it as a short phrase in the margin. Continue this process with each paragraph. Display a copy of <i>Brown v. Board of Education</i> excerpts. 	<ul style="list-style-type: none"> Reading text aloud with fluency helps all students access the text regardless of their own fluency levels. Allowing students to share their ideas for the gist helps all students revise their thinking about the text if needed. Projecting the steps to follow during Work Time helps students monitor their own progress.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Model annotating the first bolded sentence of the excerpt, saying something like: “The doctrine of “separate but equal” did not make its appearance in this Court until 1896 in the case of <i>Plessy v. Ferguson</i>, supra, involving not education but transportation..’ Based on that, I understand that Justice Warren is saying that the idea of ‘separate but equal’ didn’t exist until <i>Plessy v. Ferguson</i>. Therefore, I will write an annotation that captures my understanding: “‘separate but equal’ first appeared in <i>Plessy</i>” above the sentence.” • Direct students to take 10 minutes to work individually to reread all five paragraphs in <i>Brown v. Board of Education</i> excerpts, circle unfamiliar words and annotate. • After 10 minutes, prompt students to take 5 minutes to share their gist statements with their Denver discussion appointment partner. If they notice that their gist statements are different, they should work together to revise their statements. • After 5 minutes, refocus students whole class. Cold call on a pair to share out the gist of the first paragraph. Listen for them to say “The first paragraph is mainly about what the court has previously decided about the idea of ‘separate but equal’ that was established in <i>Plessy v. Ferguson</i>”. Repeat the cold call for each paragraph from the <i>Brown v. Board of Education</i> excerpts. Listen for students to say something like: <ul style="list-style-type: none"> – Paragraph 2: Justice Warren believes that education is very important for many reasons, including providing every citizen with equal opportunities. – Paragraph 3: Justice Warren is arguing that segregated schools discriminate against African-Americans, even if all the physical parts of the schools are equal. – Paragraph 4: Justice Warren says that the laws segregating the schools impact African-American children so they think that they are inferior to white children. – Paragraph 5: Justice Warren states the court’s decision in this case: that segregated schools violate African-American students’ Fourteenth Amendment right of equal protection under the law. • As students share their gist statements with the class, ensure that they have a correct understanding of the text so far. If students share inaccurate gist statements, applaud their courage for speaking up and be sure to correct their understanding so that they, as well as the rest of the class, understand the gist of the court’s decision correctly. 	



Closing and Assessment	Meeting Students' Needs
<p>A. Reviewing the Learning Targets and Previewing Homework (5 minutes)</p> <ul style="list-style-type: none">• Ask students to rate their progress toward meeting the learning target using a Fist to Five:• “How well did you determine the gist of excerpts of <i>Brown v Board of Education</i>?”• Note any students who showed a fist or a one. Be sure to check in with those students during the close read of <i>the Brown v. Board</i> excerpts in the next lesson.• Distribute <i>A Mighty Long Way</i> structured notes, Chapter 7, pages 124–140 and preview the focus question. Remind students that they need to use evidence from the text in their homework response.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 7, pages 124-140 in <i>A Mighty Long Way</i> 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.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 1

Supporting Materials



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**Date:**

Brown v. Board of Education:
Excerpts

.... In the first cases in this Court construing the Fourteenth Amendment, decided shortly after its adoption, the Court interpreted it as proscribing all state-imposed discriminations against the Negro race. **The doctrine of “separate but equal” did not make its appearance in this Court until 1896 in the case of *Plessy v. Ferguson*, supra, involving not education but transportation. American courts have since labored with the doctrine for over half a century.** In this Court, there have been six cases involving the “separate but equal” doctrine in the field of public education. In *Cumming v. County Board of Education*, 175 U.S. 528, and *Gong Lum v. Rice*, 275 U.S. 78, the validity of the doctrine itself was not challenged. In more recent cases, all on the graduate school level, inequality was found in that specific benefits enjoyed by white students were denied to Negro students of the same educational qualifications. *Missouri ex rel. Gaines v. Canada*, 305 U.S. 337; *Sipuel v. Oklahoma*, 332 U.S. 631; *Sweatt v. Painter*, 339 U.S. 629; *McLaurin v. Oklahoma State Regents*, 339 U.S. 637. In none of these cases was it necessary to reexamine the doctrine to grant relief to the Negro plaintiff. And in *Sweatt v. Painter*, supra, the Court expressly reserved decision on the question whether *Plessy v. Ferguson* should be held inapplicable to public education.

... 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.

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.

Brown v. Board of Education:
Excerpts

... 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.

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....

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



Steps for Getting the Gist:
Ink-Pair-Share

Finding the Gist

1. Beginning with the first sentence of the first excerpt, underline what you know and note the ideas with an annotation above the line of text.
2. Circle unfamiliar words or phrases.
3. Continue through the first paragraph.
4. In your own words, state the gist of the paragraph. Write it as a short phrase in the margin.
5. Continue this process with each paragraph.

***A Mighty Long Way* Structured Notes, Chapter 7, Pages 124–140**

Name:

Date:

What is the gist of what you read?

Why was the fact that Washington, D.C. was segregated so shocking to Carlotta?



A Mighty Long Way Supported Structured Notes, Chapter 7 Pages 124–140

Name: _____

Date: _____

Summary of Chapter 7, pages 124–140

The segregationist attacks broaden. Cartelyou, Carlotta’s dad, keeps losing jobs and finally has to find work out of state. The local paper runs editorials supporting integration and the businesses that advertise in it are boycotted. Ernie graduates from Central High; Martin Luther King, Jr. attends his graduation ceremony. The summer is full of trips to “meet our supporters and pick up awards.” Carlotta also attends a two-week camp in New York and gets some much-needed downtime.

Why was the fact that Washington, D.C. was segregated so shocking to Carlotta?



A Mighty Long Way Structured Notes Teacher's Guide, Chapter 7 Pages 124–140

Summary of Chapter 7, pages 124–140

The segregationist attacks broaden. Cartelyou, Carlotta's dad, keeps losing jobs and finally has to find work out of state. The local paper runs editorials supporting integration and the businesses that advertise in it are boycotted. Ernie graduates from Central High; Martin Luther King, Jr. attends his graduation ceremony. The summer is full of trips to "meet our supporters and pick up awards." Carlotta also attends a two-week camp in New York and gets some much-needed downtime.

Why was the fact that Washington, D.C. was segregated so shocking to Carlotta?

Carlotta is shocked about the segregation of public spaces and communities in the nation's capital because she is still holding idealistic beliefs about the power of the democracy in the United States. Though segregation might be expected in the deep, Jim Crow South, the stark difference between the words of the law and the actions of the president and the actuality of life for blacks in D.C. violates her expectations.



EXPEDITIONARY
LEARNING

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

Close Reading: *Brown v. Board of Education*



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

I can evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). (RI.8.8)
I can cite text-based evidence that provides the strongest support for an analysis of informational 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 analyze the central idea of the *Brown v. Board of Education* Supreme Court decision.
- I can use evidence from *Brown v. Board of Education* to support my understanding of the text and the desegregation of schools in the South.

Ongoing Assessment

- *A Mighty Long Way* structured notes, Chapter 7, pages 124–140 (from homework)
- Answers to text-dependent questions



Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader: Sharing Structured Notes (4 minutes) Reviewing Learning Targets (3 minutes) Work Time <ol style="list-style-type: none"> Close Reading: <i>Brown v Board of Education</i> Excerpts (33 minutes) Closing and Assessment <ol style="list-style-type: none"> Revisiting Learning Targets and Previewing Homework (5 minutes) Homework <ol style="list-style-type: none"> Read Chapter 8, pages 141-162 in <i>A Mighty Long Way</i> and complete the structured notes. 	<ul style="list-style-type: none"> This lesson concludes the close reading of the excerpts from the landmark <i>Brown v. Board of Education</i> Supreme Court ruling. Students have an opportunity to make connections between <i>Brown v. Board of Education</i> and <i>A Mighty Long Way</i>. In order to comprehend <i>Brown v. Board of Education</i>, students may need more time and support. If needed, consider spreading this lesson out over two class periods. If you do this, devote Lesson 2 Part 1 to solidifying students' understanding of key vocabulary terms and begin the text-dependent questions, allowing time for discussion of each question before moving on. This in Lesson 2, Part 2, return to any unaddressed text-dependent questions, again with time for discussion of each. Ultimately, students should understand that <i>Brown v. Board</i> made segregation of schools illegal because even if the physical spaces were 'equal', the court argued that segregation had a psychological impact on students of color, making them feel as though they were inferior. In advance: Review Whip-around or Go 'round protocol (see Appendix A). Post: Learning targets.

Lesson Vocabulary	Materials
compulsory, expenditures, plaintiffs, sanctions	<ul style="list-style-type: none"> <i>Brown v. Board of Education</i> excerpts (from Lesson 1) <i>Brown v. Board of Education</i> text-dependent questions (one per student) Close Reading Guide: <i>Brown v. Board of Education</i> excerpts (for teacher reference) <i>A Mighty Long Way</i> Structured Notes, Chapter 8, pages 141–162 (one per student) <i>A Mighty Long Way</i> Supported Structured Notes, Chapter 8, pages 141–162 (optional; for students needing extra support) <i>A Mighty Long Way</i> Structured Notes Teacher's Guide, Chapter 8, pages 141–162 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Homework Focus Question (7 minutes)</p> <ul style="list-style-type: none">• Invite students to get out their <i>A Mighty Long Way</i> structured notes, Chapter 7, pages 124–140 (from homework) and meet with their Washington, D.C. discussion partners.• Direct students' attention to the focus question on the structured notes,<ul style="list-style-type: none">* “Why was the fact that Washington, D.C. was segregated so shocking to Carlotta?”• Provide time for them to discuss their answers with their partners.• Listen for students to say that Carlotta was shocked that Washington, D.C. was so much like the South—segregated. She expected the fact that D.C. is the nation's capital to make a positive difference for black people there.• Share with students that Carlotta is realizing a lot of new things about her society. Have students take out their Journey to Justice note-catchers and reread stage 2 of the note-catcher, titled “Ain’t Gonna Let Nobody Turn Me Around”. Ask:<ul style="list-style-type: none">* “What additional changes has Carlotta experienced?”• Invite students to work with their partners to add to their Journey to Justice note-catchers using Chapters 6 and 7. After a few minutes, cold call on student pairs to share the changes Carlotta is experiencing.	<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.
<p>B. Reviewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Read the learning targets aloud:<ul style="list-style-type: none">* “I can analyze the central idea of the <i>Brown v. Board of Education</i> Supreme Court decision.”* “I can use evidence from excerpts from <i>Brown v. Board of Education</i> to support my understanding of the text and the desegregation of schools in the South.”• Ask students to turn and talk with their partner about the following question:<ul style="list-style-type: none">* “How do you think that rereading and understanding <i>Brown v. Board</i> might help you understand Carlotta's experience in <i>A Mighty Long Way</i>?”	



Work Time	Meeting Students' Needs
<p>A. Close Reading: <i>Brown v Board of Education</i> Excerpts (30 minutes)</p> <ul style="list-style-type: none">• Explain that students will now have an opportunity to understand the court case <i>Brown v. Board of Education</i> more deeply, as well as make some connections to Carlotta's experience in <i>A Mighty Long Way</i>.• Direct students' to get out their copies of the <i>Brown v. Board of Education</i> excerpts.• Tell students that before they begin reading, they'll need to understand the meanings of a few key words that are underlined in their texts.• With their Washington, D.C. discussion partners, ask students to try to define the underlined words using context clues in reference to the <i>Brown v. Board of Education</i> excerpts: <i>compulsory</i>, <i>expenditures</i>, <i>plaintiffs</i>, and <i>sanctions</i>.• After a couple of minutes, ask:<ul style="list-style-type: none">– “What do these words mean and how did you determine the meaning?”• Listen for:<ul style="list-style-type: none">– “<i>Compulsory</i> means required.”– “<i>Expenditures</i> are expenses.”– “The <i>plaintiff</i> of a case is the person who brings the court case against another person.”– “<i>Sanctions</i> are penalties.”• Clarify as needed; the strategies used to arrive at these definitions may vary.• Distribute <i>Brown v. Board of Education</i> text-dependent questions. Use the Close Reading Guide: <i>Brown v. Board of Education</i> excerpts (for teacher reference) to help you guide through their work with these text-dependent questions.• When 5 minutes remain in Work Time, pause students and refocus the whole group. Check for understanding, refocusing on specific questions you noted that were more difficult for students.• Consider collecting the text-dependent questions as a formative assessment.	<ul style="list-style-type: none">• Defining key academic vocabulary prior to re-reading the text helps all students better grasp the details of that text.



Closing and Assessment	Meeting Students' Needs
<p>A. Revisiting Learning Targets and Previewing Homework (5 minutes)</p> <ul style="list-style-type: none">• Debrief the learning target:<ul style="list-style-type: none">* “I can use evidence from <i>Brown v. Board of Education</i> excerpts to support my understanding of the text and the desegregation of schools in the South.”• Using Whip-around protocol, ask:<ul style="list-style-type: none">* “What details from <i>A Mighty Long Way</i> provide evidence that separate is not equal, and that educational opportunity must be made equal by the court in <i>Brown v. Board of Education</i>?”• Listen for details outlining how educational experiences for Carlotta and other black students differed from those of their white peers.• Distribute <i>A Mighty Long Way</i> structured notes, Chapter 8, pages 141–162. Read the focus question aloud, and remind students to use evidence from the text as they respond to the question.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 8, pages 141-162 in <i>A Mighty Long Way</i> 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.



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Brown v. Board of Education
Text-Dependent Questions

Name: _____

Date: _____

Text-dependent questions	Response using the strongest evidence from the text
What are the details of the argument supporting the claim that “education is perhaps the most important function of state and local governments”?	
How might the segregation of schools affect the motivation of a child to learn? What does <i>Brown v. Board of Education</i> have to say about this question? How does this connect to Carlotta’s story?	
Based on the arguments presented in the case, how did the court decide that educational segregation deprives people “of the equal protection of state law”?	



Close Reading Guide: *Brown v. Board of Education* excerpts
(For Teacher Reference)

Total Time: 23 minutes

Questions/Directions for Students	
What are the details of the argument supporting the claim that “education is perhaps the most important function of state and local governments”?	<p>Read the question aloud and invite students to turn and talk to their discussion partner before cold calling on pairs to share their answers.</p> <p>Listen for:</p> <p><i>The fact that our society has made education mandatory and has chosen to spend tax money to support it indicates its importance. Education serves the crucial functions in society of preparing the young to fulfill civic duties and participate in the world of work and the larger society. It was considered so important by the court that the statement was made that “it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education.”</i></p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none">* Why does it make sense to spend tax dollars for good schools?* What do we learn in school that helps us be a citizen of our country?

Close Reading Guide: *Brown v. Board of Education* excerpts
(For Teacher Reference)

Questions/Directions for Students	
<p>How might the segregation of schools affect the motivation of a child to learn? What does <i>Brown v. Board of Education</i> have to say about this question? How does this connect to Carlotta's story?</p>	<p>Read the question aloud and invite students to turn and talk to their discussion partner before cold calling on pairs to share their answers.</p> <p>Listen for:</p> <p><i>Brown v. Board says that segregation leads to a sense of inferiority for black people. In Carlotta Walls' story, it was obvious that the resources given to the white students were newer and more costly. Black teachers and administrators were paid less than their counterparts in white schools. School buildings for black students had fewer amenities and cost less to construct. If the children were aware of these differences, they could feel that they were not really worth educating and so might give up on school and the value of education.</i></p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> * What details about the differences in schooling between white and black students do you know from reading <i>A Mighty Long Way</i>? * Why would knowing about the differences in educational experiences demotivate a person to learn?



Close Reading Guide: *Brown v. Board of Education* excerpts
(For Teacher Reference)

Questions/Directions for Students	
Based on the arguments presented in the case, how did the court decide that educational segregation deprives people “of the equal protection of state law”?	<p>Read the question aloud and invite students to turn and talk to their discussion partner before cold calling on pairs to share their answers.</p> <p>Listen for: <i>The logic of the court’s decision was that education is probably the most important state and local government function. This importance is reflected in laws. It is necessary for “our most basic public responsibilities.” It instills cultural values and prepares for the workplace. Such an opportunity, where the state has undertaken to provide it, is a right that must be made available to all on equal terms. For black students, education is not, in reality, equal; this inequality affects their motivation to learn; therefore, they do not have equal protection under the law.</i></p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none">* What was the first claim presented in Paragraph 2?* Can you label parts of the argument with first, second, third, etc.?



A Mighty Long Way Structured Notes, Chapter 8, Pages 141–162

Name:

Date:

What is the gist of what you read?

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”?

A Mighty Long Way Supported Structured Notes, Chapter 8, Pages 141–162

Name: _____

Date: _____

Summary of Chapter 7, pages 124–140

At the end of the summer after her first year of school, the Little Rock school district fights to delay the opening of school—all the way to the Supreme Court. Justice Warren and the court order integration with no delay. Faubus becomes governor again and passes a series of anti-integration bills that allow him to take control of the school system. He works to shut down the schools in Little Rock and thousands of families must look for alternative schooling options. Many black students drop out of school. The Little Rock Nine is now down to five students; they take correspondence courses and Carlotta is bored. She eventually goes to Cleveland to stay with a family there (the Christopher's) and attend school. Mrs. Christopher encourages her to attend college, but Carlotta declines because she feels driven to finish Central High. She completes the eleventh grade in summer school in Chicago. Just before the next school year is to begin, Governor Faubus delivers a speech and incites a mob, which is put under control by new Police Chief Eugene Smith, who uses fire hoses on the anti-integrationist protesters.

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"?



A Mighty Long Way Structured Notes Teacher's Guide, Chapter 8, Pages 141–162

Summary of Chapter 7, pages 124–140

At the end of the summer after her first year of school, the Little Rock school district fights to delay the opening of school—all the way to the Supreme Court. Justice Warren and the court order integration with no delay. Faubus becomes governor again and passes a series of anti-integration bills that allow him to take control of the school system. He works to shut down the schools in Little Rock and thousands of families must look for alternative schooling options. Many black students drop out of school. The Little Rock Nine is now down to five students; they take correspondence courses and Carlotta is bored. She eventually goes to Cleveland to stay with a family there (the Christopher's) and attend school. Mrs. Christopher encourages her to attend college, but Carlotta declines because she feels driven to finish Central High. She completes the eleventh grade in summer school in Chicago. Just before the next school year is to begin, Governor Faubus delivers a speech and incites a mob, which is put under control by new Police Chief Eugene Smith, who uses fire hoses on the anti-integrationist protesters.

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"?

Carlotta is referring to Elizabeth's decision to walk to the front doors of Central High School with Jefferson, although she was not returning to Central herself. Carlotta says it is brave and heroic because it would have brought up all the abuse Elizabeth suffered on the first day of school two years earlier, when she was caught in the mob alone. The mob on that particular day was then dissipated, but it would have still been frightening to the two young people.



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.



EXPEDITIONARY
LEARNING

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

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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.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 4

Advantages and Disadvantages of Various Mediums: The Montgomery Bus Boycott Speech



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

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

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

Supporting Learning Targets

- I can understand different mediums and their advantages and disadvantages.
- I can use evidence from Dr. King's Montgomery Bus Boycott speech to support my understanding of the text and build background knowledge of the civil rights movement.

Ongoing Assessment

- Analyzing Mediums graphic organizer
- Gist of Montgomery Bus Boycott speech



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Defining “Mediums” and Previewing Images of Rosa Parks (7 minutes) B. Reviewing Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. Evaluating Advantages and Disadvantages of Speech and Text (10 minutes) B. Reading for Gist: Martin Luther King, Jr.’s Montgomery Bus Boycott Speech (23 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Previewing Homework (3 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread Dr. King’s Montgomery Bus Boycott speech and define any words or phrases that you underlined in your own words. 	<ul style="list-style-type: none"> • The next three lessons continue to build students’ background knowledge of the civil rights era in U.S. history and give students a deeper picture of the powerful forces in play at the time, as the country struggled to live out the meaning of its own ideals. Now that students understand the <i>Brown v. Board</i> decision, they investigate other events in the Civil Rights movement, beginning with the Montgomery Bus Boycott in this lesson. • In Lessons 4-6, students read excerpts from a famous speech by Martin Luther King: “Address to the First Montgomery Improvement Association Mass Meeting” (the “Montgomery Bus Boycott Speech”). This speech can be found in the anthology <i>Ripples of Hope: Great American Civil Rights Speeches</i>. See the Unit 2 overview for details. • Students are already working with two central texts, <i>A Mighty Long Way</i> and <i>Little Rock Girl 1957</i>. Keep in mind that as students read from supplementary sources, transitioning between texts may be difficult, especially for struggling learners. It is important to contextualize each new text for students, remaining transparent about why they are studying each one and how each fits into the larger picture of the module. In today’s lesson, it is important specifically to help students understand the purpose of reading Dr. King’s Montgomery Bus Boycott speech of 1955 by connecting it to Carlotta’s life, particularly her reflections on Rosa Parks and the bus boycott. Carlotta writes what she thinks about Rosa Parks on page 42 of <i>A Mighty Long Way</i>, reflecting on her character and how she took a “bold stand” that day in 1955. • For the sake of brevity, the final three paragraphs of Dr. King’s speech have been eliminated. Preview the material Montgomery Bus Boycott speech (Excerpt Guidance and Gist) in advance in order to know how to give students guidance for preparing their text. The excerpts that students will read communicate Dr. King’s central ideas about the purpose of the boycott, as well as the doctrine of non-violence that many Civil Rights activists, including the Little Rock Nine, followed. • The Montgomery Bus Boycott exemplifies Dr. King’s philosophy of nonviolent resistance, a key strategy used by civil rights advocates. The boycott is a primary example of the movement and will help students understand the ways in which civil rights advocates garnered the attention of their communities and the rest of the United States. The influence of this nonviolent, dignified approach is very evident in Carlotta’s experience, and the experiences of the other black students.



Agenda	Teaching Notes
	<ul style="list-style-type: none">• To build background knowledge about the bus boycott and connect it to their study of photographs in <i>Little Rock Girl 1957</i>, students view photographs of Rosa Parks and discuss the definition of a boycott. Students then read Dr. King's speech with a basic understanding of the boycott, building their understanding as they read.• As students engage with various resources, they also examine different mediums that played a role in this struggle, and they work with the important understanding of the advantages and disadvantages of using different mediums to convey a message. This particular aspect of study also provides preparation for the Mid-Unit 2 Assessment.• In this lesson, students are introduced to the idea of different mediums and their advantages and disadvantages in transmitting information. This skill is articulated in RI.8.7. This lesson and the following lessons use the specific language from the standard itself, including using 'mediums' rather than the word "media" (See Opening A). Students will brainstorm the advantages and disadvantages of written text and speech in preparation for their study of Dr. King's speech, which was just two years before Carlotta's journey began.• Dr. King's speech contains a significant number of religious allusions. Clarify for students that Dr. King was a preacher and this speech, like many of his speeches, was delivered in a church. Particularly in the South, black churches often played an integral role in the civil rights movement; they were meeting places where people gathered not only to share in religious teaching and learning, but also to rally around civil rights issues. As always, assess your students' needs with regard to religious themes and ideas in the classroom, remaining transparent about Dr. King's identity as a preacher and the importance of religion in his life.• In advance: Prepare copies of the Montgomery Bus Boycott speech• In advance: Prepare images of Rosa Parks, which can be found at the following links:<ul style="list-style-type: none">– http://www.americaslibrary.gov/jb/modern/jb_modern_parks_1_e.html– http://www.pbs.org/wnet/need-to-know/the-daily-need/photo-taking-a-stand-by-sitting-down/5453/• Post: Learning targets.



Advantages and Disadvantages of Various Mediums:
The Montgomery Bus Boycott Speech

Lesson Vocabulary	Materials
mediums, advantages, disadvantages, boycott	<ul style="list-style-type: none">• Photographs of Rosa Parks (for display; see Teaching Notes)• Analyzing Mediums graphic organizer (one per student and one for display)• Document camera• Analyzing Mediums graphic organizer (for teacher reference)• Montgomery Bus Boycott speech (one per student; see Teaching Notes)• Montgomery Bus Boycott speech (Excerpt Guidance and Gist) (one per student)• Steps for Getting the Gist (from Lesson 1).• Montgomery Bus Boycott speech (Excerpt Guidance and Gist) (sample student response, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Defining “Mediums” and Previewing Images of Rosa Parks (7 minutes)</p> <ul style="list-style-type: none"> Invite students to sit with their Chicago discussion appointment partner and share their responses to the first focus question from their homework: <ul style="list-style-type: none"> “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?” After students have had the chance to share, introduce the term <i>mediums</i>, and explain to students that you would like them to use this word in their work, discussions, and answers as much as possible. Providing clarity about use of this word is key to the next three lessons. Provide the definition of “mediums”—“different ways of communicating information.” Clarify that the word “mediums” is different from media; although the word media suggests television news, newspapers, etc., mediums allows for a wider range of forms of communication such as photographs, speeches, etc. Ask: <ul style="list-style-type: none"> * “How can a photograph, like the photo of Elizabeth Eckford and Hazel Bryan, be a way of communicating information?” <p>If necessary, remind students of their experience during the Gallery Walk in Unit 1.</p> Call on one or two volunteers to share their thoughts. If necessary, clarify that even though a photograph is not the same as text, it can communicate information by telling a story, showing emotions, revealing a secret, etc. Ask: <ul style="list-style-type: none"> * “What are some other mediums?” Cold call on a few students to broaden the list, which could include television, radio, and speeches. Tell students you will show them some photographs to assess their background knowledge on the topic of today’s lesson. Show students the photographs of Rosa Parks. Ask students to turn and talk: <ul style="list-style-type: none"> * “Who is this? How do you know?” If students do not know who is pictured, reveal that it is Rosa Parks. Follow up by asking students to turn and talk again: <ul style="list-style-type: none"> * “What is Rosa Parks known for?” 	<ul style="list-style-type: none"> To help contextualize Dr. King’s speech in terms of its effect on the civil rights movement and the Little Rock Nine, consider reading aloud to students the excerpt from pages 41–42 of <i>A Mighty Long Way</i> in which Carlotta references the Montgomery Bus Boycott and Rosa Parks.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Cold call on one or two students to share what they discussed with a partner. Clarify that Rosa Parks is known for refusing to give up her seat to a white person on a bus in Montgomery, Alabama in 1955. Tell students that people often think Rosa Parks sat in the white section of the bus and refused to move, but she in fact was sitting in the section of the bus designated for people of color. When the bus filled and there was no white seating left, she was ordered to give her seat to a white person. She refused to move. Parks had been fighting for equal rights for African Americans for over 10 years before 1955. • Remind students that the texts they have been reading—<i>Brown v. Board of Education</i> excerpts, <i>Little Rock Girl 1957</i>, and <i>A Mighty Long Way</i>—were set in the same time period. Rosa Parks' action was part of a larger social movement tied to the idea that America was not living up to its ideal of equality for all. • Remind students that Carlotta mentions Rosa Parks and the Montgomery Bus Boycott in <i>A Mighty Long Way</i> when she shares an anecdote about an acquaintance, Alexine, who stands up to a white bus driver, insisting that Carlotta and her friend Delores stay in their seats instead of giving them up to white passengers. Tell students that the effects of the boycott in Montgomery spread to Arkansas and beyond, giving African Americans such as Alexine the courage to stand up to segregationist rules and laws. • Explain to students that over the course of the next few lessons, they are going to learn what Dr. Martin Luther King, Jr. had to say about this bus boycott. 	
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Read the learning targets aloud with students: <ul style="list-style-type: none"> * “I can understand different mediums and their advantages and disadvantages.” * “I can use evidence from Dr. King’s Montgomery Bus Boycott speech to support my understanding of the text and build background knowledge of the civil rights movement.” • Emphasize that today students will begin to think about the different ways mediums can present information. • Point out the second learning target. Tell students they will read a speech by Dr. King for the gist. They will continue to study the speech over the next two lessons as well. 	



Work Time	Meeting Students' Needs
<p>A. Evaluating Advantages and Disadvantages of Speech and Text (10 minutes)</p> <ul style="list-style-type: none"> Tell students that they now will focus on the different ways people communicated their ideas about desegregation. The mediums they will focus on involve words. Turn and talk: <ul style="list-style-type: none"> * “What is an example of a medium in which words are used to communicate an idea?” Listen for: newspaper articles, poetry, stories, radio, television, etc. Clarify that words can either be written or spoken. In this case, students will be studying a speech, both in its text form and its audio form. Distribute and display Analyzing Mediums graphic organizer on a document camera. Remind students that every medium has <i>advantages</i> (benefits) and <i>disadvantages</i> (drawbacks or downsides). Remind students that the prefix “dis-” means “not” or “opposite from.” Ask students to turn and talk: <ul style="list-style-type: none"> * “What are some of the advantages of choosing a written text as a medium to communicate information?” Listen for: “Written text can be shared with a wide audience. It can be copied and carried around, put into a book or newspaper, shared via the internet, sent as a letter, etc.,” “It may be taken more seriously than other mediums,” “It can be descriptive and detailed,” “It can easily be read again,” etc. Cold call on some students to share what they discussed and write their ideas on the displayed Analyzing Mediums graphic organizer. Refer to the Analyzing Mediums graphic organizer (for teacher reference) as needed. Invite students to record their responses and those of their peers on their own copies of the handout. Ask students to brainstorm in pairs: <ul style="list-style-type: none"> * “What are some disadvantages of choosing a written text as a medium to communicate information?” Listen for: “It might be harder to show emotion, or how the author intended the information to come across,” “It may be hard to contain or keep private, since it is so easy to reproduce or share with others,” and “It would be impossible to reach an audience who cannot read.” Cold call on additional students to share their thoughts, adding to the displayed organizer. Refer to the Analyzing Mediums graphic organizer (for teacher reference) as needed, and consider offering probing questions. Invite students to record the information on their copy of the graphic organizer as well. Instruct students to complete the same process with their partner, but this time, instead of text, they will discuss the advantages and disadvantages of speech as a medium. Remind students that they will be studying a speech both in its written and spoken form. Assessing the advantages and disadvantages of both forms will give students a great preview of what they will encounter when reading and hearing the words of Dr. King. 	<ul style="list-style-type: none"> Providing models of expected work supports all students, but especially supports challenged learners. When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> After about 5 minutes, ask students to wrap up their writing. Call on volunteers to share what they came up with and add to the displayed organizer. Invite students to add any new information they hear from their peers to their own charts. 	
<p>B. Reading for Gist: Martin Luther King, Jr.'s Montgomery Bus Boycott Speech (23 minutes)</p> <ul style="list-style-type: none"> Distribute the Montgomery Bus Boycott speech and the Montgomery Bus Boycott speech (Excerpt Guidance and Gist). Ask: <ul style="list-style-type: none"> * “What does it mean to <i>boycott</i> something?” Call on a volunteer to respond. Emphasize that a boycott means that people are choosing not to support something they find unfair. By boycotting something, people can gain the attention of their communities and, possibly, make change. A boycott is an economic tool; the people involved in the bus boycott refused to ride the buses for a whole year, which took huge amounts of business away from the bus company. That’s why the bus company finally listened. Give students some background on the Montgomery Bus Boycott: The movement was sparked by Rosa Parks in December 1955 and lasted for about a year, when a federal ruling determined that segregation on public buses was unconstitutional. During that time, black citizens of Montgomery refused to ride the bus, choosing instead to walk or take taxis driven by black drivers. The movement gained the attention of the nation and the support of many civil rights advocates. Dr. King was a supporter of the boycott, and as a result, his house was bombed. Mention to students that Dr. King’s speech contains some references to religion. Clarify for students that Dr. King was a preacher, and that this speech, like many of his speeches, was delivered in a church to a black audience. Inform students that particularly in the South, black churches often played an integral role in the civil rights movement; they were meeting places where people gathered not only to share in religious teaching and learning, but also to rally around civil rights issues. Tell students that Dr. King’s religion played a large role in his fight for justice, but that does not mean that all people of color shared his religious beliefs. Check for students’ understanding by asking them to show thumbs-up if they understand what the Montgomery Bus Boycott was, thumbs-sideways if they understand but need more clarification, and thumbs-down if they do not understand. Clarify as needed. 	<ul style="list-style-type: none"> During this Work Time, you may want to pull a small group of students to support in determining the gist. Some students will need more guided practice before they are ready for independent work. As an extension, consider inviting students who find the gist of the excerpts quickly work with the complete speech text to find the gist.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students they will now read the text for gist quietly and independently, and they should follow the four steps to reading for the gist from the previous lesson. Display the Steps for Getting the Gist (from lesson 1).• Tell students that for their work in the next few lessons, they will not read the whole speech. The Montgomery Bus Boycott speech (Excerpt Guidance and Gist) explains which excerpts of the speech they are to read by providing the start and end of each excerpt.• Explain that they will get a chance to compare their gist with a partner after reading. Remind students that reading for gist means reading carefully and seeking to understand what the text is mostly about. Some difficult words are defined at the bottom of the page for reference. If there are additional words students don't understand, encourage students to underline them. Point out that there are numbers next to each paragraph of the text. These numbers are not relevant for today as they write the gist of each section, but will be used in the next lesson for close reading.• Invite students to begin reading and writing the gist of each section on the right-hand side of the page. Circulate and check for understanding.• After about 10 minutes have passed, ask students to wrap up their reading and refocus the whole group.• Tell students that they will now have a chance to compare and revise their gists with a partner. Invite students to begin comparing what they wrote and making revisions to what they have. Continue circulating and checking for understanding.• Cold call on student pairs to quickly share the gist of each section with the whole class.• Thank students for their engagement during the reading time. Reinforce the importance of rereading to build a deep understanding of a text, reminding students that they will continue to study this speech over the next couple of lessons.	



Closing and Assessment	Meeting Students' Needs
<p>A. Previewing Homework (3 minutes)</p> <ul style="list-style-type: none">• Ask students to look at the Montgomery Bus Boycott speech and find the words and phrases that they underlined in today's lesson. Explain that for homework, students should define these words and phrases in their own words. They should write their definitions in the "additional definitions" box, underneath the gist on the right-hand side of the organizer.• Invite students to skim back through the text to preview the words and phrases they will need to define. Clarify that they may also define other unknown words and phrases as they reread, adding these definitions to the "additional definitions" boxes as well.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread Dr. King's Montgomery Bus Boycott speech and define any words or phrases that you underlined using your own words.	<ul style="list-style-type: none">• Some students may benefit from having more difficult phrases defined in the text.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 4

Supporting Materials



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Analyzing Mediums Graphic Organizer

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

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

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



Analyzing Mediums Graphic Organizer

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



Analyzing Mediums Graphic Organizer
(Answers, for Teacher Reference)

Medium Type: Text	
<p><i>Advantages:</i></p> <ul style="list-style-type: none">• can reach a wide audience• can include many descriptive details• can be creative with language• text might be taken more seriously than other mediums• doesn't require special equipment• reader has more control to go at his or her own pace• can be re-read repeatedly	<p><i>Disadvantages:</i></p> <ul style="list-style-type: none">• not as engaging or emotional as some other mediums• impossible to communicate with an audience who cannot read• hard to keep private or secret
Medium Type: Speech	
<p><i>Advantages:</i></p> <ul style="list-style-type: none">• directly communicates the message of the speaker• speaker can use emotion to make a point• audience can participate in communication• can be recorded/broadcast and shared with a wide audience, including those who cannot read• speaker can use tone of voice to create meaning	<p><i>Disadvantages:</i></p> <ul style="list-style-type: none">• harder to share with a wider audience• quality of speaker affects the message



Analyzing Mediums Graphic Organizer
(Answers, for Teacher Reference)

Medium Type: Photographs	
<p><i>Advantages:</i></p> <ul style="list-style-type: none">• immediately engaging• more objective than text or cartoons; “what you see is what you get”• photographs might be taken more seriously than other kinds of artwork (because they seem more “factual” or objective)	<p><i>Disadvantages:</i></p> <ul style="list-style-type: none">• harder to get a clear message across than it is with words• if someone doesn’t understand the photograph, they might interpret it differently than you intended• requires special equipment; not accessible for all people

Medium Type: Video	
<p><i>Advantages:</i></p> <ul style="list-style-type: none">• video news is up-to-date and immediate• there is visual and audio input• video can have a personal and graphic impact on viewers• video is highly engaging	<p><i>Disadvantages:</i></p> <ul style="list-style-type: none">• video can be used to present misleading images• the information is presented in a condensed, time-limited way



Montgomery Bus Boycott Speech (Excerpt Guidance and Gist)

Text	Gist
<p>1. Beginning with, “My friends, we are certainly very happy ...” Ending with, “... thin paper to thick action is the greatest form of government on earth.”</p> <p>2. Beginning with, “But we are here in a specific sense ...” Ending with, “... but at least one stands before us now with glaring dimensions.”</p>	
	<p>Additional definitions:</p>



Montgomery Bus Boycott Speech (Excerpt Guidance and Gist)

Text	Gist
<p>3. Beginning with, “Just the other day ...” Ending with, “... the city ordinance has never been totally clarified.”</p> <p>4. Beginning with, “Mrs. Rosa Parks is a fine person Ending with, “And just because she refused to get up, she was arrested.”</p>	
	<p>Additional definitions:</p>



Montgomery Bus Boycott Speech (Excerpt Guidance and Gist)

Text	Gist
<p>5. Beginning with, “And you know, my friends, there comes a time ...” Ending with, “... amid the piercing chill of an alpine November. There comes a time.”</p> <p>6. Beginning with, “We are here, we are here this evening ...” Ending with, “... we have in our hands this evening is the weapon of protest. That's all.”</p> <p>oppression: cruel and unjust treatment abyss: a deep, seemingly bottomless hole bleakness: hopelessness advocating: arguing for</p>	
	<p>Additional definitions:</p>



Montgomery Bus Boycott Speech (Excerpt Guidance and Gist)

Text	Gist
<p>7. Beginning with, “And certainly, certainly, this is the glory of America ...”</p> <p>Ending with, “... with grim and bold determination to gain justice on the buses in this city.”</p> <p>8. Beginning with, “And we are not wrong; we are not wrong in what we are doing ...”</p> <p>Ending with, “... and fight until justice runs down like water and righteousness like a mighty stream.”</p> <p>incarcerated: jailed</p> <p>totalitarian regime: a group that claims total power</p> <p>lynched: killed by a mob or civilians</p> <p>utopian: idealistic, naïve</p>	<p></p> <p>Additional definitions:</p>



Montgomery Bus Boycott Speech (Excerpt Guidance and Gist)

Text	Gist
<p>9. Beginning with, “I want to say that in all of our actions, we must stick together ...”</p> <p>Ending with, “... it was nothing wrong with labor getting together and organizing and protesting for its rights.”</p> <p>unity: togetherness</p>	
	<p>Additional definitions:</p>



Montgomery Bus Boycott Speech (Excerpt Guidance and Gist)

Text	Gist
<p>10. Beginning with, “We, the disinherited of this land, we who have been oppressed so long ...” Ending with, “... Justice is love correcting that which revolts against love.”</p> <p>11. Beginning with, “The Almighty God himself is not only ...” Ending with, “... Not only is this thing a process of education, but it is also a process of legislation.”</p> <p>disinherited: rejected, disowned deliberations: debating, arguing revolts: fights</p>	<div data-bbox="1013 422 1539 1472"></div> <div data-bbox="1013 1472 1539 1703">Additional definitions:</div>



Montgomery Bus Boycott Speech (Excerpt Guidance and Gist)

Text	Gist
<p>12. Beginning with, “And as we stand and sit here this evening ...”</p> <p>Ending with, “As we proceed with our program, let us think of these things ...”</p>	
	<p>Additional definitions:</p>



Montgomery Bus Boycott Speech (Excerpt Guidance and Gist):
(Sample Student Responses, for Teacher Reference)

Text	Gist
<p>1. Beginning with, “My friends, we are certainly very happy ...” Ending with, “... thin paper to thick action is the greatest form of government on earth.”</p> <p>2. Beginning with, “But we are here in a specific sense ...” Ending with, “... but at least one stands before us now with glaring dimensions.”</p>	<p><i>Dr. King greets the crowd and talks about why they are there: to help with the situation at the bus station in Montgomery, where black Americans have been humiliated and oppressed.</i></p>
	<p>Additional definitions:</p>



Montgomery Bus Boycott Speech (Excerpt Guidance and Gist):
(Sample Student Responses, for Teacher Reference)

Text	Gist
<p>3. Beginning with, “Just the other day ...” Ending with, “... the city ordinance has never been totally clarified.”</p> <p>4. Beginning with, “Mrs. Rosa Parks is a fine person Ending with, “And just because she refused to get up, she was arrested.”</p>	<p><i>Rosa Parks was arrested for not giving up her seat on the bus. The laws about African Americans on buses were unclear. It is unfair that Rosa Parks was arrested, especially because she is a great person.</i></p>
	<p>Additional definitions:</p>



Montgomery Bus Boycott Speech (Excerpt Guidance and Gist):
(Sample Student Responses, for Teacher Reference)

Text	Gist
<p>5. Beginning with, “And you know, my friends, there comes a time ...” Ending with, “... amid the piercing chill of an alpine November. There comes a time.”</p> <p>6. Beginning with, “We are here, we are here this evening ...” Ending with, “... we have in our hands this evening is the weapon of protest. That’s all.”</p> <p>oppression: cruel and unjust treatment abyss: a deep, seemingly bottomless hole bleakness: hopelessness advocating: arguing for</p>	<p><i>Dr. King and his supporters are tired of being oppressed. They want to continue to use nonviolent ways to protest unfair treatment of African Americans.</i></p> <p>Additional definitions:</p>



Montgomery Bus Boycott Speech (Excerpt Guidance and Gist):
(Sample Student Responses, for Teacher Reference)

Text	Gist
<p>7. Beginning with, “And certainly, certainly, this is the glory of America ...” Ending with, “... with grim and bold determination to gain justice on the buses in this city.”</p> <p>8. Beginning with, “And we are not wrong; we are not wrong in what we are doing ...” Ending with, “... and fight until justice runs down like water and righteousness like a mighty stream.”</p> <p>incarcerated: jailed totalitarian regime: a group that claims total power lynched: killed by a mob or civilians utopian: idealistic, naïve</p>	<p><i>Being able to protest is a great part of America. We will not be compared to groups like the KKK, because we are not using violence to protest, we are doing it in the right way. Protesting for rights in a nonviolent way is never wrong. King is also calling on the law of the land (the Constitution, the Supreme Court), not defying it.</i></p>
	<p>Additional definitions:</p>



Montgomery Bus Boycott Speech (Excerpt Guidance and Gist):
(Sample Student Responses, for Teacher Reference)

Text	Gist
<p>9. Beginning with, “I want to say that in all of our actions, we must stick together ...”</p> <p>Ending with, “... it was nothing wrong with labor getting together and organizing and protesting for its rights.”</p> <p>unity: togetherness</p>	<p><i>It is important for African Americans to stay together and not be afraid, since what they are doing is right. They are tired of being mistreated and ignored by their own government, and will fight for equality.</i></p>
	<p>Additional definitions:</p>



Montgomery Bus Boycott Speech (Excerpt Guidance and Gist):
(Sample Student Responses, for Teacher Reference)

Text	Gist
<p>10. Beginning with, “We, the disinherited of this land, we who have been oppressed so long ...” Ending with, “... Justice is love correcting that which revolts against love.”</p> <p>11. Beginning with, “The Almighty God himself is not only ...” Ending with, “... Not only is this thing a process of education, but it is also a process of legislation.”</p> <p>disinherited: rejected, disowned deliberations: debating, arguing revolts: fights</p>	<p><i>Love and justice have a lot in common. God convinced his followers of his power, just as Dr. King and his followers will convince the United States of their rights.</i></p>
	<p>Additional definitions:</p>



Montgomery Bus Boycott Speech (Excerpt Guidance and Gist):
(Sample Student Responses, for Teacher Reference)

Text	Gist
<p>12. Beginning with, “And as we stand and sit here this evening ...”</p> <p>Ending with, “As we proceed with our program, let us think of these things ...”</p>	<p><i>Let’s work together, with God, and with our own determination, to stand up for our rights.</i></p>
	<p>Additional definitions:</p>



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 5

Close Reading: The Montgomery Bus Boycott Speech



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

I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7)
I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)
I can analyze the connections between modern fiction and myths, traditional stories or religious works (themes, patterns of events, character types). (RL.8.9)

Supporting Learning Targets

- I can understand different mediums and their advantages and disadvantages when presenting information.
- I can use evidence from Dr. King's Montgomery Bus Boycott speech to support my understanding of the text and build background knowledge of the civil rights movement.

Ongoing Assessment

- *Little Rock Girl 1957* structured notes, Chapters 1–2, pages 4–27 (from Lesson 3 homework)
- Answers to Montgomery Bus Boycott speech text-dependent questions



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Sharing Structured Notes (5 minutes) B. Reviewing Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. Close Reading: Montgomery Bus Boycott Speech (30 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Partner Share (3 minutes) 4. Homework <ol style="list-style-type: none"> A. Read Chapter 3 of <i>Little Rock Girl 1957</i> and complete the structured notes. 	<ul style="list-style-type: none"> • This is the second lesson in a three-lesson series that builds students' background knowledge about the civil rights era in U.S. history and helps them explore the advantages and disadvantages of using different mediums to convey a message. This is important preparation for the Mid-Unit 2 Assessment. • In this lesson, students continue to engage with Dr. Martin Luther King Jr.'s Montgomery Bus Boycott speech. Today's close reading supports students in understanding the key points of Dr. King's message so that they can focus on his methods for delivering this message in Lesson 6, when they will listen to the speech. • A Close Reading Guide is provided to support students as they work through this challenging text. The text is long and the questions require deep thinking on the part of the students. Thus, 30 minutes are allotted for this portion of the lesson. • Preview the Close Reading Guide. Based on the needs of your class, you may need more time. Consider adjusting the flow of lessons so that this close read extends over two class periods and build in more time for the whole class to discuss their responses to each text-dependent question before continuing on to the next one. • Post: Learning targets.

Lesson Vocabulary	Materials
iron feet of oppression, glittering July, alpine November, trampled	<ul style="list-style-type: none"> • <i>Little Rock Girl 1957</i> (book; distributed in Lesson 3; one per student) • Montgomery Bus Boycott speech (from Lesson 4) • Montgomery Bus Boycott speech (Excerpt Guidance and Gist) (from Lesson 4) • Montgomery Bus Boycott speech text-dependent questions (one per student) • Close Reading Guide: Montgomery Bus Boycott speech (for teacher reference) • <i>Little Rock Girl 1957</i> Structured Notes, Chapter 3, pages 28–37 (one per student) • <i>Little Rock Girl 1957</i> Supported Structured Notes, Chapter 3, pages 28–37 (optional; for students needing extra support) • <i>Little Rock Girl 1957</i> Structured Notes Teacher's Guide, Chapter 3, pages 28–37 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Sharing Structured Notes (5 minutes)</p> <ul style="list-style-type: none">• Ask students to retrieve their <i>Little Rock Girl 1957</i> structured notes, Chapters 1–2, pages 4–27 (from Lesson 3 homework) and their copies of <i>Little Rock Girl 1957</i>. Tell students you would like them to share their thoughts about the first two chapters of the book with their New York City discussion partner. Ask students to turn and talk:<ul style="list-style-type: none">* “What did you think about the photographs you saw in the first two chapters? Point out one that made an impression on you and say why.”• After allowing students to flip through the book and talk for a minute or two, invite them to share their responses to the focus questions on the structured notes:<ul style="list-style-type: none">* “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 evoked in newspaper readers around the globe?”* “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?”• After students have shared their responses, ask them to turn and talk once more:<ul style="list-style-type: none">* “On page 13 of <i>Little Rock Girl 1957</i>, the author describes a difference between Alabama, where Rosa Parks began the Montgomery Bus Boycott, and Little Rock. What is this difference and why is it important?”• Listen for students to talk about how Arkansas was not considered the “deep South,” where racial tensions were much worse at the time. The author, Shelley Tougas, states that Little Rock was “known as a progressive small city,” and “didn’t seem an obvious battleground in the conflict over equal access to public schools” (13).• Call on one or two volunteers to share what they discussed. Emphasize that Rosa Parks’ actions affected both those in her own state of Alabama and those in other states across the United States. Even though Arkansas was not considered the “deep South,” racism and discrimination shaped the lives of the Little Rock Nine and so many other African Americans.	



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Read the first learning target aloud to students:<ul style="list-style-type: none">* “I can understand different mediums and their advantages and disadvantages when presenting information.”• Remind students that in the last lesson, they discussed and recorded the advantages and disadvantages of text and speeches in presenting information. Tell them that today they will continue to study the text of Dr. King’s speech and in the next lesson they will get a chance to hear the text delivered in the form of a speech. They should continue to keep in mind how the text may compare to the speech.• Read the next learning target aloud to students:<ul style="list-style-type: none">* “I can use evidence from Dr. King’s Montgomery Bus Boycott speech to support my understanding of the text and build background knowledge of the civil rights movement.”• Share with students that their close reading of the text today will help build a deeper understanding.	



Work Time	Meeting Students' Needs
<p>A. Close Reading: Montgomery Bus Boycott Speech (30 minutes)</p> <ul style="list-style-type: none">• Instruct students to take out the Montgomery Bus Boycott speech and Montgomery Bus Boycott speech (Excerpt Guidance and Gist). Remind students that for homework, they reread the speech and defined important words and phrases. Tell students that their work reading the speech for gist in class yesterday and then rereading it for homework will help them as they complete a close reading of the text today.• Invite students to select two definitions from their homework to compare with a partner. Tell students they should select one word they are confident about and one word they are unsure about. Give students about 3 minutes to review their chosen words with a partner, adding to their own definitions as necessary. Circulate and clarify as needed.• Refocus whole group and ask what words and phrases were most difficult to define. Have students share some of their definitions, clarifying when needed.• Distribute the Montgomery Bus Boycott speech text-dependent questions. Remind students that key vocabulary words are defined at the end of each section of text in the form of footnotes, and the words they defined for homework should be listed in the “additional definitions” section on the right-hand side of the organizer. Invite students to refer to these notes when they hear a word they do not know as you read aloud.• Tell students you will now guide them through a close reading of the speech. Use the Close Reading Guide: Montgomery Bus Boycott speech to lead students through the text. Read the text aloud to students with dramatic expression, modeling fluency.• When students have completed the close reading, give specific positive feedback on the way they reread the text, reflected, wrote individually, and/or collaborated with their partners to gain a deeper understanding of the speech.	<ul style="list-style-type: none">• When reviewing graphic organizers or recording forms, consider using a document camera to visually display the document for students who struggle with auditory processing.• During this Work Time, you may want to pull a small group of students to support in finding evidence from the text. Some students will need more guided practice before they are ready for independent work.



Closing and Assessment	Meeting Students' Needs
<p>A. Partner Share (3 minutes)</p> <ul style="list-style-type: none">• Thank students for their thoughtful participation and attention during the close reading. Tell them you will now give them a chance to anticipate the next lesson with a fun debriefing activity.• Ask students to go back to the text and choose a line from Dr. King's speech that they believe is particularly powerful. Explain that powerful could mean it struck them as important, evoked an emotion, or inspired an image or connection. Give students a moment to choose a line.• Next, instruct students to think about how they would deliver that line if they were asked to present it in a speech. What words would they emphasize? How would they use facial expressions or gestures? Tell students you will give them a moment to reflect on how they would deliver the line. Then, they will practice it with a partner.• Invite students to deliver their line to a partner, then switch. Encourage students to give one another feedback and deliver the line once or twice more.• Wrap up by telling students that they will study Dr. King's speaking techniques tomorrow.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 3 and complete <i>Little Rock Girl 1957 structured notes, Chapter 3, pages 28–37.</i>	<ul style="list-style-type: none">• Provide struggling learners with the supported structured notes for additional scaffolding as they read the novel.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 5

Supporting Materials



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Montgomery Bus Boycott Speech
Text-Dependent Questions

Name: _____

Date: _____

Questions	Notes
<p>Paragraphs 1 and 2</p> <p>1. In the very beginning of the speech, Dr. King addresses the audience as “my friends” and repeatedly uses the pronoun “we” when speaking to them. What effect do you imagine this had on the audience? Why?</p> <p>2. King refers to a “problem” in Paragraph 2. What problem is he talking about?</p>	



Montgomery Bus Boycott Speech
Text-Dependent Questions

Questions	Notes
<p>Paragraphs 3 and 4</p> <p>Dr. King asserts, “Now the press would have us believe that she refused to leave a reserved section for Negroes, but I want you to know this evening that there is no reserved section. The law has never been clarified at that point.”</p> <p>3. What does the “the press would have us believe that she refused to leave a reserved section” mean? Who are the press and why would they do this?</p> <p>4. In these two paragraphs, Dr. King uses many complimentary adjectives to describe Rosa Parks. What are some of these words and how do you think the audience reacted to these descriptions?</p>	



Montgomery Bus Boycott Speech
Text-Dependent Questions

Questions	Notes
<p>Paragraphs 5 and 6</p> <p>In Paragraph 5, Dr. King says, “And you know, my friends, there comes a time when people get tired of being trampled over by the iron feet of oppression.”</p> <p>5. How does King use figurative language to communicate his message here? What is the message he is trying to convey?</p> <p>Dr. King continues, “There comes a time when people get tired of being pushed out of the glittering sunlight of life's July and left standing amid the piercing chill of an alpine November.”</p> <p>6. What do you think “glittering July” represents? What about “alpine November”? Why does Dr. King set up this contrast?</p> <p>7. In Paragraph 6, Dr. King references “the weapon of protest.” What does he mean?</p>	



Montgomery Bus Boycott Speech
Text-Dependent Questions

Questions	Notes
<p>Paragraphs 7 and 8</p> <p>8. According to Dr. King, what is the “great glory of American democracy”?</p> <p>9. Dr. King suggests that civil rights advocates have been compared to the Ku Klux Klan and the White Citizens Council, two organizations known for using violence and intimidation against African Americans and supporters of equal rights. How does he respond to this comparison?</p> <p>10. In Paragraph 6, how does Dr. King assure his audience that they are “not wrong” to fight for justice on the buses of Montgomery?</p>	



Montgomery Bus Boycott Speech
Text-Dependent Questions

Questions	Notes
<p>Paragraph 9</p> <p>11. What is the central message of Paragraph 9?</p> <p>Dr. King states, “When labor all over this nation came to see that it would be trampled over by capitalistic power, it was nothing wrong with labor getting together and organizing and protesting for its rights.”</p> <p>12. What does he mean by this? Why does he use this example?</p>	
<p>Paragraphs 10 and 11</p> <p>13. Dr. King claims “Justice is love correcting that which revolts against love.” What does he mean by this?</p> <p>14. Knowing that Dr. King was a preacher and that many in his audience probably attended church, how do you think Dr. King’s use of religious ideas affected his audience?</p>	



Montgomery Bus Boycott Speech
Text-Dependent Questions

Questions	Notes
<p>Paragraph 12</p> <p>Dr. King states, “Right here in Montgomery, when the history books are written in the future, somebody will have to say, ‘There lived a race of people, a black people, “fleecy locks and black complexion,” a people who had the moral courage to stand up for their rights. And thereby they injected a new meaning into the veins of history and of civilization.”</p> <p>15. Why do you think he decided to end his speech with an imagined passage from a history book?</p>	



Close Reading Guide:
Montgomery Bus Boycott speech: (For Teacher Reference)

Total time: 30 minutes

Questions	Notes
<p>Paragraphs 1 and 2</p> <p>1. In the very beginning of the speech, Dr. King addresses the audience as “my friends” and repeatedly uses the pronoun “we” when speaking to them. What effect do you imagine this had on the audience? Why?</p> <p>2. King refers to a “problem” in Paragraph 2. What problem is he talking about?</p>	<p>1. Read the text aloud through the end of Paragraph 2 (“glaring dimensions”).</p> <p>2. Read the close reading questions aloud and allow students time to write responses individually, rereading and referring back to the text as much as they need to.</p> <p>3. Allow students to discuss their responses with their partners, revising and adding to their text-dependent questions as needed. Circulate and use probing questions (below) to further students’ understanding.</p> <p>Sample Responses:</p> <p>1. <i>By using “my friends” and “we,” Dr. King draws in his audience, helping them to see that he is one of them and that they can stand alongside him. This makes the audience feel included and probably makes them have more courage and hope because Dr. King was a greatly respected leader.</i></p> <p>2. <i>The problem is that so many black Americans in Montgomery and in other areas have felt intimidated and afraid on the public bus.</i></p> <p>Additional probing questions:</p> <ul style="list-style-type: none">• In what other speeches or presentations have you heard the presenter include the audience?• How does the “problem” Dr. King mentions reflect problems you observe in <i>A Mighty Long Way</i>?



Close Reading Guide:
Montgomery Bus Boycott speech: (For Teacher Reference)

Questions	Notes
<p>Paragraphs 3 and 4</p> <p>Dr. King asserts, “Now the press would have us believe that she refused to leave a reserved section for Negroes, but I want you to know this evening that there is no reserved section. The law has never been clarified at that point.”</p> <p>3. What does the “the press would have us believe that she refused to leave a reserved section” mean? Who are the press and why would they do this?</p> <p>4. In these two paragraphs, Dr. King uses many complimentary adjectives to describe Rosa Parks. What are some of these words and how do you think the audience reacted to these descriptions?</p>	<p>1. Read Paragraphs 3 and 4 aloud to students, stopping after “she was arrested.” Remind students that Dr. King is addressing a black audience, one that likely knows of Rosa Park’s actions that started the Montgomery Bus Boycott.</p> <p>2. Repeat Steps 2–3 above.</p> <p>Sample Responses:</p> <p>3. <i>The phrase means that the press wants the public to believe that Rosa Parks was refusing to sit in an area meant for African Americans. The press is probably controlled by white people in Montgomery who want people to think that there was a certain section of the bus Parks was supposed to sit in. They would do this to make Parks look like she was breaking a law.</i></p> <p>4. <i>Some of the words Dr. King uses to describe Rosa Parks are “fine person, Christian, integrity, devotion.” These words probably made the audience feel empathy for Rosa Parks and anger about her unfair treatment.</i></p> <p>Additional probing questions:</p> <ul style="list-style-type: none">• What does it mean to “have someone believe something”?• Why is it important to note who controls the information communicated by the press?• Where else have you seen a speaker or presenter compliment another person?



Close Reading Guide:
Montgomery Bus Boycott speech: (For Teacher Reference)

Questions	Notes
<p>Paragraphs 5 and 6</p> <p>In Paragraph 5, Dr. King says, “And you know, my friends, there comes a time when people get tired of being trampled over by the iron feet of oppression.”</p> <p>5. How does King use figurative language to communicate his message here? What is the message he is trying to convey?</p> <p>Dr. King continues, “There comes a time when people get tired of being pushed out of the glittering sunlight of life's July and left standing amid the piercing chill of an alpine November.”</p> <p>6. What do you think “glittering July” represents? What about “alpine November”? Why does Dr. King set up this contrast?</p> <p>7. In Paragraph 6, Dr. King references “the weapon of protest.” What does he mean?</p>	<p>1. Read Paragraphs 5 and 6 aloud, through “That’s all.”</p> <p>2. Repeat Steps 2–3 above.</p> <p>Sample Responses:</p> <p>5. <i>Dr. King personifies oppression by saying it has “iron feet.” He uses this language to convey the message that African Americans are tired of being oppressed over such a long and painful period of time.</i></p> <p>6. <i>“Glittering July” could represent the good life, where people have rights and respect. “Alpine November” could mean a cold life of oppression and disrespect.</i></p> <p>7. <i>“Weapon of protest” means that African Americans do not use typical weapons and violence. Instead, they use nonviolent protests to fight against oppression.</i></p> <p>Additional probing questions:</p> <ul style="list-style-type: none"> • What effect do you think Dr. King’s figurative language had on his audience? • What other examples of “the weapon of protest” can you think of from <i>A Mighty Long Way</i>?



Close Reading Guide:
Montgomery Bus Boycott speech: (For Teacher Reference)

Questions	Notes
Paragraphs 7 and 8 8. According to Dr. King, what is the “great glory of American democracy”? 9. Dr. King suggests that civil rights advocates have been compared to the Ku Klux Klan and the White Citizens Council, two organizations known for using violence and intimidation against African Americans and supporters of equal rights. How does he respond to this comparison? 10. In Paragraph 6, how does Dr. King assure his audience that they are “not wrong” to fight for justice on the buses of Montgomery?	<p>1. Read Paragraphs 7 and 8 aloud, through “mighty stream.”</p> <p>2. Repeat Steps 2–3 above.</p> <p>Sample Responses:</p> <p>8. <i>Dr. King states that the “great glory of American democracy” is the ability of the citizens to protest against things they find unfair.</i></p> <p>9. <i>Dr. King responds to the comparison by pointing out how violent and immoral those two organizations are. He references cross burning and lynching, saying that he and his followers would never do such things.</i></p> <p>10. <i>Dr. King says if they are wrong, Jesus was just dreaming and “justice is a lie.” He does not believe these things, but uses them to show just how right they are in fighting for equality.</i></p> <p>Additional probing questions:</p> <ul style="list-style-type: none">• Why does Dr. King believe the ability to protest is such a “glory” even though many of his efforts have been met with such negative reactions?• What reaction do you think the audience had when Dr. King referred to Jesus as a “dreamer” and justice as a “lie”?



Close Reading Guide:
Montgomery Bus Boycott speech: (For Teacher Reference)

Questions	Notes
<p>Paragraph 9</p> <p>11. What is the central message of Paragraph 9?</p> <p>Dr. King states, “When labor all over this nation came to see that it would be trampled over by capitalistic power, it was nothing wrong with labor getting together and organizing and protesting for its rights.”</p> <p>12. What does he mean by this? Why does he use this example?</p>	<p>1. Read Paragraph 9 aloud, through “justice and equality.” Note: students may need some brief background knowledge on labor unions. You could say: “Labor unions began in the 1800s in the United States, when workers started to get together to fight for better working conditions.”</p> <p>2. Repeat Steps 2–3 above.</p> <p>Sample Responses</p> <p>11. <i>The central message of this paragraph is that sticking together during the fight for equal rights is important because it’s how fights like this have been won in the past.</i></p> <p>12. <i>Dr. King is referring to times when workers fought for their rights. He uses this example to show that people have been successful in the past in fighting for their rights. This shows that Dr. King and his followers are doing the right thing, and that it is possible to win.</i></p> <p>Additional probing questions:</p> <ul style="list-style-type: none">• What does “capitalistic power” mean?• What do you think of Dr. King’s repetition of the idea of being “trampled”?• What other successful examples of fighting for rights can you think of?



Close Reading Guide:
Montgomery Bus Boycott speech: (For Teacher Reference)

Questions	Notes
<p>Paragraphs 10 and 11</p> <p>13. Dr. King claims “Justice is love correcting that which revolts against love.” What does he mean by this?</p> <p>14. Knowing that Dr. King was a preacher and that many in his audience probably attended church, how do you think Dr. King’s use of religious ideas affected his audience?</p>	<p>1. Read Paragraphs 10 and 11 aloud, through “process of legislation.”</p> <p>2. Repeat Steps 2–3 above.</p> <p>Sample Responses:</p> <p><i>13. Dr. King means that justice is fixing the things that fight against love.</i></p> <p><i>14. I think that Dr. King’s use of religious ideas probably helped his audience to see how their actions are right and how they could be supported by their God in fighting for equal rights.</i></p>



Close Reading Guide:
Montgomery Bus Boycott speech: (For Teacher Reference)

Questions	Notes
<p>Paragraph 12</p> <p>Dr. King states, “Right here in Montgomery, when the history books are written in the future, somebody will have to say, ‘There lived a race of people, a black people, “fleecy locks and black complexion,” a people who had the moral courage to stand up for their rights. And thereby they injected a new meaning into the veins of history and of civilization.”</p> <p>15. Why do you think he decided to end his speech with an imagined passage from a history book?</p>	<ol style="list-style-type: none">1. Read the final paragraph aloud.2. Repeat Steps 2–3 above. <p>Sample Response:</p> <p>15. <i>I think Dr. King chose to end his speech this way because he wanted to show that he and his followers are on the right side of history, and that they will see justice. He wanted to leave his audience with a message of hope that one day their struggles will pay off, and they will be recognized as being right.</i></p>



Little Rock Girl 1957 Structured Notes, Chapter 3, Pages 28–37

Name:

Date:

What is the gist of what you read?

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” (32). What did Counts mean by this statement?



Little Rock Girl 1957 Supported Structured Notes, Chapter 3, Pages 28–37

Name: _____

Date: _____

Summary of Chapter 3, pages 28–37:

This chapter provides the story of Will Counts, a photographer during the desegregation period in Little Rock who was from the area and had graduated from Central High. At the time, he was a cutting-edge photographer, using new equipment and an aggressive style to get access to the action. Two of his photographs of the events at Central High School gained acclaim and are described as instrumental to shaping the world's perception of the events of 1957.

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” (32). What did Counts mean by this statement?



Little Rock Girl 1957 Structured Notes Teacher's Guide, Chapter 3, Pages 28–37

Summary of Chapter 3, pages 28–37:

This chapter provides the story of Will Counts, a photographer during the desegregation period in Little Rock who was from the area and had graduated from Central High. At the time, he was a cutting-edge photographer, using new equipment and an aggressive style to get access to the action. Two of his photographs of the events at Central High School gained acclaim and are described as instrumental to shaping the world's perception of the events of 1957.

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” (32). What did Counts mean by this statement?

Counts is speaking to the responsibility of photographers to use their medium to objectively portray events so the viewer has facts that are not polluted with personal opinion. Although photographs might cause an emotional response in the viewer, the emotion should be justified by the fact that the photograph tells a true story.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 6

Analyzing Language in a Speech: The Montgomery Bus Boycott Speech



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

I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7)
I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1)
I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood to achieve particular effects. (L.8.3)

Supporting Learning Targets

- I can understand different mediums and their advantages and disadvantages when presenting information.
- I can use evidence from Dr. King's Montgomery Bus Boycott speech to support my understanding of the text and build background knowledge of the civil rights movement.
- I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood to achieve particular effects.

Ongoing Assessment

- Active and passive sentences handout
- What Makes a Good Speech note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Analyzing Voice: Active and Passive Sentences (10 minutes)Reviewing Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Group Brainstorm: What Makes a Good Speech? (8 minutes)Listening to the Speech and Tracking Dr. King's Speaking Methods (20 minutes)Closing and Assessment<ol style="list-style-type: none">Turn and Talk (5 minutes)Homework<ol style="list-style-type: none">Continue with independent reading.	<ul style="list-style-type: none">This is the third lesson in a three-lesson series that builds students' background knowledge about the civil rights era in U.S. history and helps them explore the advantages and disadvantages of using different mediums to convey a message. This is important preparation for the Mid-Unit 2 Assessment.Students have already worked with an excerpted version of the text of Dr. King's speech in Lessons 4 and 5. Now, in Lesson 6, students listen to Dr. Martin Luther King, Jr.'s Montgomery Bus Boycott speech twice. Students' previous reading, rereading, and close reading of the text will allow them to focus on the language and vocal delivery of the speech. Emphasize for students that listening to the speech is an opportunity to hear Dr. King's words just as the Little Rock Nine heard them. Dr. King was such an important figure for the civil rights movement, and thanks to the press, his speeches were shared via radio and television, inspiring those involved in the movement to fight for change.This lesson also addresses on L.8.3, which deals with the use of active and passive voice. Students study the difference between the two voices and consider how their use affects meaning. They transfer this study of voice into their work with the speech, recording examples of active and passive voice and analyzing how they affect Dr. King's message. This provides students the opportunity to analyze the ways in which an author of this authentic text uses language, helping students to recognize the power of the choices that authors make and the relevance of the Language Standards.Independent reading was launched in Module 2. In this unit, students are expected to continue reading their independent reading book or select a new book related to the topic of the module. Students will need to have completed at least one independent reading book by the end of Unit 3, since students will be assessed on their reading of this independently chosen book when they are asked to write a book review. At times, the homework in this unit will remind students to continue reading this book. See Module 3B Recommended Texts list.In advance: Prepare the audio. Audio, as well as a transcript of the speech can be accessed at: http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/the_address_to_the_first_montgomery_improvement_association_mia_mass_meeting/Post: Learning targets.



Lesson Vocabulary	Materials
active voice, passive voice	<ul style="list-style-type: none">• Document camera• What Makes a Good Speech note-catcher (one per student and one for display)• What Makes a Good Speech note-catcher (for teacher reference)• Active and Passive Sentences (one per student)• Active and Passive Sentences (for teacher reference, plus one for display)• Montgomery Bus Boycott speech (from Lesson 4)• Montgomery Bus Boycott speech (Excerpt Guidance and Gist) (from Lesson 4)• Audio recording of Dr. King's Montgomery Bus Boycott speech (audio; see Teaching Notes)



Opening	Meeting Students' Needs
<p>A. Group Brainstorm: What Makes a Good Speech? (8 minutes)</p> <ul style="list-style-type: none">• Remind that in the past two lessons, they have been working with Martin Luther King's Montgomery Bus Boycott speech. Today, they will continue to engage with this text, this time thinking about the language and the medium of it.• Ask students to sit with their Denver discussion appointment partner.• Remind students of the Think-Pair-Share protocol: first, students take a moment to think about the question silently and independently; then they partner up to discuss their responses; then you will ask them to share what they discussed.• Invite students to Think-Pair-Share:<ul style="list-style-type: none">* "What makes a good speech?"• Distribute and display the What Makes a Good Speech note-catcher. After a few minutes, ask students to share their responses. Keep a running list on the displayed copy. Once the list is complete, ask students to help you circle the things that have to do with the speaker's language and the speaker's vocal delivery or speaking methods.• As you categorize, have students write these criteria on their note-catchers under "What kind of language makes a good speech?" and "What kind of vocal delivery makes a good speech." See the What Makes a Good Speech note-catcher (for teacher reference) for sample student responses.• Tell students that today they will focus on how a speaker can use language and voice to convey information effectively. Let students know you will save their other responses from the brainstorm, such as gestures, facial expressions, and eye contact for the next module, when they will analyze the other elements of delivering a speech.	<ul style="list-style-type: none">• ELLs and struggling readers may benefit from sentence diagramming or other additional scaffolds toward understanding subjects and verbs in sentences.
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Read the first learning target aloud to students:<ul style="list-style-type: none">* "I can understand different mediums and their advantages and disadvantages when presenting information."• Remind students that in the last lesson, they closely read Dr. King's Montgomery Bus Boycott speech. Today, they will have a chance to analyze the text in its spoken form. Read the next learning target aloud to students:<ul style="list-style-type: none">* "I can use evidence from Dr. King's Montgomery Bus Boycott speech to support my understanding of the text and build background knowledge of the civil rights movement."• Share with students that listening to the speech will give them a valuable glimpse into Dr. King's superior ability to move his audiences with his speaking skills. Encourage students to think about the effect of this medium on the people listening.	



Work Time	Meeting Students' Needs
<p>A. Analyzing Voice: Active and Passive Sentences (10 minutes)</p> <ul style="list-style-type: none">• Read the third learning target aloud:<ul style="list-style-type: none">* “I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood to achieve particular effects.”• One way to study the language of a speech is to look at the difference between the use of active and passive voice and to consider how the use of each affects meaning. Before listening to King deliver his speech, students will first learn about active and passive voice. Then, they’ll listen for active and passive voice in the speech.• Distribute one copy of the Active and Passive Sentences handout to each student. Explain that active voice and passive voice are two ways authors can structure sentences, and authors can use both voices to aid understanding.• Cold call on a student to read the definition of <i>active voice</i>:<ul style="list-style-type: none">– “In most sentences with an action verb, the subject ‘does’ or ‘acts upon’ the verb.”• Read the examples and explain that a majority of sentences are written in active voice, which is usually easier to read and comprehend.<ul style="list-style-type: none">– “John washed the dishes. Kittens chased Rosa.”• Cold call a student to read the definition of <i>passive voice</i>:<ul style="list-style-type: none">– “Sentences can be changed so that the subject is being “acted upon.”• Read the examples and explain that passive voice is generally not preferred, but it can be used, sparingly, for effect.<ul style="list-style-type: none">– “The dishes were washed by John. Rosa was chased by kittens.”• Read the “tip” from the second page of the handout and ask students to fill in the phrase with a noun, such as zombies, kittens, or bluebirds. Students should fill in the sentences with the noun. Cold call students to read each example. Explain that “He ate (by zombies, kittens, etc.) hamburgers” makes no sense, which means it is an active sentence in which the subject “he” is doing the action, “ate.” “Hamburgers were eaten (by zombies, kittens, etc.)” does make sense, in a humorous way, so it is a passive sentence in which the subject “hamburgers” is being acted upon.• Invite pairs to work together to practice identifying active and passive sentences using the remaining examples on the handout, which are from the Montgomery Bus Boycott speech. Circulate and monitor, reminding students of the tip to identify active and passive sentences.	<ul style="list-style-type: none">• This group brainstorm will help struggling students generate criteria for a good speech.• When reviewing graphic organizers or recording forms, consider using a document camera to visually display the document for students who struggle with auditory processing.• Providing models of expected work supports all learners but especially supports challenged learners.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> When students are done, go over the answers with them. Refer to the Active and Passive Sentences (for teacher reference). You may wish to display the answers with a document camera. Next, ask students to turn and talk: <ul style="list-style-type: none"> * “How does the active or passive voice affect meaning?” Listen for responses such as: “Active voice makes the writing have more action. Passive voice takes the emphasis off of the person doing the action.” If students struggle, use probing questions such as: <ul style="list-style-type: none"> * “Who is the focus of the sentence?” * “What if the sentence were rewritten with ___ as the subject?” Tells students that they should continue to think about how Dr. King uses the active and passive voices in his speech. They should be able to identify at least one example of active voice and one example of passive voice as they listen to the speech. 	
<p>B. Listening to the Speech and Tracking Dr. King’s Speaking Methods (20 minutes)</p> <ul style="list-style-type: none"> Inform students that they will listen to the audio recording of Dr. King’s Montgomery Bus Boycott speech. Tell students that an interesting thing to think about is that the speech was not recorded on video, which means they will not have a chance to look for the physical elements of a good speech, such as gestures, facial expressions, and eye contact. Reinforce that they will focus on the language Dr. King uses, as well as how he uses his voice to communicate his message. Remind students that they have read, reread, and engaged in a close reading of the text. This familiarity with the speech will allow them to focus on the language and vocal delivery of the speech in this lesson. Emphasize for students that listening to the speech is an opportunity to hear Dr. King’s words just as the Little Rock Nine heard them. Dr. King was such an important figure for the civil rights movement, and thanks to the press, his speeches were shared via radio and television, inspiring those involved in the movement to fight for change. Ask students to take out their text of Montgomery Bus Boycott speech and the Montgomery Bus Boycott speech (excerpts) so they can follow along with the audio. Begin by inviting students to think about which criteria they would like to listen for in the speech. They should use the top two boxes on the What Makes an Effective Speech note-catcher as a bank of ideas, and should choose one criterion from each of the boxes (e.g., short sentences; good volume). Give students a moment to think about what criteria they would like to focus on and write them in the two boxes at the bottom left of the note catcher, beneath “active” and “passive,” which have already been filled in for students. 	<ul style="list-style-type: none"> During Work Time following the speech, you may want to pull a small group of students to support in using evidence from the speech.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students they will now listen to the speech twice through. The first time, they should listen and follow along with the written text. The second time, they will write down examples of the criteria they've chosen at the bottom of the note-catcher. They will think about how their examples affect the meaning of the speech after listening the second time.• Play the speech once for students as they follow along in the text. At the end, ask students to turn and talk:<ul style="list-style-type: none">* "What did you notice about Dr. King's delivery of the speech?"• Cold call on a few volunteers to share their responses. Circulate and use the following probing questions to further students' understanding:<ul style="list-style-type: none">* "What did you think of Dr. King's vocal delivery?"* "What made the speech affect you more emotionally when you heard it (versus when you read it)?"* "How did the audio coming from the audience affect you as you listened?"• Next, tell students they will listen to the speech again, filling out the bottom half of the What Makes a Good Speech note-catcher. Display the What Makes a Good Speech note-catcher (for teacher reference) and walk students through the model.• Start with the active voice section and read through the example. Do the same with the passive voice section. Tell students that they will also have time to reflect on how the language and vocal element they chose for the other two boxes affect the meaning of the speech. Suggest that their primary focus should be determining which lines they want to use from the speech to illustrate the criteria they've chosen.• Play the speech again for students as they fill out the organizer. When it has ended, give students time to continue filling out the organizer.• Consider collecting students note-catchers as a formative assessment.	



Closing and Assessment	Meeting Students' Needs
<p>A. Turn and Talk (5 minutes)</p> <ul style="list-style-type: none">• Ask students to turn and talk:<ul style="list-style-type: none">* “Compare the text and the speech.”• Cold call a few pairs of students to share their thoughts. Listen for them to notice that Dr. King’s delivery brings the text to life and gives it more of an emotional effect on the listener. It’s more inspiring.• Thank students for their careful listening during today’s lesson and remind them that primary sources such as the Montgomery Bus Boycott speech help them build more background knowledge on the civil rights movement, making the world of Carlotta Walls more real to them.• Point out that because Dr. King was a well-known and inspirational figure, he influenced the way the Little Rock Nine approached their situation at Central High School. Dr. King’s speech could easily be shared via radio and television; thanks to the press, Dr. King’s message was public, and it helped inspire Carlotta and the Nine use nonviolence throughout their time at Central.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue with independent reading.	



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 6

Supporting Materials



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What Makes a Good Speech Note-catcher

Name: _____

Date: _____

What kind of language makes a good speech?	What kind of vocal delivery makes a good speech?



What Makes a Good Speech Note-catcher

Directions: Choose two elements of an effective speech from the boxes above and write them in the first two rows of the chart below. While listening to the speech, record examples of where Dr. King uses those elements in the speech and write about how it affects the meaning or effect of the speech.

Use of language or voice	Example from the speech	How does this affect the meaning or impact of the speech?
Active Voice		
Passive Voice		



What Makes a Good Speech Note-catcher
(Answers, For Teacher Reference)

What kind of language makes a good speech?	What kind of vocal delivery makes a good speech?
<ul style="list-style-type: none">• <i>Using “us” and “we”; addressing and including the audience frequently</i>• <i>Descriptive language</i>• <i>Some shorter sentences</i>• <i>Some longer sentences</i>	<ul style="list-style-type: none">• <i>Volume: loud enough, but not too loud</i>• <i>Tone: clear, changes from loud to soft and soft to loud and other tones</i>• <i>Emphasis on certain words/syllables</i>• <i>Pacing: not too fast, not too slow, slowing down during very important parts</i>• <i>Language: strong verbs and imagery</i>• <i>Appeal: includes the audience in a positive way</i>

Directions: In the chart below, record examples of where Dr. King uses active or passive voice and write about how it affects the meaning or effect of the speech. Then, choose two additional elements of an effective speech from the boxes above and repeat the same process.

Use of language or voice	Example from the speech	How does this affect the meaning or impact of the speech?
Active voice	<i>“And now we are reaching out for the daybreak of freedom and justice and equality.”</i>	<i>Dr. King’s use of active voice draws in his audience by including them in the action of “reaching out” together for “freedom and justice.” This makes the audience feel unified.</i>
Passive voice	<i>“And you know, my friends, there comes a time when people get tired of being trampled over by the iron feet of oppression.”</i>	<i>Dr. King’s use of passive voice in this example places African Americans as the victims of oppression. It portrays the oppressors the ones doing wrong.</i>



Active and Passive Sentences

Name: _____

Date: _____

Active Voice

In most sentences with an action verb, the subject “does” or “acts upon” the verb.

Examples:

John washed dishes.

Kittens chased Rosa.

Passive Voice

Sentences can be changed so that the subject is being “acted upon.”

Examples:

The dishes were washed by John.

Rosa was chased by kittens.



Active and Passive Sentences

Tip: Insert the prepositional phrase “by _____” after the verb as a quick check for passive or active voice. If it makes no sense, the sentence is probably active. If it does make sense, it’s probably passive.

“He ate (by zombies, kittens, etc.) hamburgers.” Doesn’t make sense = ACTIVE

“Hamburgers were eaten (by zombies, kittens, etc.).” Makes sense (in a funny way) = PASSIVE

On the lines, identify whether the sentences from *A Mighty Long Way* are active or passive voice.

1. _____ “I want it to be known throughout Montgomery and throughout this nation ...”
2. _____ “If we were incarcerated behind the iron curtains of a Communistic nation ...”
3. _____ “I want to say that in all of our actions, we must stick together.”
4. _____ “If we were dropped in the dungeon of a totalitarian regime ...”
5. _____ “Right here in Montgomery, when the history books are written in the future ...”
6. _____ “And now we are reaching out for the daybreak of freedom and justice and equality.”

Active and Passive Sentences
(Answers, For Teacher Reference)

Tip: Insert the prepositional phrase “by _____” after the verb as a quick check for passive or active voice. If it makes no sense, the sentence is probably active. If it does make sense, it’s probably passive.

He ate (by) hamburgers. Doesn’t make sense =ACTIVE

Hamburgers were eaten (by). Makes sense (in a funny way) = PASSIVE

On the line, identify whether the sentences from *A Mighty Long Way* are active or passive voice.

1. **PASSIVE** “I want it to be known throughout Montgomery and throughout this nation ...”
2. **PASSIVE** “If we were incarcerated behind the iron curtains of a Communistic nation ...”
3. **ACTIVE** “I want to say that in all of our actions, we must stick together.”
4. **PASSIVE** “If we were dropped in the dungeon of a totalitarian regime ...”
5. **PASSIVE** “Right here in Montgomery, when the history books are written in the future ...”
6. **ACTIVE** “And now we are reaching out for the daybreak of freedom and justice and equality.”



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 7

Analyzing the Power of Different Mediums: *Little Rock Girl 1957*



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

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)

Supporting Learning Targets

- I can use evidence from *Little Rock Girl 1957* to support my understanding of the text and build background knowledge of the desegregation of schools in U.S. history.
- I can understand the different mediums used to present an idea.
- I can evaluate the advantages and disadvantages of using different mediums to present information on the civil rights movement.

Ongoing Assessment

- *Little Rock Girl 1957* structured notes, Chapter 3, pages 28–37 (from Lesson 5 homework)
- Gathering Evidence note-catcher
- Analyzing Mediums graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: History of Mass Communication (7 minutes) B. Reviewing Learning Targets (1 minute) 2. Work Time <ol style="list-style-type: none"> A. Evaluating Advantages and Disadvantages of Photography as a Medium (10 minutes) B. Introducing the End of Unit 2 Assessment Prompt and Analyzing the Impact of the Press in <i>Little Rock Girl 1957</i> (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief Learning Targets (1 minute) B. Previewing Homework (1 minute) 4. Homework <ol style="list-style-type: none"> A. Read Chapter 9, pages 161–191 in <i>A Mighty Long Way</i> and complete the structured notes. 	<ul style="list-style-type: none"> • Having spent the last three lessons focused on Martin Luther King’s Montgomery Bus Boycott speech, students now broaden their analysis of the use of different mediums to convey ideas. • In Lesson 6, students compared the advantages and disadvantages of using text and audio as mediums. Now, Lesson 7 focuses on the medium of photography, as well as the power of the press to tell a story accurately or not through the use of different mediums. Then in Lesson 8 they will analyze the use of video. • Students analyze photography in this first half of Unit 2, and will return to focus on photography as part of their final performance task in Unit 3. Consider looking ahead at the final performance task prompt in Unit 3, Lesson 2 to preview what students will be asked to do. • Now that students have begun to think about the role of various mediums for communication during the civil rights movement, both for informing people and shaping their views, they begin to zero in more closely on the role that the press—using various mediums—played in the movement. (Note: When referring to “the media,” such as newspapers, magazines, television, etc., use the term “the press” to avoid confusion with the word “mediums.”) • This lesson begins the deep work necessary for success on the mid-unit assessment and the end of unit essay. Students will use both the Gathering Evidence note-catcher and the Analyzing Mediums graphic organizer throughout the remainder of this unit to support this preparation. Preview the assessments in advance, to understand the arc of students’ learning. • In the Opening of this lesson, students watch a short video on the history of media to build background knowledge about the advent of the use of photographic and video mediums to disseminate information. The purpose of beginning Work Time A with a brief history of mass communication is to help students realize that most of the forms of media that we take for granted are relatively new and were completely new or nonexistent in the civil rights era. • In advance: Prepare the video, “Media Studies: History of Media” for the Opening. This video can be found at: http://www.youtube.com/watch?v=Vm5Zgkwnp_g. This video briefly shows graphic images from the Civil War era.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"> • Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While 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 actually viewing these links in the classroom. • Post: Learning targets.

Lesson Vocabulary	Materials
illuminate	<ul style="list-style-type: none"> • Media Studies: “History of Media” (video; see Teaching Notes) • Digital projector (for video) • Analyzing Mediums graphic organizer (begun in Lesson 4) • Document camera • Analyzing Mediums graphic organizer (for teacher reference; from Lesson 4) • End of Unit 2 Assessment: Informational Essay Prompt (one to display) • Gathering Evidence note-catcher (one per student and one to display) • <i>Little Rock Girl 1957</i> (book; distributed in Lesson 3; one per student) • Gathering Evidence Note-catcher Teacher’s Guide (for teacher reference) • <i>A Mighty Long Way</i> Structured Notes, Chapter 9, pages 163–172 (one per student) • <i>A Mighty Long Way</i> Supported Structured Notes, Chapter 9, pages 163–172 (optional; for students needing extra support) • <i>A Mighty Long Way</i> Structured Notes Teacher’s Guide, Chapter 9, pages 163–172 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: History of Mass Communication (7 minutes)</p> <ul style="list-style-type: none">• Invite students to sit with their Washington D.C. discussion partners.• Explain to students that they will watch a short video about the history of mass communication. As they watch, they should make note of interesting things they notice, keeping in mind that the <i>Brown v. Board of Education</i> court case and the desegregation of schools in Little Rock happened between 1954 and 1960.• Project the Media Studies: “History of Media” video using a digital projector.• Invite students to turn and talk with their partners about something they noticed.• After 1 minute, cold call on a few pairs to report out interesting things they noticed.• Emphasize that as of 1957, events had only been photographed for 100 years and that photographic film was not invented until 1885. The first photograph transmitted via wire was in 1921. The advent of television news reporting was almost simultaneous with the events of the civil rights movement.	
<p>B. Reviewing Learning Targets (1 minute)</p> <ul style="list-style-type: none">• 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>Little Rock Girl 1957</i> to support my understanding of the text and build background knowledge of the desegregation of schools in U.S. history.”* “I can understand the different mediums used to present an idea.”* “I can evaluate the advantages and disadvantages of using different mediums to present information on the civil rights movement.”• Explain to students that, beginning with this lesson, they will be using events from <i>A Mighty Long Way</i> and <i>Little Rock Girl 1957</i> to begin their work creating claims and providing evidence for the role of the press in shaping the story of events.	



Work Time	Meeting Students' Needs
<p>A. Evaluating Advantages and Disadvantages of Photography as a Medium (10 minutes)</p> <ul style="list-style-type: none">• Tell students that they will now focus on the different ways people communicated their ideas about desegregation. Say something like: “One example of a medium is using words to communicate your ideas.” Ask:<ul style="list-style-type: none">* “What is another example of a medium?”• Listen for: artwork, photographs, political cartoons, etc.• Ask students to retrieve their Analyzing Mediums graphic organizers, which they began in Lesson 4, and display a copy with a document camera. Remind students that every medium has advantages (benefits) and disadvantages (drawbacks or downsides). Remind students that the prefix “dis-” means “not” or “opposite from.”• Ask students to brainstorm:<ul style="list-style-type: none">* “What are some of the advantages of choosing a photograph as a medium to communicate your point of view?”• Listen for: “Photographs are immediately engaging,” “They are more objective than text or cartoons,” “What you see is what you get,” “Photographs might be taken more seriously than other kinds of artwork (because they seem more ‘factual’ or ‘objective,’” etc. As students share ideas, write them on the displayed graphic organizer. Invite students to do the same on their own copies of the handout. Refer to the Analyzing Mediums graphic organizer (for teacher reference) from Lesson 4 as necessary.• Ask students to brainstorm:<ul style="list-style-type: none">* “What are some disadvantages of choosing a photograph as a medium to communicate your point of view?”• Listen for: “It might be harder to get a clear message across than it is with words,” “If someone doesn’t understand the photograph, they might interpret it differently than you intended,” “Photography requires special equipment, so it is not accessible for all people,” etc. Write these ideas down as students do the same.	<ul style="list-style-type: none">• Modeling work for students provides a concrete example of expectations for quality work.• Allowing students to work with a peer on practicing a new skill provides support for all students.



Work Time (continued)	Meeting Students' Needs
<p>B. Introducing the End of Unit 2 Assessment Prompt and Analyzing the Impact of the Press in <i>Little Rock Girl 1957</i> (25 minutes)</p> <ul style="list-style-type: none">Using a document camera, display the End of Unit 2 Assessment: Informational Essay Prompt. Read the prompt aloud while students follow along silently:<ul style="list-style-type: none">“In the events surrounding the Little Rock Nine and the struggle to integrate Central High, various mediums played a newly powerful role. In what ways did the press serve to illuminate events for a national audience, and in what ways did they give an incomplete or even inaccurate picture of events?”Explain to students that this essay prompt has two parts: The first part asks them how various mediums illuminated or revealed the story of the Little Rock Nine, and the second part asks them how various mediums either gave an incomplete or inaccurate picture of events surrounding the Little Rock Nine.Ask:<ul style="list-style-type: none">“What do you think it means to <i>illuminate</i>?” If necessary, use this word in a different context. For example: “The recent scientific study has served to illuminate the cause of the disease.”Allow students to turn and talk about what this word means and call on volunteers to provide a definition. Listen for students to understand that “illuminate” means “to bring to light,” “to make something clear,” and “to emphasize or highlight.”Distribute and display the Gathering Evidence note-catcher and ask students to take out their copy of <i>Little Rock Girl 1957</i>.Explain to students that today they will use the photographs and text in <i>Little Rock Girl 1957</i> to begin analyzing the power of the press in shaping stories. They will use this information when they write their end of unit essay.Read the quote by Will Counts from page 32 of <i>Little Rock Girl 1957</i> aloud to students: “It was always about journalism. We’d talk about cameras, lenses and film, but it was primarily about getting the story right.” Tell students that this analysis of the press centers on whether or not the press was getting the story right or misleading public perception.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Model the analysis of the photograph on page 6 of <i>Little Rock Girl 1957</i> by filling in the displayed note-catcher. Be sure to point out that students should use direct quotes from the text (with page numbers) when they provide evidence for their analysis on the note-catcher. • Instruct students to continue analyzing examples of how the press shaped the story of the Little Rock Nine by finding examples in Chapter 3 of <i>Little Rock Girl 1957</i>. Students may continue working with their New York City discussion partner, but each student should complete his or her own note-catcher. • Student examples and analysis will vary, but a sample of the types of student responses to look for has been provided on the Gathering Evidence Note-catcher Teacher's Guide. Note: this teacher's guide also contains examples from <i>A Mighty Long Way</i>, which students will analyze in a future lesson. 	

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Targets and Previewing Homework (2 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the second learning target and read it aloud: <ul style="list-style-type: none"> * "I can understand the different mediums used to present an idea." • Emphasize that they have been working on analyzing the use of photographs to tell a story and that they will continue this work in future lessons by analyzing the photographs in <i>Little Rock Girl 1957</i>. • Invite students to give a Fist to Five on their understanding of how photographs were used in the telling the story of the Little Rock Nine and the general advantages and disadvantages of using photographs to tell a story. • Tell students that they will return to <i>A Mighty Long Way</i> and read Chapter 9 for homework. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read Chapter 9 and complete <i>A Mighty Long Way</i> structured notes, Chapter 9, pages 163–172. 	<ul style="list-style-type: none"> • Provide struggling learners with the supported structured notes for additional scaffolding as they read the memoir.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 7

Supporting Materials



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Gathering Evidence Note-catcher

Name: _____

Date: _____

Focusing Question: Using evidence from both *A Mighty Long Way* and *Little Rock Girl 1957*, how did the press contribute to shaping the story of the Little Rock Nine?

Source	Text Evidence	Explanation of Evidence	Analysis of Evidence
Type of Medium	<ul style="list-style-type: none"> quote or gist page number 	<p>How did it illuminate events?</p> <p>AND/OR</p> <p>How did it give an incomplete or inaccurate picture of events?</p>	<ul style="list-style-type: none"> What reaction did it prompt? What were the results of this?



Gathering Evidence Note-catcher

Source	Text Evidence	Explanation of Evidence	Analysis of Evidence
Type of Medium	<ul style="list-style-type: none">quote or gistpage number	How did it illuminate events? AND/OR How did it give an incomplete or inaccurate picture of events?	<ul style="list-style-type: none">What reaction did it prompt?What were the results of this?



Gathering Evidence Note-catcher

Source	Text Evidence	Explanation of Evidence	Analysis of Evidence
Type of Medium	<ul style="list-style-type: none">quote or gistpage number	How did it illuminate events? AND/OR How did it give an incomplete or inaccurate picture of events?	<ul style="list-style-type: none">What reaction did it prompt?What were the results of this?



Gathering Evidence Note-catcher
Teacher's Guide
(For Teacher Reference)

Teacher Note: This document represents a small sampling of the various types of student responses appropriate for this note-catcher. It is not meant to be an answer key; rather, it should serve as a reference for the teacher only.

Focusing Question: Using evidence from both *A Mighty Long Way* and *Little Rock Girl 1957*, how did the press contribute to shaping the story of the Little Rock Nine?

Source	Text Evidence	Explanation of Evidence	Analysis of Evidence
Type of Medium	<ul style="list-style-type: none">quote or gistpage number	How did it illuminate events? AND/OR How did it give an incomplete or inaccurate picture of events?	<ul style="list-style-type: none">What reaction did it prompt?What were the results of this?
<i>Little Rock Girl 1957</i> photograph	Counts' photo of Elizabeth Eckford heckled by Hazel Bryan on the first day of school (page 6)	The photo became international news and shaped the opinions of people living outside the southern United States. This illuminated the story for viewers who saw raw hatred on the one hand, and quiet, well-kept dignity on the other, all in the context of a black girl trying to go to public school—this was a “moment of truth” for the world, who may have been seeing this for the first time.	The photograph provides such a contrast between Elizabeth and Hazel that sympathy is created for the victims of racism.



Gathering Evidence Note-catcher

Teacher's Guide
(For Teacher Reference)

Source	Text Evidence	Explanation of Evidence	Analysis of Evidence
Type of Medium	<ul style="list-style-type: none">quote or gistpage number	How did it illuminate events? AND/OR How did it give an incomplete or inaccurate picture of events?	<ul style="list-style-type: none">What reaction did it prompt?What were the results of this?
<i>Little Rock Girl 1957</i> photograph	"news coverage motivated people to get involved" (page 45)	With exposure to a wide audience, people felt that they also could have an impact on events. Illuminating: shows that at least some people believed that segregation was patriotic Inaccurate/incomplete: makes it look like most people felt this way, which may well not have been true	In a way, the story shaped by the press may have lessened any feelings of empathy for the segregationists.
<i>Little Rock Girl 1957</i> photograph	Counts' photo of Alex L. Wilson beaten by white segregationists (page 32)	Photographs can force change because they help shape public perspective. Illuminating: a reporter, symbol of the free press, could not even do his job, in a life-threatening situation Inaccurate/incomplete: looks like the whole society is doing this kind of thing	Public perception led to sympathy with the integrationist cause.



Gathering Evidence Note-catcher
Teacher's Guide
(For Teacher Reference)

Source	Text Evidence	Explanation of Evidence	Analysis of Evidence
Type of Medium	<ul style="list-style-type: none">quote or gistpage number	How did it illuminate events? AND/OR How did it give an incomplete or inaccurate picture of events?	<ul style="list-style-type: none">What reaction did it prompt?What were the results of this?
<i>A Mighty Long Way</i> television	Faubus' television address in which he stated his concern over "evidence of discord, anger, and resentment" (page 65)	The powerful and relatively new medium of television made information exchange almost instantaneous. Faubus was able to communicate his message to the public quickly and effectively. Inaccurate/incomplete: Faubus would be telling segregationists what they want to hear	In this case, television was used to convey a message that would justify Faubus' decisions.
<i>A Mighty Long Way</i> television	Meeting on 7/14 at Eisenhower's Rhode Island summer residence after which Faubus and Ike left together, shaking hands and smiling, when in reality no agreement had been reached (page 78)	The stories told by the press may send a message that may be inaccurate or incomplete. This video made it seem like President Eisenhower and Governor Faubus has come to an agreement.	Carlotta thought everything had been worked out between the two men and her life would begin to get back to normal.



Gathering Evidence Note-catcher

Teacher's Guide

(For Teacher Reference)

Source	Text Evidence	Explanation of Evidence	Analysis of Evidence
Type of Medium	<ul style="list-style-type: none">quote or gistpage number	How did it illuminate events? AND/OR How did it give an incomplete or inaccurate picture of events?	<ul style="list-style-type: none">What reaction did it prompt?What were the results of this?
<i>A Mighty Long Way</i> television	Carlotta sees the video footage of the attack on Wilson and feels kinship with him (page 85)	This event, captured on television, was illuminating in that it allowed the public to see the racist violence and high degree of tension surrounding Central High School as the Little Rock Nine made attempts to integrate the school. Again, it could mislead into people thinking that all white southerners felt the same way.	Video footage can lead to an emotional response that cannot be evoked as well with mere written text. It provokes a deeper level of empathy.
<i>A Mighty Long Way</i> Radio	News of the mob at Central High had been broadcast on the radio, but a lot of it was inaccurate information about students being beaten and an uncontrollable mob (page 90)	Perhaps unknowingly, the press provided an inaccurate story of what really happened.	This bred fear and influenced the success of integration attempts at Central High in the first days.



Gathering Evidence Note-catcher

Teacher's Guide
(For Teacher Reference)

Source	Text Evidence	Explanation of Evidence	Analysis of Evidence
Type of Medium	<ul style="list-style-type: none">quote or gistpage number	How did it illuminate events? AND/OR How did it give an incomplete or inaccurate picture of events?	<ul style="list-style-type: none">What reaction did it prompt?What were the results of this?
<i>A Mighty Long Way</i> Newspaper	Carlotta describes a newspaper account written in <i>The Gazette</i> . The article was about daily life at the school. Carlotta says it was far from the truth. (page 108)	The article provided an incomplete or inaccurate story of events at the school. Events seemed milder than they actually were.	As a result, people in Arkansas, and elsewhere, may have believed that integration at Central High was working better than it was.
<i>A Mighty Long Way</i> television	Thanksgiving dinner at the Bates' house (page 109)	In this example television was used to present an image of African American life and to illustrate that they are Americans like every other citizen and proud to be part of the country. It was illuminating because it showed a truth about African Americans. In another sense, it was misleading because they all looked happy and smiling, so people seeing it could believe that all was well at Central High.	As a result, the Little Rock Nine were seen as "regular" Americans and the public seemed to sympathize with them.



A Mighty Long Way Structured Notes, Chapter 9, Pages 163–172

Name:

Date:

What is the gist of what you read?

What was the motivation behind the choices of the three locations for the “Labor Day Bombings”?



Supported Structured Notes, *A Mighty Long Way*, Chapter 9, pages 163-172

Name: _____

Date: _____

Summary of Chapter 9, pages 162–191:

Carlotta starts her senior year, feeling a little behind in her academics but relieved to enter the school without taunts from a mob. A few white students now feel that they can interact with her more freely, but the remaining black students are still targets of abuse from students and some teachers. Most people still turn a blind eye. Carlotta feels alone and lacks friends. She is invited to social functions at other schools. One night, there is a bombing of the fire chief's city-owned station wagon, the construction office owned by Little Rock's mayor, and the administration office of the school board. Five men are arrested and sentenced to time in prison. Carlotta applies to colleges, and the one school she really wants to attend decides to hold a place for her for a year so she can take time off after a stressful experience. She is devastated.

What was the motivation behind the choices of the three locations for the “Labor Day Bombings”?



A Mighty Long Way Structured Notes Teacher's Guide, Chapter 9, Pages 163–172

Summary of Chapter 9, pages 162–191:

Carlotta starts her senior year, feeling a little behind in her academics but relieved to enter the school without taunts from a mob. A few white students now feel that they can interact with her more freely, but the remaining black students are still targets of abuse from students and some teachers. Most people still turn a blind eye. Carlotta feels alone and lacks friends. She is invited to social functions at other schools. One night, there is a bombing of the fire chief's city-owned station wagon, the construction office owned by Little Rock's mayor, and the administration office of the school board. Five men are arrested and sentenced to time in prison. Carlotta applies to colleges, and the one school she really wants to attend decides to hold a place for her for a year so she can take time off after a stressful experience. She is devastated.

What was the motivation behind the choices of the three locations for the “Labor Day Bombings”?

The fire chief participated in Police Chief Eugene Smith's plan to break up a segregationist mob rioting with fire hoses. The mayor spoke openly against Faubus' anti-integrationist position. And the superintendent was committed to upholding federal law. The bombings were planned as an act of retribution.



EXPEDITIONARY
LEARNING

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

Analyzing the Power of Different Mediums: *A Mighty Long Way*



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

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)
I can gather relevant information from a variety of sources. (W.8.8)

Supporting Learning Targets

- I can use evidence from *A Mighty Long Way* to support my understanding of the text and build background knowledge of the civil rights movement.
- I can understand the different mediums used to present an idea.
- I can evaluate the advantages and disadvantages of using different mediums to present information on the civil rights movement.

Ongoing Assessment

- *A Mighty Long Way* structured notes, Chapter 9, pages 163–172 (from homework)
- Analyzing Mediums graphic organizer
- Journey to Justice note-catcher
- Gathering Evidence note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Adding to the Journey to Justice Note-catcher (5 minutes)Reviewing Learning Targets (1 minute)Work Time<ol style="list-style-type: none">Evaluating Advantages and Disadvantages of Video as a Medium (10 minutes)Analyzing the Impact of the Press in <i>A Mighty Long Way</i> (25 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief Learning Targets and Previewing Homework (4 minutes)Homework<ol style="list-style-type: none">Read Chapter 4 in <i>Little Rock Girl 1957</i> and complete the structured notes.	<ul style="list-style-type: none">In the previous lessons, students have been introduced to and practiced the skill of analyzing the advantages and disadvantages of using different mediums (RI.8.7). So far, students have analyzed the use of text, audio and photography. In this lesson, students continue their analysis, focusing on the medium of video.Students have been reading and analyzing <i>A Mighty Long Way</i> and <i>Little Rock Girl 1957</i>. Keep in mind that transitioning between texts may be difficult, especially for struggling learners. It is important to contextualize each new text for students, remaining transparent about why they are studying each one, and how it fits into the larger picture of the module.This lesson provides time for students to collect evidence on their Gathering Evidence note-catcher about the possible illuminating and misleading roles the press can have in shaping stories of events.In Work Time A students analyze the advantages and disadvantages of video recordings as a medium by viewing an archived video: “John Chancellor Reports on the Integration at Central High School.” See Work Time A; if possible, you may want to extend the time so students watch the video twice.In <i>A Mighty Long Way</i> Carlotta mentions the “print press.” The print press played a large role in the events surrounding the Little Rock Nine, as did photography, television, and radio. Seek opportunities to tie the insights emerging about the press to the wider perspective of the role of all media in both reflecting and shaping public perspective by making connections to the reporting of current events and the use of different mediums, including the internet, to communicate ideas.In advance: Prepare the video: http://www.nbclearn.com/portal/site/learn/finishing-the-dream/1957-showdown.Post: Learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Journey to Justice note-catcher (begun in Unit 1, Lesson 3)• Analyzing Mediums graphic organizer (begun in Lesson 4)• Document camera• Digital projector• “John Chancellor Reports on the Integration at Central High School” (video; see Teaching Notes)• <i>A Mighty Long Way</i> (book; distributed in Unit 1, Lesson 1; one per student)• Gathering Evidence note-catcher (begun in Lesson 7)• Gathering Evidence Note-catcher Teacher’s Guide (from Lesson 7)• <i>Little Rock Girl 1957</i> Structured Notes, Chapter 4, pages 38–55 (one per student)• <i>Little Rock Girl 1957</i> Supported Structured Notes, Chapter 4, pages 38–55 (optional; for students needing extra support)• <i>Little Rock Girl 1957</i> Structured Notes Teacher’s Guide, Chapter 4, pages 38–55 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Adding to the Journey to Justice Note-catcher (5 minutes)</p> <ul style="list-style-type: none">• Ask students to sit with their Kansas City discussion partners and retrieve their Structured notes, <i>A Mighty Long Way</i>, Chapter 9, pages 163-172, from homework, and their Journey to Justice note-catcher (begun in Unit 1, Lesson 3).• Review with students that Chapter 9 documents some of Carlotta's senior year and her journey continues with rising militancy from segregationists.• Share with students that Carlotta is realizing a lot of new things about her society. Ask:<ul style="list-style-type: none">* "What additional changes has Carlotta experienced?"• Invite students to work with their partners to add to stage 2, "Ain't Gonna Let Nobody Turn Me Around," of their Journey to Justice note-catchers using Chapters 8 and 9.• After a few minutes, cold call on student pairs to share the changes Carlotta is experiencing. Listen for students to add details like the lack of mobs as she enters school, how she still experiences bullying but it is a little less, the bombings of key locations by anti-integrationists, and her "rejection" from her top choice college because they think she needs a year off from all the stress.	<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 children have not been completing their homework.
<p>B. Reviewing Learning Targets (1 minute)</p> <ul style="list-style-type: none">• Read aloud the learning targets:<ul style="list-style-type: none">* "I can use evidence from <i>A Mighty Long Way</i> to support my understanding of the text and build background knowledge of the civil rights movement."* "I can understand the different mediums used to present an idea."* "I can evaluate the advantages and disadvantages of using different mediums to present information on the civil rights movement."• Invite students to turn and talk to their discussion partner in response to the question:<ul style="list-style-type: none">* "What mediums have we analyzed so far? What other mediums might we analyze today?"	



Work Time	Meeting Students' Needs
<p>A. Evaluating Advantages and Disadvantages of Video as a Medium (10 minutes)</p> <ul style="list-style-type: none">• Ask students to have their Analyzing Mediums graphic organizers available to continue the work of the previous lessons. Display the graphic organizer with a document camera.• Explain to students that the book they have been reading, <i>Little Rock Girl 1957</i>, focuses on the power of a photograph to shape a story of the Little Rock Nine. In this lesson, they analyze the influence of video as well.• Remind students that during the civil rights movement, television news broadcasts were a very new medium for disseminating news to large audiences of people. In fact, black-and-white television was only just becoming a feature in most homes in the country. Explain to students that they are going to watch a clip from 1957 even though they have read ahead of this particular moment in the book by now.• Using the digital projector, show the video “John Chancellor Reports on the Integration at Central High School.” (You may wish to extend the time for Work Time A in order to show the video twice so that students really digest the images and sounds of the video).• Ask:<ul style="list-style-type: none">* “What are some advantages of gathering information and gaining understanding of news events through video footage broadcast on television?”• Invite students to turn and talk with their discussion partners and then cold call a few pairs for their responses.• Listen for: “Video news is more up-to-date and immediate,” “There is visual <i>and</i> audio input,” “Video can have a personal and graphic impact on viewers,” and “Video is highly engaging.”• Ask:<ul style="list-style-type: none">* “What are the disadvantages of gathering information and gaining understanding through video footage?”• Invite students to turn and talk with their discussion partners and then cold call a few pairs for their responses.	<ul style="list-style-type: none">• Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Listen for:<ul style="list-style-type: none">– “Video can be used to present misleading images,”– “The viewer doesn’t really have freedom to choose what news to consume,”– “The information is presented in a condensed, time-limited way,”– “Going into real depth on an issue takes more than a few moments, so television is very limiting in this way,” and “– The most dramatic moments are the ones that are captured—moments that are less dramatic, but super important, may not show up, so the reader/viewer has to be more thoughtful about what he or she is seeing.”• Point out to students that John Chancellor even added his own opinion regarding when the black students would start attending classes after the removal of the Arkansas National Guard.• Direct students to add to their graphic organizers as you do the same on the projected copy.	
<p>B. Analyzing the Impact of the Press in <i>A Mighty Long Way</i> (25 minutes)</p> <ul style="list-style-type: none">• Ask students to take out <i>A Mighty Long Way</i>. Write the following page numbers on the board: 65, 78, 85, 90, 109, and 144. Explain to students that in this Work Time, they will go to each of the pages indicated and locate an example of the influence of the press on people’s perception of events. Students are to analyze each example and record their thinking on the Gathering Evidence note-catcher in the spaces beneath where they left off in the previous lesson.• When five 5 remain, inform students that they should wrap up their thoughts.• Call on volunteers to share out their thoughts for each page number. Refer to the Gathering Evidence Note-catcher Teacher’s Guide from Lesson 7 for the types of details students should be looking for.	<ul style="list-style-type: none">• Many students will benefit from having the time available for this activity displayed via a visible timer or stopwatch.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Targets and Previewing Homework (4 minutes)</p> <ul style="list-style-type: none">• Read the learning targets aloud:<ul style="list-style-type: none">* “I can use evidence from <i>A Mighty Long Way</i> to support my understanding of the text and build background knowledge of the civil rights movement.”* “I can understand the different mediums used to present an idea.”* “I can evaluate the advantages and disadvantages of using different mediums to present information on the civil rights movement.”• Ask students to imagine that they have gained national recognition for a heroic act. Ask them to vote between radio or video news broadcast to tell the story around the world.• Call on a volunteer from each position to explain their reasoning.• Tell students that they will return to <i>Little Rock Girl 1957</i> and read Chapter 4.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 4 and complete <i>Little Rock Girl 1957</i> structured notes, Chapter 4, pages 38–55.	<ul style="list-style-type: none">• Provide struggling learners with the supported structured notes for additional scaffolding as they read the memoir.



EXPEDITIONARY
LEARNING

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

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Little Rock Girl 1957 Structured Notes, Chapter 4, Pages 38–55

Name:

Date:

What is the gist of what you read?

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?



Little Rock Girl 1957 Structured Notes, Chapter 4, Pages 38–55

Though reporters should remain objective and not let their personal opinions 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?

Little Rock Girl 1957 Supported Structured Notes, Chapter 4, Pages 38–55

Name: _____

Date: _____

Summary of Chapter 4, pages 38–55:

This chapter begins with a brief description of the inequality in education that was present under the “separate but equal” doctrine. During the integration of schools in Little Rock, reporters stopped being neutral and objective and were beaten by segregationists. Outside of the South, people were outraged. The civil rights movement gained supporters who were willing to go to prison or even die for equality. And yet, most schools did not integrate peacefully; and, in fact, some see the disparities that still exist in inner-city schools in this country as a representation that integration has not yet fully been achieved.

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?



Little Rock Girl 1957 Supported Structured Notes, Chapter 4, Pages 38–55

Though reporters should remain objective and not let their personal opinions 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?

Little Rock Girl 1957 Structured Notes Teacher's Guide, Chapter 4, Pages 38–55

Summary of Chapter 4, pages 38–55:

This chapter begins with a brief description of the inequality in education that was present under the “separate but equal” doctrine. During the integration of schools in Little Rock, reporters stopped being neutral and objective and were beaten by segregationists. Outside of the South, people were outraged. The civil rights movement gained supporters who were willing to go to prison or even die for equality. And yet, most schools did not integrate peacefully; and, in fact, some see the disparities that still exist in inner-city schools in this country as a representation that integration has not yet fully been achieved.

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?

The author makes this claim after providing evidence in terms of inequalities in spending for the education of African Americans, the resources available to schools for black children, and the unsafe buildings used for many of the schools. Due to these inequalities, African American children were not given an equal chance to succeed; therefore, the American dream would be a lie for these students.

Though reporters should remain objective and not let their personal opinions 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?

This photograph shows a crowd of angry-looking white men standing a short distance away from the lone figure of Elizabeth Eckford waiting for a bus, as if she were alone in the world. Many people outside the South were asking why adults would harass and verbally abuse a child who just wanted an equal education. This photograph clearly illustrates why the segregationist perspective was merely racism. It also captures the dignity that Elizabeth demonstrated (much like Jackie Robinson and Rosa Parks), which makes people very empathetic and on her side.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 9

Analyzing Different Mediums: Advantages and Disadvantages



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

I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7)
I can gather relevant information from a variety of sources. (W.8.8)
I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3)

Supporting Learning Targets

- I can use evidence from *Little Rock Girl 1957* to support my understanding of the text and build background knowledge of the civil rights movement.
- I can determine if sentences are in the conditional or subjunctive mood.
- I can analyze Dr. Martin Luther King, Jr.'s use of the conditional and subjunctive moods in his speech.
- I can evaluate the advantages and disadvantages of using different mediums to present information on the civil rights movement.

Ongoing Assessment

- *Little Rock Girl 1957* structured notes, Chapter 4, pages 38–55 (from homework)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Analyzing <i>Little Rock Girl 1957</i> (10 minutes)B. Reviewing Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Analyzing Voice: Conditional and Subjunctive Mood (15 minutes)B. <i>Arkansas Gazette</i> Editorial: Evaluating the Advantages and Disadvantages of Text as a Medium (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief Learning Targets and Previewing Homework (2 minutes)4. Homework<ol style="list-style-type: none">A. Read Chapter 10 in <i>A Mighty Long Way</i> and complete the structured notes.	<ul style="list-style-type: none">• Students continue their work evaluating the advantages and disadvantages of different mediums, focusing this lesson on text. Students also focus on the conditional and subjunctive mood as a lens for analyzing how authors use a variety of sentence types to enhance meaning. In Unit 3, students will be expected to apply the conditional and subjunctive moods when writing their vignettes so this practice is especially important.• See Work Time A for a distinction between mood and verb tense. The Common Core State Standards refer to the conditional and subjunctive as moods. Moods can be indicated using various verb tenses, and are not limited to present or past tense. (For more information, see: http://owl.english.purdue.edu/owl/resource/539/07/.)• Throughout Dr. King’s Montgomery Bus Boycott speech, there are many examples of both the conditional and subjunctive moods. While the subjunctive is a rarely used mood in American English, Dr. King sometimes uses it to show that the stance of oppression is ludicrous in our country.• Post: Learning targets.



Lesson Vocabulary	Materials
conditional mood, subjunctive mood	<ul style="list-style-type: none">• Gathering Evidence note-catcher (begun in Lesson 7)• Conditional and Subjunctive Mood handout (one per student)• Conditional and Subjunctive Mood handout (answers; for teacher reference)• Montgomery Bus Boycott speech (from Lesson 4)• <i>Arkansas Gazette</i> Editorial: September 30, 1957 (one per student)• Analyzing Mediums graphic organizer (begun in Lesson 4)• Document camera• Gathering Evidence note-catcher (begun in Lesson 7)• <i>A Mighty Long Way</i> Structured Notes, Chapter 10, pages 173–191 (one per student)• <i>A Mighty Long Way</i> Supported Structured Notes, Chapter 10, pages 173–191 (optional; for students needing extra support)• <i>A Mighty Long Way</i> Structured Notes Teacher’s Guide, Chapter 10, pages 173–191 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Analyzing <i>Little Rock Girl 1957</i> (10 minutes)</p> <ul style="list-style-type: none">• Remind students that in the previous lesson, they began to collect evidence on the ways in which the press informed and mislead its audience with its coverage of the integration of Little Rock Central High School. Explain that they will begin today's lesson by continuing to collect evidence.• Have students take out their Gathering Evidence note-catcher, and ask a volunteer read the prompt at the top of the page aloud:<ul style="list-style-type: none">* "Using evidence from both <i>A Mighty Long Way</i> and <i>Little Rock Girl 1957</i>, how did the use of various types of mediums contribute to shaping the story of the Little Rock Nine?"• Point out that in <i>Little Rock Girl 1957</i> the author makes it clear that the photojournalists working on the story tried hard to get the story right so they could be a positive influence for people. They realized the power of the medium of photography to shape the story for the world, so they wanted to make sure that the story they presented was accurate.• Explain to students that consumers of news in any medium should be cautious of drawing definitive conclusions based on the information provided, as the information could be biased. Often, one cannot get a fair, unbiased perspective from just a single article or photograph.• Direct students to analyze <i>Little Rock Girl 1957</i> to find an example of a photograph that could serve to accurately illuminate events for the public, and a photograph that might portray an incomplete or inaccurate view of events. For example, Hazel Bryan was forever defined as a racist young woman, a trait that likely was the only part of her personality that consumers of the famous photograph of her would ever know.• Provide independent work time and circulate as necessary to assist students in gathering and analyzing the evidence for their claims.• Invite students to meet with their Chicago discussion partners to share out their analyses of the photographs.• Ask pairs to volunteer to share out some of their more interesting and enlightening analyses.	



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets. Read the first three learning targets aloud:<ul style="list-style-type: none">* "I can use evidence from <i>Little Rock Girl 1957</i> to support my understanding of the text and build background knowledge of the civil rights movement."* "I can determine if sentences are in the conditional or subjunctive mood."* "I can analyze Dr. Martin Luther King, Jr.'s use of the conditional and subjunctive moods in his speech."• Tell students that they will be introduced to two more types of sentences—ones with the conditional and subjunctive moods—to build on their understanding of sentence types and structures and how those sentences help the reader make meaning.<ul style="list-style-type: none">* "I can evaluate the advantages and disadvantages of using different mediums to present information on the civil rights movement."• Ask students to give you a thumbs up if they can explain what it means to evaluate the advantages and disadvantages of different mediums, a thumbs down is they aren't sure. Cold call on a student with thumbs up to share and listen for something like "It means explaining what might be good about using a particular medium, like video, to communicate ideas and what information may be left out because of using that medium."	



Work Time	Meeting Students' Needs
<p>A. Analyzing Voice: Conditional and Subjunctive Mood (15 minutes)</p> <ul style="list-style-type: none">• Students should remain with their discussion partners.• Distribute the Conditional and Subjunctive Mood handout. Explain that the conditional and subjunctive moods are two ways authors can structure sentences, and authors can use both moods to aid understanding.• Explain that conditional and subjunctive are not tenses; they are moods. A mood can take on a variety of tenses, and does not just have to be in the present or the past tense.• Cold call a student to read the definition of <i>conditional mood</i> from the handout. Read the examples and explain that conditional mood is about things that are likely to happen, might happen, or could happen.• Cold call a student to read the definition of <i>subjunctive mood</i> from the handout. Read the examples and explain that the subjunctive is rarely used in English. We use the subjunctive to communicate things that are unlikely to happen or even imaginary. The key word “if” is used in the subjunctive.• Read Tip 1 on the handout and explain that wishful sentences call for the subjunctive mood of the verb “to be,” which is “were” when using I, he, or she.• Read Tip 2 and explain that sentences can be both conditional and subjunctive.• Invite students to work with their partners to practice identifying conditional and subjunctive sentences, using examples from the Montgomery Bus Boycott speech. Circulate and monitor, using Conditional and Subjunctive Mood (for teacher reference) as needed.• When 5 minutes remain, go over the answers. Note that it may be difficult to discern the mood of the final sentence. The sentence is describing an imaginary state, so it is in the subjunctive, but does not use any key words. Students may need extra support with this one.	<ul style="list-style-type: none">• When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.• Additional modeling may be required. Modeling provides a clear vision of the expectation for students. The teacher may model by saying: “When I read the second example, I see that Dr. King is explaining that it is actually possible that the Constitution is wrong if the civil rights movement fails.”



Work Time (continued)	Meeting Students' Needs
<p>B. <i>Arkansas Gazette</i> Editorial: Evaluating the Advantages and Disadvantages of Text as a Medium (15 minutes)</p> <ul style="list-style-type: none">• Let students know that they will now read an editorial about the integration of Little Rock Central High School written at the time it was happening. Explain that an editorial is an article that states the opinion of the editors of a publication, like a newspaper.• Ask students to turn and talk with their discussion partner about why it might be useful to read an editorial from that time. After 30 seconds, refocus students whole class and cold call on one or two students to share. Listen for something like “Editorials will give another perspective on the integration of Central High School,” or “It would be good to know what the people in charge of a newspaper believes so that we can decide what their bias might be.”• Distribute the <i>Arkansas Gazette</i> Editorial: September 30, 1957 to students. Ask students to retrieve their Analyzing Mediums graphic organizer and also project it with a document camera.• Explain to students that the <i>Arkansas Gazette</i> was the daily newspaper publication in Little Rock. It is also the newspaper that was the target of segregationists due to its moderate and rational stance, as described by Carlotta in <i>A Mighty Long Way</i>. The segregationists worked to boycott businesses that advertised in the <i>Gazette</i> as a means to decrease the paper’s income from advertising. Point out that during this time period, a lot of people read newspapers to stay informed about events.• Provide time for students to read the editorial independently.• Ask students to Think-Pair-Share with their discussion partners:<ul style="list-style-type: none">* “What might be the advantages of communicating through text?”• Cold call students to share out answers. Listen for: “Text can include many descriptive details,” “The writer can be creative with language,” “Text might be taken more seriously than other mediums,” and “It doesn’t require special equipment.”• Ask students to Think-Pair-Share with their discussion partners:<ul style="list-style-type: none">* “What might be the disadvantages of communicating through text?”• Cold call students to share out answers. Listen for: “Some people can’t read and won’t ‘hear’ your message as a result,” “Text is not as engaging as pictures or video,” and “It takes longer to get your idea across than an image does.”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to Think-Pair-Share with their discussion partners:<ul style="list-style-type: none">* “What aspects of the editorial would offend a segregationist protester of the integration of Central High School?”• Listen for students to mention that the editorial suggests that segregationists are not the majority in their opinion and that they have relied on threats (a.k.a. terrorism) to block integration measures.• Fill in the Analyzing Mediums graphic organizer as students do the same.• Next, direct students’ attention to their Gathering Evidence note-catcher. Ask:<ul style="list-style-type: none">* “For people who read this editorial, how might the text be illuminating for the Little Rock integration story?”• Ask students to turn and talk with their discussion partners. Cold call on pairs to provide their thoughts. Listen for students to point out that this editorial provides the other perspective on the drama Faubus is creating with his anti-integrationist tactics.• Ask:<ul style="list-style-type: none">* “How did Faubus’ television broadcast mislead people, according to this editorial?”• Ask students to turn and talk with their discussion partners. Cold call on pairs to provide their thoughts. Listen for students to point out that Faubus used extreme examples, like the Nazis, as a parallel to the treatment of segregationists in Little Rock, but that the metaphor was too extreme. Faubus also held up photos of white people being threatened by federal troops but did not show the photos of the segregationists beating black reporters. He also did not mention that the Arkansas National Guard had blocked the black students from entering the school.• Invite students to add these details to their note-catchers.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Targets and Previewing Homework (2 minutes)</p> <ul style="list-style-type: none">• Read each learning target aloud and invite students to self-assess using a Fist to Five. Take note of any students who are not comfortable with the third learning target, as they may need more support in this area.• Distribute the <i>A Mighty Long Way</i> structured notes, Chapter 10, pages 173–191.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 10, pages 173–191 in <i>A Mighty Long Way</i> 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.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 9

Supporting Materials



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Conditional and Subjunctive Mood

Name: _____

Date: _____

Conditional Mood

Sentences written in the conditional mood indicate a state that will cause something to happen. Key words are *might*, *could*, and *would*.

Examples:	The soda might explode if you shake it up.	The soda could explode if you keep shaking it.
------------------	--------------------------------------------	------------------------------------------------

Subjunctive Mood

Sentences written in the subjunctive mood indicate a state that is a wish, a desire, or an imaginary situation. Key words or phrases include *if*, *I wish*, *I hope that*, or *I desire that*.

Examples:	If he were to shake the soda, it would explode.	I wish I were a butterfly.
------------------	-------------------------------------------------	----------------------------

TIP 1: The subjunctive mood requires use of “were” instead of “was,” as in the examples above.

TIP 2: Sometimes sentences are conditional AND subjunctive.

On the line, identify whether the sentences from Martin Luther King, Jr.’s Montgomery Bus Boycott speech are in the conditional or subjunctive mood.

- _____ “... if we are united we can get many of the things that we not only desire but which we justly deserve.”
- _____ “If we are wrong, the Constitution of the United States is wrong.”
- _____ “If we were incarcerated behind the iron curtains of a Communistic nation we couldn't do this.”



Conditional and Subjunctive Mood

4. _____ “If we were dropped in the dungeon of a totalitarian regime we couldn't do this.”
5. _____ “There will be no white persons pulled out of their homes and taken out on some distant road and lynched for not cooperating.”

Conditional and Subjunctive Mood
(For Teacher Reference)

Conditional Mood		
Sentences written in the conditional mood indicate a state that will cause something to happen. Key words are <i>might</i> , <i>could</i> , and <i>would</i> .		
Examples:	The soda might explode if you shake it up.	The soda could explode if you keep shaking it.

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Examples:	If he were to shake the soda, it would explode.	I wish I were a butterfly.

TIP 1: The subjunctive mood requires use of “were” instead of “was,” as in the examples above.

TIP 2: Sometimes sentences are conditional AND subjunctive.

On the line, identify whether the sentences from Martin Luther King, Jr.’s Montgomery Bus Boycott speech are in the conditional or subjunctive mood.

1. Conditional “... if we are united we can get many of the things that we not only desire but which we justly deserve.”
2. Conditional and Subjunctive “If we are wrong, the Constitution of the United States is wrong.”
3. Conditional and Subjunctive “If we were incarcerated behind the iron curtains of a Communistic nation we couldn't do this.”
4. Subjunctive “If we were dropped in the dungeon of a totalitarian regime we couldn't do this.”
5. Subjunctive “There will be no white persons pulled out of their homes and taken out on some distant road and lynched for not cooperating.”



Arkansas Gazette Editorial:

September 30, 1957

more than his share in the wake of his reckless actions of the last three weeks, has nominated some unlikely candidates.

This newspaper deplores the presence of federal troops on the streets of Little Rock far more strongly than Mr. Faubus did in his speech last night.

And the truth the governor is now using the demagogue's tools to obscure is that this newspaper has drawn Mr. Faubus' unprincipled and unfounded condemnation not so much because it has criticized his actions but because from the beginning of this fiasco it has told him and his frenetic followers the simple and terrible truth—that if Mr. Faubus persisted in his course of naked defiance of the law of the United States there could be only one end result—and all of us would suffer under it.

The day Orval Faubus put armed and uniformed men around Central High School under his personal order to nullify the order of a United States District Court he invited a show of federal force. When he refused to accept the conciliatory gestures of a mild and patient president he made such a show certain. Now we have it.

September 29, 1957

What End Results In Other States?

Before any final action is taken in the matter of calling a special session of the legislature Governor Faubus and his advisors should amass a detailed report on what has actually been accomplished by the segregation legislation which has been enacted in other Southern states, in much the same atmosphere in which a meeting of the Arkansas General Assembly would be held at this time.

Many members would no doubt welcome the opportunity to go on

record with expressions of their views and statements of their positions. But they should ask themselves just what could be achieved in the light of experience elsewhere in the South.

We don't think there is any use to talk about abolishing public schools. As a matter of fact the Arkansas Constitution provides that:

Intelligence and virtue being the safeguards of liberty and the bulwarks of a free and good government, the state shall ever maintain a general, suitable and efficient system of free schools, whereby all persons in the state between the ages of six and 21 years may receive gratuitous instruction.

We must also seriously doubt the constitutionality of severely penalizing schools that integrate, especially if they integrate under orders of the courts.

We believe these considerations should appeal to the calm and considered judgment of Governor Faubus, of members of the General Assembly and the public as a whole.

September 30, 1957

Governor Faubus And the Record

It seems unlikely that the rest of the country was too much interested in the primitive campaign techniques Governor Faubus brought to a national TV network Thursday night, or in the governor's private, local feuds, for that matter.

However, the American Broadcasting Company did a real public service in bringing even that tragic spectacle before a national audience. The mere fact that Governor Faubus was being permitted to speak his piece in such fashion was enough to dissipate the notion he sought to peddle that Little



Arkansas Gazette Editorial:

September 30, 1957

Rock was anything like Budapest under the Communists or Paris under the Nazis. To complete the analogy the governor would have had to be broadcasting by clandestine shortwave transmitter in the fashion of the French FFI or the Hungarian partisans.

As it was, the Arkansas governor was given full rein for his calculated distortion of the facts in the Little Rock School integration case. Because it said nothing new, Mr. Faubus' TV pitch was, perforce, much more notable for what it didn't say than what it did say.

In holding up newspaper photographs which he said would demonstrate that federal bayonets were harassing white students and innocent white adults, Mr. Faubus was careful not to hold up the earlier photographs of a Negro newspaperman being kicked in the face by a member of the white mob, or the still earlier one of the duly-qualified Negro girl being threatened by the same white mob while Governor Faubus' state guardsmen looked the other way.

At one point in the Thursday night broadcast Mr. Faubus looked up in pain to ask imploringly:

Must the will of the majority now yield, under federal force, to the will of the minority, regardless of the consequences?

He did not mention that the Arkansas National Guard had been used to thwart the will of the 2-to-1 majority of the electors of the Little Rock School District, as expressed less than six months before the court-ordered opening of schools under a plan of gradual integration. The governor's action was, by his own version, taken as a result of the threats, not mere opinion, of a small minority of the people. It is reasonably clear by now that the governor's action was taken "regardless of the consequences."

October 1, 1957

The Power Of The Presidency

President Eisenhower cannot afford to get into any running argument with Orval Faubus or any of the other Southern political leaders whom the Arkansas governor has dragged out on the limb with him.

However, some of the things Mr. Eisenhower has already said badly needed saying.

As to the "Hitler" example, which both Governor Faubus and Senator Russell of Georgia had been unwise enough to allege against Hitler's conquerer, the president said with some understandable asperity:

"I must say that I completely fail to comprehend your comparison of our troops to Hitler's Storm Troopers. In one case, military power was used to further the ambitions and purposes of a ruthless dictator; in the other, to preserve the institutions of free government. . . . When a state, by seeking to frustrate the order of a federal court, encourages mobs of extremists to flout the orders of a federal court, and when a state refuses to utilize its police powers to protect against mobs persons who are peaceably exercising their right under the Constitution, as defined in such court orders, the oath of office of the president requires that he take action to give the protection. Failure to act in such a case would be tantamount to acquiescence in anarchy and dissolution of the Union."

It cannot be said often enough in this tragic situation that the individual states, so far, have lost no "right" that they possessed before President Eisenhower moved federal troops into Little Rock and removed the Arkansas state guard from Governor Faubus's control. It is quite true, as Mr. Faubus says, that next day or next year, the federal government might have to



A Mighty Long Way Structured Notes, Chapter 10, Pages 173–191

.....
Name:

.....
Date:

What is the gist of what you read?

Why would segregationists pin the bombing of Carlotta's home on other black people?



A Mighty Long Way Structured Notes, Chapter 10, Pages 173–191

Carlotta handles the bombing of her home in a way very consistent with her character. How would you describe her reaction to this event?



A Mighty Long Way Supported Structured Notes, Chapter 10, Pages 173–191

Name: _____

Date: _____

Summary of Chapter 10, pages 173–191:

Carlotta experiences a true act of terrorism against her family in this chapter. She is in her senior year at Central and is preparing for bed. She has decided to attend Michigan State University for college. After she is in bed, she hears an explosion and feels the house shake. Her father is not yet home and she calls him at Big Daddy's, where he is working. Their living room is destroyed. Her reaction is sadness and anger, as well as increased resolve to continue on and graduate from Central. The bombing makes national news, although no one at school even acknowledges that it happened to her, which she finds isolating. After many days, two black men are arrested and Carlotta's father is held for questioning and beatings for two days with no legal representation and without being allowed to speak to his family. They have no idea what is happening to him. The police are trying to make the case that he hired the men to do the bombing so he could collect on the insurance money.

Why would segregationists pin the bombing of Carlotta's home on other black people?



A Mighty Long Way Supported Structured Notes, Chapter 10, Pages 173–191

Carlotta handles the bombing of her home in a way very consistent with her character. How would you describe her reaction to this event?



A Mighty Long Way Structured Notes Teacher's Guide, Chapter 10, Pages 173–191

Summary of Chapter 10, pages 173–191:

Carlotta experiences a true act of terrorism against her family in this chapter. She is in her senior year at Central and is preparing for bed. She has decided to attend Michigan State University for college. After she is in bed, she hears an explosion and feels the house shake. Her father is not yet home and she calls him at Big Daddy's, where he is working. Their living room is destroyed. Her reaction is sadness and anger, as well as increased resolve to continue on and graduate from Central. The bombing makes national news, although no one at school even acknowledges that it happened to her, which she finds isolating. After many days, two black men are arrested and Carlotta's father is held for questioning and beatings for two days with no legal representation and without being allowed to speak to his family. They have no idea what is happening to him. The police are trying to make the case that he hired the men to do the bombing so he could collect on the insurance money.

Why would segregationists pin the bombing of Carlotta's home on other black people?

Carlotta interprets the arrests of Maceo and Herbert as yet another scare tactic of segregationists. They are sending a message, in her opinion, that not only can they get away with bombing a home with people inside it, but they also have the power to influence local and federal police officers.

Carlotta handles the bombing of her home in a way very consistent with her character. How would you describe her reaction to this event?

Carlotta continues to behave in a very stoic manner, despite the fear and sadness she is experiencing. She refuses to miss any school and to act as if nothing is bothering her. Even with her father missing and two men arrested who did not commit the crime, she continues on. She writes that "the anger or fear inside me felt like a fist in the pit of my stomach, but I refused to cry or even look afraid" (page 187). She knew she had to show the white people against integration that black students were just as intelligent and worthy as white ones.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 10

Analyzing Events: 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 how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)

Supporting Learning Targets

- I can use evidence from *A Mighty Long Way* to support my understanding of the text and the desegregation of schools in the South.
- I can analyze how incidents in *A Mighty Long Way* propel the action and reveal aspects of Carlotta's character.

Ongoing Assessment

- *A Mighty Long Way* Structured Notes, Chapter 10, pages 173–191 (from homework)
- Carlotta's journey text-dependent questions
- Gathering Evidence note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. Chalk Talk: Carlotta's Journey (23 minutes) B. Checking in on Independent Reading (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief Learning Targets and Previewing Homework (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Read Chapter 11 in <i>A Mighty Long Way</i> and complete the structured notes. B. Update the Gathering Evidence note-catcher. 	<ul style="list-style-type: none"> • In this lesson, students return to <i>A Mighty Long Way</i> to consider Carlotta's character and what it takes for her to continue her journey despite fear and bullying. In Chapter 10 of the book, her home is bombed with her family inside it; her father is held for "questioning," blamed for the bombing, and then cleared of the crime; and two young black men are arrested for the bombing, even though they are innocent. Carlotta becomes more dedicated to finishing Central High as a result. • Students participate in a Chalk Talk in this lesson to continue their analysis of Carlotta's journey. A Chalk Talk Teacher Guide, similar to a Close Reading Guide, is provided in the supporting materials in this lesson to support the use of this protocol for students to respond to text-dependent questions. • In advance: <ul style="list-style-type: none"> – Preview the Chalk Talk Teacher Guide to envision work time. – Prepare chart paper for the Chalk Talk in Work Time A. On separate pieces of chart paper, write each of the following questions and post them around the classroom (If you have a big class, consider posting two of each question around the classroom so all students can easily access them.): <ul style="list-style-type: none"> • What people, events, and/or character traits gave Carlotta strength in facing extreme adversity and bullying? • On page 189, Carlotta writes, "this was the South, where a black man taken from his home in the middle of the night by whites—even the police, even the FBI—could face unthinkable horror." Why would this be the case? • Why is Carlotta so determined to achieve her goal of graduating from Central High School? – Review Chalk Talk protocol; Whip-around protocol (see Appendix).



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Chart paper with questions (new; teacher-created; see Teaching Notes)• Journey to Justice note-catcher (from Unit 1, Lesson 3)• Markers (one per student)• Chalk Talk Teacher Guide: Carlotta's Journey (for teacher reference)• Carlotta's journey text-dependent questions (one per student)• Document camera• Gathering Evidence note-catcher (begun in Lesson 7)• <i>A Mighty Long Way</i> Structured Notes, Chapter 11, pages 192–199 (one per student)• <i>A Mighty Long Way</i> Supported Structured Notes, Chapter 11, pages 192–199 (optional; for students needing extra support)• <i>A Mighty Long Way</i> Structured Notes Teacher's Guide, Chapter 11, pages 192–199 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Explain to students that they will continue their analysis of the events in Carlotta's life and how they led her on her journey.• Read the learning targets aloud:<ul style="list-style-type: none">* "I can use evidence from <i>A Mighty Long Way</i> to support my understanding of the text and the desegregation of schools in the South."* "I can analyze how incidents in <i>A Mighty Long Way</i> propel the action and reveal aspects of Carlotta's character."• Ask students to predict which graphic organizer they will need in order to meet the learning targets for today.• Give them a few seconds to think, then cold call on a student. Listen for him to say "We need our Journey to Justice note-catchers because we'll be analyzing Carlotta's journey."	
Work Time	Meeting Students' Needs
<p>A. Chalk Talk: Carlotta's Journey (23 minutes)</p> <ul style="list-style-type: none">• Explain that in this lesson, students will be answering text-dependent questions in a way that is different from what they have done before; they will use a Chalk Talk protocol.• Direct students' attention to the posted chart paper with questions.• Invite students to retrieve their Journey to Justice note-catchers and distribute one marker per student.• For this part of the lesson, use the Chalk Talk Teacher Guide: Carlotta's Journey to guide students through a Chalk Talk and the Carlotta's journey text-dependent questions related to Chapter 10 in <i>A Mighty Long Way</i>.	<ul style="list-style-type: none">• Chalk Talk provides a whole group space for all students to share their thoughts, ask questions, and respond. It supports students who need more time to process information as well as students who are less likely to participate in whole group discussions.



Work Time (continued)	Meeting Students' Needs
<p>B. Checking in on Independent Reading (15 minutes)</p> <ul style="list-style-type: none">• Use this time for an independent reading check-in, using whichever routine you have established with your class. For ideas, see the stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan. Remember that in this time:• Students need time to talk with a peer about their book.• You need a chance to confer with students about their reading (you will confer with a few each time, working your way through a class over several weeks).	<ul style="list-style-type: none">• Consider inviting coordinating service providers to your class to check in with students who need more reading support. This is an opportunity to ensure that students comprehend their independent reading and monitor their progress.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Learning Target and Previewing Homework (5 minutes)</p> <ul style="list-style-type: none">• Invite students to retrieve their Journey to Justice note-catcher and display one using a document camera.• Tell students that they will be doing a Whip-around related to the second learning target:<ul style="list-style-type: none">– “I can analyze how incidents in <i>A Mighty Long Way</i> propel the action and reveal aspects of Carlotta’s character.”• Ask students to name one event that has shaped Carlotta’s journey since the meeting with Superintendent Blossom before Carlotta’s first day of school at Central. Remind them that she is now in her senior year. As students share, prompt other students to add to stage 2 of their Journey to Justice note-catcher, while also adding to the projected note-catcher.• Distribute <i>A Mighty Long Way</i> structured notes, Chapter 11, pages 192–199 for homework.• Point out that this chapter is relatively short compared to the other chapters students have read in the book. For homework, they should also update their Gathering Evidence note-catchers with examples of how mediums of communication shaped the story of the desegregation of schools in <i>A Mighty Long Way</i>, beginning on page 113.• Inform students that the mid-unit assessment will take place in the next lesson.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 11, pages 192–199 in <i>A Mighty Long Way</i> and complete the structured notes.• Update the Gathering Evidence note-catcher. <p><i>Note: The Gallery Walk in Lesson 11 will take longer than typical to set up. Plan accordingly; see Lesson 11 teaching notes.</i></p>	<ul style="list-style-type: none">• Provide struggling learners with the supported structured notes for additional scaffolding as they read the memoir.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 10

Supporting Materials



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Chalk Talk Teacher Guide:
Carlotta's Journey
(For Teacher Reference)

Work Time A: Chalk Talk (23 minutes)	Teacher Guide
(Students Participate in Chalk Talk)	<p>(3 minutes)</p> <ul style="list-style-type: none">• Explain that students will engage in a Chalk Talk. Review the Chalk Talk protocol as needed.• Set expectations that students should do this silently; the goal of silence is for everyone to get a chance to think and contribute to the “discussion.” Let students know that they will have a chance to talk afterward.• Point out the chart paper for the Chalk Talk with questions prepared hanging around the room and let students know that they will have 10 minutes for this Chalk Talk.• Distribute markers and invite students to get started. <p>(10 minutes)</p> <ul style="list-style-type: none">• As students are writing, circulate. Feel free to guide students by writing questions on the chart paper for them to consider, especially:<ul style="list-style-type: none">* How do you know?* Why does it matter?

Chalk Talk Teacher Guide:
Carlotta's Journey
(For Teacher Reference)

Work Time A: Chalk Talk (23 minutes)	Teacher Guide
<ol style="list-style-type: none"> 1. What people, events, and/or character traits gave Carlotta strength in facing extreme adversity and bullying? 2. On page 189, Carlotta writes, “this was the South, where a black man taken from his home in the middle of the night by whites—even the police, even the FBI—could face unthinkable horror.” Why would this be the case? 3. Why is Carlotta so determined to achieve her goal of graduating from Central High School? 	<p>(10 minutes)</p> <ul style="list-style-type: none"> • Ask students to sit down, still with their New York City Discussion Appointments. • Distribute the Carlotta’s journey text-dependent questions (one per student). • Point out that the three questions from the Chalk Talk are also on the Carlotta’s journey text-dependent questions. Tell students that they will begin the debrief from the Chalk Talk as a class by first discussing each question with their partners and jotting down notes on the text-dependent questions. Provide students 5 minutes for this partner debrief. Students will be able to add to their notes during the whole class discussion. • Lead a debrief with the class. Continue to push students by asking: “How do you know?” and “Why does it matter?” • Listen for students to say things like: <ol style="list-style-type: none"> 1. “Carlotta’s family and community in Little Rock, as well as mentors like Daisy Bates and her ‘she-ro’ Rosa Parks provided her with sources of strength.” 2. “Even people in powerful positions might be racist and segregationists.” 3. “Carlotta felt she had to prove that black students were just as smart and capable as white students. She also wants a good education for herself.” • Prompt students to turn their attention to their Journey to Justice note-catchers. Invite students to add to stage 2, “Ain’t Gonna Let Nobody Turn Me Around”, based on the Chalk Talk.

Carlotta's Journey
Text-Dependent Questions

Name: _____

Date: _____

Chalk Talk Questions	Notes
1. What people, events, and/or character traits gave Carlotta strength in facing extreme adversity and bullying?	
2. On page 189, Carlotta writes, “this was the South, where a black man taken from his home in the middle of the night by whites—even the police, even the FBI—could face unthinkable horror.” Why would this be the case?	
3. Why is Carlotta so determined to achieve her goal of graduating from Central High School?	



A Mighty Long Way Structured Notes, Chapter 11, Pages 192–199

Name:

Date:

What is the gist of what you read?

Why do you think Carlotta felt guilty about the two young men being blamed for the bombing of her home?



A Mighty Long Way Supported Structured Notes, Chapter 11, Pages 192–199

Name: _____

Date: _____

Summary of Chapter 11, pages 192-199:

The case of the bombing of Carlotta's home is "wrapped up" in this chapter. Herbert and Maceo, the two young black men, are being held for trial. The segregationist spokesmen, including Faubus, are congratulatory that justice prevailed and whites were not involved. No one in the black community believes this story and knows that the men have been scapegoated. Even the media is no longer making a connection between the bombing of Carlotta's home and the integration of the high school. Police Chief Eugene Smith and his wife are found dead. The event is called a murder-suicide, but Carlotta feels certain they were murdered. Smith was hated by white supremacists. Herbert is tried for the bombing and sentenced to five years in prison.

Why do you think Carlotta felt guilty about the two young men being blamed for the bombing of her home?



A Mighty Long Way Structured Notes Teacher's Guide, Chapter 11, Pages 192–199

Summary of Chapter 11, pages 192-199:

The case of the bombing of Carlotta's home is "wrapped up" in this chapter. Herbert and Maceo, the two young black men, are being held for trial. The segregationist spokesmen, including Faubus, are congratulatory that justice prevailed and whites were not involved. No one in the black community believes this story and knows that the men have been scapegoated. Even the media is no longer making a connection between the bombing of Carlotta's home and the integration of the high school. Police Chief Eugene Smith and his wife are found dead. The event is called a murder-suicide, but Carlotta feels certain they were murdered. Smith was hated by white supremacists. Herbert is tried for the bombing and sentenced to five years in prison.

Why do you think Carlotta felt guilty about the two young men being blamed for the bombing of her home?

She knew that it was her determination to go to Central that led to the bombing in the first place, which was also a convenient way to target black people as scapegoats. As an adolescent, she didn't rationalize that the segregationist belief was actually the real problem and not her determination.



EXPEDITIONARY
LEARNING

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

Mid-Unit Assessment: Classifying and Evaluating Primary Sources



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can identify different types of mediums used in a Gallery Walk.• I can evaluate the advantages and disadvantages of using different mediums to convey information on the civil rights era.	<ul style="list-style-type: none">• <i>A Mighty Long Way</i> structured notes, Chapter 11, pages 192–199 (from homework)• Gathering Evidence note-catcher• Mid-Unit 2 Assessment



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



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

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



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



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



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Mid-Unit 2 Assessment:
Evaluating and Classifying Primary Sources

Name: _____

Date: _____

Learning Target:

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

Part A

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

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

Medium Number: _____ Type: _____	
Advantages:	Disadvantages:

Medium Number: _____ Type: _____	
Advantages:	Disadvantages:

Mid-Unit 2 Assessment:
Evaluating and Classifying Primary Sources

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

Part B

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

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

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



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

Name:

Date:

What is the gist of what you read?

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



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

Name: _____

Date: _____

Summary of Chapter 12, pages 200–210:

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

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



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

Summary of Chapter 12, pages 200–210:

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

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

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



NYS Short Response (2-Point) Holistic Rubric

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

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



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 12

Analyzing Author's Craft: "I Have a Dream"



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

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

I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)

I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)

Supporting Learning Targets

- I can analyze the development of the central idea in Dr. King's "I Have a Dream" speech.
- I can analyze Dr. King's word choice in "I Have a Dream" and how it contributes to the meaning of the text.

Ongoing Assessment

- *A Mighty Long Way* structured notes, Chapter 12, pages 200–210 (from homework)
- Answers to text-dependent questions



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Sharing Structured Notes and Reviewing Learning Targets (8 minutes)Work Time<ol style="list-style-type: none">Close Read: "I Have a Dream" (35 minutes)Closing<ol style="list-style-type: none">Previewing Homework (2 minute)Homework<ol style="list-style-type: none">Read Chapter 13 and complete the structured notes.	<ul style="list-style-type: none">This lesson and Lesson 13 provide another opportunity for students to understand the national Civil Rights movement. In Carlotta's journey, she has moved on from Central High School, but it is critical for students to understand that the Civil Rights movement was still very active nationally. Martin Luther King's "I Have a Dream" speech is a seminal moment in the Civil Rights movement, so it is essential for students to understand this primary source document. Carlotta briefly mentions the March on Washington, where King gave the speech, in Chapter 13 of <i>A Mighty Long Way</i>. For homework, students will consider how Carlotta reacts to this and other important events.In this lesson, students closely read Martin Luther King's "I Have a Dream" speech. The focus of this lesson is on the central idea, as well as some of the ways that Dr. King uses figurative language in the speech. Students will continue to analyze the speech in the Lesson 13, focusing on Dr. King's use of language to create meaning.Throughout this speech, Dr. King uses the term "Negro." Remind students that in this context, at this time in history, the word is not derogatory; it was the way that Dr. King, and many of his time, referred to African Americans.Preview the Close Reading Guide. Based on the needs of your class, you may need more time. Consider adjusting the flow of lessons so that this close read extends over two class periods. In the first lesson, ensure that students understand the gist and have an opportunity to define unfamiliar words. In the second lesson, focus students on the text-dependent questions, pausing to discuss whole group as needed.Post: Learning targets.



Lesson Vocabulary	Materials
Emancipation Proclamation, manacles, languished, promissory note, militancy	<ul style="list-style-type: none"> • "I Have a Dream" speech (one per student) • "I Have a Dream" text-dependent questions (one per student) • Close Reading Guide: "I Have a Dream" (for teacher reference) • <i>A Mighty Long Way</i> Structured Notes, Chapter 13, pages 211–227 (one per student) • <i>A Mighty Long Way</i> Supported Structured Notes, Chapter 13, pages 211–227 (optional; for students needing extra support) • <i>A Mighty Long Way</i> Structured Notes Teacher's Guide, Chapter 13, pages 211–227 (for teacher reference)

Opening	Meeting Students' Needs
<p>A. Sharing Structured Notes and Reviewing Learning Targets (8 minutes)</p> <ul style="list-style-type: none"> • Invite students to retrieve their <i>A Mighty Long Way</i> structured notes, Chapter 13, pages 211–227 from homework and sit with their Denver discussion partners. Ask students to reread the focus question: <ul style="list-style-type: none"> * "Why do you think Carlotta focuses this chapter on Maceo's trial? How does it impact her journey?" • Invite students to discuss their responses with their partners. Listen for students to say something like: "Maceo's trial kept Carlotta connected to Little Rock and her decision to integrate at Central High School, even after she moved away." • Share with students that Carlotta has a different perspective now that she has left Little Rock. Ask: <ul style="list-style-type: none"> * "What additional changes has Carlotta experienced?" • Invite students to work with their partners to add to stage 2, "Ain't Gonna Let Nobody Turn Me Around", of their Journey to Justice note-catchers using Chapters 10–13. After a few minutes, cold call on student pairs to share the changes Carlotta is experiencing. Listen for students to add details like the bombing of her family's home, her father's arrest, Herbert and Maceo's trials, Carlotta's high school graduation and starting as a student at Michigan State. • Direct students' attention to the posted learning targets. Read the learning targets aloud to the class: <ul style="list-style-type: none"> * "I can analyze the development of the central idea in Dr. King's 'I Have a Dream' speech." * "I can analyze Dr. King's word choice in 'I Have a Dream' and how it contributes to the meaning of the text." • Let students know that they will be reading the text of Dr. Martin Luther King, Jr.'s "I Have a Dream" speech. 	



Work Time	Meeting Students' Needs
<p>A. Close Read: "I Have a Dream" (35 minutes)</p> <ul style="list-style-type: none">• Explain that Dr. King gave his famous "I Have a Dream" speech during the March on Washington in 1963, where thousands of people gathered in support of the civil rights movement. He delivered the speech from the steps of the Lincoln Memorial in Washington, D.C.• Let students know that they will be reading this speech in this lesson and the next to give more context to Carlotta's experience in <i>A Mighty Long Way</i>.• Distribute the "I Have a Dream" speech, and the "I Have a Dream" text-dependent questions. Students should work through this handout as you walk them through the reading with the Close Reading Guide: "I Have a Dream."	<ul style="list-style-type: none">• For students who struggle with reading, give them smaller chunks of the text. Begin by giving them the third paragraph of the speech to focus on.
Closing and Assessment	Meeting Students' Needs
<p>A. Previewing Homework (2 minutes)</p> <ul style="list-style-type: none">• Distribute the <i>A Mighty Long Way</i> structured notes, Chapter 13, pages 211–227 for homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 13, pages 211–227 in <i>A Mighty Long Way</i> 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.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 12

Supporting Materials



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“I Have a Dream” Speech
Dr. Martin Luther King, Jr.

“I Have a Dream” Speech
Dr. Martin Luther King, Jr.

Name:

Date:

	Speech	Gist
Section 1	<p>(1) I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.</p> <p>(2) Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation.¹ This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.</p> <p>(3) But 100 years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles² of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished³ in the corners of American society and finds himself an exile in his own land. And so we’ve come here today to dramatize a shameful condition.</p>	

¹ The **Emancipation Proclamation** was a speech given by Abraham Lincoln during the Civil War announcing that the slaves in the South were to be free.

² **manacles**: heavy metal handcuffs

³ **languished**: living in terrible conditions



“I Have a Dream” Speech
Dr. Martin Luther King, Jr.

	Speech	Gist
Section 2	<p>(4) In a sense we’ve come to our nation’s capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note⁴ to which every American was to fall heir. This note was a promise that all men—yes, black men as well as white men—would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.</p> <p>(5) It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check that has come back marked “insufficient funds.”</p> <p>(6) But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we’ve come to cash this check, a check that will give us upon demand the riches of freedom and security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God’s children.</p>	

⁴ **promissory note:** a written promise to pay a certain amount of money



“I Have a Dream” Speech
Dr. Martin Luther King, Jr.

	Speech	Gist
Section 3	<p>(7) It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro’s legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. 1963 is not an end but a beginning. Those who hoped that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.</p> <p>(8) But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy⁵ which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.</p>	

⁵ **militancy**: willing to use physical violence to fight for a cause



“I Have a Dream” Speech
Dr. Martin Luther King, Jr.

	Speech	Gist
Section 3	<p>(9) As we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, “When will you be satisfied?” We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro’s basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating “for whites only.” We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no we are not satisfied and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.</p>	



“I Have a Dream” Speech
Dr. Martin Luther King, Jr.

	Speech	Gist
Section 4	<p>(10) I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.</p> <p>(11) Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.</p> <p>(12) Let us not wallow in the valley of despair. I say to you today my friends—so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.</p>	

“I Have a Dream” Speech
Dr. Martin Luther King, Jr.

	Speech	Gist
Section 5	<p>(13) I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident, that all men are created equal.”</p> <p>(14) I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.</p> <p>(15) I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.</p> <p>(16) I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.</p> <p>(17) I have a dream today.</p> <p>(18) I have a dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification⁶—one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.</p>	

⁶ **interposition and nullification:** Dr. King is referring to George Wallace, the governor of Alabama, who claimed that the states had the right to disobey the federal government’s decision to desegregate. At the time, Wallace was famous for having said, “I say segregation now, segregation tomorrow, and segregation forever.”



“I Have a Dream” Speech
Dr. Martin Luther King, Jr.

	Speech	Gist
Section 5	<p>(19) I have a dream today.</p> <p>(20) I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed and all flesh shall see it together.</p>	
Section 6	<p>(21) This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.</p> <p>(22) This will be the day, this will be the day when all of God’s children will be able to sing with new meaning “My country ‘tis of thee, sweet land of liberty, of thee I sing. Land where my father’s died, land of the Pilgrim’s pride, from every mountainside, let freedom ring!”</p>	



“I Have a Dream” Speech
Dr. Martin Luther King, Jr.

	Speech	Gist
Section 7	<p>(23) And if America is to be a great nation, this must become true. And so let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania.</p> <p>(24) Let freedom ring from the snow-capped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California.</p> <p>(25) But not only that; let freedom ring from Stone Mountain of Georgia.</p> <p>(26) Let freedom ring from Lookout Mountain of Tennessee.</p> <p>(27) Let freedom ring from every hill and molehill of Mississippi—from every mountainside.</p> <p>(28) Let freedom ring. And when this happens, and when we allow freedom ring—when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God’s children—black men and white men, Jews and Gentiles, Protestants and Catholics—will be able to join hands and sing in the words of the old Negro spiritual: “Free at last! Free at last! Thank God Almighty, we are free at last!”</p>	



“I Have a Dream”
Text-Dependent Questions

Name: _____

Date: _____

Text-dependent questions	Respond using the strongest evidence from the text
<p>1. Reread Paragraph 3.</p> <p>What is Dr. King referring to when he says “And so we’ve come here today to dramatize a shameful condition?” What is the “shameful condition”?</p> <p>According to that line, what is the central idea of this speech?</p>	



“I Have a Dream”
Text-Dependent Questions

Text-dependent questions	Respond using the strongest evidence from the text
<p>2. Reread Paragraphs 4 and 5.</p> <p>Who is Dr. King referring to when he says “the architects of our republic”?</p> <p>According to Dr. King, when did they sign a “promissory note”?</p> <p>What did the “promissory note” promise every American?</p> <p>What does Dr. King mean when he says “America has given the Negro people a bad check”?</p> <p>How does the metaphor of the check help Dr. King develop the central idea of his speech?</p>	



“I Have a Dream”
Text-Dependent Questions

Text-dependent questions	Respond using the strongest evidence from the text
3. Reread Paragraph 8. What does Dr. King mean when he says “Again and again we must rise to the majestic heights of meeting physical force with soul force”?	
4. Reread Paragraph 9. How does Dr. King respond to the question “When will you be satisfied”?	
5. Reread Paragraphs 12–20. How does Dr. King’s repetition of “I have a dream” develop the central idea of the speech?	
6. Reread Paragraphs 22–27. Why does Dr. King name so many mountain ranges? How does it help Dr. King develop the central idea of the speech?	

Close Reading Guide: “I Have a Dream”
(For Teacher Reference)

Total time = 35 minutes

Launching the Text

Questions/Directions for Students	Close Reading Guide
Students follow along in the text during teacher read-aloud.	<p>(10 minutes)</p> <p>Read the speech from beginning to end. This should be a slow, fluent read-aloud with no pausing to provide explanation.</p> <p>(10 minutes)</p> <p>Direct students’ attention to Paragraph 3 where Dr. King says “But 100 years later, the Negro still is not free.” Explain that Dr. King uses the word “Negro” throughout the speech to describe African Americans; at the time, it was an appropriate word to use. Emphasize that the word “Negro” is no longer considered an appropriate word, so it is okay to say it when quoting the text, but not at any other time.</p> <p>Ask students to reread the sections of the speech and write the gist of each section in the column to the right of the speech.</p>

Close Reading Guide: “I Have a Dream”
(For Teacher Reference)

Gathering Evidence: Text-Dependent Questions

Questions/Directions for Students	Close Reading Guide
<p>1. Reread Paragraph 3.</p> <p>What is Dr. King referring to when he says “And so we’ve come here today to dramatize a shameful condition?” What is the “shameful condition”?</p> <p>According to that line, what is the central idea of this speech?</p>	<p>(15 minutes)</p> <p>Tell students they will follow an abbreviated Think-Pair-Share protocol with their Denver discussion partners as they reread and work through the “I Have a Dream” text-dependent questions.</p> <p>Direct students to answer the text-dependent questions. Circulate to listen in and support pairs as they work.</p> <p>Listen for:</p> <p><i>The shameful condition is that African Americans still are not equal in American society.</i></p> <p><i>The central idea of the speech is that African Americans still did not have equal rights and that inequality still needs to be corrected.</i></p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> * “What is the main idea of the paragraph?” * “How does Dr. King describe the main idea of the paragraph?” * “What does Dr. King mean by the ‘manacles of segregation and the chains of discrimination’?” * “What does Dr. King mean by ‘material prosperity’? What context clues can you use to figure out the meaning of ‘material prosperity’?”

Close Reading Guide: “I Have a Dream”
(For Teacher Reference)

Questions/Directions for Students	Close Reading Guide
<p>2. Who is Dr. King referring to when he says “the architects of our republic”?</p> <p>According to Dr. King, when did they sign a “promissory note”?</p> <p>What did the “promissory note” promise every American?</p> <p>What does Dr. King mean when he says “America has given the Negro people a bad check?”</p> <p>How does the metaphor of the check help Dr. King develop the central idea of his speech?</p>	<p>Listen for: <i>Dr. King is referring to the people who wrote the Declaration of Independence and the Constitution.</i></p> <p>Scaffolding/probing questions: * “What did the ‘architects of our republic’ do?” * “What is a ‘republic’?”</p> <p>Listen for: <i>The architects of the republic signed a promissory note when they wrote the Constitution and the Declaration of Independence.</i></p> <p>Listen for: <i>The promissory note promised every American “the unalienable rights of life, liberty, and the pursuit of happiness.”</i></p> <p>Listen for: <i>Dr. King means that America hasn’t given African Americans what they were promised: the unalienable rights of life, liberty, and the pursuit of happiness.</i></p> <p>Scaffolding/probing questions: * “What does ‘defaulted’ mean? What context clues can you use to determine the meaning of ‘defaulted’?”</p> <p>Listen for: <i>The metaphor of the check shows that America has the responsibility to fulfill the promise of equality that is guaranteed to every citizen, but America was not living up to that promise. African Americans were still not equal.</i></p> <p>When most students have finished the first two questions, refocus the whole class. Cold call on one or two pairs to answer Questions 1 and 2.</p>



Close Reading Guide: “I Have a Dream”
(For Teacher Reference)

Questions/Directions for Students	Close Reading Guide
3. What does Dr. King mean when he says “Again and again we must rise to the majestic heights of meeting physical force with soul force”?	<p>Again prompt students to work with their partner to answer the remaining questions.</p> <p>Circulate as students work, listening for patterns of confusion to address during the group debrief at the end of Work Time.</p> <p>Listen for: <i>Dr. King means that as they fight for their rights, it’s important not to use violence. He also says “We must not allow our creative protest to degenerate into physical violence.”</i></p> <p>Scaffolding/probing questions: * “What do ‘dignity’ and ‘discipline’ mean?” * “Why does Dr. King mention the ‘marvelous new militancy’?”</p>

Close Reading Guide: “I Have a Dream”
(For Teacher Reference)

Questions/Directions for Students	Close Reading Guide
4. How does Dr. King respond to the question “When will you be satisfied”?	<p>Listen for:</p> <p><i>Dr. King responds by saying that African Americans won’t be satisfied until they have equal rights. For instance, he says, “We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating ‘for whites only.’”</i></p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> * “What do the statements that begin ‘We can never be satisfied’ and ‘We cannot be satisfied’ have in common?” * “What does Dr. King mean when he says ‘we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream’?” * “When Dr. King speaks this line, he is quoting an Old Testament prophet. Why might Dr. King have chosen to quote the Bible here?”
5. How does Dr. King’s repetition of “I have a dream” develop the central idea of the speech?	<p>Listen for:</p> <p><i>The repetition of “I have a dream” develops the central idea of the speech in two ways. First, Dr. King sets out what equality for African Americans would look like. For example, “I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.” Second, Dr. King uses some of these lines to further describe what the current situation is like. An example of this is, “I have a dream that one day, even the state of Mississippi, a state sweltering with the heat of injustice, will be transformed into an oasis of freedom and justice.”</i></p> <p>Scaffolding/probing questions:</p> <ul style="list-style-type: none"> * “What is the central idea of the speech?” * “What does Dr. King mean in Paragraph 12? Paragraph 13? Etc.”



Close Reading Guide: “I Have a Dream”
(For Teacher Reference)

Questions/Directions for Students	Close Reading Guide
6. Why does Dr. King name so many mountain ranges?	Listen for: <i>Dr. King names so many mountain ranges because in Paragraph 22, he says “from every mountainside, let freedom ring!” He is listing examples of the mountain ranges in the United States.</i>
How does it help Dr. King develop the central idea of the speech?	Listen for: <i>It helps Dr. King develop the central idea of the speech by showing that freedom and equality should be found everywhere in the United States, from New Hampshire to Mississippi, from Georgia to California.</i> When 5 minutes remain in Work Time, pause students and refocus whole group. Check for understanding, focusing on specific questions you noted that were more difficult for students. Text-dependent questions can be collected as a formative assessment.



A Mighty Long Way Structured Notes, Chapter 13, Pages 211–227

Name:

Date:

What is the gist of what you read?

On pages 223–224, 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?



A Mighty Long Way Supported Structured Notes, Chapter 13, Pages 211–227

Name: _____

Date: _____

Summary of Chapter 13, pages 211–227

Carlotta starts her college education at Michigan State University. During the summer, she visits New York City, where she reconnects with Mrs. Bates, as well as spends time with Aunt Juanita and Uncle Freddie. She also visits Uncle Byron, who lived in Little Rock while Carlotta was growing up. He and his wife Christine now live in Denver, where Carlotta visits them. She can't get Denver out of her head and she struggles throughout her sophomore year in college. She decides to move to Denver, where she works and eventually graduates from Colorado State College.

On pages 223–224, 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?



Structured Notes teachers guide, *A Mighty Long Way*, Chapter 13, pages 211- 227

Summary of Chapter 13, pages 211–227

Carlotta starts her college education at Michigan State University. During the summer, she visits New York City, where she reconnects with Mrs. Bates, as well as spends time with Aunt Juanita and Uncle Freddie. She also visits Uncle Byron, who lived in Little Rock while Carlotta was growing up. He and his wife Christine now live in Denver, where Carlotta visits them. She can't get Denver out of her head and she struggles throughout her sophomore year in college. She decides to move to Denver, where she works and eventually graduates from Colorado State College.

On pages 223–224, 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?

Carlotta seems to be removed from the events. She describes her reaction to the March on Washington like this: “I had no burning desire to participate in a march that seemed to me then purely symbolic,” but then she felt how powerful it was when she saw the thousands of people on television. However, when Carlotta heard about the 16th Street Church bombing and President Kennedy’s assassination, she was horrified.

It seems like her reaction to the March on Washington reflected her experience—a march by itself didn’t seem to mean much after her time at Central High School where she faced so much discrimination. Upon hearing the news of the 16th Street Church bombing, however, she said, “I knew that the same fate so easily could have been mine.” She identified with the victims in that case. Similarly, President Kennedy’s assassination made her reflect on her experiences, saying “his life extinguished by the same kind of hatred that had been so rampant in Little Rock. I wondered how—and sometimes why—I survived.”



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 13

Language Analysis: “I Have a Dream”



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

I can intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3)

I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.6.3)

Supporting Learning Targets

- I can determine if sentences are in the active or passive voice.
- I can analyze Dr. King’s use of the active and passive voice in his “I Have a Dream” speech.
- I can analyze how incidents in *A Mighty Long Way* propel the action and reveal aspects of Carlotta’s character.

Ongoing Assessment

- *A Mighty Long Way* structured notes, Chapter 13, pages 211–227 (from homework)
- Language Analysis: “I Have a Dream”



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Sharing Structured Notes and Review Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Analyzing Language in “I Have a Dream” (27 minutes)Carlotta’s Journey to Justice (10 minutes)Closing and Assessment<ol style="list-style-type: none">Previewing Homework (3 minutes)Homework:<ol style="list-style-type: none">Read Chapter 14 in <i>A Mighty Long Way</i> and complete the structured notes.	<ul style="list-style-type: none">This is the second lesson in a two-lesson sequence that focuses on Dr. Martin Luther King, Jr.’s “I Have a Dream” speech. In the previous lesson, students did a close reading of the speech to understand the central idea and some of the ways in which Dr. King uses figurative language.Encourage students to make connections between <i>A Mighty Long Way</i> and King’s “I Have a Dream” speech. The March on Washington, where King gave his speech, is mentioned in Chapter 13, which students read for homework in Lesson 12. As students share their structured notes during Opening A, urge students to analyze Carlotta’s reaction to King’s speech.In this lesson, students focus particularly on Dr. King’s use of the active and passive voice, which they first learned about in Lesson 6. This lesson builds on the skills that students developed as they analyzed the Montgomery Bus Boycott speech.Post: Learning targets.

Lesson Vocabulary	Materials
active voice, passive voice	<ul style="list-style-type: none">“I Have a Dream” speech (from Lesson 12)Language Analysis: “I Have a Dream” (one per student and one for display)Document cameraLanguage Analysis: “I Have a Dream” Teacher’s Guide (one for the teacher)Journey to Justice note-catcher (from Unit 1, Lesson 3)<i>A Mighty Long Way</i> (book; distributed in Unit 1, Lesson 1; one per student)<i>A Mighty Long Way</i> Structured Notes, Chapter 14, pages 228–238 (one per student)<i>A Mighty Long Way</i> Supported Structured Notes, Chapter 14, pages 228–238 (optional; for students needing extra support)<i>A Mighty Long Way</i> Structured Notes Teacher’s Guide, Chapter 14, pages 228–238 (for teacher reference)



Opening	Meeting Students’ Needs
<p>A. Sharing Structured Notes and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite students to retrieve their <i>A Mighty Long Way</i> structured notes, Chapter 13, pages 211–227 from homework and sit with their New York City discussion partners. Ask students to reread their responses to the focus question:<ul style="list-style-type: none">* “On pages 223–224, 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?”• Invite students to discuss their responses with their partners.• Direct students’ attention to posted learning targets. Read the first two learning targets aloud to the class:<ul style="list-style-type: none">* “I can determine if sentences are in the active or passive voice.”* “I can analyze Dr. King’s use of the active and passive voice in his ‘I Have a Dream’ speech.”• Ask students to predict what they will be doing in class today.• Cold call on one or two students to respond and listen for them to say “We’ll reread the ‘I Have a Dream’ speech and analyze how King used active and passive voice in it.”	



Work Time	Meeting Students’ Needs
<p>A. Analyzing Language in “I Have a Dream” (27 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their copies of the “I Have a Dream” speech from Lesson 12. Remind students that they previously analyzed Dr. King’s use of active and passive voice when they read his Montgomery Bus Boycott speech.• Ask:<ul style="list-style-type: none">* “How can you tell if a sentence is in the <i>active voice</i>?”• Cold call on a student to respond. Listen for him or her to say something like: “Active voice means that the subject of the sentence is the one who is ‘doing’ the verb.”• Ask:<ul style="list-style-type: none">* “How can you tell if a sentence is in the <i>passive voice</i>?”• Cold call on another student. Listen for him or her to say something like: “You can tell if a sentence is in the passive voice if you add something like ‘by a zombie’ to it and the sentence makes sense.”• Let students know that now they will have the opportunity to look for active and passive voice in “I Have a Dream” and analyze how it impacts the meaning of the speech.• Distribute Language Analysis: “I Have a Dream” and display it using a document camera.• Using the projected copy of Language Analysis: “I Have a Dream” to model how to do this analysis, using the first quote from “I Have a Dream.”• When you model, be sure to model rereading the paragraph that the quote comes from, as well as how to determine if the voice is active or passive. Refer to the Language Analysis: “I Have a Dream” Teacher’s Guide for sample responses.• Instruct students to continue to work with their New York City partners to analyze the language in the quotes that are identified in Language Analysis: “I Have a Dream.”• As students are working, circulate and encourage students to reread paragraphs in the speech as they complete their analysis.• With about 5 minutes left in this Work Time, refocus the whole class. Cold call on students to share their responses. Listen for responses that are logical and rooted in the speech itself. Refer to the Language Analysis Teacher’s Guide for sample responses.	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none">• Share with students that they will be expected to include the active and passive voice when they write an informational essay at the end of this unit.• Invite students to put away their copies of “I Have a Dream” and Language Analysis: “I Have a Dream.”	
<p>B. Carlotta’s Journey to Justice (10 minutes)</p> <ul style="list-style-type: none">• Direct students’ attention to the third learning target.<ul style="list-style-type: none">* “I can analyze how incidents in <i>A Mighty Long Way</i> propel the action and reveal aspects of Carlotta’s character.”• Tell students to have their Journey to Justice note-catcher and <i>A Mighty Long Way</i> available so that they can add to stage 2 of their note-catchers based on Chapters 11, 12, and 13. Instruct students to work independently for the first 5 minutes to identify at least one event that has impacted Carlotta on her journey and add that event to their note-catchers. Encourage students to refer to the structured notes to help them identify important events.• As students work, circulate to ensure that everyone can find at least one event. Some events they might identify are:<ul style="list-style-type: none">– Herbert’s trial (Chapter 11);– Carlotta’s graduation (Chapter 12);– Maceo’s trial (Chapter 12);– Carlotta starting at Michigan State (Chapter 13);– Carlotta’s trip to New York City (Chapter 13);– Carlotta’s trip to Denver (Chapter 13);– The March on Washington (Chapter 13);– The bombing of the 16th Street Baptist Church (Chapter 13);– President Kennedy’s assassination (Chapter 13).• After 5 minutes, refocus the whole class. Cold call on students to share what they added to their note-catchers. Encourage all students to add to their note-catchers as their classmates share.• Prompt students to put away their note-catchers.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Previewing Homework (3 minutes)</p> <ul style="list-style-type: none">• Distribute <i>A Mighty Long Way</i> structured notes, Chapter 14, pages 228–238 for homework. Point out that students have two focus questions to answer for this chapter.• Remind students to use evidence from the text to support their responses to the focus questions.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Read Chapter 14, pages 228–238 in <i>A Mighty Long Way</i> 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.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 13

Supporting Materials



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Language Analysis: “I Have a Dream”

Name:

Date:

Excerpt from “I Have a Dream”	Is the sentence in active or passive voice?	How does the voice impact the meaning?
From Paragraph 3: “One hundred years later, the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.”		
From Paragraph 3: “One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land.”		



Language Analysis: “I Have a Dream”

Excerpt from “I Have a Dream”	Is the sentence in active or passive voice?	How does the voice impact the meaning?
From Paragraph 6: “We have also come to this hallowed spot to remind America of the fierce urgency of now.”		
From Paragraph 7: “There will be neither rest nor tranquility in American until the Negro is granted his citizenship rights.”		
From Paragraph 7: “The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.”		
From Paragraph 21: “With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.”		



Language Analysis “I Have a Dream”
Teacher’s Guide

Excerpt from “I Have a Dream”	Active or passive voice?	How does the voice impact the meaning?
From Paragraph 3: “One hundred years later, the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.”	Passive voice	<i>Dr. King’s use of the passive voice here puts the emphasis on the condition of African Americans. His use of the passive voice doesn’t identify who is responsible for the segregation and discrimination.</i>
From Paragraph 3: “One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land.”	Passive voice	<i>Dr. King’s use of the passive voice here puts the emphasis again on the condition of African Americans. His use of the passive voice also avoids blaming anyone in particular for “exiling” African Americans from society.</i>
From Paragraph 6: “We have also come to this hallowed spot to remind America of the fierce urgency of now.”	Active voice	<i>Dr. King uses the active voice here to show the purpose of the speech and the March on Washington. His use of the word “we” emphasizes that the marchers are acting as a group.</i>



Language Analysis “I Have a Dream”
Teacher’s Guide

Excerpt from “I Have a Dream”	Active or passive voice?	How does the voice impact the meaning?
From Paragraph 7: “There will be neither rest nor tranquility in American until the Negro is granted his citizenship rights.”	Passive voice	<i>Dr. King uses the passive voice when he says “until the Negro is granted his citizenship rights.” He doesn’t identify who needs to grant those rights, but he implies that it is the American nation as a whole. His use of passive voice avoids separating African Americans from “the nation.”</i>
From Paragraph 7: “The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.”	Active voice	<i>Dr. King uses the active voice here to show the strength of the civil rights movement, which he refers to as “the whirlwinds of revolt.”</i>
From Paragraph 21: “With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.”	Active voice	<i>Dr. King uses the active voice to show what actions the civil rights activists are willing to take in order to gain equality for African Americans. It emphasizes their active role in causing change.</i>



A Mighty Long Way Structured Notes, Chapter 14, Pages 228–238

.....
Name:

.....
Date:

What is the gist of what you read?

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?



A Mighty Long Way Structured Notes, Chapter 14, Pages 228–238

How does the death of her father affect Carlotta?



A Mighty Long Way Supported Structured Notes, Chapter 14, Pages 228–238

Name: _____

Date: _____

Summary of Chapter 14, pages 228–238:

In this chapter, Grandpa Cullins dies and that brings Carlotta back to Little Rock for the first time since she moved away. She then returns to Denver to continue college. In that year, both Martin Luther King, Jr. and Bobby Kennedy are assassinated. Carlotta graduates from college and goes to work for the YWCA. She also meets and marries her husband, Ike, and they have two children. Suddenly, Carlotta's father becomes ill and is diagnosed with leukemia. He dies from complications of his cancer.

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?



A Mighty Long Way Supported Structured Notes, Chapter 14, Pages 228–238

How does the death of her father affect Carlotta?



A Mighty Long Way Structured Notes Teacher's Guide, Chapter 14, Pages 228–238

Summary of Chapter 14, pages 228–238:

In this chapter, Grandpa Cullins dies and that brings Carlotta back to Little Rock for the first time since she moved away. She then returns to Denver to continue college. In that year, both Martin Luther King, Jr. and Bobby Kennedy are assassinated. Carlotta graduates from college and goes to work for the YWCA. She also meets and marries her husband, Ike, and they have two children. Suddenly, Carlotta's father becomes ill and is diagnosed with leukemia. He dies from complications of his cancer.

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?

In this chapter, Carlotta mentions twice that she doesn't reveal herself as a member of the Little Rock Nine. The first time is during the interview for her job at the YWCA. The second time is when she meets her future husband, Ike. Carlotta doesn't want other people to know that she is one of the Little Rock Nine because she doesn't want to use her experience to give herself any advantage. She writes "I wanted people to like me, to accept and respect me, for me, not because I had been a national symbol." She feels like people would feel differently about her if they know that she had played such an important role in the civil rights movement. She wanted to be treated like anyone else.

How does the death of her father affect Carlotta?

Carlotta is devastated when her father dies. She describes herself upon hearing the news: "Suddenly, I was that heartbroken little girl again, longing for her daddy to come home." However, her mother and sisters are also devastated, so Carlotta pulls herself together to make arrangements for the funeral. Even though she does rely on her inner strength to get her through that difficult time, she also says, "And then I faced the most difficult moment of my life: turning away and walking into the rest of my days without him." Carlotta will always miss her father.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 14

Informational Essay Planning: Studying the Essay Prompt and Gathering Evidence



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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 gather relevant information from a variety of sources. (W.8.8)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can select the strongest evidence to analyze <i>A Mighty Long Way</i> and <i>Little Rock Girl 1957</i>.• I can explain the end of unit assessment essay prompt.• I can explain ways that various mediums shaped the story of the Little Rock Nine.	<ul style="list-style-type: none">• <i>A Mighty Long Way</i> structured notes, Chapter 14, pages 228–238 (from homework)• Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Homework Focus Question (3 minutes)Reviewing Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Gathering Evidence: The Impact of Various Mediums on the Story of the Little Rock Nine (30 minutes)Analyzing the Essay Prompt (8 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket (2 minutes)Homework<ol style="list-style-type: none">Read Chapter 15 in <i>A Mighty Long Way</i> and complete the structured notes.	<ul style="list-style-type: none">Students review the central text <i>A Mighty Long Way</i> for evidence of how various mediums impacted the story of the Little Rock Nine. Students will begin selecting the strongest evidence in the next lesson, so this lesson serves to ensure that students' note-catchers are complete and they are prepared to begin the next set of essay preparation and writing lessons.In this lesson students will study the informational essay prompt. They will analyze this prompt in order to build toward the End of Unit 2 Assessment. This study of the prompt helps students fully understand the essay prompt before they begin writing.In advance: Review Mix and Mingle in Checking for Understanding techniques (see Appendix).



Lesson Vocabulary	Materials
illuminate	<ul style="list-style-type: none">• Gathering Evidence note-catcher (begun in Lesson 7)• <i>A Mighty Long Way</i> (book; distributed in Unit 1, Lesson 1; one per student)• Gathering Evidence Note-catcher Teacher's Guide (from Lesson 7)• Informational essay prompt (from Lesson 7; one to display)• Document camera• Exit ticket (one per student)• <i>A Mighty Long Way</i> Structured Notes, Chapter 15, pages 239–254 (one per student)• <i>A Mighty Long Way</i> Supported Structured Notes, Chapter 15, pages 239–254 (optional; for students needing extra support)• <i>A Mighty Long Way</i> Structured Notes Teacher's Guide, Chapter 15, pages 239–254 (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 retrieve their <i>A Mighty Long Way</i> structured notes, Chapter 14, pages 228–238 from homework and sit with their Chicago discussion partners. Invite pairs to share their answer to the focus question:<ul style="list-style-type: none">* “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?”• Cold call on student pairs to respond.• Listen for students to say something like:<ul style="list-style-type: none">– “In this chapter, Carlotta mentions twice that she doesn’t reveal herself as a member of the Little Rock Nine. The first time is during the interview for her job at the YWCA. The second time is when she meets her future husband, Ike. Carlotta doesn’t want other people to know that she is one of the Little Rock Nine because she doesn’t want to use her experience to give herself any advantage.– She writes “I wanted people to like me, to accept and respect me, for me, not because I had been a national symbol.”– She feels like people would feel differently about her if they know that she had played such an important role in the civil rights movement. She wanted to be treated like anyone else.”	
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Read today’s learning targets aloud as students follow along silently:<ul style="list-style-type: none">* “I can select the strongest evidence to <i>A Mighty Long Way</i> and <i>Little Rock Girl 1957</i>.”* “I can explain the end of unit assessment essay prompt.”• Have students turn and talk about when they have worked with these sorts of targets before. Listen for students to recognize that in each module they have spent time understanding the essay prompt before they begin writing. Emphasize how useful it is, as a writer, to be very clear on your purpose before you begin writing in earnest.	



Work Time	Meeting Students' Needs
<p>A. Gathering Evidence: The Impact of Various Mediums on the Story of the Little Rock Nine (30 minutes)</p> <ul style="list-style-type: none">• Read aloud the third learning target:<ul style="list-style-type: none">* “I can explain ways that various mediums shaped the story of the Little Rock Nine.”• Ask students to take out their Gathering Evidence note-catcher and have a volunteer read the prompt at the top of the page aloud:<ul style="list-style-type: none">* “Using evidence from both <i>A Mighty Long Way</i> and <i>Little Rock Girl 1957</i>, how did the use of various types of mediums contribute to shaping the story of the Little Rock Nine?”• Have students turn and talk with their partners about the evidence they have collected on their note-catchers from <i>A Mighty Long Way</i> and <i>Little Rock Girl 1957</i> to answer this question. Then have students dig into <i>A Mighty Long Way</i>, looking specifically at Chapters 11–14 to add more evidence to their note-catchers.• After several minutes, invite students to participate in a Mix and Mingle. Students will gather their note-catchers in hand along with a writing utensil, stand up, and locate another person in the class to share what additional evidence they gathered. Students should be adding to their own note-catchers as they find new partners to share their findings with. Once both students have shared information, they should move on to find a new partner until about 5 minutes has passed.• Direct students to return to their seats with their Chicago discussion partners. Cold call on student pairs to share out additional evidence and details collected during the Mix and Mingle. Use the Gathering Evidence Note-catcher Teacher’s Guide as a guide for the types of evidence students should mention.• Explain to students that they will be using this note-catcher to help them answer the prompt in the end of unit assessment essay.	<ul style="list-style-type: none">• Consider providing students with several examples before having them gather evidence on their own.• For students who struggle, providing hint cards or partially completed note-catchers may be a helpful way to differentiate the task of gathering evidence.• Graphic organizers of this nature provide an organized way of collecting evidence and analyzing the evidence in order to successfully answer a writing prompt.



Work Time (continued)	Meeting Students' Needs
<p>B. Analyzing the Essay Prompt (8 minutes)</p> <ul style="list-style-type: none">• Display the informational essay prompt with the document camera. Read the prompt aloud while students follow along silently:<ul style="list-style-type: none">* “In the events surrounding the Little Rock Nine and the struggle to integrate Central High, various mediums played a newly powerful role. In what ways did these mediums serve to illuminate events for a national audience, and in what ways did they give an incomplete or even inaccurate picture of events?”• Ask:<ul style="list-style-type: none">* “What are the types of mediums you have been studying?” Cold call on several students and listen for them to identify mediums such as television, radio, newspaper, and photographs.• Remind students that they have previously discussed the word <i>illuminate</i>. Ask:<ul style="list-style-type: none">* “What does it mean to illuminate?”• Use the word in a different context if necessary. For example: “The scientific study has served to illuminate the cause of the disease.” Ask students to turn and talk about the definition and call on volunteers for an answer. Listen for students to understand that “illuminate” means “to bring to light,” “to make something clear,” and “to emphasize or highlight.”• Ask:<ul style="list-style-type: none">* “What are some events that various mediums illuminated for the public?”• Encourage students to use their Gathering Evidence note-catchers as a reference, and allow them to turn and talk before responding. Cold call on student pairs for a response. Listen for examples such as: “Photographs illuminated the violence against the reporter outside the high school,” “Television illuminated the sights and sounds of protests outside the high school,” etc.• Draw students’ attention to the second part of the question in the essay prompt. Ask:<ul style="list-style-type: none">* “What events on your note-catcher might you consider to have been an incomplete or partial picture of what happened? What events could have been an inaccurate or misleading picture of what happened?”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Again, provide students time to review their note-catchers and talk about what they find with their partner. Cold call on student pairs for a response, listening for students to mention something like: “The televised event of President Eisenhower and Governor Faubus only showed a partial moment in their meeting and this was misleading because it made it appear that they had reached an agreement when they had not.”• Remind students that this essay prompt has two parts: the first part asks them to tell about how various mediums illuminated or revealed the story of the Little Rock Nine and the second part asks them to tell about how various mediums either gave an incomplete or inaccurate picture of events surrounding the Little Rock Nine. They have been gathering evidence related to this question on their Gathering Evidence note-catcher.	
Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket (2 minutes)</p> <ul style="list-style-type: none">• Distribute the exit ticket. Give students a couple of minutes to complete the exit ticket and then collect them.• Distribute <i>A Mighty Long Way</i> structured notes, Chapter 15, pages 239–254.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 15 in <i>A Mighty Long Way</i> and complete the structured notes. <p><i>Note: Review exit tickets to ensure that students understand what they will need to do in order to write this informational essay. Address any misconceptions in the next lesson.</i></p>	<ul style="list-style-type: none">• Provide struggling learners with the supported structured notes for additional scaffolding as they read the memoir.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 14

Supporting Materials



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Exit Ticket

Name:

Date:

Directions: Read the essay prompt and answer the question.

Essay Prompt: In the events surrounding the Little Rock Nine and the struggle to integrate Central High, various mediums played a newly powerful role. In what ways did these mediums serve to illuminate events for a national audience, and in what ways did they give an incomplete or even inaccurate picture of events?

1. What will you need to do in order to answer the prompt well in your essay?



A Mighty Long Way Structured Notes, Chapter 15, Pages 239–254

Name:

Date:

What is the gist of what you read?

Why is this chapter titled “Finding My Voice”?



A Mighty Long Way Supported Structured Notes, Chapter 15, Pages 239–254

Name:

Date:

Summary of Chapter 15, pages 239–254:

As years pass from the beginning of Carlotta's journey at Central High, the event and the Little Rock Nine begin to gain more recognition for their importance in the civil rights movement. In 1981, a movie is made about the black students at Central. Carlotta still can't face what happened but watches the movie with her family and tells her children for the first time. Although she kept in touch with some of the other Little Rock Nine, she was able to keep the events distant and not get emotional. She hasn't been back to Little Rock since attending college, but returns for a 30-year commemoration event. There, she makes a lasting connection with the other students. She begins to be asked to do speaking engagements and, although reluctant at first, begins to find that she needs to tell her story. She begins experiencing flashbacks and being moved to tears. The 40th anniversary of the Little Rock Nine is held at Central High and she returns with the other black students. They meet beforehand and decide to form the Little Rock Nine Foundation, so money raised in their name can be used for their legacy and not go into other people's pockets. President Clinton holds the door to the school open for the Nine. Carlotta speaks at Daisy Bates' funeral, "confident in the voice emerging from within" (page 254).

Why is this chapter titled "Finding My Voice"?



A Mighty Long Way Structured Notes Teacher's Guide, Chapter 15, Pages 239–254
(For Teacher Reference)

Summary of Chapter 15, pages 239–254:

As years pass from the beginning of Carlotta's journey at Central High, the event and the Little Rock Nine begin to gain more recognition for their importance in the civil rights movement. In 1981, a movie is made about the black students at Central. Carlotta still can't face what happened but watches the movie with her family and tells her children for the first time. Although she kept in touch with some of the other Little Rock Nine, she was able to keep the events distant and not get emotional. She hasn't been back to Little Rock since attending college, but returns for a 30-year commemoration event. There, she makes a lasting connection with the other students. She begins to be asked to do speaking engagements and, although reluctant at first, begins to find that she needs to tell her story. She begins experiencing flashbacks and being moved to tears. The 40th anniversary of the Little Rock Nine is held at Central High and she returns with the other black students. They meet beforehand and decide to form the Little Rock Nine Foundation, so money raised in their name can be used for their legacy and not go into other people's pockets. President Clinton holds the door to the school open for the Nine. Carlotta speaks at Daisy Bates' funeral, "confident in the voice emerging from within" (page 254).

Why is this chapter titled "Finding My Voice"?

This chapter documents the healing that Carlotta is finally able to begin. The story becoming public through film and a book forces Carlotta to begin sharing her story with her family and friends, many of whom did not know about her past role in the civil rights movement. She also realizes that in the publications of the story, her perspective was not necessarily portrayed because she turned down the opportunity to be interviewed by the writer. Although reluctant, she begins doing speaking engagements and also finds that she has something important to share even though it brings up emotions she didn't want to feel and face. Finally, she actually becomes the spokeswoman for the Little Rock Nine and works to find ongoing purpose in the events at Central High. She finds her voice and uses it.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 15

Informational Essay Planning: Analyzing and Selecting Evidence



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can use evidence from informational texts to support analysis, reflection, and research. (W.8.9) I can analyze the development of a theme or a central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can explain the end of unit assessment essay prompt.I can explain ways that various mediums shaped the story of the Little Rock Nine.	<ul style="list-style-type: none"><i>A Mighty Long Way</i> structured notes, Chapter 15, pages 239–254 (from homework)Gathering Evidence note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Homework Focus Question (2 minutes)Reviewing Learning Targets (1 minute)Work Time<ol style="list-style-type: none">Analyzing Evidence: Coding and Selecting the Strongest Evidence (35 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket (5 minutes)Previewing Homework (2 minutes)Homework:<ol style="list-style-type: none">Select the strongest evidence to use in your essay.	<ul style="list-style-type: none">In this lesson, students continue to address the question of how the use of various types of mediums contributed to shaping the story of the Little Rock Nine. They analyze the evidence they have collected on their Gathering Evidence note-catchers and select the strongest evidence to include in their essays.To help students select the strongest evidence to answer this essay prompt, create a Characteristics of Strong Evidence anchor chart: a T-chart with the left side titled, “Illuminated Events” and the right side titled, “Inaccurate or Incomplete Events.”In advance:<ul style="list-style-type: none">Prepare Characteristics of Strong Evidence anchor chart (as described above).Review Written Conversation protocol (see Appendix).Post: Learning targets.

Lesson Vocabulary	Materials
	<ul style="list-style-type: none">End of Unit 2 Assessment: Informational Essay Prompt (from Lesson 7; one per student and one to display)Document cameraGathering Evidence note-catcher (begun in Lesson 7; one to display)Two different colored pencils (one pair per student)Gathering Evidence Note-catcher Teacher’s Guide (from Lesson 7)Characteristics of Strong Evidence anchor chart (new; teacher created; see Teaching Notes)Exit ticket (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Homework Focus Question (2 minutes)</p> <ul style="list-style-type: none">• Have students join their Washington, D.C. discussion partners and share their responses to the focus question from <i>A Mighty Long Way</i> structured notes, Chapter 15, pages 239–254 from homework.• Cold call on student pairs to respond, listen for students to say something like:<ul style="list-style-type: none">– “This chapter documents the healing that Carlotta was finally able to begin.”– “The story becoming public through film and a book forces Carlotta to begin sharing her story with her family and friends, many of whom did not even know about her past role in the civil rights movement.”– “She also realizes that in the publications of the story, her perspective was not necessarily portrayed because she turned down the opportunity to be interviewed by the writer.”– “Although reluctant, she begins doing speaking engagements and also finds that she has something important to share even though it brings up emotions she didn’t want to feel and face.”– “Finally, she actually becomes the spokeswoman for the Little Rock Nine and works to find ongoing purpose in the events at Central High. She finds her voice and uses it.”	
<p>B. Reviewing Learning Targets (1 minute)</p> <ul style="list-style-type: none">• Read today’s learning targets aloud as students follow along silently:<ul style="list-style-type: none">* “I can explain the end of unit assessment essay prompt.”* “I can explain ways that various mediums shaped the story of the Little Rock Nine.”• Explain that today students will sort through all of the textual evidence they’ve gathered for writing their informational essays.	



Work Time	Meeting Students' Needs
<p>A. Analyzing Evidence: Coding and Selecting the Strongest Evidence (35 minutes)</p> <ul style="list-style-type: none">• Distribute and display the End of Unit 2 Assessment: Informational Essay Prompt (from Lesson 7) using the document camera. Read the prompt aloud while students follow along silently. Ask students to recall what they need to do to write the informational essay.• Cold call on students and listen for:<ul style="list-style-type: none">– “I need to have evidence of how various uses of mediums illuminated events in the Little Rock Nine story.”– “I need to have evidence of how various mediums provided an incomplete or inaccurate pictures of the events in the Little Rock Nine story.”– “I need to use the strongest evidence from the text.”• Clarify as needed.• Have students take out the Gathering Evidence note-catchers they began in Lesson 7. Display a copy on the document camera.• Explain to students that they will use their Gathering Evidence note-catcher and sift through their notes to see which evidence they would like to use in their essay.• Distribute two different colored pencils to each student. Draw students’ attention to the two questions in the Explanation of Evidence column on the note-catcher. They should circle the question, “How did it illuminate events?” in one color and “How did it give an incomplete or inaccurate picture of events?” with the other color.• Explain to students that they are going to color code the evidence throughout their note-catchers to match the two questions. They should circle or underline the strongest evidence that <i>illuminates</i> events with the corresponding color, and do likewise for the strongest evidence that paints an <i>incomplete or inaccurate picture</i> of events.• Display the Gathering Evidence Note-catcher Teacher’s Guide, and model this process using the first few pieces of evidence on the displayed note-catcher.• Invite students to work with their Washington, D.C. partners to code their note-catchers.<ul style="list-style-type: none">* Once students have coded the evidence, they will need to decide which pieces of evidence are the strongest. Ask:* “What would make a strong piece of evidence for mediums that illuminated events in this essay?”	<ul style="list-style-type: none">• When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite students to turn and talk and cold call on student pairs to respond.• Capture students' answers on the Characteristics of Strong Evidence anchor chart (see Teaching Notes). Listen for students to identify an example of when a medium captured the story completely and in the right way, or an example of when a medium accurately showed or informed the public what was really going on. Ask:<ul style="list-style-type: none">* "What would make a strong piece of evidence for mediums that gave an inaccurate or incomplete picture of events?"• Invite students to turn and talk and cold call on student pairs to add to the anchor chart. Listen for students to identify an example that clearly shows that the medium missed part of the story or left out part of the story so that the public was left with an incomplete or wrong story in their minds.• When students have finished, ask them to reevaluate the strongest evidence they have selected, and then to talk with their partners about which evidence they think provides the strongest evidence to answer the essay prompt and why.	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Distribute the exit ticket. Have each student pick one of the strongest pieces of evidence they selected for illuminating events and one of the strongest pieces of evidence they selected for an inaccurate or incomplete picture of events, and answer the questions on the exit ticket.• Collect the exit ticket so that you may review student responses and address any concerns in the next lesson.	
<p>B. Previewing Homework (2 minutes)</p> <ul style="list-style-type: none">• Tell students that for homework they will look back at their color-coded Gathering Evidence note-catchers and choose at least four strong pieces of evidence to use in their essays (two about how various mediums illuminated events and two about how various mediums may have provided inaccurate or incomplete information).• Tell students that they will begin planning their essays in the next class, so it will be important that they have chosen the strongest evidence to include.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Select the strongest evidence to use in your essay. <p><i>Note: Use the responses from the exit ticket to determine if more time is needed for selecting the strongest evidence and adjust plans accordingly.</i></p>	



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 15

Supporting Materials



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Exit Ticket

Name:

Date:

1. Pick one of the strongest pieces of evidence you selected for illuminating events, and answer the following questions:

What was captured about the event?

How did the medium illuminate the story of the Little Rock Nine for the public?

Why is this a strong piece of evidence?



Exit Ticket

2. Select one of the strongest pieces of evidence you selected for an inaccurate or incomplete picture of events, and answer the following questions:

What was captured about the event? What was missed?

How did the medium provide an inaccurate or incomplete part of the story of the Little Rock Nine for the public?

Why is this a strong piece of evidence?



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 16

Informational Essay Planning: Essay Rubric and Essay Planner



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Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
I can write informative/explanatory text that conveys ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can identify strategies and resources to help me spell correctly on my informational essay.• I can plan an informational essay using relevant details from texts that are carefully selected and organized.	<ul style="list-style-type: none">• Gathering Evidence note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer and Reviewing Learning Targets (7 minutes)2. Work Time<ol style="list-style-type: none">A. Reviewing the Essay Rubric (15 minutes)B. Language Mini-lesson: Active and Passive Voice (5 minutes)C. Planning the Essay (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Previewing Homework (3 minutes)4. Homework<ol style="list-style-type: none">A. Finish your Informational Essay Planner.	<ul style="list-style-type: none">• In this lesson, students prepare to write their end of unit assessment essay. Students are building on the writing skills they have developed in the first two modules; therefore, they are expected to do more of this work with less scaffolding. A sample Informational Essay Planner is provided in the supporting materials of this lesson.• While this lesson provides organizational supports, such as the essay planner and a Quote Sandwich, which will be useful for many students, there is more than one way to organize this essay. Consider and encourage other organizational structures for the essay as long as the end result is an essay that answers the prompt and meets the expectations outlined by the NYS Expository Writing Evaluation Rubric.• Correct spelling is an expectation at the eighth-grade level and has been expected throughout the preceding modules. In this module, students are given strategies and resources for accurate spelling as they write their informational essay.• Students review the NYS Expository Writing Evaluation Rubric to understand the expectations of the essay. However, since students analyzed this rubric in more depth in Module 1, the review focuses only on the “3” column, which reflects the expectations that students should meet in their writing. The “4” column is left in to encourage students to set higher goals for themselves.• In advance:<ul style="list-style-type: none">– Decide which Discussion Appointments students will use in this lesson.– Cut out Rubric Criteria strips.• Post: Learning targets.



Lesson Vocabulary	Materials
none	<ul style="list-style-type: none">• Informational essay prompt and New York State Grades 6–8 Expository Writing Evaluation Rubric (one per student)• Gathering Evidence note-catcher (begun in Lesson 7)• Rubric Criteria strips (one strip per pair)• Sample Rubric Criteria strips (for teacher reference and display)• Document camera• Informational Essay Planner (one per student)• Sample Informational Essay Planner (for teacher reference)• Quote Sandwich (one per student and one to display)• Quote Sandwich examples (one for display)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Reviewing Learning Targets (7 minutes)</p> <ul style="list-style-type: none">• As students enter, distribute the informational essay prompt and New York State Grades 6–8 Expository Writing Evaluation Rubric. Invite students to sit with one of their Discussion Appointment partners.. Be sure that they have their Gathering Evidence note-catchers and ask students to reread the essay prompt as they get settled. Invite students to share one piece of evidence they selected from their Gathering Evidence note-catchers and explain why they chose it.• Cold call one to two pairs to share their responses. Although responses will vary, listen for students to say something like: “I selected this quote from <i>A Mighty Long Way</i>: ‘News of the mob at Central High had been broadcast on the radio, a lot of it was wrong about students being beaten and an uncontrollable mob’ (page 90). I think it’s the best evidence because perhaps unknowingly, the media provided an inaccurate story of what really happened and this bred fear and influenced the integration attempts at Central High in the first days.”• Direct students’ attention to the posted learning targets. Read the learning targets aloud:<ul style="list-style-type: none">* “I can identify strategies and resources to help me spell correctly on my informational essay.”* “I can plan an informational essay using relevant details from texts that are carefully selected and organized.”• Ask students to turn and talk to a partner about which of the two learning targets they feel most comfortable with right now.• Ask students to show you which they are most comfortable with by putting that many fingers in the air; for instance, if they are most comfortable with the first one, put one finger in the air.• Ask students to keep the learning target that they feel <i>least</i> comfortable with in mind during class today and encourage them to try to make progress with their comfort level on that learning target before they leave class today. To do that, they need to do their best thinking and ask questions.	



Work Time	Meeting Students' Needs
<p>A. Reviewing the Essay Rubric (15 minutes)</p> <ul style="list-style-type: none">Remind students that in Module 1, their essays were assessed using the New York State Expository Writing Evaluation Rubric and that same rubric will be used again this time. Emphasize the importance of students knowing what criteria will be used to assess their work.Direct students' attention to the full rubric included on the Informational Essay Prompt and New York State Grades 6–8 Expository Writing Evaluation Rubric that you distributed at the start of the lesson. Point out the headings of the rows on the left side and read them aloud:<ul style="list-style-type: none">Content and AnalysisCommand of EvidenceCoherence, Organization, and StyleControl of ConventionsRemind students that these are the different aspects of writing that they are assessed on. Now, point to the “3” column. Explain that this column shows them what is generally expected of them in their writing.Distribute one of the Rubric Criteria strips to each pair of students. Point out that at the top of the strip is one heading of one row on the rubric and that the criterion on that strip is from the “3” column on the rubric. Then, point out that there is a prompt for students to finish: “This means that in my informational essay, I need to ...”Explain that students need to write, in their own words, what the criterion will look like in their essay writing. Model this by displaying Strip 7 from the Sample Rubric Criteria strips (for teacher reference) with the document camera. Do a think-aloud. First read the criterion from the Content and Analysis row:<ul style="list-style-type: none">* “Demonstrate grade-appropriate analysis of the text(s)”Model how to finish the prompt and write in the space provided: “This means that in my informational essay, I need to ... use the texts we have read to accurately explain how television, newspapers, and other press influenced the story of the Little Rock Nine by illuminating or making clear events and sometimes providing an incomplete or inaccurate picture of events. I also need to explain how this affected people’s perceptions.” Refer to the Sample Rubric Criteria strips (for teacher reference) for guidance.	<ul style="list-style-type: none">Consider pulling a small group of students who struggle with writing during this time and reading through the model body paragraph with the annotated active and passive voice in the Sample Informational Essay Planner (for teacher reference; see supporting materials).



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Point out that on students' copies of the informational essay prompt and rubric, they can take notes about writing their essays. Have students take notes based on your modeling in the Content and Analysis row.• Invite students to turn their attention to their own Rubric Criteria strip and work with their partners to describe what that will look like in their essays.• Then, ask pairs who had Strip 1 to raise their hands. Cold call one pair to share what they wrote and encourage students to write it down on their copy of the informational essay prompt and rubric in the space provided.• Continue this until all six strips have been shared and students have taken notes. Refer to the Sample Rubric Criteria strips for possible answers.	



Work Time (continued)	Meeting Students' Needs
<p>B. Language Mini Lesson (5 minutes)</p> <ul style="list-style-type: none">• Let students know that they need to use both the active and passive voice in their essays.• Write these two sentences on the board:<ul style="list-style-type: none">– Carlotta was bullied by some students.– Some students bullied Carlotta.• Read each sentence aloud, asking students to follow along.• Ask students to look at the first sentence and think about who is emphasized more in it: Carlotta or the students. Invite students to give a thumbs-up when they have an answer. Call on one to share thoughts. Listen for: “In the first sentence, Carlotta is emphasized more because she is mentioned first.”• Reread the second sentence: “Some students bullied Carlotta.”• Once again, ask students to think about who is emphasized in that sentence and give a thumbs-up when they know. Call on a student to share. Listen for: “In the second sentence, the students are emphasized more because they are mentioned first.”• Now ask students to turn and talk to their partner to identify which sentence is written in active voice and which is written in passive voice. After about 1 minute, cold call a pair. Listen for: “The first sentence is in the passive voice and the second sentence is in the active voice.”• Remind students to keep the active and passive voice in mind; they will need to use those intentionally when they draft their essay in the next lesson. While most of their essay will be in the active voice, at times they may use the passive when the “acted upon” is the more important in that particular sentence.	
<p>C. Planning the Essay (15 minutes)</p> <ul style="list-style-type: none">• Distribute the Informational Essay Planner. Point out its similarity to the essay planner they used in Module 2 to write their argument essays.• Point out that a major difference between the essay planner in Module 2 and this Informational Essay Planner is that authors don’t need to take a position or address a counterclaim in informational writing, but they still need to have a focus statement or topic.• Distribute the Quote Sandwich and display it on the document camera. Read it aloud and invite students to follow along silently. Point out that this should look familiar since they used it in Module 2.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain that all three parts of the Quote Sandwich are very important for the reader to understand the information they include in their essays and how it develops their ideas. Explain that they may use this Quote Sandwich as a reference.• Display the Quote Sandwich examples.• Have students refer to their Quote Sandwiches to identify how each of the examples follows the guide. Move through each of the examples one at a time, noting each of the three parts of the Quote Sandwich. Note that the Quote Sandwich format is meant to help students add the evidence from the texts they read, and this evidence may be quoted or paraphrased. The Quote Sandwich works well for both paraphrasing and quoting.• Ask students to look at their Gathering Evidence note-catchers and instruct them to use them to fill out their essay planners.• Students may decide to also use details they did not put on their Gathering Evidence note-catcher, which is fine as long as it's still relevant to the essay prompt. Remind them of the resources they have for evidence and quotes, such as their structured notes that they have been completing throughout Units 1 and 2 for <i>A Mighty Long Way</i> and <i>Little Rock Girl 1957</i>.• Let students know that correct spelling will be an important part of this essay. Ask:<ul style="list-style-type: none">* "What strategies can you use to make sure you are spelling words correctly?"• Cold call several students and listen for them to say: "You can use a dictionary," "You can use spell check," "You can read the word out loud to yourself," and "You can make sure it's the right form of the word, like 'there,' 'their,' and 'they're.'"• Remind students that it is important to be careful about spelling as they plan their essays, especially words that may not be as familiar to them, such as names, places, and domain-specific words.• Invite students to work on their essay planners independently. As students work, circulate to listen in and support as needed. Push students to be clear and explicit in their plan. Invite students to use a dictionary or spell check as they begin to plan their essay.	<ul style="list-style-type: none">• Consider meeting with students who struggle to have them talk through their essay plan with you. Clarify and support their plan as needed.



Closing and Assessment	Meeting Students' Needs
<p>A. Previewing Homework (3 minutes)</p> <ul style="list-style-type: none">• Tell students that their homework is to finish their Informational Essay Planner. Remind them that they have used a similar planner in previous modules so the format should look familiar to them.• In the next lesson, they will draft their essays, so it's important they do their very best on the planner. Remind students to take home the resources they may need to finish the planner, especially their Gathering Evidence note-catchers.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish your Informational Essay Planner.	



EXPEDITIONARY
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Grade 8: Module 3B: Unit 2: Lesson 16

Supporting Materials



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Informational Essay Prompt and New York State
Grades 6–8 Expository Writing Evaluation Rubric

Name: _____

Date: _____

Prompt: In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the press played a newly powerful role. In what ways did it serve to illuminate events for a national audience, and in what ways did it give an incomplete or even inaccurate picture of events?

New York State Grade 6–8 Expository Writing Evaluation Rubric

Criteria	SCORE		
	4 Essays at this level:	3 Essays at this level:	This means that in my informational essay, I need to ...
CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	<ul style="list-style-type: none"> —clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s) 	<ul style="list-style-type: none"> — clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s) 	
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	<ul style="list-style-type: none"> —develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence 	<ul style="list-style-type: none"> —develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety 	



Informational Essay Prompt and New York State
Grades 6–8 Expository Writing Evaluation Rubric

New York State Grade 6–8 Expository Writing Evaluation Rubric			
Criteria	SCORE		
	4 Essays at this level:	3 Essays at this level:	This means that in my informational essay, I need to ...
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	<p>—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</p> <p>—establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice</p> <p>—provide a concluding statement or section that is compelling and follows clearly from the topic and information presented</p>	<p>—exhibit clear organization, with the use of appropriate transitions to create a unified whole</p> <p>—establish and maintain a formal style using precise language and domain-specific vocabulary</p> <p>—provide a concluding statement or section that follows from the topic and information presented</p>	
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	<p>—demonstrate grade-appropriate command of conventions, with few errors</p>	<p>—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</p>	



Rubric Criteria Strips

From “3” Column of the NYS Expository Writing Evaluation Rubric

1. Content and Analysis:

“clearly introduce a topic in a manner that follows from the task and purpose”

This means that in my informational essay, I need to ...



2. Command of Evidence:

“develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)”

This means that in my informational essay, I need to ...



3. Coherence, Organization and Style:

“exhibit clear organization, with the use of appropriate transitions to create a unified whole”

This means that in my informational essay, I need to ...





Rubric Criteria Strips

From “3” Column of the NYS Expository Writing Evaluation Rubric

4. Coherence, Organization, and Style:

“establish and maintain a formal style using precise language and domain-specific vocabulary”

This means that in my informational essay, I need to ...



5. Coherence, Organization, and Style:

“provide a concluding statement or section that follows from the topic and information presented”

This means that in my informational essay, I need to ...



6. Control of Conventions:

“demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension”

This means that in my informational essay, I need to ...



Rubric Criteria Strips

From “3” Column of the NYS Expository Writing Evaluation Rubric

7. Content and Analysis:
“demonstrate grade-appropriate analysis of the text(s)”

This means that in my informational essay, I need to ...



8. Command of Evidence:
“sustain the use of relevant evidence, with some lack of variety”

This means that in my informational essay, I need to ...



Sample Rubric Criteria Strips

From “3” Column of the NYS Expository Writing Evaluation Rubric
(For Teacher Reference)

1) Content and Analysis:

“clearly introduce a topic in a manner that follows from the task and purpose”

This means that in my informational essay, I need to ... *include an introduction that gives background information about the integration of Central High by the Little Rock Nine and some background on mediums. Then I should mention how various mediums illuminated or presented incomplete or inaccurate information on this event. I might also need to write about the new role of television. I also need a focus statement that clearly answers the focus question or prompt.*



2) Command of Evidence:

“develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)”

This means that in my informational essay, I need to ... *use details and quotes from A Mighty Long Way, Little Rock Girl 1957, and the primary sources we read to show how various mediums illuminated or presented incomplete or inaccurate information and what the results of that were.*



3) Coherence, Organization, and Style:

“exhibit clear organization, with the use of appropriate transitions to create a unified whole”

This means that in my informational essay, I need to ... *use transitions to connect my ideas together and make sure that the organization of the essay overall is logical.*



Sample Rubric Criteria Strips

From “3” Column of the NYS Expository Writing Evaluation Rubric
(For Teacher Reference)

4) Coherence, Organization, and Style:

“establish and maintain a formal style using precise language and domain-specific vocabulary”

This means that in my informational essay, I need to ... *use words that are domain-specific (like “integration”) and write in a way that sounds like an essay, not a story.*



5) Coherence, Organization, and Style:

“provide a concluding statement or section that follows from the topic and information presented”

This means that in my informational essay, I need to ... *write a conclusion that summarizes the main ideas in my essay.*



6) Control of Conventions:

“demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension”

This means that in my informational essay, I need to ... *make sure I use correct spelling and grammar so my reader can understand my essay. I also need to use both the active and passive voice.*



Sample Rubric Criteria Strips

From “3” Column of the NYS Expository Writing Evaluation Rubric
(For Teacher Reference)

7) Rubric Criteria Strip for Modeling

“demonstrate grade-appropriate analysis of the text(s)”

This means that in my informational essay, I need to analyze the books *A Mighty Long Way* and *Little Rock Girl 1957* for the ways various mediums got the story of the Little Rock Nine right or presented an inaccurate or incomplete story of the Little Rock Nine.

8) Command of Evidence:

“sustain the use of relevant evidence, with some lack of variety”

This means that in my informational essay, I need to use a variety of ways in presenting evidence related to the topic. I can quote, retell, or paraphrase the evidence I select and include in the essay.



Informational Essay Planner

Name: _____

Date: _____

Focusing Question: In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the press played a newly powerful role. In what ways did it serve to illuminate events for a national audience, and in what ways did it give an incomplete or even inaccurate picture of events?

Reminders:

- * As you plan your essay, be intentional about writing sentences in the active or passive voice.
- * Make sure that your spelling is correct, especially of names, places, and other domain-specific vocabulary.

I. Introduction	
A. Hook to capture the reader's interest and attention	
B. Give brief background information to the reader about the texts (historical context, the Little Rock Nine, the role of various mediums, etc.)	
C. Topic or focus statement	



Informational Essay Planner

II. Body Paragraph 1	
A. Topic sentence	
B. Evidence 1	
C. Evidence 2	
D. Concluding sentence	



Informational Essay Planner

III. Body Paragraph 2	
A. Topic sentence	
B. Evidence 1	
C. Evidence 2	
D. Concluding sentence	



Informational Essay Planner

V. Conclusion	
A. Restate focus statement	
B. Summarize reasons	
C. What does this show us about the power and responsibility of the various mediums?	



Sample Informational Essay Planner
(For Teacher Reference)

Focusing Question: In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the press played a newly powerful role. In what ways did it serve to illuminate events for a national audience, and in what ways did it give an incomplete or even inaccurate picture of events?

Reminders:

- * As you plan your essay, be intentional about writing sentences in the active or passive voice.
- * Make sure that your spelling is correct, especially of names, places, and other domain-specific vocabulary.

I. Introduction	
A. Hook to capture the reader's interest and attention	In 1957, the integration of the Little Rock Nine students into Central High School was one of the most widely covered news events of the time period.
B. Give brief background information to the reader about the texts (historical context, the Little Rock Nine, the role of various mediums, etc.)	The historic desegregation of Central High School was a direct result of the Supreme Court ruling in the <i>Brown v. Board of Education</i> case. The effort to integrate the high school caused tensions and emotions to run high in Little Rock. The coverage by various mediums shaped the way the public, including other Americans and the international community, perceived or viewed the event. In the 1950s, the modern medium of television was in a new and powerful position. Newspapers, photographs, and other mediums still played an influential and important role since they were widely accessed.
C. Topic or focus statement	Together, these various mediums served to illuminate the important events surrounding the Little Rock Nine, as well as, at times, provide an inaccurate or incomplete picture of events.



Sample Informational Essay Planner
(For Teacher Reference)

II. Body Paragraph 1		
A. Topic sentence	In some ways, the media illuminated the story of the events that were occurring in the integration of Central High School.	
B. Evidence 1	Will Counts' photograph of Hazel Bryan heckling Elizabeth Eckerd is an example of the power of a well-timed photograph to tell a story.	<i>Active</i>
	This snapshot revealed the hateful atmosphere surrounding the outside of the school as black students tried to integrate.	<i>Passive</i>
	It illuminated the anonymous and faceless victims of racism and their story, and caused the public to empathize with them.	<i>Active</i>
C. Evidence 2	Wilson was a civil rights journalist and photographer who was covering the story of the Little Rock Nine.	<i>Active</i>
	The angry crowd turned on him and began to kick and beat him.	<i>Active</i>
	All of this was captured by the new medium of television.	<i>Passive</i>
	As a result, this coverage, which Carlotta saw, caused her to feel a kinship with Wilson.	<i>Active</i>



Sample Informational Essay Planner
(For Teacher Reference)

II. Body Paragraph 1		
C. Evidence 2	In this case, television coverage allowed the public to see the racist violence and high degree of tension surrounding Central High School as the Little Rock Nine made attempts to integrate the school, and it “motivated people to get involved” (<i>Little Rock Girl 1957</i>, page 45).	<i>Active</i>

II. Body Paragraph 1	
E. Concluding sentence	The mediums of photographs and television at times illuminated the events of 1957 and caused some people to react by feeling empathy for the victims of racism. The medium of photography proved its influence as it tapped into the emotions of people around the world. These powerful photographs both illuminated the events and shaped the public’s perception of what was happening in Little Rock by causing the public to mostly react empathetically to the events.



Sample Informational Essay Planner
(For Teacher Reference)

III. Body Paragraph 2	
A. Topic sentence	On the other hand, the use of television sometimes made it possible to give people an incomplete or inaccurate understanding of events, which could cause the public’s understanding about the events to be inaccurate.
B. Evidence 1	For example, in the television footage capturing the end of the meeting between President Eisenhower and Arkansas Governor Faubus on July 14, located at the president’s summer home in Rhode Island, the two men were shown exiting a room smiling and shaking hands. As a result, Carlotta viewed this incomplete video, which created the perception that Eisenhower and Faubus had resolved their differences. She had the immediate feeling that everything was all worked out, when in reality this was an inaccurate understanding of the event; no agreement had actually been reached (<i>A Mighty Long Way</i>, page 78).
C. Evidence 2	Another example, was when the <i>Gazette</i> wrote an article about daily life at the school. The article provided an incomplete or inaccurate story of events at the school by portraying the events in a much milder way than they actually were. When Carlotta read the article, she recognized it as being far from the truth. “Much of it was based on rumors and factual inaccuracies ...” (<i>A Mighty Long Way</i>, page 107). This means that the article provided an incomplete and inaccurate picture of what Carlotta and the others were experiencing. The article summed up its report by stating that Central High was, “not entirely calm, by any means, but not in turmoil either” (<i>A Might Long Way</i>, 108). But to Carlotta, it was a tumultuous time. The article did not capture bullying and harassment that she and the others went through each and every day in the hallways of Little Rock Central High School.

III. Body Paragraph 2	
E. Concluding sentence	When television coverage and newspaper articles presented an incomplete or inaccurate picture of events, it left the public with a picture of events that could have led to false or misleading conclusions.



Sample Informational Essay Planner
(For Teacher Reference)

V. Conclusion	
A. Restate focus statement	The power of various mediums in shaping the story of events such as the Little Rock Nine and desegregation of schools in the 1950s is undeniable. The new medium of television caused the public to react to what they saw.
B. Summarize reasons	Television's new influence and the power of the printed newspaper and photographs all illuminated important events and also, at times, showed an incomplete or inaccurate story of the events.
C. What does this show us about the power and responsibility of the various mediums?	The fact that these mediums had so much power to influence public reaction back in 1957 is a good reminder of how very much more influence they have today, and how careful the public needs to be when learning from them.



Quote Sandwich

A sandwich is made up of three parts—the bread on top, the filling in the middle, and the bread on the bottom. A “quote sandwich” is similar; it is how you incorporate quotes from texts into an essay. First, you introduce a quote by telling your reader where it came from. Then, you include the quote. Lastly, you explain how the quote supports your idea.

Introduce the quote.

This includes the “who” and “when” of the quote.

Sample sentence starters for introducing a quote:

In Chapter _____, _____.

When Carlotta is _____, she _____.

After _____, Carlotta _____.

Include the quote.

Make sure to punctuate the quotes correctly using quotation marks. Remember to cite the page number in parentheses after the quote.

Analyze the quote.

This is where you explain how the quote supports your idea.

Sample sentence starters for quote analysis:

This means that _____.

This shows that _____.

This demonstrates that _____.



Quote Sandwich Examples

1. Wilson was a civil rights journalist and photographer who covered the story of the Little Rock Nine. The angry crowd turned on him and began to kick and beat him. All of this was captured by the new medium of television. As a result, this coverage, which Carlotta saw, caused her to feel a kinship with Wilson (pg. 85).
2. For example, in order to reach an agreement in the controversy surrounding the integration of Little Rock Central High, President Eisenhower and Governor Faubus met on June 14 at the president's summer home. The television footage capturing the end of the meeting between the two men showed them exiting a room smiling and shaking hands. As a result, Carlotta viewed this incomplete video, which created the perception that Eisenhower and Faubus had resolved their differences. (pg. 78).
3. When Carlotta read the article, she recognized it as being far from the truth. "Much of it was based on rumors and factual inaccuracies..." (pg. 107). This means that the article provided an incomplete and inaccurate picture of what Carlotta and the others were experiencing.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 17

End of Unit 2 Assessment, Part 1: Best First Draft of an Informational Essay



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
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 intentionally use verbs in active and passive voice and in the conditional and subjunctive mood. (L.8.3)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can write an informational essay using relevant details from texts that are carefully selected and organized.• I can intentionally use verbs in the active and passive voice in my informational essay.• I can use spelling strategies and resources on my informational essay.	<ul style="list-style-type: none">• End of Unit 2 Assessment, Part 1 (students may complete in class or finish for homework)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit 2 Assessment, Part 1: Drafting the Essay (40 minutes)3. Closing and Assessment<ol style="list-style-type: none">B. Debrief Essay Writing (2 minutes)4. Homework<ol style="list-style-type: none">A. Finish your informational essay draft.	<ul style="list-style-type: none">• In this lesson, students write the first draft of their end of unit assessment essay. Students should have completed essay planners and now need time to draft their essays.• This is the first essay in which students are asked not only to think about their writing, but also how they use language, specifically using active and passive voice and choosing words intentionally.• Consider posting a list of the various essay writing resources from past lessons that may help them write their essays. The list includes:<ul style="list-style-type: none">– Active and Passive Sentences handout (from Lesson 6)– Gathering Evidence note-catcher (from Lesson 7)– Informational Essay Planner (from Lesson 16)– Structured notes (ongoing throughout Units 1 and 2)– <i>A Mighty Long Way</i>– <i>Little Rock Girl 1957</i>• This lesson is written assuming that students will use computers to draft the essays, making later revisions easier.• Consider the setup of your classroom if you are using laptops; since students can distract themselves on computers, think about positioning the desks so that it is easy to scan the screens throughout the lesson.• If your students are not familiar with expectations about computer use in the classroom, explain them in Work Time A.• Be prepared to instruct students as to how you want them to submit their drafts: printing, saving to a server, emailing, etc.• If students do not finish by the end of class, be sure to help them save their work so that they can finish at home or after school. If necessary, students can handwrite the remainder of the essay at home.• If computers are not an option, consider giving students more time to handwrite their essays.•



Agenda	Teaching Notes
	<ul style="list-style-type: none">• Because students will produce this essay draft independently, it is used as an assessment for Content and Analysis and Command of Evidence on the NYS Expository Writing Evaluation Rubric. Return the essay drafts with feedback in Lesson 20. Be sure to give feedback on the Coherence, Style, and Organization row and the Command of Conventions row of the rubric so students can make those revisions in Lesson 20.• A sample student essay representing the best <u>final</u> version is included for teacher reference in the supporting materials. Note that students do not write their own final version until Lesson 20. Yet having a sample student response of a final polished draft may help give you a “vision of success” when giving students feedback on their drafts.• Post: Learning targets.

Lesson Vocabulary	Materials
(Encourage students to integrate vocabulary from previous lessons in their essay.)	<ul style="list-style-type: none">• Informational Essay Planner (from Lesson 16)• <i>A Mighty Long Way</i> (book; distributed in Unit 1, Lesson 1; one per student)• <i>Little Rock Girl 1957</i> (book; distributed in Lesson 3; one per student)• Essay writing resources (see Teaching Notes)• End of Unit 2 Assessment, Part 1: Best First Draft of an Informational Essay (one per student)• Computers• End of Unit 2 Assessment: Informational Essay: Sample Student Response of Best Final Draft (for teacher reference; see Teaching Notes)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">Assign computers and invite students to get out their Informational Essay Planners and their texts <i>A Mighty Long Way</i> and <i>Little Rock Girl 1957</i>.Read the learning targets:<ul style="list-style-type: none">* “I can write an informational essay using relevant details from texts that are carefully selected and organized.”* “I can intentionally use verbs in the active and passive voice in my informational essay.”* “I can use spelling strategies and resources on my informational essay.”Share with students that their two body paragraphs present two different sides of the use of various mediums to capture a story. On one side, they will be writing about how various mediums illuminate a story. On the other side, they will be writing about how various mediums may present an inaccurate or incomplete picture of events. Ask:<ul style="list-style-type: none">* “What are some words or phrases you could use to show this contrast?”Have students turn and talk to consider this question and come up with some possible answers. Cold call on student pairs to respond. Listen for such words and phrases as: “on the other hand,” “however,” “even though,” etc. Tell students that you will be looking for these transition words in their essays.Remind students that these learning targets build on the work they have been doing in the past three lessons, as well as work they did in Modules 1 and 2. Encourage students to use the various Essay writing resources from past lessons (see Teaching Notes).	



Work Time	Meeting Students' Needs
<p>A. End of Unit 2 Assessment, Part 1: Drafting the Essay (40 minutes)</p> <ul style="list-style-type: none">• Distribute the End of Unit 2 Assessment, Part 1: Best First Draft of an Informational Essay.• Assign computers.• Remind students of the following:<ol style="list-style-type: none">1. Use the ideas and evidence in your planners to write your essay drafts.2. You will have this lesson to write your drafts, and you may finish at home if you need to.3. You will have a chance to revise for conventions and style after you get your first draft back.• Emphasize the importance of saving their work often as students are typing. Let them know in what form (email, printed, saved to server, etc.) they will turn in their drafts at the beginning of the next lesson.• Remind students to use available resources to be sure they spell correctly.• As students work, circulate around the room, providing support when students raise their hands. Since this is an assessment, students should work independently.• When a few minutes remain, remind students to save their work. Tell them they will finish their drafts for homework if necessary. The essays will be collected at the beginning of the next lesson.	<ul style="list-style-type: none">• One of the goals of the scaffolding in the previous lessons is to support all students in writing their essays, including students with disabilities and ELL students. As much as possible, this draft should be done independently. However, if it is appropriate for some students to receive more support, please provide it during Work Time A.• Consider the following for increased support:<ul style="list-style-type: none">– Prompt students to look at their essay planners for their topic or focus statement and/or the evidence they gathered.– Ask questions like: “How does that evidence support your focus statement?” or “How are those ideas connected?”• Remind students of the resources available to them.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief Essay Writing (2 minutes)</p> <ul style="list-style-type: none">• Give students specific positive praise for behaviors you noticed during class. Emphasize ways in which they showed stamina as writers and point out students demonstrating strong strategies, such as actively using their resources.	<ul style="list-style-type: none">• Consider allowing students with disabilities and ELL students more time to complete their drafts.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish your informational essay draft. <p><i>Note: Lessons 18 and 19 begin the work of Unit 3 and build toward the performance task (this also allows time for you to review essays and give feedback by Lesson 20.) If you need additional time before handing the essays back in Lesson 20, consider using a day or two between Lesson 17 and Lesson 20 where you have students attend to the independent reading routine. This routine is explained more fully in the supporting document Launching Independent Reading in Grades 6–8: Sample Plan (stand-alone document on EngageNY.org). However, make sure students return to their essays relatively soon; a gap of more than a few days will make it harder for them to revise successfully.</i></p>	



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 17

Supporting Materials



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End of Unit 2 Assessment, Part 1:
Best First Draft of an Informational Essay

Name: _____

Date: _____

For the End of Unit 2 Assessment, write your best first draft of your informational essay that addresses the prompt:

“In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the press played a newly powerful role. In what ways did the press serve to illuminate events for a national audience, and in what ways did they give an incomplete or even inaccurate picture of events?”

Remember to keep today’s learning targets in mind as you write and use the resources you have available, especially your Informational Essay Planner.



End of Unit 2 Assessment: Informational Essay:
Sample Student Response of Best Final Draft
(For Teacher Reference)

Prompt: “In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the press played a newly powerful role. In what ways did the press serve to illuminate events for a national audience, and in what ways did they give an incomplete or even inaccurate picture of events?”

In 1957, the integration of the Little Rock Nine students into Central High School was one of the most widely covered news events of the time period. The historic desegregation of Central High School was a direct result of the Supreme Court ruling on the *Brown v. Board of Education* case. The effort to integrate the high school caused tensions and emotions to run high in Little Rock. The coverage by various mediums shaped the way the public, including other Americans and the international community, perceived or viewed the event. In the 1950s, the modern medium of television was in a new and powerful position. Newspapers, photographs, and other mediums still played an influential and important role since they were widely accessed. Together, these various mediums served to illuminate the important events surrounding the Little Rock Nine, as well as, at times, provide an inaccurate or incomplete picture of events.

In some ways, the media illuminated the story of the events that were occurring in the integration of Central High School. Will Counts’ photograph of Hazel Bryan heckling Elizabeth Eckerd is an example of the power of a well-timed photograph to tell the story. This snapshot revealed the hateful atmosphere surrounding the outside of the school as black students tried to integrate. It illuminated the anonymous and faceless victims of racism and their story, and caused the public to empathize with them. Another example was the televised account of the beating of the journalist Alex L. Wilson. Wilson was a civil rights journalist and photographer who covered the story of the Little Rock Nine. The angry crowd turned on him and began to kick and beat him. All of this was captured by the new medium of television. As a result, this coverage, which Carlotta saw, caused her to feel a kinship with Wilson. Television coverage allowed the public to see the racist violence and high degree of tension surrounding Central High School as the Little Rock Nine made attempts to integrate the school, and it “motivated people to get involved” (*Little Rock Girl 1957*, page 45). The mediums of photographs and television at times illuminated the events of 1957, and caused some people to react by feeling empathy for the victims of racism. The medium of photography proved its influence as it tapped into the emotions of people around the world. These powerful photographs both illuminated the events and shaped the public’s perception of what was happening in Little Rock by causing the public to mostly react empathetically to the events.



End of Unit 2 Assessment: Informational Essay:
Sample Student Response of Best Final Draft
(For Teacher Reference)

On the other hand, the use of television sometimes made it possible to give people an incomplete or inaccurate understanding of events. For example, in order to reach an agreement in the controversy surrounding the integration of Little Rock Central High, President Eisenhower and Governor Faubus met on June 14 at the president's summer home. The television footage capturing the end of the meeting between two men showed them exiting a room smiling and shaking hands. As a result, Carlotta viewed this incomplete video, which created the perception that Eisenhower and Faubus had resolved their differences. She had the immediate feeling that everything was all worked out, when in reality this was an inaccurate understanding of the event; no agreement had actually been reached (*A Mighty Long Way*, page 78). Another example was when the *Gazette* wrote an article about daily life at the school. The article provided an incomplete or inaccurate story of events at the school by portraying the events in a much milder way than they actually were. When Carlotta read the article, she recognized it as being far from the truth. "Much of it was based on rumors and factual inaccuracies ..." (*A Mighty Long Way*, page 107). This means that the article provided an incomplete and inaccurate picture of what Carlotta and the others were experiencing. The article summed up its report by stating that Central High was, "not entirely calm, by any means, but not in turmoil either." But to Carlotta, it was a tumultuous time. The article did not capture the bullying and harassment that she and the others went through each and every day in the hallways of Little Rock Central High School. When television coverage and newspaper articles presented an incomplete or inaccurate of events, it left the public with a picture of events that could have led to false or misleading conclusions.

The power of various mediums in shaping the story of events that surrounded the Little Rock Nine and desegregation of schools in the 1950s is undeniable. The television's new influence and the power of the printed newspaper and photographs all illuminated important events, but also sometimes showed an incomplete or inaccurate story of the events. The new medium of television caused the public to react to what they saw. The fact that these mediums had so much power to influence public reaction back in 1957 is a good reminder of how very much more influence they have today, and how careful the public needs to be when learning from them.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 18

Analyzing an Author's Craft: Carlotta's Journey to Justice



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

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 figurative language, word relationships, and nuances in word meanings. (L.8.5)

Supporting Learning Targets

- I can analyze a central idea in *A Mighty Long Way*.
- I can analyze nuances in word meanings as synonyms and phrases for key terms are studied.

Ongoing Assessment

- Informational essay drafts (from homework)
- Dignity Word Web



Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Writer: Turn in Informational Essay and Review Learning Targets (3 minutes) Work Time <ol style="list-style-type: none"> Carlotta's Journey: Dignity (30 minutes) Read-aloud: "Finding My Voice" (11 minutes) Closing and Assessment <ol style="list-style-type: none"> Previewing Homework (1 minute) Homework <ol style="list-style-type: none"> Read Chapter 16 and complete the structured notes. 	<ul style="list-style-type: none"> In this lesson, students analyze how Carlotta handled the racism and abuse she received as a student at Central High School. In Work Time A, students deconstruct the word "dignity" and analyze the strategies Carlotta used to maintain her dignity. These same strategies play out in different ways in Carlotta's journey—contributing to both her losing her voice and recovering it in Chapter 15. Work Time B features a teacher read-aloud to reorient students to the book, since they have spent some time away from it in the past few lessons while preparing for the informational essay the read aloud will provide a transition back into the book. Post: Learning targets.

Lesson Vocabulary	Materials
nuance, assimilated, dignity, tone, stoic	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> (book; distributed in Unit 1, Lesson 1) Dignity word web (one to display) QuickWrite #4 (one per student) <i>A Mighty Long Way</i> Structured Notes, Chapter 16, pages 255–264 (one per student) <i>A Mighty Long Way</i> Supported Structured Notes, Chapter 16, pages 255–264 (optional; for students needing extra support) <i>A Mighty Long Way</i> Structured Notes Teacher's Guide, Chapter 16, pages 255–264 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Turn in Informational Essay and Reviewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Congratulate students on completing the first drafts of their informational essays.• Collect students' informational essays.• Direct students' attention to the posted learning targets and read the first one aloud:<ul style="list-style-type: none">* "I can analyze a central idea in <i>A Mighty Long Way</i>."• Explain that now that the fight to integrate schools in Little Rock has ended and Carlotta has moved on with her adult life, students are going to study the manner in which Carlotta conducted herself throughout her ordeal and afterward into her adult life.• Cold call a student to read aloud the second learning target:<ul style="list-style-type: none">* "I can analyze nuances in word meanings as synonyms and phrases for key terms are studied."• Explain that students will list synonyms and word phrases that help them better communicate the central idea they are going to study in this lesson. If students seem unclear about the meaning of "nuance," remind them that words or even phrases sometimes have slightly different shades of meaning even when the basic meaning doesn't change.	



Work Time	Meeting Students' Needs
<p>A. Carlotta's Journey: Dignity (30 minutes)</p> <ul style="list-style-type: none"> • Invite students to take their copies of <i>A Mighty Long Way</i> and sit with their New York City discussion partners. • Explain to students that, at this time, they are going to analyze Carlotta's responses to racism, discrimination, and abuse. • Invite students to turn and talk: <ul style="list-style-type: none"> * "What treatment did Carlotta receive both in school and outside of school that was a result of the racism of the segregationists?" • Cold call students to share out. • Listen for students to list examples such as: "confronting the mob," "racial slurs and insults," "being ignored," "being spit on," "being knocked to the ground or having books knocked out of her hands," "the heel-walker," and "not being allowed to participate in extra-curricular activities at the school." • Ask students to work with their partners and use <i>A Mighty Long Way</i> to locate evidence in the text for how Carlotta dealt with racism. • Circulate as students work. If needed, direct students to pages 17, 20, 30, and 36 to find evidence of Carlotta's family's attitude. • Refocus whole group and cold call pairs to share out. • Listen for students to explain how Carlotta was taught by her family to not stoop to the level of ignorant people. She was also trained by watching how her family dealt with life in the Jim Crow South. These family members taught Carlotta to ignore racist and discriminatory behavior and keep her head held high and eyes straight ahead. She also would not give up or give in to fear and threats. • Point out that the first black students at Central High were chosen for a reason. Refer students to page 60 of the text. Read the lines out loud: "I imagine that I, as well as all the others in the room that day, had been put through a kind of Jackie Robinson test. Baseball historians say that Jackie Robinson, though clearly talented, was not the best player in the Negro Leagues. But he became the Dodgers' top choice for his historical role because he also possessed the kind of character and temperament that would enable him to withstand the racist attacks sure to come. Likewise, the black students in that room were not just the best and brightest students academically, but we were student leaders from working- and middle-class families whose backgrounds had been deemed acceptable by the school system's white leaders for the moment at hand." • Ask students to discuss with their partners: 	<ul style="list-style-type: none"> • Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning. • Consider providing hint cards with the page numbers or text excerpts for students who struggle.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> * “Based on what you have learned about the Little Rock Nine, why were their backgrounds deemed acceptable?” • Cold call pairs to provide answers. Listen for students to point out the fact that these families had <i>assimilated</i>, or been absorbed into the dominant culture, and demonstrated success in the cultural and economic reality of the United States by the middle of the 20th century. In other words, they were people who had gotten decent jobs, owned homes, and valued education. • Tell students that these people all shared another trait, <i>dignity</i>. • Display the Dignity word web. • Ask students to attempt to define the word “dignity.” Call on volunteers to provide answers, but do not write anything down at this point. • Be sure students understand that dignity means self-respect and the expectation that one will be treated like a human being who matters, whose life is important, and who has a sense of self-determination. This is a “nuanced word,” in that it has so many layers and ideas as part of it. • Invite students to find incidents from Chapter 6 in which the purpose of the taunts and abuse from segregationists is to cause loss of dignity. • Instruct students to try to describe the incidents based on their intended effect. For example, the heel-walker’s actions were meant to hurt and humiliate Carlotta. • Ask for volunteers to share responses with the class while you record on the right-hand side of the word web. Listen for: “Name calling is humiliating and degrading,” “Students would often leave school almost in tears feeling profound wretchedness,” and “Loneliness was caused by the school not even grouping black students together—they only saw one another at lunch.” • Invite students to talk with their partners to generate examples of the qualities of the dignity possessed by Carlotta. • Cold call students to share their answers while you record on the left-hand side of the Dignity word web. • Listen for students to share examples such as: “self-respect,” “sense of self-worth,” and “a sense of pride as seen by Carlotta’s ability to not take the abuse personally, though it was extremely difficult.” Help students notice that Carlotta did not cry when she was spit on and did not retaliate. She learned how to protect herself from the subtle bullying that happened daily in the hallways. When students called her names, she learned to turn it into a game in her head. She stayed on the honor roll, and she took care with her clothes and appearance. All of these actions showed Carlotta behaving with dignity, or a sense of self-worth in the face of bullying from the segregationist students. 	<ul style="list-style-type: none"> • To further support ELL students, consider providing definitions of challenging vocabulary in students’ home language. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Ask: <ul style="list-style-type: none"> * "What words and phrases might define how Carlotta might have felt as she tried to hold onto her dignity?" • Listen for: "hopeless," "humiliated," "degraded," "ashamed," "disgraced," "disrespected," "frustrated," "afraid," "fearful," etc. • Ask: <ul style="list-style-type: none"> * "Does the way Carlotta writes about these events sound frustrated, angry, or sarcastic? What <i>tone</i> does she actually use to write about the abuse?" Remind students that tone means the writer's attitude toward what he or she is writing about. • Return students' attention to page 104 in the text. Invite them to read through the end of the paragraph on page 105 with their discussion partners. • Ask: <ul style="list-style-type: none"> * "How would you describe Carlotta's tone in this passage? What techniques does she use to convey this tone?" • Assist students in understanding that Carlotta actually tells the story of her years at Central in a very objective way. Although she admits to anger and that she sometimes had a hard time not retaliating, she really focused on finding strategies to cope with or avoid harassment. For example, when she writes about a spurt of ink ruining her clothes, the next sentence reads, "I just added a change of clothes to the stuff at risk in my locker." • Redirect students' attention to the first learning target: <ul style="list-style-type: none"> * "I can analyze a central idea in <i>A Mighty Long Way</i>." • Share with students that the word "dignity" is important in understanding how Carlotta was affected by her high school years. Carlotta was affected by the attempts to strip her of dignity, and when these upsetting situations happened, Carlotta was taught to ignore racist and discriminatory behavior. Her resistance to fight back against the abuse threatened the loss of her own voice. • Ask students to turn and talk: <ul style="list-style-type: none"> * "What might it mean to lose one's voice?" • Ask for volunteers to share out. It's okay if students aren't sure at this point. Tell students that they will be analyzing the phrase "losing one's voice" in the next lesson. 	



Work Time (continued)	Meeting Students' Needs
<p>B. Read-aloud: "Finding My Voice" (11 minutes)</p> <ul style="list-style-type: none">• Ask students:<ul style="list-style-type: none">* "Why do you think it took Carlotta 50 years to face the hurt of the trials associated with the bombing of her home?"• Cold call student pairs to respond and listen for students to say that she was taught by her life and how her family coped with the Jim Crow South not to dwell on events that caused extreme emotions for her. Tell students that this quality can be called being <i>stoic</i>. When someone is stoic, he or she does not speak much about painful experiences, but is more likely to "suffer in silence." Carlotta's stoic attitude comes with an ability to push unpleasant events to the back of her mind.• Ask students to Think-Pair-Share:<ul style="list-style-type: none">* "Now that the integration of Little Rock is over for Carlotta, how does she reconcile the traumatic events that happened to her with her purpose in life?"• Cold call students to share their thinking. Don't say too much at this point in the lesson, as students will be studying this in a later lesson.• Have students turn to page 242 to follow along silently in their heads as you read aloud from page 242 through the second paragraph on page 243. This should be a pure read-aloud with no interruptions.• When finished, invite students to turn to their partners and share the gist of what was read.• Then, direct students' attention to page 244 and read aloud the following lines: "I told them (students) that my eight comrades and I had been ingrained with the knowledge that we were as close as some white people would get to people of our race and that we were expected to maintain our dignity, no matter what. We just had to have faith that justice would prevail. I'd like to think I helped the students put a face on a story they had read in a book and helped them to understand the human toll. But even more, I hope I left them with the message that true heroism starts with one brave decision to do the right thing."• Distribute the QuickWrite #4 and ask students to complete it. Collect when students are finished, and review their answers to check for students understanding. Be sure to clarify as needed in the next lesson.	<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 that students follow along silently in their heads as you read the text aloud.



Closing and Assessment	Meeting Students' Needs
<p>A. Previewing Homework (1 minute)</p> <ul style="list-style-type: none">Distribute <i>A Mighty Long Way</i> structured notes, Chapter 16, pages 255–264 for homework. Preview as needed.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read Chapter 16 of <i>A Mighty Long Way</i> 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.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 18

Supporting Materials

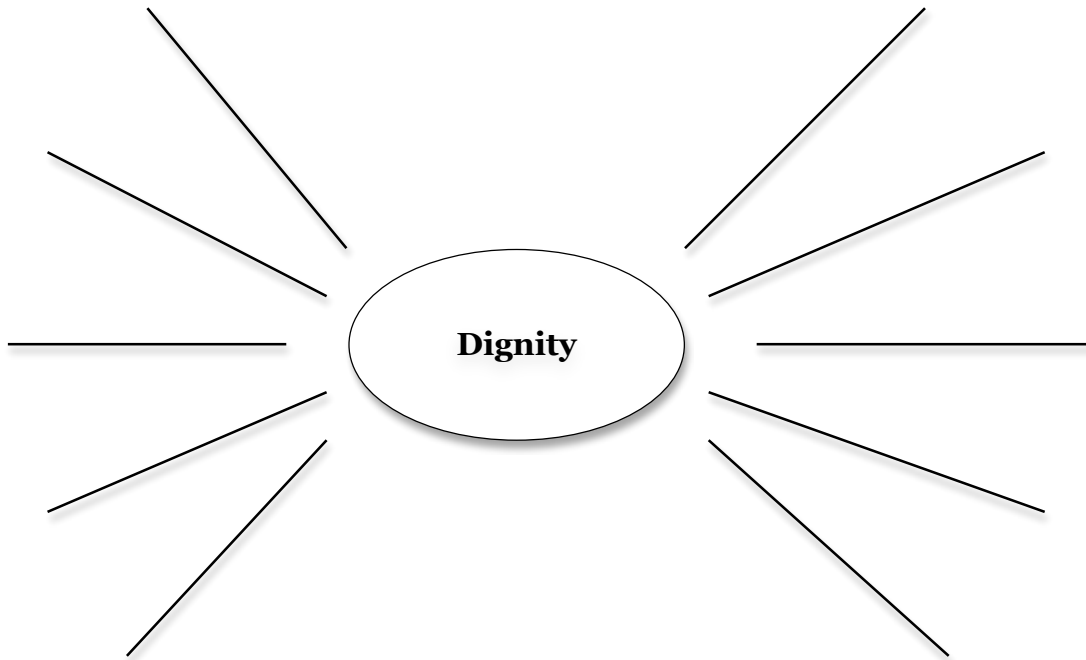


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Dignity Word Web

Name: _____

Date: _____



**Date:**

A Mighty Long Way Structured Notes, Chapter 16, Pages 255–264

Name:

Date:

What is the gist of what you read?

On page 261, during Herbert’s trial, the judge 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?



A Mighty Long Way Supported Structured Notes, Chapter 16, Pages 255–264

Name:

Date:

Summary of Chapter 16, pages 255–264:

Carlotta still feels responsible for Herbert's time in prison and needs closure for that part of her story. She meets him where he lives in Michigan. He has just retired from work with the United Auto Workers' Union. After the bombing, he told the police he had seen unfamiliar cars around the neighborhood. He went to the station and they began to question him. He even passed a lie detector test. He was finally held without bathroom breaks, food, or water. He was beaten and was not allowed to call his parents. He was coerced into signing a confession. His court case was a joke. He ended up sentenced to the maximum time in prison at Cummins State Farm, which is operated like legalized slavery. His family had connections, so he didn't have to do hard labor. Faubus eventually released him from his sentence. Herbert says that he didn't get to live the life he expected to and fulfill the dreams he had as a young man; but he is happy and satisfied with how everything turned out. Herbert's criminal file is missing.

On page 261, during Herbert's trial, the judge 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?



A Mighty Long Way Structured Notes Teacher's Guide, Chapter 16, Pages 255–264

Summary of Chapter 16, pages 255–264:

Carlotta still feels responsible for Herbert's time in prison and needs closure for that part of her story. She meets him where he lives in Michigan. He has just retired from work with the United Auto Workers' Union. After the bombing, he told the police he had seen unfamiliar cars around the neighborhood. He went to the station and they began to question him. He even passed a lie detector test. He was finally held without bathroom breaks, food, or water. He was beaten and was not allowed to call his parents. He was coerced into signing a confession. His court case was a joke. He ended up sentenced to the maximum time in prison at Cummins State Farm, which is operated like legalized slavery. His family had connections, so he didn't have to do hard labor. Faubus eventually released him from his sentence. Herbert says that he didn't get to live the life he expected to and fulfill the dreams he had as a young man; but he is happy and satisfied with how everything turned out. Herbert's criminal file is missing.

On page 261, during Herbert's trial, the judge 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?

Answers will vary, however a sample response may include the following information:

Herbert goes on after being wrongfully imprisoned to work for the U.S. Auto Worker's Union, which shows that he believes legal channels to be effective for changes for laborers. With the election of Obama, Carlotta feels hopeful in the power of U.S. democracy.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 19

Analyzing an Author's Craft: Carlotta's Journey to Justice



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

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 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 use correct grammar and usage when writing or speaking. (L.8.1)
I can explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (L.8.1.a)
I can recognize and correct inappropriate shifts in verb voice and mood. (L.8.1d)
I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)

Supporting Learning Targets

- I can recognize and correct inappropriate shifts in verb voice and mood.
- I can analyze the development of a central idea in *A Mighty Long Way*.

Ongoing Assessment

- *A Mighty Long Way* structured notes, Chapter 16, pages 255–264 (from homework)
- Sentence voice and mood
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Writer: Language Techniques (13 minutes) B. Reviewing Learning Targets (1 minute) 2. Work Time <ol style="list-style-type: none"> A. Analyzing the Journey: “This Little Light of Mine” (26 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Exit Ticket: Conditional and Subjunctive Moods (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Read Chapter 17 and complete the structured notes. 	<ul style="list-style-type: none"> • In the Opening of this lesson, students learn about conditional and subjunctive mood to analyze how authors use a variety of sentence types to create voice and mood, enhancing meaning. This opening is the first of a three-lesson series in which students focus on language skills during the Opening. The series is designed to prepare students for the End of Unit 3 Assessment, which will test their ability to identify active and passive voices, identify conditional and subjunctive moods, and analyze word meanings and word choice. Be sure to have students hold onto the materials to refer to them since these standards will be assessed in the end of unit assessment. • See the Opening for the distinction between mood and verb tense. The Common Core State Standards refer to conditional and subjunctive as moods in L.8.1. Moods can be indicated using various verb tenses, and are not limited to present or past tense, for example. For more information, see: http://owl.english.purdue.edu/owl/resource/539/07/. • Throughout <i>A Mighty Long Way</i>, there are various examples of both the conditional and subjunctive moods. While the subjunctive is rarely used in American English, Walls Lanier sometimes uses it to show her wishes or hopes. In addition, she sometimes uses the conditional when making logical inferences and presenting hypothetical cause and effect relationships. • Students work with the conditional and subjunctive moods in this lesson to determine the correct voice or mood to use. This language standard (L.8.1) is highlighted as one that must be revisited throughout eighth grade and high school, as students become more sophisticated writers. • Language standards require consistent practice and reinforcement. Based on the needs of your students, find additional opportunities to teach and practice these standards. Supplemental language mini lessons and activities are included in the supporting materials for this lesson. These supplemental mini lessons may be used for additional instruction or used as a model for additional teacher-created language mini lessons based on students’ needs. The supplemental materials provided at the end of this lesson are designed to provide review of and direct instruction on the grammatical concepts included in this lesson, as well as Unit 3, Lessons 1 and 2. • In this lesson, working with the language standards described above, students return to <i>A Mighty Long Way</i> to further analyze the central idea of finding one’s voice, which was introduced in Lesson 18. This idiom of “finding one’s voice” will be central to the performance task that completes this module.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• At the end of Work Time A, play the song “This Little Light of Mine” by the Soweto Gospel Choir. This song can be found by searching for ‘Soweto Gospel Choir This Little Light of Mine’ on free music or video streaming websites, for example YouTube.• Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While 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 actually viewing these links in the classroom.• This song was popular during the civil rights movement and relates directly to the third stage in Carlotta’s journey to justice and finding one’s voice. It also expresses the role in which Carlotta found herself, as a model of the type of person who does good in the world.• In advance:<ul style="list-style-type: none">– Prepare technology to play “This Little Light of Mine” during Work Time A.– Search for the song ‘This Little Light of Mine,’ by the Soweto Gospel Choir on free music or video streaming websites, for examples YouTube.• Post: Learning targets.



Lesson Vocabulary	Materials
conditional mood, subjunctive mood, finding one's voice, idiom, bushel	<ul style="list-style-type: none">• <i>A Mighty Long Way</i> (book; distributed in Unit 1, Lesson 1)• Conditional and Subjunctive Mood (one per student)• Sentence Voice and Mood handout (one per student)• Sentence Voice and Mood handout (answers, for teacher reference)• "This Little Light of Mine" (audio; see Teaching Notes)• "This Little Light of Mine" lyrics (one for display)• Technology to play audio link• Journey to Justice note-catcher (begun in Unit 1, Lesson 3; students' own)• Journey to Justice note-catcher (for teacher reference; from Unit 1, Lesson 3)• Exit Ticket: Conditional and Subjunctive Mood (one per student)• Exit Ticket: Conditional and Subjunctive Mood (for teacher reference)• <i>A Mighty Long Way</i> Structured Notes, Chapter 17, pgs. 265-274 (one per student)• <i>A Mighty Long Way</i> Supported Structured Notes, Chapter 17, pgs. 265-274 (optional; only for students who need more support)• <i>A Mighty Long Way</i> Structured Notes Teacher Guide, Chapter 17, pgs. 265-274 (for teacher reference)• Supplemental language mini lessons (four mini-lessons; optional; for teacher reference)• Supplemental language activities (one activity associated with mini-lessons 1 and 2; optional; one per student)• Supplemental language teacher guide (one guide associate with mini-lessons 3 and 4; optional; for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Language Techniques (13 minutes)</p> <ul style="list-style-type: none">• Invite students to take <i>A Mighty Long Way</i> and sit with their Chicago discussion partners.• Distribute the Conditional and Subjunctive Mood handout.• Explain that conditional and subjunctive mood are two ways authors can structure sentences, and authors can use both moods to aid understanding. Walls Lanier uses both in her book, and it's important for students both to see how she uses these language tools, and to be able to use them themselves.• Explain that conditional and subjunctive are not tenses; they are moods. A mood can take on a variety of tenses, and does not just have to be in the present or the past tense, and it is the manner in which a thought is expressed. These moods emphasize the actor or the action, express uncertainty, or describe a state contrary to fact• Cold call a student to read the definition of <i>conditional mood</i> from the handout.• Read the examples on the handout and explain that conditional mood is about things that are likely to happen, might happen, or could happen.• Cold call a student to read the definition of <i>subjunctive mood</i>. Read the examples and explain that the subjunctive is rarely used in English. We use the subjunctive to communicate things that are unlikely to happen or even imaginary. The key word "if" is often used in the subjunctive.• Read Tip 1 and explain that wishful sentences call for the subjunctive mood of the verb "to be," which is "were" when using I, he, or she.• Read Tip 2 and explain that sentences can be both conditional and subjunctive.• Invite students to work with their partners to practice identifying conditional and subjunctive sentences, using examples mostly from <i>A Mighty Long Way</i>. Circulate and monitor.	<ul style="list-style-type: none">• Additional modeling may be required. Modeling provides a clear vision of the expectation for students. See supplemental language mini lessons for more resources on additional modeling and practice opportunities.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• When students are done, go over the answers.<ol style="list-style-type: none">1. conditional2. subjunctive3. conditional4. conditional5. subjunctive and conditional6. subjunctive• Review Sentence 2, which is a great example of the distinction between imagination (subjunctive mood) and possible cause and effect statement (conditional). Although the sentence contains the word “if,” it clearly refers to Carlotta’s imagining a diner instead of her own kitchen.• Focus on Sentence 5, which may confuse many students. Point out that Sentence 5 contains the word “if” and shows a possible cause effect relationship AND it is implied that Carlotta does not, or cannot, fight back; she is simply thinking about the possibility of it. This means that the sentence is in the subjunctive mood and the conditional mood at the same time.• Distribute the Sentence Voice and Mood handout.• Tell students they will now do some independent practice with the subjunctive and conditional moods.• Have students practice by individually completing the handout. Circulate and clarify as needed.• Once students have completed the handout, display the Sentence Voice and Mood (answers, for teacher reference).• Review each sentence, clarifying as needed.• Explain to students that studying the author’s craft and use of language techniques such as voice and mood will help them students further analyze the central idea of finding one’s voice, which they started to study in the previous lesson.	



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (1 minute)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and read the first one aloud:<ul style="list-style-type: none">* "I can recognize and correct inappropriate shifts in verb voice and mood."• Give students specific positive feedback on this learning target based on their performance in Opening A.• Read aloud the second learning target:<ul style="list-style-type: none">* "I can analyze the development of a central idea in <i>A Mighty Long Way</i>."• Tell students they will now go back to the text itself to learn more about the central idea of finding one's voice.	<ul style="list-style-type: none">• Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. Learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students' Needs
<p>A. Analyzing the Journey: “This Little Light of Mine” (26 minutes)</p> <ul style="list-style-type: none">• Focus students' attention on the passage that was read aloud in Lesson 18—on pages 242–243 in <i>A Mighty Long Way</i>—to introduce the new central idea of finding one's voice.• Have students engage in a Think-Pair-Share after each of the following questions.• Ask:<ul style="list-style-type: none">* “When Carlotta is able to reflect on her experiences as a teenager, what is her perspective?”• Listen for students to say that once Carlotta let herself remember the abuse she endured and feel the hurt from 30 years earlier, she finally was able to cry about it.• Probe deeper by having students reflect on the quote on page 243, “I had to find a way to make peace with my past.” Ask:<ul style="list-style-type: none">* “How had Carlotta's work with AIDS victims already begun the process of making peace with her past?”• Listen for students to note that she was in service to others who were victims of injustice; she could identify with them, and how much their experiences of discrimination hurt them.• Explain that it was through this that Carlotta began to find her voice.• Ask:<ul style="list-style-type: none">* “What do you think it means to <i>find one's voice</i>?”• Listen for students to understand that this means to be able to express oneself accurately or figure out the message you want others to hear. It is the communication of one's deepest beliefs and values; the way one tells a story.• Sum up by sharing that Carlotta was already finding her voice by continuing to help other people who were targets of abuse because they were different (having AIDS) and that she was ready to begin to reflect on her own experiences and face them for what they were and what they shaped her to become.• Tell students to consider Carlotta's journey through the end of Chapter 15 (page 254).• Ask:<ul style="list-style-type: none">* “In what other ways does Carlotta continue to find her voice?”	<ul style="list-style-type: none">• When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Listen for students to point out that Carlotta is the one member of the Little Rock Nine who makes the effort to keep the nine of them in close contact for years to come, after the 30th anniversary. Carlotta, contrary to her role when she was young, is also the member of the Nine who regularly speaks about her experiences and faces the emotions that arise as memories of the trauma and mistreatment surface. She even becomes the spokesperson for the group. Ask: <ul style="list-style-type: none"> * "How do you explain the <i>idiom</i> or figure of speech of 'finding one's voice' as it relates to Carlotta's journey to justice?" Listen for students to point out that Carlotta is becoming able to speak about her own experiences and truths, regardless of the negative memories and emotions that surface for her when she has flashbacks. She realizes that her story is one worth sharing so that other people don't have to experience such racism and intolerance. Summarize for students by explaining that deep inside, Carlotta was repressing the feelings of humiliation and loss of dignity she experienced during her years at Central High School. Explain to students that the title of this stage of Carlotta's journey is based on a gospel song that was widely sung during the civil rights movement. Play the song "This Little Light of Mine," as performed by the Soweto Gospel Choir and display the lyrics. Invite students to read the lyrics in their heads as they listen to the song. Ask students to Think-Pair-Share with their discussion partners: <ul style="list-style-type: none"> * "What does it mean to let your light shine? How is Carlotta letting her light shine after she finds her voice? In what ways is she no longer 'hiding it under a <i>bushel</i>' as one of the lines says?" Listen for students to speak about Carlotta's work with AIDS victims, her speaking tours to educate people about the desegregation movement in our history, and her work with the Little Rock Nine Foundation, as well as the writing of this book. If needed, clarify that a <i>bushel</i> is a container like a barrel that is able to contain a large amount. Have students take out their Journey to Justice note-catchers. Draw students' attention to the third and final stage on the note-catcher. Orient them to the questions on this stage. Invite students to work with their partners to begin filling in the details in the "This Little Light of Mine" third stage. 	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Conditional and Subjunctive Moods (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Exit Ticket: Conditional and Subjunctive Moods.• Tell students you would like to see how much they remember from the opening of the lesson, when they learned about conditional and subjunctive moods.• Have students complete the exit ticket.• Collect students' exit tickets. Consider using the Exit Ticket: Conditional and Subjunctive Moods (for teacher reference) to check students' exit tickets for understanding. Be sure to clarify as needed in the next lesson.• Distribute <i>A Mighty Long Way</i> structured notes, Chapter 17, pgs. 265-274 for homework. Preview as needed.	<ul style="list-style-type: none">• You may use the data collected from the exit tickets to determine whether or not students need additional support around this particular grammatical concept. Supplemental language mini lessons are included in the supporting materials of this lesson.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read Chapter 17, pgs. 265-274 of <i>A Mighty Long Way</i> 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.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 19

Supporting Materials



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Conditional and Subjunctive Mood

Name: _____

Date: _____

Conditional Mood

Sentences written in the conditional mood indicate a state that will cause something to happen. Key words are *might*, *could*, and *would*.

Examples:

The soda might explode if you shake it up.

The soda could explode if you keep shaking it.

Subjunctive Mood

Sentences written in the subjunctive mood indicate a state that is a wish, a desire, or an imaginary situation. Key words or phrases include *if*, *I wish*, *I hope that*, or *I desire that*.

Examples:

If he were to shake the soda, it would explode.

I wish I were a butterfly.

TIP 1: The subjunctive mood requires use of “were” instead of “was” as in the examples above.

TIP 2: Sometimes sentences are conditional AND subjunctive.

On the line, identify whether the sentences from *A Mighty Long Way* are in the conditional or subjunctive mood.

1. _____ “I knew that if I failed, white teachers who doubted the intelligence of black children would feel justified” (187).
2. _____ “When I plopped down on many mornings on those bar stools with my piping hot grits and scrambled eggs, I felt as if I were in one of those California diners I’d seen on television” (48).
3. _____ “I *would* stay. I *would* graduate. And I *would* walk across that stage. Or I would die trying” (180).



Conditional and Subjunctive Mood

4. _____ “If she was going to rip the skin off my heels, I’d make her work for it” (111).
5. _____ Carlotta knew that if she were to fight back at school, she would be expelled.
6. _____ Carlotta wished she were invisible as she made her way to her next class.



Sentence Voice and Mood

Conditional and Subjunctive	
What does the conditional mood indicate?	
What does the subjunctive mood indicate?	

Instructions: Choose the correct word to fill in the blank. Then, say if the sentence is in the subjunctive or conditional mood (or both) and explain your choices.

1. Governor Faubus claimed that if the nine showed up at Central High, there _____ be violence in the streets.

Explain:

2. If Carlotta _____ in her yard when her house was bombed, she could have been seriously injured, or even killed.

Explain:

Sentence Voice and Mood
(Answers, for Teacher Reference)

Conditional and Subjunctive	
What does the conditional mood indicate?	The conditional mood indicates a state where something could happen.
What does the subjunctive mood indicate?	The subjunctive mood indicates an imaginary situation or hope.

Choose the correct word to fill in the blank. Then, say if the sentence is in the subjunctive or conditional mood (or both) and explain your choices.

1. Governor Faubus claimed that if the Nine showed up at Central High, there **would** be violence in the streets.

Explain:

I chose the conditional because this sentence shows a cause and effect relationship.

2. If Carlotta **were** in her yard when her house was bombed, she could have been seriously injured, or even killed.

Explain:

I think this sentence is subjunctive because it shows a situation that is imaginary and did not happen, but it could also be conditional because it shows cause and effect.



“This Little Light of Mine” Lyrics

This little light of mine
I’m gonna let it shine
This little light of mine
I’m gonna let it shine
This little light of mine
I’m gonna let it shine
Let it shine, let it shine, let it shine

Down in my heart
I’m gonna let it shine
Down in my heart
I’m gonna let it shine
Down in my heart
I’m gonna let it shine
Let it shine, let it shine, let it shine

Down in South America
I’m gonna let it shine
Down in South America
I’m gonna let it shine
Down in South America
I’m gonna let it shine
Let it shine, let it shine, let it shine

Ain’t gonna make it shine
Just gonna let it shine
Ain’t gonna make it shine
Just gonna let it shine
Ain’t gonna make it shine
Just gonna let it shine
Let it shine, let it shine, let it shine

This little light of mine
I’m gonna let it shine
This little light of mine
I’m gonna let it shine
This little light of mine
I’m gonna let it shine
Let it shine, let it shine, let it shine

“This Little Light of Mine” written circa 1920 by Harry Dixon Loes. Public domain

Exit Ticket:
Conditional and Subjunctive Mood

Name:

Date:

Instructions: *Choose the correct word to fill in the blank. Then, say if the sentence is in the subjunctive or conditional mood (or both) and explain your choices.*

1. Often, Carlotta wished she _____ not at the center of a national controversy.

Explain:

2. President Eisenhower made it clear that if Faubus would not cooperate, he _____ send in the National Guard.

Explain:

Conditional and Subjunctive	
What is important to remember when using the conditional or subjunctive mood?	

Exit Ticket:
Conditional and Subjunctive Mood
(For Teacher Reference)

Instructions: *Choose the correct word to fill in the blank. Then, say if the sentence is in the subjunctive or conditional mood (or both) and explain your choices.*

1. Often, Carlotta wished she **were** not at the center of a national controversy.

Explain:

I chose subjunctive because this sentence shows a situation that is not possible, since Carlotta is at the center of a national controversy.

2. President Eisenhower made it clear that if Faubus would not cooperate, he **would** send in the National Guard.

Explain:

I chose conditional because this shows a cause and effect relationship.

Conditional and Subjunctive	
What is important to remember when using the conditional or subjunctive mood?	It is important to remember that subjunctive has to do with circumstances that are not reality and conditional has to do with possible outcomes.



A Mighty Long Way Structured Notes, Chapter 17, Pages 265–274

Name: _____

Date: _____

What is the gist of what you read?

Carlotta writes on page 272, “What a long journey it had been from Little Rock and Central to this moment,” referring to the election of Barak Obama. How would you describe journey from the 13th Amendment to the election of an African American president?



Supported Structured Notes *A Mighty Long Way*, Chapter 17, pgs. 265-274

Name: _____

Date: _____

Summary of Chapter 17, pages 265–274:

As Carlotta speaks in schools around the country, she sees that schools have “largely become resegregated.” She is upset by how education is seen as unimportant and by how many black students don’t want to be seen as smart. She wonders how the black community has allowed the emphasis on education to disappear. She still strives to share the importance of the Little Rock Nine. She feels proud of how far civil rights have come for Obama to be elected to the presidency.

Carlotta writes on page 272, “What a long journey it had been from Little Rock and Central to this moment,” referring to the election of Barak Obama. How would you describe journey from the 13th Amendment to the election of an African American president?



A Mighty Long Way Structured Notes Teacher's Guide, Chapter 17, Pages 265–274
(For Teacher Reference)

Summary of Chapter 17, pages 265–274:

As Carlotta speaks in schools around the country, she sees that schools have “largely become resegregated.” She is upset by how education is seen as unimportant and by how many black students don’t want to be seen as smart. She wonders how the black community has allowed the emphasis on education to disappear. She still strives to share the importance of the Little Rock Nine. She feels proud of how far civil rights have come for Obama to be elected to the presidency.

Carlotta writes on page 272, “What a long journey it had been from Little Rock and Central to this moment,” referring to the election of Barak Obama. How would you describe journey from the 13th Amendment to the election of an African American president?

Students may highlight many aspects of this long period of U.S. history. After the Civil War, and with the passing of the 13th Amendment, African American men began to hold political office and vote. With the presidency of Andrew Johnson, much of what Lincoln had achieved with Reconstruction began to reverse, with Southern politicians working to institute the Black Codes. With the Plessy v. Ferguson Supreme Court ruling, the Jim Crow laws began to be passed with the belief in separate but equal. The denigration and exclusion of African Americans in democracy and the denial of equal citizenship culminated in the Brown v. Board of Education Supreme Court case, which eliminated the separate but equal doctrine and began the integration movement in public schools. The fact that an African American received the majority of electoral votes to be placed in the highest executive office of this country speaks to the success of the civil rights movement, although much still exists on which to improve.



Supplemental Language Mini Lessons

The following four mini lessons and corresponding four activities can be used to bolster students' understanding of grammatical principals from the standards that will help them both in evaluating an author's craft and in their own writing. These supplemental mini lessons provide additional teaching and practice for language lessons provided in the following lessons: active and passive voice (Unit 2, Lesson 7), conditional and subjunctive moods (Unit 2, Lesson 19), and verbals (Unit 3, Lesson 1).

Long-Term Learning Targets:

- I can use correct grammar and usage when writing or speaking. (L.8.1)
I can explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (L.8.1a)
I can recognize and correct inappropriate shifts in verb voice and mood. (L.8.1d)
- I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)

Supporting Learning Targets:

- I can use correct grammar and usage when writing.
- I can explain the general function of verbals (gerunds, participles, infinitives) and their function in sentences.
- I can explain the function of verbals.
- I can recognize and correct inappropriate shifts in verb voice and mood.

Supplemental Language Mini Lesson 1:
Active and Passive Voices

Mini Lesson: Active and Passive Voices (30 minutes)

- Students should sit with a discussion partner. Distribute and display the **Supplemental Language Activity 1: Active and Passive Voices**.
- Remind students that they learned about the conditional and subjunctive moods in the previous lesson. Tell them that similarly, they learned about active and passive voice in Unit 2 in Dr. Martin Luther King, Jr.'s Montgomery Bus Boycott speech. Today, students review the active and passive voices, building their language skills and their understanding of how authors use language to create different voices and moods, helping the reader create meaning. Tell students that this work will prepare them for the end of unit assessment.
- Direct students' attention to the first section on the handout. Invite them to think about what the active and passive voice indicate, then jot down their answers and share with their partners. Circulate and monitor.
- When students finish, cold call pairs to share their thinking. Listen for answers like: "Active voice indicates that the subject is 'doing' the action; passive voice indicates that the subject is being acted upon."
- Remind students that sentences in the active voice are generally easier to comprehend. Most sentences are written this way, but we studied some sentences in the Montgomery Bus Boycott speech that were written in the passive voice. Invite students to think about why authors sometimes use passive voice, then turn and talk with their partners.
- Cold call pairs to share their thinking. Listen for responses that indicate that Dr. King used the passive voice to show African American people being acted upon by their oppressors.
- Direct students' attention to the first set of numbered examples. Explain that each pair of sentences includes passive and active voice. Students will use the Think-Pair-Share protocol to decide which sentence is easier to understand and conveys meaning in the clearest way. They will then explain their thinking on the lines provided.
- Circulate and monitor while students complete the four examples. Cold call pairs to share their answers. Students should identify the active voice as the preferable choice for the majority of the sentences because they are easier to comprehend. However, for sentence pairs 1 and 3, the passive could also be appropriate if the author is trying to emphasize how Carlotta and the Little Rock Nine were often helpless victims of their oppressors' actions. Explain that this sort of judgment about when to use active and passive voice is part of the learning target.



Supplemental Language Mini Lesson 1:
Active and Passive Voices

- Finally, draw students' attention to the final question on the activity: "What is important to remember when using active or passive voice?" Invite students to turn and talk, then cold call on student pairs to respond. Listen for students to say something like it is important to keep in mind that using the active and passive voice can aid or interfere with meaning, and that by choosing one voice over the other the writer may emphasize who is being acted upon in the sentence or who is doing the action.

Supplemental Language Activity 1:
Active and Passive Voices

Name:

Date:

Active and Passive	
What does active voice indicate?	
What does passive voice indicate?	

Choose the sentence that helps the reader make meaning best. Explain your choice.

1.
 - a. The Little Rock Nine were treated like outcasts at Central High School.
 - b. White pro-segregationists treated the Little Rock Nine like outcasts.

Explain:

2.
 - a. In *Plessy v. Ferguson*, the court decided that segregation laws on the Louisiana railroad did not violate the Constitution.
 - b. In *Plessy v. Ferguson*, it was decided by the court that segregation laws on the Louisiana railroad did not violate the Constitution.

Explain:



Supplemental Language Activity 1:
Active and Passive Voices

- 3.
- a. Carlotta hoped that she would be accepted by her peers at Central.
 - b. Carlotta hoped her peers at Central would accept her.

Explain:

- 4.
- a. Will Counts captured the story of the Little Rock Nine through photographs.
 - b. The story of the Little Rock Nine was captured by Will Counts' photographs.

Explain:

Active and Passive	
<i>What is important to remember when using active or passive voice?</i>	

Supplemental Language Mini Lesson 2:
Conditional Mood

Mini Lesson: Conditional Mood (30 minutes)

- Distribute the **Supplemental Language Activity 2: Conditional Mood**. Explain that the conditional is not a tense; it is a mood. A mood can take on a variety of tenses, and does not just have to be in the present or past tense.
- Cold call a student to read the definition of conditional mood.
- Read the examples and explain that the conditional mood is used for things that are likely to happen, might happen, or could happen. In most cases, it indicates a possible cause and effect relationship, like an “if, then” statement.
- Have students identify and underline the key words in the examples. In the first example, students should point out and underline the word “might,” and in the second example, students should point out and underline the word “would.”
- Tell students these key words are very important in helping them identify the conditional tense.
- Have students identify the key words in the example sentences by underlining them. When students get to Sentence 4, where *could*, *would*, and *might* do not appear, help push their understanding with probing questions such as:
 - * “Does this question seem like it is telling about a possible cause and effect relationship?”
 - * “What word or words tells you that?”
 - * “What is the cause and effect relationship in this sentence?”
- When students have had time to work through the example sentences, go over the answers with them:
 - Sentence 1: would
 - Sentence 2: might
 - Sentence 3: could
 - Sentence 4: were*

*also a clue word for the subjunctive mood
- Clarify for students that Sentence 4 does not follow the model of using the words *would*, *could*, or *might* to signal the conditional mood. Ask:
 - * “How can you tell this sentence is in the conditional mood, even without the key words?”



Supplemental Language Mini Lesson 2:
Conditional Mood

- Call on a volunteer to respond. Be sure students understand that the conditional is a mood that deals with possible situations or cause and effect relationships. They should focus on identifying these things rather than relying only on the key words.
- Have students use the word banks on the handout to create their own conditional sentences individually.
- After about 6 minutes, have students share their sentences with a partner.

Supplemental Language Activity 2:
Conditional Mood

Conditional Mood		
Sentences written in the conditional mood indicate a state that will cause something to happen. Key words are <i>might</i> , <i>could</i> , and <i>would</i> .		
Examples:	Your grandmother might take you shopping with her.	Your grandmother would appreciate it if you did your chores.

Directions: *Identify and underline the key word that indicates the sentence is in the conditional mood.*

1. Dr. Martin Luther King, Jr. knew that if enough people joined in, the Montgomery Bus Boycott would become a landmark event in the civil rights movement.
2. Daisy Bates' home might have been bombed as well if segregationists pursued her for her important role in supporting the Little Rock Nine.
3. If the Nine had not been encouraged to practice nonviolence, they could have had more physical fights at school.
4. If Will Counts were not reporting on Carlotta's first day of school, he would not have captured the infamous photograph that helped change Americans' attitudes toward segregation.



Supplemental Language Activity 2:
Conditional Mood Word Bank

Directions: Create three of your own sentences in the conditional mood using one word from each part of the word bank. You may add as many other words as you want to your sentences.

Names/Subjects	Key words	Actions (put these in any tense you want)
Rosa Parks	if	protest
Martin Luther King, Jr.	would OR would have	go
Carlotta	could OR could have	fought back
the Little Rock Nine	might OR could have	tried
Daisy Bates	were	advocate
Teachers at Central		help
Students at Central		try
		give up

Example: **If teachers at Central advocated** for Carlotta when she was bullied in the halls, she would have felt safer at school.

1.

2.

3.

Supplemental Language Mini Lesson 3:
Subjunctive Mood

Mini Lesson: Subjunctive Mood (30 minutes)

- Distribute the **Supplemental Language Activity 3: Subjunctive and Conditional Moods**. Explain that the conditional is not a tense; it is a mood. A mood can take on a variety of tenses, and does not just have to be in the present or past tense.
- Cold call a student to read the definition of subjunctive mood. Read the examples and explain that the subjunctive is rarely used in English. We use the subjunctive to communicate things that are unlikely to happen or even imaginary. The key word “if” is often used in the subjunctive.
- Read Tip 1 and explain that wishful sentences call for the subjunctive mood of the verb “to be,” which is “were” when using I, he, or she. “Were” is an important key word to help identify the subjunctive mood.
- Read Tip 2 and explain that sentences can be both conditional and subjunctive at the same time.
- Ask students to turn and talk:
 - * “What’s the difference between the conditional mood and the subjunctive mood?”
 - * “How could a sentence be both conditional and subjunctive at the same time?”
- Cold all on pairs to share what they discussed. Be sure to cover how the conditional mood signifies a possible scenario or cause and effect relationship, while the subjunctive often signifies things that are unlikely to happen. Explain that sometimes, the verb form “were” can be used in a sentence in the conditional mood. Call students’ attention to the final example from the previous lesson on the conditional mood:
 - * “If Will Counts were not reporting on Carlotta’s first day of school, he would not have captured the infamous photograph that helped change Americans’ attitudes toward segregation.”
- Tell students that the use of the verb form “were” makes this sentence subjunctive. Ask:
 - * “What makes this sentence conditional as well?”
- Be sure students know that the word “would” is a key word that indicates the conditional mood. This sentence also proposes a cause and effect situation. Will Counts *was* reporting on Carlotta’s first day of school. The idea that he might not have been there is an imaginary situation used to prove a point. The imaginary part makes it subjunctive, while the cause and effect part makes it conditional.



Supplemental Language Mini Lesson 3:
Subjunctive Mood

- Read the directions for the activities on the handout aloud. As students begin to identify the mood of each sentence and write their own subjunctive sentences, remind them to use key words like *would*, *could*, *might*, and *were*. Mention again that some sentences may be conditional *and* subjunctive.
- When students have finished working, review the answers with them using the **Supplemental Language Activity 3: Subjunctive and Conditional Teacher's Guide**. Have some students share their own subjunctive sentences as well.

Supplemental Language Activity 3:
Subjunctive and Conditional Teacher's Guide

Review:

Conditional Mood		
Sentences written in the conditional mood indicate a state that will cause something to happen. Key words are <i>might</i> , <i>could</i> , and <i>would</i> .		
Examples:	Your grandmother might take you shopping with her.	Your grandmother would appreciate it if you did your chores.

Subjunctive Mood		
Sentences written in the subjunctive mood indicate a state that is a wish, a desire, or imaginary situation. Key words or phrases include <i>if</i> , <i>I wish</i> , <i>I hope that</i> , or <i>I desire that</i> .		
Examples:	He felt as if he were in a dream.	I wish I were a super hero.

Can a sentence be subjunctive and conditional at the same time? Yes!

Here's an example:

If Will Counts were not reporting on Carlotta's first day of school, he would not have captured the infamous photograph that helped change Americans' attitudes toward segregation.

Practice

Directions: *Identify whether the sentence is in the conditional or subjunctive mood (or both). Underline key words that help you figure out the answer. Explain your choice on the line below the sentence.*

- After dumping a bowl of chili on "the head of a boy who had been hassling her repeatedly in the lunch line," it's likely Minnie wished she were invisible (Walls Lanier, 112)!

Explain:



Supplemental Language Activity 3:
Subjunctive and Conditional Teacher's Guide

2. "She had been pushed to the breaking point, and I knew that it could easily have been any of us" (Walls Lanier, 112).

Explain:

3. "I had hoped that maybe some of them would think that the bombings had taken matters too far, that they would think about my family and the tragedy that could have been" (Walls Lanier, 181).

Explain:

4. If a teacher were there to witness Carlotta elbowing the boy in the leather jacket, Carlotta could have been suspended, or even expelled.

Explain:

Directions: Write your own subjunctive sentences. Be sure to include the key word "were."

Example: I wish I were outside enjoying the fluffy, white snow.

1.

2.

3.

Supplemental Language Activity 3:
Subjunctive and Conditional Teacher's Guide

Practice

Directions: *Identify whether the sentence is in the conditional or subjunctive mood (or both). Underline key words that help you figure out the answer. Explain your choice on the line below the sentence.*

1. After dumping a bowl of chili on “the head of a boy who had been hassling her repeatedly in the lunch line,” it is likely Minnie wished she **were** invisible (Walls Lanier, 112)!

Explain: Subjunctive: The clue word “were” appears and this is an imaginary situation—Minnie can’t actually be invisible.

2. “She had been pushed to the breaking point, and I knew that it **could** easily have been any of us” (Walls Lanier, 112).

Explain: Conditional: The clue word “could” appears and this is a possible situation—Carlotta really means that it could have been any of the Nine in that situation.

3. “I had hoped that maybe some of them **would** think that the bombings had taken matters too far, that they **would** think about my family and the tragedy that **could** have been” (Walls Lanier, 181).

Explain: Conditional: The clue words “would” and “could” appear. This is a possible situation that Carlotta hoped for—understanding from her peers at Central.

4. If a teacher **were** there to witness Carlotta elbowing the boy in the leather jacket, Carlotta **could** have been suspended, or even expelled.

Explain: Subjunctive and conditional: The words “were” and “could” are both in the sentence and Carlotta is describing both an imagined scenario and a cause and effect relationship.

Supplemental Language Mini Lesson 4:
Verbals

Mini Lesson: Verbals (30 minutes)

Part 1: Gerunds and Participles

- Ask students to sit with their discussion partners. Distribute the **Supplemental Grammar Activity 4: Verbals**. Read the definition of *verbals* at the top of the page. Explain that authors can use verbals in a variety of ways in their writing to aid understanding. Explain that there are three types of verbals: gerunds, participles, and infinitives. Tell students that in the first part of the lesson, you will go over the first two types: gerunds and participles.
- Cold call a student to read the definition of *gerund*. Cold call students to read the examples. Point out that gerunds look like verbs but act as nouns.
- Cold call a student to read the definition of *participle*. Cold call students to read the examples.
- Share the following example on the board or document camera with students to illustrate the difference between a gerund and participle:
 - * “Gerund: Ms. Song complimented her writing, telling her she had used strong evidence to support her claim.”
 - * “Participle: With her essay written, Kate packed her lunch for school the next day.”
- Point out that the words *writing* and *written* come from the same verb: *to write*. To make the verb into a noun (a thing), we say *writing*. To make the verb into an adjective (a word to describe the essay), we say *written*.
- Ask students to turn and talk:
 - * “Create two sentences, one with a gerund, and one with a participle of the verb ‘to cook.’”
- Circulate and check for understanding. Cold call on a few students to share their sentences, recording them on the board. Listen for examples similar to: “Gerund: Rob’s whole family loved his cooking,” or “Participle: Rob tossed the cooked pasta with the other ingredients.”
- If necessary, have students try this turn and talk activity again with a different verb, such as “to read” or “to draw.”
- Once students have a basic understanding of the difference between gerunds and participles, review the instructions and have them begin the practice activity on the verbals handout individually.
- Once students have finished, have them share their answers with a partner, revising as they find it necessary. Then, go over the answers using the **Supplemental Language Activity 4: Verbals Teacher’s Guide**

Supplemental Language Mini Lesson 4:
Verbals

Part II: Infinitives

- Cold call a student to read the definition of *infinitive* on the Supplemental Grammar Activity: Verbals. Point out that students have probably encountered infinitives in their foreign language studies. The infinitive in most foreign languages is a special form of the verb, but in English, an infinitive is the word “to” with the stem form of the verb.
- Cold call a student to read the examples.
- Tell students that sentences that use infinitive verbals need other verbs to help sentences make sense. These “helper” verbs are the active ones, the ones “doing the work,” while the infinitives stay in their original form. Share the following example with students on the board or document camera:
 - * “Aisha wants to go fishing with her brothers.”
- Tell students that the active verb in this sentence is the one Aisha is doing. The infinitive is the verbal that remains in its original form, such as “to be.” Ask:
 - * “Which is the active verb and which is the infinitive?”
- Clarify that the active verb is *wants*, and the infinitive verbal is *to go* or *to go fishing*.
- Read the directions on the handout under the sectioned titled “Practice: Infinitives” aloud with students. Have them write their own practice sentences, circulating to monitor and clarify.
- Invite students to work individually to practice identifying all three different types of verbals under the “Practice: Putting it all together” section of the verbals handout. Once students finish, have them go over their answers with a partner and revise as necessary, circulating to listen to their conversations.
- Then, go over the answers with students, using the Verbals Teacher’s Guide as needed.

Supplemental Language Activity 4:
Verbals

Verbals: A verbal is a word formed from a verb but functioning as a different part of speech.

Gerunds

A gerund is a verbal that ends in *-ing* and acts as a noun.

Examples:

He revised his *writing*.

Rock *climbing* is fun.

Participles

A participle is a verbal that most often ends in *-ing* or *-ed* and acts as an adjective (describes a noun).

Examples:

You can hear the *thumping* beat from the speakers.

The car wheels were *layered* with snow.

Infinitives

An infinitive is a verbal consisting of the word “to” plus a verb. It acts as a noun, adjective, or adverb.

Examples:

She wanted *to go* shopping.

Mom told me *to wash* the dishes.

TIP: Don’t confuse verbals with verbs. Verbals look like verbs but don’t act like verbs.



Supplemental Language Activity 4:
Practice: Gerunds and Participles

Directions: Underline the verbal and identify whether it is a gerund or a participle on the line to the right of the sentence. Then, explain your answer on the line below each sentence.

1. The reviewer gave the chef's cooking five stars. _____

Explain:

2. He could not control his chattering teeth as he ducked into the library to get out of the cold.

Explain:

3. It was impossible to do her homework when the dog's barking was all she could hear.

Explain:

4. The music teacher complimented her singing. _____

Explain:

5. His hand shaking, Martin picked up the phone. _____

Explain:



Supplemental Language Activity 4:
Practice: Gerunds and Participles

6. Nothing would ease her aching head. _____

Explain:

Practice: Infinitives

Directions: Practice writing sentences using infinitives below. In your sentences, identify the active verb by circling it and the infinitive verbal by underlining it.

1.

2.

3.



Supplemental Language Activity 4:
Practice: Gerunds and Participles

Practice: Putting it all together!

Directions: *Underline the verbal, then write whether it is a gerund, participle, or infinitive on the line to the right of the sentence.*

1. Carlotta wanted to go to Central so she could have more opportunities in the future. _____
2. Boycotting public transportation was one way civil rights activists used nonviolent resistance.

3. Insulted and tired of being bullied, Minnie poured her bowl of chili on the boy. _____
4. Her heart pounding, Carlotta realized the sound she had heard was an explosion.

5. Despite her wishing, things at school did not improve for Carlotta after the bombing.

6. It was difficult for the Nine to keep their spirits up at school. _____

Supplemental Language Activity 4:
Verbals Teacher's Guide

Practice: Gerunds and Participles

Directions: Underline the verbal and identify whether it is a gerund or a participle on the line to the right of the sentence. Then, explain your answer on the line below each sentence.

1. The reviewer gave the chef's cooking five stars. **Gerund**; The verbal acts like a noun.
2. He could not control his chattering teeth as he ducked into the library to get out of the cold. **Participle**; The verbal acts like an adjective that describes his teeth.
3. It was impossible to do her homework when the dog's barking was all she could hear. **Gerund**; The verbal acts like a noun.
4. The music teacher complimented her singing. **Gerund**; The verbal acts like a noun.
5. His hand shaking, Martin picked up the phone. **Participle**; The verbal acts like an adjective that describes his hand.
6. Nothing would ease her aching head. **Participle**; The verbal acts like an adjective that describes her head.

Practice: Putting it all together!

Directions: Underline the verbal, then write whether it is a gerund, participle, or infinitive on the line to the right of the sentence.

1. Carlotta wanted **to go** to Central so she could have more opportunities in the future. **Infinitive**
2. **Boycotting** public transportation was one way civil rights activists used nonviolent resistance. **Gerund**
3. **Insulted and tired** of being bullied, Minnie poured her bowl of chili on the boy. **Participle**
4. Her heart **pounding**, Carlotta realized the sound she had heard was an explosion. **Participle**
5. Despite her **wishing**, things at school did not improve for Carlotta after the bombing. **Gerund**
6. It was difficult for the Nine **to keep** their spirits up at school. **Infinitive**



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 2: Lesson 20

End of Unit 2 Assessment, Part 2: Revising the Informational Essay



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

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.8.5)
I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2c)

Supporting Learning Targets

- I can use feedback from others to revise, edit, and improve my essay.
- I can use correct grammar and punctuation in my essay.

Ongoing Assessment

- End of Unit 2 Assessment, Part 2



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer: Reviewing Feedback on Essay Drafts (9 minutes)Language Mini Lesson (5 minutes)Work Time<ol style="list-style-type: none">End of Unit 2 Assessment, Part 2: Complete Final Draft of Essay (30 minutes)Closing and Assessment<ol style="list-style-type: none">Previewing Homework (1 minute)Homework<ol style="list-style-type: none">Finish revising and be prepared to turn in your final draft in the next lesson.	<ul style="list-style-type: none">In this lesson, students revise and edit their End of Unit 2 Assessment based on your feedback.In advance: Score student essays using the Content and Analysis and Command of Evidence rows on the NYS Expository Writing Evaluation Rubric. Return the essay drafts with feedback in this lesson. Be sure to give feedback on the Coherence, Style, and Organization row and the Command of Conventions row of the rubric so students can make those revisions in this lesson.Post: Learning targets.

Lesson Vocabulary	Materials
edit, revise	<ul style="list-style-type: none">End of Unit 2 Assessment, Part 1: Best First Draft of an Informational Essay (from Lesson 17, returned in this lesson with teacher feedback)Sticky notes (three per student; ideally three different colors)<i>A Mighty Long Way</i> (book; distributed in Unit 1, Lesson 1; one per student)<i>Little Rock Girl 1957</i> (book; distributed in Lesson 3; one per student)ComputersNew York State Grade 6–8 Expository Writing Evaluation Rubric (from Lesson 16; for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Reviewing Feedback on Essay Drafts (9 minutes)</p> <ul style="list-style-type: none">Write <i>edit</i> and <i>revise</i> on the board. Ask:<ul style="list-style-type: none">* “What is the difference between revising and editing?”Listen for students to say that revising is making changes to the essay’s ideas, organization, evidence, etc., while editing is making changes to spelling, grammar, punctuation, etc. As students offer these ideas, list them on the board underneath the words “revise” and “edit.”Explain that students will work on both of these skills to improve their essays today. Distribute each student’s End of Unit 2 Assessment: Best First Draft of an Informational Essay with teacher feedback and give each student three sticky notes.Ask students to silently review the feedback on their first draft.Post the following directions:<ol style="list-style-type: none">On one sticky note, make a list of the top three things you must revise in your essay.On another sticky note, make a list of the top three things you must edit in your essay.On the last sticky note, write down any questions you have for me about your essay.Stick the sticky notes to your desk so I can see them when I come around to help you.	<ul style="list-style-type: none">Some students with disabilities or ELLs may need more scaffolding to revise and edit. Consider giving their feedback as a set of step-by-step instructions. For instance:<ul style="list-style-type: none">– REVISE: Your essay is missing transitions. Add a transition sentence at the end of each paragraph that leads into the next paragraph.– EDIT: The circled words are misspelled. Get a dictionary and use it to correct the circled words.– EDIT: The underlined sentences are run-ons. Find them and correct them by adding a full stop and capitalizing the first letter of the new sentence.



Opening (continued)	Meeting Students' Needs
<p>B. Language Mini Lesson (5 minutes)</p> <ul style="list-style-type: none">• Remind students that they need to use both the active and passive voice in their essays.• Write these two sentences on the board:<ul style="list-style-type: none">– Elizabeth Eckford was heckled by Hazel Bryan.– Hazel Bryan heckled Elizabeth Eckford.• Read each sentence aloud, asking students to follow along.• Ask students to look at the first sentence and think about who is emphasized more in it: Elizabeth or Hazel. Invite students to give a thumbs-up when they have an answer. Call on a student to share his or her thoughts. Listen for: “In the first sentence, Elizabeth is emphasized more because she is mentioned first.”• Reread the second sentence: “Hazel Bryan heckled Elizabeth Eckford.”• Once again, ask students to think about who is emphasized in that sentence and give a thumbs-up when they know. Call on a student to share. Listen for: “In the second sentence, Hazel is emphasized more because she is mentioned first.”• Now ask students to turn and talk to identify which sentence is written in active voice and which is written in passive voice. After about 1 minute, cold call a pair. Listen for: “The first sentence is in the passive voice and the second sentence is in the active voice.”• Remind students to keep the active and passive voice in mind; they will need to use them intentionally when they revise their essay. . While most of their essay will be in the active voice, at times they may use the passive when the “acted upon” is the more important in that particular sentence.	<ul style="list-style-type: none">• A sample language mini lesson has been provided; however, please address areas based on your feedback of students' first drafts of their essays. The time during Opening B has been allotted for this.



Work Time	Meeting Students' Needs
<p>A. End of Unit Assessment, Part 2: Complete Final Draft of Essay (30 minutes)</p> <ul style="list-style-type: none">• Be sure students have their texts: <i>A Mighty Long Way</i> and <i>Little Rock Girl 1957</i>.• Tell students that they have the rest of the class period to work on revising and editing their essays. Explain that you will come around to check in with them as they work. Create a “Help List” on the whiteboard and invite students to add their names to it if they need more help. Remind students that their revision is due at the end of class today.• Revisit expectations for using computers.• Assign computers, and then prompt students to open their drafts and make revisions and edits.• While circulating, converse with students based on what they wrote on their sticky notes.• When a few minutes are left in Work Time, ask students to print or email their work to you.	<ul style="list-style-type: none">• Consider checking in first with students needing extra support to ensure they use their time well.• For students who need more time, consider focusing their revisions and edits on just one paragraph or just one section of the rubric.• Have independent activities ready for students who finish working early.• Consider extending the deadline for students who need extra processing or writing time; give them an opportunity to finish at home or come in after school to complete their revisions.
Closing and Assessment	Meeting Students' Needs
<p>A. Previewing Homework (1 minute)</p> <ul style="list-style-type: none">• Congratulate students on their hard work, and remind them that this final draft marks the end of Unit 2. In Unit 3, students will continue to work toward crafting a vignette, which they began thinking about in Lessons 18 and 19.• Explain to students that they will need to complete the revisions they started in class for homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish revising and be prepared to turn in your final draft in the next lesson.	

There are no new supporting materials for this lesson.



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Grade 8: Module 3B: Unit 3: Overview



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Unit 3: Bringing the Journey to Life

In this unit, students finish reading *A Mighty Long Way* and complete their study of Carlotta's journey to justice. Students also study the ways in which Carlotta Walls LaNier decided to tell her own story by examining, in part, her use of language techniques. For the mid-unit assessment, students show what they know about language techniques when they determine the effectiveness of language techniques such as the functions and types of verbals, use of the subjunctive and conditional mood in a sentence, and the meaning conveyed by using the active and passive voice.

In the second half of the unit, students choose four photographs from the book *Little Rock Girl 1957* as key events to lift up in a film based on *A Mighty Long Way*, and a song for the film soundtrack. For the end of unit assessment, students write an on-demand response describing the photographs and song they have chosen and arguing why they have chosen them, using evidence from *A Mighty Long Way* to support their claims. Finally, for the final performance task, students present their photographs and song choice and their arguments for choosing them to the whole group.

Guiding Questions and Big Ideas

- **How can photographs tell a story?**
- *Photographs capture key events in time and preserve moments in history.*



Mid-Unit 3 Assessment	<p>Analysis of Language Techniques</p> <p>This assessment centers on NYSP12 ELA CCLS L.8.1a, L.8.1d, and L.8.5. Students will answer multiple-choice and short-answer questions as they determine the effectiveness of sample language techniques such as the functions and types of verbals, use of the subjunctive and conditional mood in a sentence, and the meaning conveyed by using the active and passive voice.</p>
End of Unit 3 Assessment	<p>On-Demand Writing: Photograph and Song Choices for a Film</p> <p>This assessment centers on NYSP12 ELA CCLS W.8.1 and W.8.2. Students will write an on-demand response describing each of the four photographs they have chosen to lift up as key events in a film based on <i>A Mighty Long Way</i>, the memoir by Carlotta Walls LaNier, and the song they have chosen for the soundtrack. Students will put forth an argument for why they have chosen each photograph and the song, using evidence from <i>A Mighty Long Way</i> to support their arguments.</p>
Final Performance Task	<p>Presentation of Photograph and Song Selections</p> <p>This performance task centers on NYSP12 ELA CCLS SL.8.4 and L.8.1. During Unit 3, students will select four photographs from <i>Little Rock Girl 1957</i> to lift up as key events in a film based on the memoir <i>A Mighty Long Way</i>, 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 <i>A Mighty Long Way</i> to support their arguments.</p>



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:
<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

Unifying Themes (pages 6–7)

- 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
- 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



Content Connections (continued)

- 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

Texts

1. Carlotta Walls LaNier, *A Mighty Long Way: My Journey to Justice at Little Rock Central High School* (New York: One World Books, 2010), ISBN: 978-0-345-51101-0.
2. Shelley Tougas, *Little Rock Girl 1957: How a Photograph Changed the Fight for Integration* (North Mankato, MN: Capstone Press, 2011), ISBN: 978-0-756-54512-3.



This unit is approximately 2 weeks or 8 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Analyzing a Central Idea: Carlotta's Journey to Justice	<ul style="list-style-type: none"> I can use correct grammar and usage when writing or speaking. (L.8.1) I can explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (L.8.1a) I can recognize and correct inappropriate shifts in verb voice and mood. (L.8.1d) I can analyze the development of an idea throughout the text (including its relationship to supporting ideas). (RI.8.2) 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 figurative language, word relationships, and nuances in word meanings. (L.8.5) 	<ul style="list-style-type: none"> I can use correct grammar and usage when writing. I can explain the general function of verbals (gerunds, participles, infinitives) and their function in sentences. I can recognize and correct inappropriate shifts in verb voice and mood. I can analyze a central idea in <i>A Mighty Long Way</i>. I can analyze how an incident described in <i>A Mighty Long Way</i> provokes Carlotta to make a decision. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> Structured Notes, Chapter 17, Pages 265–274 (from homework) Verbals handout Exit ticket: Verbals 	<ul style="list-style-type: none"> Jigsaw protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 2	Launching the Performance Task	<ul style="list-style-type: none"> I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) 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 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) I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1) 	<ul style="list-style-type: none"> I can analyze nuances in word meanings and the word choice an author selects, which both contribute to the meaning and tone of the text. I can select three photographs to highlight key events experienced by The Little Rock Nine as they tried to go to school at Central as a basis for a film plot. I can cite evidence from <i>A Mighty Long Way</i> when describing the photograph and to support the reasons for my choices. 	<ul style="list-style-type: none"> Photograph and Song Choice note-catcher 	<ul style="list-style-type: none">
Lesson 3	Mid-Unit Assessment: Analysis of Language Techniques	<ul style="list-style-type: none"> I can use correct grammar and usage when writing or speaking. (L.8.1) I can explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (L.8.1a) I can recognize and correct inappropriate shifts in verb voice and mood. (L.8.1d) I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) 	<ul style="list-style-type: none"> I can use correct grammar and usage when writing. I can explain the function of verbals. I can recognize and correct inappropriate shifts in verb voice and mood. I can write a book review that helps my classmates decide whether to read a book. 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment Independent reading book review 	<ul style="list-style-type: none">



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Choosing Songs for the Film Soundtrack	<ul style="list-style-type: none"> 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 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) I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1) 	<ul style="list-style-type: none"> I can select a song to use in the soundtrack for a film about the experiences of The Little Rock Nine as they went to Central High School. I can cite evidence from <i>A Mighty Long Way</i> to support the reasons for my choice. 	<ul style="list-style-type: none"> Photograph and Song Choice note-catcher 	<ul style="list-style-type: none">
Lesson 5	End of Unit 3 Assessment: On-Demand Writing—Photograph and Song Choices for a Film	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> I can write a description of each of the photographs and the song I have selected for the film, using evidence from <i>A Mighty Long Way</i>. I can argue why each photograph and the song I have chosen deserves to be focused on in the film, using evidence from <i>A Mighty Long Way</i>. 	<ul style="list-style-type: none"> Homework: Writing Plan sheet (completed for Lesson 4 homework) End of Unit 3 Assessment Self-assessment on rubric 	<ul style="list-style-type: none">



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Preparation for Performance Task: Using Writing to Make Prompt Cards	<ul style="list-style-type: none"> 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) I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1) 	<ul style="list-style-type: none"> I can use my writing as a basis for a presentation. I can make prompt cards that key points I want to make in a presentation. 	<ul style="list-style-type: none"> Prompt cards 	<ul style="list-style-type: none"> Performance Task Criteria anchor chart
Lesson 7	Preparation for Performance Task: Practicing Presentations	<ul style="list-style-type: none"> 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) I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1) 	<ul style="list-style-type: none"> I can describe the photographs and civil rights song I have chosen using evidence from <i>A Mighty Long Way</i>. I can present an argument for why the three photographs I have chosen are key events to drive the plot of a film about the experiences of The Little Rock Nine, citing evidence from <i>A Mighty Long Way</i>. I can present an argument for why the song I have chosen is the best for a film soundtrack, citing evidence from <i>A Mighty Long Way</i>. I can provide stars and steps to a peer about their presentation. 	<ul style="list-style-type: none"> Peer feedback on Film Presentation Rubric 	<ul style="list-style-type: none">



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Final Performance Task: Presentation of Photograph and Song Selections	<ul style="list-style-type: none"> 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) I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1) 	<ul style="list-style-type: none"> I can describe the photographs and civil rights song I have chosen using evidence from <i>A Mighty Long Way</i>. I can present an argument for why the three photographs I have chosen are key events to drive the plot of a film about the experiences of The Little Rock Nine, citing evidence from <i>A Mighty Long Way</i>. I can present an argument for why the song I have chosen is the best for a film soundtrack, citing evidence from <i>A Mighty Long Way</i>. I can present my ideas to an audience clearly. 	<ul style="list-style-type: none"> Self-assessment of Performance Task 	<ul style="list-style-type: none">

Optional: Experts, Fieldwork, and Service

Experts:

- Collaborate with the social studies teacher during this unit as students build background knowledge about the civil rights movement.
- Invite people who were involved in the civil rights movement to visit and provide students with compelling and interesting stories and experiences.

Fieldwork:

- Students may study the ways in which their own community was involved in the African American civil rights movement, as well as other civil rights movements such as the women's suffrage movement or the American Indian civil rights movement.

Service:

- Students may organize a community benefit or event to remember the local history of the African American civil rights movement.



Optional: Extensions

- Consider using the Library of Congress as a resource for additional information and sources about the civil rights movement: <http://memory.loc.gov/ammem/aaohhtml/exhibit/aopart9.html>.
- Consider asking students to synthesize the knowledge they have gained about the civil rights movement in an informational essay based on *A Mighty Long Way*, *Little Rock Girl 1957*, and the various primary sources they have analyzed in this module.

Preparation and Materials

- As students read each night for homework, they will also continue to complete corresponding structured notes. Consider which students might benefit from supported structured notes. All students will need to keep these notes in a safe place; consider having them keep the notes in a sturdy folder.
- In this unit, students are assessed on their independent reading when they complete a review of their book. 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. See Lesson 7 for more specific notes and preparations.
- Note that the writing in this unit focuses on W.1 (argument) and W.2 (informative writing). This differs from 8M3A, for which the Unit 3 writing task is (W.3) narrative writing.
- For teachers who wish to incorporate narrative writing into Module 8M3B, consider the following option:
 - Based on their research in Unit 3, students will write a narrative from the perspective of the photographer who took one of the photographs in a given selection (from *Little Rock Girl 1957*). They will choose one photograph to write about and describe what that moment was like to witness from that photographer’s perspective.
- To teach narrative writing technique, consider using the lessons in 8M3A, Unit 3 as a resource.



EXPEDITIONARY
LEARNING

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

Analyzing a Central Idea: Carlotta's Journey to Justice



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

I can use correct grammar and usage when writing or speaking. (L.8.1)
I can explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (L.8.1a)
I can recognize and correct inappropriate shifts in verb voice and mood. (L.8.1d)
I can analyze the development of an idea throughout the text (including its relationship to supporting ideas). (RI.8.2)
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 figurative language, word relationships, and nuances in word meanings. (L.8.5)

Supporting Learning Targets

- I can use correct grammar and usage when writing.
- I can explain the general function of verbals (gerunds, participles, infinitives) and their function in sentences.
- I can recognize and correct inappropriate shifts in verb voice and mood.
- I can analyze a central idea in *A Mighty Long Way*.
- I can analyze how an incident described in *A Mighty Long Way* provokes Carlotta to make a decision.

Ongoing Assessment

- *A Mighty Long Way* Structured Notes, Chapter 17, Pages 265–274 (from homework)
- Verbals handout
- Exit ticket: Verbals



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer: Language Techniques (10 minutes)Reviewing the Learning Targets (1 minute)Work Time<ol style="list-style-type: none">Analyzing the Journey: "This Little Light of Mine" (29 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket: Verbals (5 minutes)Homework<ol style="list-style-type: none">Continue independent reading book.	<ul style="list-style-type: none">In the Opening of this lesson, students learn about verbals: gerunds, participles, and infinitives. This Opening is the second of a three-lesson series in which students focus on language skills during the Opening. The series is designed to prepare students for the mid-unit assessment in Lesson 3, which will test their ability to identify active and passive voices, identify conditional and subjunctive moods, and analyze word meanings and word choice.Language standards require consistent practice and reinforcement. Based on the needs of your students, find additional opportunities to teach and practice these standards. Sample language mini lessons may be found in the supporting materials for Unit 2, Lesson 19. These mini lessons may be used for additional instruction or used as a model for additional teacher-created language mini lessons, based on students' needs.Students will continue to study the language standards as a way to better understand the author's craft in telling her story.In this lesson, students complete the Journey to Justice note-catcher with details from the remaining chapters of <i>A Mighty Long Way</i> text. This work will be done using a jigsaw design.In advance:<ul style="list-style-type: none">Predetermine groups of four for the jigsaw activity in Work Time A.Review: Jigsaw protocol (see Appendix).Post: Learning targets



Lesson Vocabulary	Materials
gerund, participle, infinitive	<ul style="list-style-type: none">• Verbals handout (one per student)• Verbals handout (answers, for teacher reference)• <i>A Mighty Long Way</i> (book; one per student)• Journey to Justice note-catcher (begun in Unit 1, Lesson 3)• Declaration of Independence excerpt (from Unit 1, Lesson 1 Gallery Walk; one to display)• Document camera• Exit Ticket: Verbals (one per student)• Exit Ticket: Verbals (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Language Techniques (10 minutes)</p> <ul style="list-style-type: none">• Ask students to sit with their Washington, D.C. discussion partners.• Distribute the Verbals handout.• Read the definition of <i>verbals</i> at the top of the page. Explain that authors can use verbals in a variety of ways in their writing to aid understanding. Explain that there are three types of verbals: gerunds, participles, and infinitives.• Cold call a student to read the definition and purpose of a <i>gerund</i>.• Cold call students to read the examples. Point out that gerunds look like verbs but act as nouns.• Cold call a student to read the definition and purpose of a <i>participle</i>.• Cold call students to read the examples. Point out that there are two types of participles: past and present.• Cold call a student to read the definition and purpose of an <i>infinitive</i>.• Point out that students have probably encountered infinitives in their foreign language studies. The infinitive in most foreign languages is a special form of the verb, but in English, an infinitive is the word “to” with the stem form of the verb.• Cold call a student to read the examples.• Read the tip on the handout aloud. Explain that it can be tricky as students encounter sentences with a verb and one or more verbals to accurately identify the verb and verbals. Encourage students to find the word acting as the verb in the sentence before trying to identify the verbals.• Invite students to work with their partners to practice identifying verbals in the example sentences from <i>A Mighty Long Way</i> on page 2 of the verbals handout. Circulate and monitor.• When students are done, go over the answers, referring to the Verbals handout (answers, for teacher reference) as needed.• Explain to students that studying the author's craft and use of language techniques such as verbals will help them further analyze the text, which they began to study to study in the previous lesson.	<ul style="list-style-type: none">• Consider having students circle the verbs on the handout and underline the verbals.• If necessary, remind students of the definition of a verb. Be sure students understand that a verb expresses a physical action, a mental action, or a state of being.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing the Learning Targets (1 minute)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets and read the last two learning targets aloud:<ul style="list-style-type: none">* "I can analyze a central idea in <i>A Mighty Long Way</i>."* "I can analyze how an incident described in <i>A Mighty Long Way</i> provokes Carlotta to make a decision."• Cold call several students to summarize what they know about the central idea of finding one's voice. Listen for students to use the terms "dignity" and "justice" in their responses.	

Work Time	Meeting Students' Needs
<p>A. Analyzing the Journey: "This Little Light of Mine" (29 minutes)</p> <ul style="list-style-type: none">• Place students in heterogeneous small groups of four for a Jigsaw protocol, asking them to each bring their own copy of <i>A Mighty Long Way</i> and the Journey to Justice note-catcher with them.• Display the Declaration of Independence excerpt under the document camera while students are moving into their groups.• Draw students' attention to the third stage on the Journey to Justice note-catcher.• Read aloud the summary and questions related to the third stage on the Journey to Justice note-catcher as students read along silently in their heads:<ul style="list-style-type: none">* "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. At what point did Carlotta begin her new life after her experiences at Central High School? What were some of the obstacles Carlotta had to face as a result of her experiences? In what ways did she begin to give back and help make the world better for others?"• Point out to students that although Carlotta might not have realized it, her conviction and determination to play a role in the integration of schools when she was a teenager was due to her belief in the founding document of this country, the Declaration of Independence.	<ul style="list-style-type: none">• Note: The event in which Carlotta meets with Herbert and learns his story is a longer piece of text.• Consider providing hint cards with details and/or probing questions to help direct students who struggle or isolating the text students will need to read on a separate document.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Share with students some key basic background knowledge about the Declaration of Independence: it was written in 1776, almost two centuries before Carlotta's journey to justice in Little Rock. Its most famous and enduring lines are, "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."• Ask students:<ul style="list-style-type: none">* "What basic American value does Jefferson express in these very famous lines?"* "How has Carlotta's journey been a reflection of this most basic of American values?" Listen for students to recognize that Carlotta's journey has been in pursuit of equality, most specifically equal educational opportunities.• Engage in a short teacher-led discussion using the following question:<ul style="list-style-type: none">* "Based on what you have read of Carlotta's journey in Chapters 15–17, in what ways has Carlotta given back to society in order to ensure that all people are treated equally?"• Listen for students to mention Carlotta's work educating others about the story of the integration of schools and the civil rights movement.• Tell students that there are four events that they are going to study further. Have each person in the group choose one of the four events in Carlotta's life on which to focus:<ol style="list-style-type: none">1. Carlotta's work with the Colorado AIDS project (page 241)2. Carlotta's decision regarding which school her children attended (page 245)3. President Clinton's words regarding Mrs. Bates (page 254)4. Herbert's story (page 257)• Next, regroup students based on the event they've chosen to analyze so that students who have chosen the same event form another small group (in order to keep these groups small, there may be two small groups representing the same event).• Instruct students to reread the selected pages independently and then work together in this group to add details from the event to the third stage on the Journey to Justice note-catcher.• After 10 minutes, invite students to return to their original groups.• Provide 5-10 minutes to share out their details with one another so everyone in the group has a complete note-catcher.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite students to follow along in the text as you read the final paragraphs of the book aloud, beginning on page 271 with Obama's quote ("If there is anyone out there ...") and reading until the end.• Ask students to discuss with their groups:<ul style="list-style-type: none">* "How does Carlotta view the election of President Obama in relation to the passage from the Declaration of Independence? In her view, how is his election part of the journey to justice that she has been experiencing throughout this book, and throughout her life?"• Call on volunteers to share out.• Listen for students to recognize that the election of a black president helps to bring to life the words of the Declaration of Independence, which emphasize equal opportunity for all. Listen for students to notice Carlotta and her Little Rock comrades also helped to bring the words from the Declaration of Independence to life when they began their journey to justice. President Obama's election represents the justice and equality that Carlotta and the other members of the Little Rock Nine were seeking as they integrated Little Rock Central High.	
Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Verbals (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Exit Ticket: Verbals.• Tell students you would like to see how much they remember from the opening of the lesson, when they learned about verbals.• Have students complete the exit ticket.• Collect the exit tickets. Consider using the Exit Ticket: Verbals (answers, for teacher reference) to check students' understanding, and be sure to clarify as needed in the next lesson.	<ul style="list-style-type: none">• You may use the data from the exit tickets to determine whether or not students need additional support for this particular grammatical concept. Supplementary language lessons and activities to support students are included in the supporting materials of Unit 2, Lesson 19.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read your independent reading book. You will be writing a book review of your independent book in Lesson 7, so be sure to finish up the book soon.	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Verbals

Name: _____

Date: _____

Verbals: A verbal is a word formed from a verb but functioning as a different part of speech.

Gerunds

A gerund is a verbal that ends in *-ing* and acts as a noun.

Purpose: used to make a verb a noun

Examples:

Nobody appreciates his *singing*.

Swimming is a great sport.

Participles

A participle is a verbal that most often ends in *-ing* or *-ed* and acts as an adjective (describes a noun).

Purpose: to tell more about the noun that follows

Examples:

My knees *shaking*, I walked into the principal's office.

The *cracked* windows need to be fixed.

Infinitives

An infinitive is a verbal consisting of the word “to” plus a verb. It acts as a noun, adjective, or adverb.

Purpose: to indicate the purpose or intention of an action.

Examples:

Now is the best time *to start*.

My sister agreed *to give* me a ride.

TIP: Don't confuse verbals with verbs. Verbals look like verbs but don't act like verbs.



Verbals

Directions: In each sentence from *A Mighty Long Way* below, underline the verbal(s) and identify the type of verbal on the line to the right of each sentence.

1. “Near the end of the party, a Santa presented each of us with gifts and encouraging letters mailed from around the country by the organization’s members, who thanked us for our bravery and courage” (113).	<hr/>
2. “With every step, the hooting and hollering got louder” (70).	<hr/>
3. “But Gloria had always felt grateful for those few moments in class when Becky helped her to feel accepted, as though she had at least one ally among her white classmates” (121).	<hr/>



Verbals

(Answers, for Teacher Reference)

Directions: In each sentence from *A Mighty Long Way* below, underline the verbal(s) and identify the type of verbal on the line to the right of each sentence.

1. “Near the end of the party, a Santa presented each of us with gifts and encouraging letters mailed from around the country by the organization’s members, who thanked us for our bravery and courage” (113).	participle
2. “With every step, the hooting and hollering got louder” (70).	gerund
3. “But Gloria had always felt grateful for those few moments in class when Becky helped her to feel accepted, as though she had at least one ally among her white classmates” (121).	infinitive



Exit Ticket: Verbals

Just like in the practice earlier in the lesson, underline the verbal(s) and identify the type of verbal on the line to the right of each sentence.

1. “From the second-floor landing, I quickly looked up and saw the guilty party, one of the black-leather boys with his light-colored hair combed toward his smirking face” (118).	<hr/>
2. “Just before Labor Day, my great-uncle Emerald Holloway stopped by the house with a surprise gift for me: cash to buy a brand-new dress for my first day at Central” (63).	<hr/>
3. “The opening of the 1959-1960 session—my senior year—was set to begin August 12, three weeks earlier than the traditional school opening after Labor Day” (160).	<hr/>
4. What might one purpose of verbals?	



Exit Ticket: Verbals
(Answers, for Teacher Reference)

1. “From the second-floor landing, I quickly looked up and saw the guilty party, one of the black-leather boys with his light-colored hair combed toward his smirking face” (118).	participle
2. “Just before Labor Day, my great-uncle Emerald Holloway stopped by the house with a surprise gift for me: cash to buy a brand-new dress for my first day at Central” (63).	infinitive
3. “The opening of the 1959-1960 session—my senior year—was set to begin August 12, three weeks earlier than the traditional school opening after Labor Day” (160).	gerund
4. What might one purpose of verbals?	(Answers will vary; see Verbals handout for possible answers).



EXPEDITIONARY
LEARNING

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

Launching the Performance Task



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

I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)

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 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)

I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)

Supporting Learning Targets

- I can analyze nuances in word meanings and the word choice an author selects, which both contribute to the meaning and tone of the text.
- I can select three photographs to highlight key events experienced by The Little Rock Nine as they tried to go to school at Central as a basis for a film plot.
- I can cite evidence from *A Mighty Long Way* when describing the photograph and to support the reasons for my choices.

Ongoing Assessment

- Photograph and Song Choice note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer: Language Techniques (10 minutes)Work Time<ol style="list-style-type: none">Launching the Performance Task and Generating Criteria from the Model (10 minutes)Analyzing and Selecting Photographs (20 minutes)Closing and Assessment<ol style="list-style-type: none">Sharing a Photograph Selection (5 minutes)Homework<ol style="list-style-type: none">Finish selecting the three photographs you are going to use in the Performance Task and filling out the Photograph and Song Choice note-catcher with your choice of photographs. You will not work on song choice until Lesson 4.	<ul style="list-style-type: none">In this lesson, students continue to work with language standard L.8.5 as they build toward the Mid-Unit 3 Assessment in the next lesson.In this lesson, students are introduced to the Performance Task Prompt and hear a model presentation. It is important they understand that although the Performance Task is a presentation, they will be preparing the material they need for a presentation by writing.In this lesson, you will be performing a model presentation for students. Please see Performance Task Model: Guidelines (in supporting materials) to prepare for this presentation. It is recommended that you use the End of Unit Assessment 3 Model Response (see supporting materials) to make prompt cards, as students will be required to do so in preparation for their presentations, and your prompt cards can be used as a model for them.It is important that you model only one photograph and the song choice, since modeling more than one photograph will not give students the chance to think for themselves about the photographs.Students will write the descriptions and arguments of their photographs and songs for the End of Unit 3 Assessment (W.8.1/W.8.2), which will then provide them with the material they need to generate a presentation. This lesson is the preliminary thinking for photograph selection. The writing model provided in this lesson is the model for the End of Unit 3 assessment, which takes place in Lesson 5.During this lesson, students focus on photograph selection. They will select a song in Lesson 4 (Lesson 3 is the Mid-Unit 3 Assessment.)It is important to point out to students that although the photographs in <i>Little Rock Girl 1957</i> focus primarily on Elizabeth Eckford, most of the events captured in the photographs are also described in the memoir <i>A Mighty Long Way</i> by Carlotta Walls Lanier.As students may not have time to complete their note-catchers in the lesson, they finish it for homework.In advance:<ul style="list-style-type: none">Review: Performance Task Model: Guidelines (see supporting materials)Prepare: Performance Task Model (see guidelines in supporting materials)Prepare: Performance Task Criteria anchor chart (see Work Time A)Post: Learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Word Connotation score sheet (one per student and one to display)• <i>A Mighty Long Way</i> (book; one per student)• Performance Task Prompt (one per student and one for display)• <i>Little Rock Girl 1957</i> (book; one per student)• Performance Task Model: Guidelines (for teacher reference)• Performance Task Criteria anchor chart (new; see Work Time A)• Photograph and Song Choice note-catcher (one per student and one for display)• Photograph and Song Choice note-catcher (example, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Language Techniques (10 minutes)</p> <ul style="list-style-type: none">• Display and distribute the Word Connotation score sheet.• Ask students to pair up with their discussion partners.• Invite students to sort the words by rating them on the Word Connotation score sheet, choosing a number between 1 and 5 for each word, depending on how negative or positive they perceive the connotation of the word to be. Explain that <i>connotation</i> means a feeling or association one has with a word.• Ask:<ul style="list-style-type: none">* “For example, in the word pair ‘defiance’ and ‘resistance,’ what would you rate ‘defiance’? What would you rate ‘resistance’? Why?”• Invite students to respond with their reasoning.• Give students several minutes to score the words with their partners.• Cold call pairs to share out.• Draw students’ attention to the first learning target and read it aloud:<ul style="list-style-type: none">* “I can analyze nuances in word meanings and the word choice an author selects, which both contribute to the meaning and tone of the text.”• Explain that Carlotta Walls Lanier chose to use specific words in her writing to capture her story and convey her emotions and reactions to the chaos around her.• Have students take out their text: <i>A Mighty Long Way</i>.• Tell students that you would like them to reread a passage with you from the paragraph beginning at the bottom of page 69. In this passage, Carlotta writes about the moment she and her classmates begin to walk toward Central High School on the first day of school.• Explain that the words marked with an asterisk on the Word Connotation score sheet are words Carlotta Walls Lanier chose to use in this passage. The words without an asterisk are words with similar meanings, but different connotations are not used in the passage.	<ul style="list-style-type: none">• Since connotation work is especially challenging for ELL students, consider pairing them with non-ELL students for this activity or providing simpler word pairs from the text.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain that after they reread this passage to refamiliarize themselves with it, students will read the words on the chart and give a score to each word between the range of 1–5, with 1 being a negative connotation or feeling and 5 being a positive connotation or feeling from the word.• Turn and talk:<ul style="list-style-type: none">* “How would the meaning of this passage have changed if Walls had used the other words listed on the sheet? Use specific examples from your Word Connotation score sheet to guide your conversations.”• Cold call one or two pairs to share out. <p>Emphasize that Walls’ choices were deliberate and capture the chaos and fear she must have felt during this defining moment of her journey. Note that there is a correlation between the positive and negative nature of the connotation of the words with asterisks versus the words without asterisks. This means Walls chose her words wisely, making sure the words reflected the feeling she wished to convey.</p> <ul style="list-style-type: none">• Tell students that in the next lesson they will be analyzing language techniques for their mid-unit assessment.• Draw students’ attention to the final two learning targets:<ul style="list-style-type: none">* “I can select three photographs to highlight key events experienced by The Little Rock Nine as they tried to go to school at Central as a basis for a film plot.”* “I can cite evidence from <i>A Mighty Long Way</i> when describing the photograph and to support the reasons for my choices.”• Explain that students will be introduced to the Performance Task next, so these learning targets will make more sense once they have read the prompt.	



Work Time	Meeting Students' Needs
<p>A. Launching the Performance Task and Generating Criteria from the Model (10 minutes)</p> <ul style="list-style-type: none">• Display and distribute the Performance Task Prompt.• Ask students to read the document silently and write the gist of the task and any questions they have about it in the margins.• Ask students to explain the standards on which they will be assessed.• Listen for: “presenting ideas.”• Call on students with questions about the performance task.• Have students take out <i>Little Rock Girl 1957</i>. Students will need to refer to this during the model presentation.• Use the Performance Task Model: Guidelines to model a presentation for the group. See Teaching Notes. Explain that you are only going to model presenting one photograph and the song for the sake of time. This should be plenty of material for students to generate criteria.• Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* “What did you notice?”* “What did I include in my presentation?”* “Think about the Performance Task Prompt—why do you think I included that? Why is it relevant?”• Select volunteers to share their ideas with the whole group. Record as criteria on Performance Task Criteria anchor chart. Suggestions could include:<ul style="list-style-type: none">– Tell the audience which page the photograph is on.– Describe the photograph. Use evidence from <i>A Mighty Long Way</i> in your description of the photograph.– Explain why you have chosen that photograph. Use evidence from the text to support your reasons.– Repeat with each photograph.– Introduce the song you have chosen.– Describe what the song is about. Cite lyrics from the song in your description.– Explain why you have chosen that song. Use evidence from the text to support your reasons.	



Work Time (continued)	Meeting Students' Needs
<p>B. Analyzing and Selecting Photographs (20 minutes)</p> <ul style="list-style-type: none">• Remind students that for the Performance Task they must choose three photographs to lift up as key events to drive the plot and theme of their film.• Distribute the Photograph and Song Choice note-catcher. Model how to fill it in using the example on the Photograph and Song Choice note-catcher (example, for teacher reference)• Remind students of the Performance Task model presentation they just experienced and the reasons given for the choice of the three photographs selected to lift up as key events. Tell students to follow that modeled thinking as they begin to look through <i>Little Rock Girl 1957</i> and think about which photographs to choose.• Invite students to begin looking through the photographs to choose the three they would like to lift up as key events.• Circulate to support students as they work. Ask guiding questions to guide them:<ul style="list-style-type: none">* “Why have you chosen that photograph?”* “What key event for The Little Rock Nine does it lift up? How?”* “Why is this an important event to include in a film about The Little Rock Nine as they tried to go to Central?”• If students haven’t finished selecting their photographs by the end of this allocated time, explain that they will finish selecting photographs and filling out their note-catcher for homework.	



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing a Photograph Selection (5 minutes)</p> <ul style="list-style-type: none">• Invite students to choose one of the photographs they have selected to share in a mix and mingle.• Mix and Mingle:<ol style="list-style-type: none">1. Students move around the room with their books and note-catchers.2. When you say stop, students share a photograph they have selected and their reasons for selecting it with the person closest to them.3. Repeat until students have shared three times.	
Homework	Meeting Students' Needs
<p>A. Finish selecting the three photographs you are going to use in the Performance Task and filling out the Photograph and Song Choice note-catcher with your choice of photographs. You will not work on song choice until Lesson 4.</p> <p><i>Note: Remind students to complete their independent reading in preparation for writing a book review in Lesson 3.</i></p>	



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

Supporting Materials



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Word Connotation Score Sheet

Name: _____

Date: _____

Directions: Score the following word pairs by writing a number (1–5) next to each word.

1 = negative, 2 = somewhat negative, 3 = neutral, 4 = somewhat positive, and 5 = positive

The words marked with an asterisk on the Word Connotation score sheet are words Carlotta Walls Lanier chose to use in this passage. The words without an asterisk are words with similar meanings, but different connotations.

Word	Connotation Score (1–5)	Word	Connotation Score (1–5)
rumble*		mob*	
sound		group	
clutched*		contorted*	
held		shaped	
sticky*		surreal*	
damp		dreamy	



Performance Task Prompt

SL.8.4: 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.

L.8.1: I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Films about real-life events highlight key events. If you were to take Carlotta's memoir and use it to make a film about the experiences of The Little Rock Nine as they went to Central High School, which three photographed moments from *Little Rock Girl 1957* would you lift up as key events to drive the plot and theme of your film? Which of the civil rights songs would you want to feature in the soundtrack?

Choose three photographs from *Little Rock 1959*, and a civil rights song. Prepare a presentation in which you:

- Describe what is happening in each of your three photograph choices, using evidence from *A Mighty Long Way* to support your description.
- Argue why each photograph deserves to be of focus in a film version, again using evidence from the text to support your argument.
- Describe the civil rights song you have chosen using lyrics from the song.
- Argue how it is so relevant to the experiences of The Little Rock Nine using evidence from *A Mighty Long Way* to support your claims.

Your presentation should be no more than 4 minutes long.

Performance Task Model: Guidelines
(For Teacher Reference)

Use the highlighted written model below (model for the End of Unit 3 Assessment) and the Photograph and Song Choice note-catcher (example, for teacher reference) to create a presentation for students. As this is a model presentation, it needs to feel as natural to students as possible. Avoid reading the written model, or the notes on the note-catcher. Instead, consider using the materials to create prompt cards and make eye contact with students as much as possible during the presentation. The highlighted text on the written model below should help in creating prompt cards, but here are some general guidelines:

- Model presenting only one photograph and a song. Modeling more than one will limit student choices.
- Introduce the page number of the photograph, and invite students to refer to it in their books.
- Briefly describe what is happening in the photograph.
- Provide a quote from *A Mighty Long Way* to support your description of the photograph.
- Describe why you have chosen this photograph.
- Provide a quote from *A Mighty Long Way* to support your reasons for choosing it.
- Introduce the title of the song.
- Briefly describe what the song is about, citing lyrics from the song.
- Describe why you have chosen this song.
- Provide a quote from *A Mighty Long Way* to support your reasons for choosing it.



End of Unit 3 Assessment Model Response

If I were making a film based on *A Mighty Long Way* about the experiences of The Little Rock Nine as they went to Central High School in Little Rock, Arkansas, I would choose the photographs on pages 9, 17, and 26 as key events to lift up. I would choose the song “Ain’t Nobody Gonna Turn Me Around” for the soundtrack.

In the photograph on **Page 9**, The Little Rock Nine are **prevented from entering Central High School by National Guard** troops. Carlotta described this event in *A Mighty Long Way* when she said, “Finally, we were staring into the faces of the Arkansas National Guard. The guardsmen had formed a ring around the school. They blocked the entrance.... **The guardsmen weren’t there to protect us; they were there to keep us out.**” I have chosen this picture because the court had said The Little Rock Nine were allowed to go to the school, yet they weren’t allowed in and it was their **first experience of the severe injustice of what was happening to them.** Carlotta said, “**The highest court in the land had said I had a right to be at that school, to learn just like the white children.**” What would it take to open those closed ears and change their hardened hearts?”

In the photograph on **page 20**, The Little Rock Nine are being **escorted into Central High School by federal troops.** Carlotta described being escorted into the school by the troops: “Several soldiers trotted across the yard to catch up with us. **Then twenty-two of them positioned themselves completely around us.** I felt safe, protected, and proud.” I have chosen this picture because it was an important moment—it shows that The Little Rock Nine finally got justice by being let in to **Central High School**, and were protected by troops to do so safely. Carlotta described how important that moment was to her: “I took a deep breath. The granite eyes of those four Greek gods and goddesses above my head seemed to peer down at me: Ambition. Personality. Opportunity. Preparation. Walk with me now, I implored. **And with a new sense of calm, I stepped across the threshold.**”

In the photograph on **page 26**, **Ernest Green, one of The Little Rock Nine, is graduating from Central High School.** Although Carlotta wasn’t there, she described the event after listening to it on the radio: “Ernie was among 602 graduates to receive their diplomas that night. About fifty minutes into the ceremony, his name was called.” I have chosen this picture because it shows **triumph.** Despite the challenges he faced just to go to the school, and the challenges he faced once attending the school, **he was the first to graduate from Central.** Carlotta described the triumph: “As I exhaled I imagined Ernie walking proudly across that stage—the first colored student ever to do so.”

I have chosen the song “**Ain’t Gonna Let Nobody Turn Me Around**” for the soundtrack, which is about **not letting anyone stop you from achieving your goals.** The line “Ain’t gonna let nobody turn me



around” is repeated over and over again throughout the song. I have chosen it because throughout *A Mighty Long Way*, Carlotta describes how The Little Rock Nine didn’t let anyone turn them around or stop them from achieving their goal of an education at Central High School despite the challenges they faced there. When they are turned away from the school by the National Guard, they still relentlessly pursue the idea of going there. When Elizabeth Eckford is attacked by the mob on her first day, she still continues to go back to the school. When students are mean to them and make their lives at the school very challenging, they still keep going back to the school. Carlotta said, “All nine of us felt compelled to send out that unified message—that integration was succeeding. I know I certainly did.”

All of these choices show how brave The Little Rock Nine were in the face of adversity. All they wanted was a really good high school education at the best high school in the city, Central High School, but people tried to stop them and make their lives difficult for having that goal. These photographs and this song show their perseverance in the face of adversity.



Photograph and Song Choice Note-Catcher

Name:

Date:

Photo Page No./Song Choice	Description (Use evidence from <i>A Mighty Long Way</i>)	Why this one? (Use evidence from <i>A Mighty Long Way</i>)
1.		
2.		
3.		
Song:		



Photograph and Song Choice Note-Catcher
(Example, for Teacher Reference)

Photo Page No./Song Choice	Description (Use evidence from <i>A Mighty Long Way</i>)	Why this one? (Use evidence from <i>A Mighty Long Way</i>)
1. Pg. 9	<i>The Little Rock Nine are prevented from entering Central High School by National Guard troops. “Finally, we were staring into the faces of the Arkansas National Guard. The guardsmen had formed a ring around the school. They blocked the entrance.... The guardsmen weren’t there to protect us; they were there to keep us out.”</i>	<i>This shows the injustice they faced from the very beginning. “The highest court in the land had said I had a right to be at that school, to learn just like the white children. What would it take to open those closed ears and change their hardened hearts?”</i>
2. Pg. 20	<i>The Little Rock Nine are being escorted into Central High School by federal troops. “Several soldiers trotted across the yard to catch up with us. Then twenty-two of them positioned themselves completely around us. I felt safe, protected, and proud.”</i>	<i>It shows that The Little Rock Nine finally got justice and were allowed to go to Central High School. “I took a deep breath. The granite eyes of those four Greek gods and goddesses above my head seemed to peer down at me: Ambition. Personality. Opportunity. Preparation. Walk with me now, I implored. And with a new sense of calm, I stepped across the threshold.”</i>
3. Pg. 26	<i>Ernest Green, one of The Little Rock Nine, is graduating from Central High School. “Ernie was among 602 graduates to receive their diplomas that night. About fifty minutes into the ceremony, his name was called.”</i>	<i>It shows triumph and that despite the challenges he faced just to go to the school, and the challenges he faced once attending the school, he was the first to graduate from Central. “As I exhaled I imagined Ernie walking proudly across that stage—the first colored student ever to do so.”</i>
Song: “Ain’t	<i>About not letting anyone prevent you from your goal.</i>	<i>The Little Rock Nine didn’t let anyone turn them around or stop them from achieving</i>



<i>Gonna Let Nobody Turn Me Around”</i>	<i>their goal of an education at Central High School despite the challenges they faced there. When they are turned away from the school by the National Guard, they still relentlessly pursue the idea of going there. When Elizabeth Eckford is attacked by the mob on her first day, she still continues to go back to the school. When students are mean to them and make their lives at the school very challenging, they still keep going back to the school. “All nine of us felt compelled to send out that unified message—that integration was succeeding. I know I certainly did.”</i>
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EXPEDITIONARY
LEARNING

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

Mid-Unit Assessment: Analysis of Language Techniques



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Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
<p>I can use correct grammar and usage when writing or speaking. (L.8.1)</p> <p>I can explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (L.8.1a)</p> <p>I can recognize and correct inappropriate shifts in verb voice and mood. (L.8.1d)</p> <p>I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can use correct grammar and usage when writing.• I can explain the function of verbals.• I can recognize and correct inappropriate shifts in verb voice and mood.• I can write a book review that helps my classmates decide whether to read a book.	<ul style="list-style-type: none">• Mid-Unit 3 Assessment• Independent reading book review



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing the Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Mid-Unit 3 Assessment: Analysis of Language Techniques (25 minutes)Independent Reading Book Review (15 minutes)Closing and Assessment<ol style="list-style-type: none">Previewing Homework (3 minutes)Homework<ol style="list-style-type: none">Complete your independent reading book review.	<ul style="list-style-type: none">In this lesson, students demonstrate their mastery of the language skills they have worked on throughout the module in the Mid-Unit 3 Assessment: Analysis of Language Techniques. This assessment is the culmination of students' study of voice, mood, and word choice in Unit 2, Lesson 19 and Unit 3, Lessons 1 and 2.Grade the assessment using the NYS Grade 8 2-point short response rubric. Be prepared to return graded assessments with feedback in Lesson 5.Following the assessment, students write book reviews for their independent reading books. See two 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. The Reader's Review worksheet referenced in this lesson is part of the Sample Plan document.Consider having other independent activities students can work on if they finish the assessment early.In advance:<ul style="list-style-type: none">Decide in which form students will publish their book reviews and create a model in that form. The stand-alone document has a student guide for writing a book review that you may find useful (see the Reader's Review worksheet in the supporting materials of this lesson). Also, decide whether you will follow up the book reviews with book talks.Post: Learning targets.

Lesson Vocabulary	Materials
book review	<ul style="list-style-type: none">Mid-Unit 3 Assessment: Analysis of Language Techniques (one per student)Mid-Unit 3 Assessment: Analysis of Language Techniques (answers, for teacher reference)Model independent reading book review (one per student and one to display; see Teaching Notes)Reader's Review worksheet (optional; one per student; see Teaching Notes)



Opening	Meeting Students' Needs
<p>A. Reviewing the Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none">* "I can use correct grammar and usage when writing."* "I can explain the function of verbals."* "I can recognize and correct inappropriate shifts in verb voice and mood."* "I can write a book review that helps my classmates decide whether to read a book."• Tell students that the first three learning targets refer to the language techniques they have been learning about throughout the module. Emphasize that they will have the opportunity to demonstrate their mastery of those techniques on the Mid-Unit 3 Assessment today.• Point out the last learning target. Let students know that they will also have the chance to review the books they have been reading independently today.	
Work Time	Meeting Students' Needs
<p>A. Mid-Unit 3 Assessment: Analysis of Language Techniques (25 minutes)</p> <ul style="list-style-type: none">• Arrange seating so students are arranged in a manner that is appropriate for assessment and allows them to independently think, read, and write.• Distribute the Mid-Unit 3 Assessment: Analysis of Language Techniques. Read the directions aloud and address any clarifying questions.• Invite students to begin.• Circulate to observe but not support; this is students' opportunity to independently apply the skills they have been learning.• At the end of Work Time, collect the Mid-Unit 3 Assessment: Analysis of Language Techniques. Use the Mid-Unit 3 Assessment: Analysis of Language Techniques (answers, for teacher reference) to guide your scoring of students' work.• If some students finish before others, encourage them to complete independent activities you have set up beforehand.	<ul style="list-style-type: none">• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment



Work Time (continued)	Meeting Students' Needs
<p>B. Independent Reading Book Review (15 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their work with independent reading. If possible, share data about how many books they have read or how many of them met their reading goals.• Tell students that they are experts in recommending books to their classmates: They know the books, and they know their classmates. Today you will begin a process that will eventually build a big collection of book recommendations, so that students can figure out what books they want to read by asking the experts: other teenagers who have read those books.• Distribute and display the model independent reading book review (in the form you have chosen for students to use to publish their book reviews).• Read your model aloud as students follow along silently.• Ask:<ul style="list-style-type: none">* “What do you notice about this book review?”* “What did the author say about the book? What didn’t she say?”• Call on volunteers to share out.• Tell students that now they will write a review for their independent reading book. Consider which scaffolds will help your students be successful and use some or all of the following:<ul style="list-style-type: none">– Turn and talk: Give a 1-minute oral review of your book.– Reader’s Review worksheet (from the stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan).– Another graphic organizer– A rubric you plan to use to assess the reviews• Give students the remainder of the time to work individually. Confer with them as needed, especially with those who may struggle with writing. Encourage them to do as much work as possible in class.	



Closing and Assessment	Meeting Students' Needs
A. Previewing Homework (3 minutes) <ul style="list-style-type: none">Remind students to take their book reviews home to complete as homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Complete your independent reading book review.	



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Mid-Unit 3 Assessment:
Analysis of Language Techniques

Name: _____

Date: _____

1. In the chart below, identify the function of each type of verbal.

Verbal	Function in sentence
infinitive	
gerund	
participle	

Directions: Identify the type of verbal underlined in the sentences below.

- _____ As she approached the school, all Carlotta could hear was the segregationists' jeering and yelling.
- _____ "Sirens and police cars wailed, crisscrossing downtown" (168).
- _____ Even though the bullying and harassment Carlotta experienced could have dragged her down, she persevered.
- _____ "It was good to see Mrs. Bates during the festivities" (249).
- _____ "When the crowd got more unruly, Smith ordered firemen to open their hoses, unleashing a torrent of water streaming onto the crowd at half blast" (161).



Mid-Unit 3 Assessment:
Analysis of Language Techniques

Directions: Complete the sentences below with the correct subjunctive or conditional mood. Explain your choice.

7. If Carlotta _____ to snap and retaliate against the redheaded girl who stepped on her heels, she could be suspended or even expelled.

Explain:

8. When the Nine arrived at Central High School on the first day, they thought they _____ be protected by the soldiers at the doors.

Explain:

9. If Governor Faubus had not defied president Eisenhower, the National Guard _____ not have been called to Little Rock.

Explain:

Mid-Unit 3 Assessment:
Analysis of Language Techniques

Directions: In the sentence pairs below, determine which conveys meaning in the clearest way. Explain why you chose the active or passive voice.

10. a. Some white students wrote kind messages in Carlotta's yearbook.
 b. Kind messages were written by some white students in Carlotta's yearbook.

Explain:

11. a. Emotions flooded Carlotta when she visited Central High School again with President Clinton.
 b. Carlotta was flooded with emotions when she visited Central High School again with President Clinton.

Explain:

12. a. Carlotta was overcome with fear when her house was bombed.
 b. Fear overcame Carlotta when her house was bombed.

Explain:



Mid-Unit 3 Assessment:
Analysis of Language Techniques
(Answers, for Teacher Reference)

1. In the chart below, identify the function of each type of verbal.

Verbal	Function in sentence
infinitive	can act as a noun, adjective, or adverb
gerund	acts as a noun
participle	acts as an adjective

Directions: Identify the type of verbal underlined in the sentences below.

2. gerund As she approached the school, all Carlotta could hear was the segregationists' jeering and yelling.
3. participle "Sirens and police cars wailed, crisscrossing downtown" (168).
4. gerund Even though the bullying and harassment Carlotta experienced could have dragged her down, she persevered.
5. infinitive "It was good to see Mrs. Bates during the festivities" (249).
6. participle "When the crowd got more unruly, Smith ordered firemen to open their hoses, unleashing a torrent of water streaming onto the crowd at half blast" (161).

Mid-Unit 3 Assessment:
Analysis of Language Techniques
(Answers, for Teacher Reference)

Directions: Complete the sentences below with the correct subjunctive or conditional mood. Explain your choice.

7. If Carlotta were to snap and retaliate against the redheaded girl who stepped on her heels, she could be suspended or even expelled.

Explain:

This is subjunctive and conditional because it states something that did not happen and also presents a cause and effect relationship.

8. When the Nine arrived at Central High School on the first day, they thought they would be protected by the soldiers at the doors.

Explain:

This is conditional because it refers to something that could possibly happen.

9. If Governor Faubus had not defied president Eisenhower, the National Guard would not have been called to Little Rock.

Explain:

This is conditional because it shows the relationship between events and contains the word “if.”

Mid-Unit 3 Assessment:
Analysis of Language Techniques
(Answers, for Teacher Reference)

Directions: In the sentence pairs below, determine which conveys meaning in the clearest way. Explain why you chose the active or passive voice.

10. **a. Some white students wrote kind messages in Carlotta's yearbook.**
 b. Kind messages were written by some white students in Carlotta's yearbook.

Explain:

I chose active voice because it shows that some white students actively chose to write kind things.

11. a. Emotions flooded Carlotta when she visited Central High School again with President Clinton.
 b. Carlotta was flooded with emotions when she visited Central High School again with President Clinton.

Explain:

I chose passive voice because it shows how the emotions overcome Carlotta when she visits the site of years of pain and oppression.

12. a. Carlotta was overcome with fear when her house was bombed.
 b. Fear overcame Carlotta when her house was bombed.

Explain:

I chose active voice because it shows how the fear is so powerful that it overtakes Carlotta.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 3: Lesson 4

Choosing Songs for the Film Soundtrack



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

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 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)

I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)

Supporting Learning Targets

- I can select a song to use in the soundtrack for a film about the experiences of The Little Rock Nine as they went to Central High School.
- I can cite evidence from *A Mighty Long Way* to support the reasons for my choice.

Ongoing Assessment

- Photograph and Song Choice note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing the Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Analyzing and Selecting Songs (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Introducing the End of Unit 3 Assessment Prompt and Homework (12 minutes)4. Homework<ol style="list-style-type: none">A. Use your Photograph and Song Choice note-catcher to complete your Homework: Writing Plan	<ul style="list-style-type: none">• In this lesson, students continue the work on their performance task that they began in Lesson 2, this time choosing a song for the soundtrack of the film.• In order for students to choose a song, in this lesson they will need access to listen to the four songs they have been exposed to across the module: “A Change Is Gonna Come,” “Ain’t Gonna Let Nobody Turn Me Around,” “Lift Every Voice and Sing,” and “This Little Light of Mine.” Students will need to have at least 5 minutes to access each song. How you organize this depends on your technological resources. Consider having four “listening stations”—one for each song, with the songs cued up on internet devices for all students in the group to listen to. This may be one device on each station with the song playing on repeat through a speaker for all students in a group to hear, or it may be one device per student with students using headphones to control the sound level.• All four of the songs can be found by searching on free music or video streaming websites—for example, on YouTube.• As noted in previous lessons, YouTube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While 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.• In preparation for the End of Unit 3 Assessment (on-demand writing) in Lesson 5, students are introduced to the assessment prompt during this lesson and are given a writing planning sheet to complete for homework. Use your judgment based on your students’ needs: You may feel that it would be better for students to complete their writing planning sheet in the classroom to be sure that students give this planning sufficient time for it to be meaningful.• Consider finding a way for students to share their book reviews with a wider audience at the school, such as posting them in the library or on an internal website, or including them in a school newsletter.• When student book reviews are collected, assess them for RL.8.11.• In advance:<ul style="list-style-type: none">– Set up four listening stations—one song playing on each.– Post: Learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Performance Task Prompt (one per student and one for display from Lesson 2)• Journey to Justice note-catcher (completed by students across the module)• Four listening stations (see Teaching Notes)• Civil Rights Song note-catcher (one per student and one for display)• <i>A Mighty Long Way</i> (book; one per student)• Photograph and Song Choice note-catcher (from Lesson 2)• End of Unit 3 Assessment Prompt (one per student and one for display)• Homework: Writing Plan (one per student and one for display)• Homework: Writing Plan (example, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Reviewing the Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none">* "I can write a description of each of the photographs and the song I have selected for the film using evidence from <i>A Mighty Long Way</i>."* "I can argue why each photograph, and the song I have chosen deserves to be focused in the film using evidence from <i>A Mighty Long Way</i>."• Explain that today students will be using their Photograph and Song Choice note-catchers to respond to a prompt for their End of Unit 3 Assessments.	



Work Time (continued)	Meeting Students' Needs
<p>A. Analyzing and Selecting Songs (30 minutes)</p> <ul style="list-style-type: none"> • Display the Performance Task Prompt and invite students to take out their own copies. Remind them that in Lesson 2 they chose the photographs and now in this lesson they need to choose the song for the soundtrack. • Remind students of the songs they have looked at so far in the module—"A Change Is Gonna Come," "Ain't Gonna Let Nobody Turn Me Around," "Lift Every Voice and Sing," and "This Little Light of Mine." • Remind students to refer to their Journey to Justice note-catcher on which they have made already made links between three of the songs and <i>A Mighty Long Way</i>. Remind students that "Lift Every Voice and Sing" was a song they listened to and looked at for their End of Unit 1 Assessment. • Explain that you have set up four listening stations around the room (see Teaching Notes), and tell students that they are going to spend 5 minutes at each station listening to each song, listening to the lyrics and thinking about whether or not this would be the best choice for the soundtrack. • Display and distribute the Civil Rights Song note-catcher. Tell students that this is to help them remember each song and to take notes to help them make a decision at the end of the session. Remind them to refer to their text, <i>A Mighty Long Way</i>. • Divide students into four groups and start each group at a different station. After 5 minutes, rotate students to the next station. Circulate to support students in filling out their note-catchers. Ask: <ul style="list-style-type: none"> * "What is this song about? How would you describe it?" * "What connections can you make between this song and <i>A Mighty Long Way</i>? What links did you make on your Journey to Justice note-catcher?" • Once students have been to all stations, invite them to take out their Photograph and Song Choice note-catcher and review the photographs they have chosen before using the song notes they took in this lesson to select a song for the film soundtrack. They are to record this song in the final box on their Photograph and Song Choice note-catcher. 	<ul style="list-style-type: none"> • Asking guiding questions can help students think through their responses and push their thinking further. • For students who may struggle to fill out the note-catcher, consider putting them in a single group and having that group circulate together with you. Provide them with additional support as they record their ideas. • If students are familiar with an additional song they think might be relevant, consider allowing them to pursue this, within reason.



Closing and Assessment	Meeting Students' Needs
<p>A. Introducing the End of Unit 3 Assessment Prompt and Homework (12 minutes)</p> <ul style="list-style-type: none">• Tell students that in the next lesson they are going to be doing an on-demand piece of writing for the End of Unit 3 Assessment. Display and distribute the End of Unit 3 Assessment Prompt.• Invite a volunteer to read it aloud as the rest of the group reads silently in their heads.• Invite students to ask any questions about what they are going to be expected to do for the assessment.• Display and distribute the Homework: Writing Plan. Tell students that although the writing for the End of Unit 3 Assessment is on-demand, you are going to give them time to think through the structure of their writing for the assessment.• Make it clear that students are not to write their response to the prompt on this planning sheet—this planning sheet is for them to plan the content of each paragraph.• Model an example on the displayed copy. See Homework: Writing Plan (example, for teacher reference) as a guide.• Remind students to use their Photograph and Song Choice note-catcher as they plan their writing.	<ul style="list-style-type: none">• Providing students with a model of how to fill out the Homework: Writing Plan shows all students what is expected of their work and what to aim for, and it provides them with the confidence to know where to begin.• Giving students planning time in advance helps them as writers.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Use your Photograph and Song Choice note-catcher to complete your Homework: Writing Plan.	



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Grade 8: Module 3B: Unit 3: Lesson 4

Supporting Materials



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Civil Rights Song Note-Catcher

Name: _____

Date: _____

Song Title	Description (What is the song about?)	Connections to Text (Use evidence from <i>A Mighty Long Way</i>)
1.		
2.		
3.		
4.		



End of Unit 3 Assessment Prompt

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)

For the Performance Task you are going to present three photographed moments that you would lift up as key events in a movie based on *A Mighty Long Way*, and a song for the soundtrack. To develop your thinking and prepare for a presentation, in this assessment you are going to organize your thinking in writing.

In your writing for the End of Unit 3 assessment, you will do the following:

- Describe what is happening in each of the three photographs you selected, evidence from *A Mighty Long Way* to support your description.
- Argue why each photograph merits focus in a film version, using evidence from *A Mighty Long Way* to support your argument.
- Describe the civil rights song you have selected to feature in your film, using lyrics from the song in your description.
- Argue how this song is particularly relevant to the experiences of The Little Rock Nine, using evidence from *A Mighty Long Way* to support your claims.
- Write a conclusion in which you summarize how both the particular events you selected and your song of choice will help people who watch the film to better understand the experiences of The Little Rock Nine at Central High School.



Homework: Writing Plan

Name:

Date:

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

Paragraph 6:

Homework: Writing Plan
(Example, for Teacher Reference)

Name:

Date:

Paragraph 1:

Introduction: Introducing photographs and songs chosen.

Paragraph 2:

Describing Photograph 1 and arguing why it was chosen.

Paragraph 3:

Describing Photograph 2 and arguing why it was chosen.

Paragraph 4:

Describing Photograph 3 and arguing why it was chosen.

Paragraph 5:

Describing the song and arguing why I am choosing it.

Paragraph 6:

Conclusion: Summarizing the events in the photographs and the song choice will show people the challenges faced by The Little Rock Nine when they were trying to do something normal like go to school, and their bravery in not giving up despite how frightening and dangerous it was at times.

Mid-Unit 3 Assessment:
Analysis of Language Techniques

Directions: In the sentence pairs below, determine which conveys meaning in the clearest way. Explain why you chose the active or passive voice.

2. a. Some white students wrote kind messages in Carlotta's yearbook.
 b. Kind messages were written by some white students in Carlotta's yearbook.

Explain:

3. a. Emotions flooded Carlotta when she visited Central High School again with President Clinton.
 b. Carlotta was flooded with emotions when she visited Central High School again with President Clinton.

Explain:

4. a. Carlotta was overcome with fear when her house was bombed.
 b. Fear overcame Carlotta when her house was bombed.

Explain:



Mid-Unit 3 Assessment:
Analysis of Language Techniques
(Answers, for Teacher Reference)

1. In the chart below, identify the function of each type of verbal.

Verbal	Function in sentence
infinitive	can act as a noun, adjective, or adverb
gerund	acts as a noun
participle	acts as an adjective

Directions: Identify the type of verbal underlined in the sentences below.

2. gerund As she approached the school, all Carlotta could hear was the segregationists' jeering and yelling.
3. participle "Sirens and police cars wailed, crisscrossing downtown" (168).
4. gerund Even though the bullying and harassment Carlotta experienced could have dragged her down, she persevered.
5. infinitive "It was good to see Mrs. Bates during the festivities" (249).
6. participle "When the crowd got more unruly, Smith ordered firemen to open their hoses, unleashing a torrent of water streaming onto the crowd at half blast" (161).

Mid-Unit 3 Assessment:
Analysis of Language Techniques
(Answers, for Teacher Reference)

Directions: Complete the sentences below with the correct subjunctive or conditional mood. Explain your choice.

7. If Carlotta were to snap and retaliate against the redheaded girl who stepped on her heels, she could be suspended or even expelled.

Explain:

This is subjunctive and conditional because it states something that did not happen and also presents a cause and effect relationship.

8. When the Nine arrived at Central High School on the first day, they thought they would be protected by the soldiers at the doors.

Explain:

This is conditional because it refers to something that could possibly happen.

9. If Governor Faubus had not defied president Eisenhower, the National Guard would not have been called to Little Rock.

Explain:

This is conditional because it shows the relationship between events and contains the word “if.”

Mid-Unit 3 Assessment:
Analysis of Language Techniques
(Answers, for Teacher Reference)

Directions: In the sentence pairs below, determine which conveys meaning in the clearest way. Explain why you chose the active or passive voice.

10. **a. Some white students wrote kind messages in Carlotta’s yearbook.**
 b. Kind messages were written by some white students in Carlotta’s yearbook.

Explain:

I chose active voice because it shows that some white students actively chose to write kind things.

11. a. Emotions flooded Carlotta when she visited Central High School again with President Clinton.
 b. Carlotta was flooded with emotions when she visited Central High School again with President Clinton.

Explain:

I chose passive voice because it shows how the emotions overcome Carlotta when she visits the site of years of pain and oppression.

12. a. Carlotta was overcome with fear when her house was bombed.
 b. Fear overcame Carlotta when her house was bombed.

Explain:

I chose active voice because it shows how the fear is so powerful that it overtakes Carlotta.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 3: Lesson 5

End of Unit 3 Assessment: On-Demand Writing— Photograph and Song Choices for a Film



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<ul style="list-style-type: none">• 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)	
Supporting Learning Target	Ongoing Assessment
<ul style="list-style-type: none">• I can write a description of each of the photographs and the song I have selected for the film, using evidence from <i>A Mighty Long Way</i>.• I can argue why each photograph and the song I have chosen deserves to be focused on in the film, using evidence from <i>A Mighty Long Way</i>.	<ul style="list-style-type: none">• Homework: Writing Plan sheet (completed for Lesson 4 homework)• End of Unit 3 Assessment• Self-assessment on rubric



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Returning Mid-Unit 3 Assessments with Feedback (5 minutes)Reviewing the Learning Targets (3 minutes)Work Time<ol style="list-style-type: none">End of Unit 3 Assessments (30 minutes)Closing and Assessment<ol style="list-style-type: none">Self-Assessment (7 minutes)Homework<ol style="list-style-type: none">Continue reading your independent reading book.	<ul style="list-style-type: none">In this lesson, students receive feedback from the Mid-Unit 3 Assessments. Ensure these assessments have been graded with feedback before returning them at the beginning of this lesson.In this lesson, students complete their End of Unit 3 Assessments—an on-demand piece of writing. Students were given the prompt for this assessment in the previous lesson and were provided with a writing planning sheet to complete for homework, to help them think about the structure of their writing in advance.Use your judgment. If you feel students will need more guidance with this planning sheet, you may consider allocating time to model how to use it and time for students to complete it in the lesson before asking students to write for the assessment.The purpose of the writing required by this assessment is to help students begin to coherently organize their thinking in preparation for the Performance Task presentation. In the next lesson, students use a copy of their writing as a starting point for their presentation prompt cards.Grade the assessment using the rubric provided. Refer to the End of Unit 3 Assessment Model in Lesson 2 to guide your assessment. Although Coherence, Organization and Style, and Conventions have not been taught at length in this module, students have already worked on these skills in previous modules, so it is assumed that students will be well practiced in these areas. If you feel that your students are underprepared in any of these areas, consider adding mini lessons to address the particular needs of your students before requiring them to complete this piece of writing.At the end of this lesson you will collect students' writing; however, in the next lesson students will need copies of their writing to begin preparing their presentations. It is recommended that you photocopy student work and provide them with the copy in the next lesson so that you have the original to grade for the assessment.In advance:<ul style="list-style-type: none">Ensure Mid-Unit 3 Assessments have been graded with feedback.Post: Learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• End of Unit 3 Assessment Prompt (from Lesson 4)• End of Unit 3 Assessment Rubric (one per student and one for display)• Photograph and Song Choice note-catcher (completed by each student in Lessons 2 and 4)• Homework: Writing Plan (one per student from Lesson 4)• <i>A Mighty Long Way</i> (book; one per student)• Highlighters (optional' one per student)

Opening	Meeting Students' Needs
<p>A. Returning Mid-Unit 3 Assessments with Feedback (5 minutes)</p> <ul style="list-style-type: none">• Return the Mid-Unit 3 Assessments with feedback.• Invite students to spend 5 minutes looking over your feedback.• Explain that if students have any questions about the feedback, they are to write their names in a list on the board and you will get to them at some point during the lesson.	



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing the Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none">* "I can write a description of each of the photographs and the song I have selected for the film, using evidence from <i>A Mighty Long Way</i>."* "I can argue why each photograph, and the song I have chosen deserves to be focused on in the film, using evidence from <i>A Mighty Long Way</i>."• Ask students to turn and talk to an elbow partner:<ul style="list-style-type: none">* "Based on these learning targets, what do you think you are going to be doing in this lesson? Why?"• Tell students that today students will be using their Photograph and Song Choice note-catchers to respond to a prompt for their End of Unit 3 Assessments.	



Work Time	Meeting Students' Needs
<p>A. End of Unit 3 Assessments (35 minutes)</p> <ul style="list-style-type: none">• Display the End of Unit 3 Assessment Prompt and invite students to refer to their own copies. Remind students that they analyzed this prompt in the previous lesson and so should be familiar with what they are going to do.• Display and distribute the End of Unit 3 Assessment Rubric and explain that you will grade student writing using this rubric.• Select volunteers to read the criteria in the 4 score column aloud for the class. Tell students you would like them to aim to achieve the criteria in this column.• Invite students to ask any questions they may have about the prompt or the expectations on the rubric before they begin writing.• Tell students that they can and should refer to their resources as they do this evidence-based writing task. Ask students to take out their Photograph and Song Choice note-catchers, their Homework: Writing Plan sheet (from Lesson 4), and their text <i>A Mighty Long Way</i> to refer to as they complete the assessment.• Invite students to begin; circulate to support them as required.	<ul style="list-style-type: none">• Models can help all students understand what is expected of their work.• Be sure to make provisions for students who are allowed additional time to complete assessments.
Closing and Assessment	Meeting Students' Needs
<p>A. Self-Assessment (7 minutes)</p> <ul style="list-style-type: none">• Invite students to read their assessment through the lens of the criteria on the rubric. Ask them use a pen or highlighters to call attention to sections of their writing where they feel they have achieved and to annotate next to it why they feel they have achieved that, using evidence from their writing where possible.• Collect students' End of Unit 3 Assessments and self-assessments. Please note that these assessments need to be returned to students with feedback in Lesson 7.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book.	



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 3: Lesson 5

Supporting Materials



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End of Unit 3 Assessment Rubric

Scores 2 - 0

Name: _____

Date: _____

2	1	0
<ul style="list-style-type: none"> introduces the photographs and song with a description, and outlines an argument for choosing them in a manner that follows generally from the task and purpose descriptions, arguments and reasons demonstrate a literal comprehension of the topic partially develops the argument (claim and reasons) with the use of some textual evidence, some of which may be irrelevant sometimes logically explains how evidence supports the claim and reasons exhibits some attempt at organization, with inconsistent use of transitions establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary provides a concluding statement or section that follows generally the claim and reasons presented demonstrates emerging command of conventions with some errors that may hinder comprehension 	<ul style="list-style-type: none"> introduces the photographs and song with descriptions, and an argument for choosing them in a manner that does not logically follow from the task and purpose claim and reasons demonstrate little understanding of the topic demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence that is generally invalid or irrelevant attempts to explain how evidence supports the claim and reasons exhibits little attempt at organization, or attempts to organize are irrelevant to the task lacks a formal style, using language that is imprecise or inappropriate for the text(s) and task provides a concluding statement or section that is illogical or unrelated to the claim and reasons presented demonstrates a lack of command of conventions, with frequent errors that hinder comprehension 	<ul style="list-style-type: none"> description and argument demonstrate a lack of comprehension of the topic or task provides no evidence or provides evidence that is completely irrelevant does not explain how evidence supports the claim and reasons exhibits no evidence of organization uses language that is predominantly incoherent or copied directly from the text(s) does not provide a concluding statement or section minimal, making assessment of conventions unreliable



End of Unit 3 Assessment Rubric

Scores 4 - 3

4	3
<ul style="list-style-type: none"> – clearly introduces each photograph and song choice with a description, and outlines an argument for choosing each one in a manner that is compelling and follows logically from the task and purpose – descriptions, arguments, and reasons demonstrate insightful analysis of the topic 	<ul style="list-style-type: none"> – clearly introduces each photograph and song choice with a description, and outlines an argument for choosing each one in a manner that follows from the task and purpose – descriptions, arguments, and reasons demonstrate grade-appropriate analysis of the topic
<ul style="list-style-type: none"> – develops the argument with relevant, well-chosen facts; definitions; concrete details; quotations; or other information and examples from the text(s) – skillfully and logically explains how evidence supports the claim and reasons 	<ul style="list-style-type: none"> – develops the argument (claim and reasons) with relevant facts, definitions, details, quotations, or other information and examples from the text(s) – logically explains how evidence supports the claim and reasons
<ul style="list-style-type: none"> – exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning – establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice – provides a concluding statement or section that is compelling and follows clearly from the claim and reasons presented 	<ul style="list-style-type: none"> – exhibits clear organization, with the use of appropriate transitions to create a unified whole – establishes and maintains a formal style using precise language and domain-specific vocabulary – provides a concluding statement or section that follows from the claim and reasons presented
<ul style="list-style-type: none"> – demonstrates grade-appropriate command of conventions, with few errors 	<ul style="list-style-type: none"> – demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension



End of Unit 3 Assessment Rubric
Criteria and CCLS

Criteria	CCLS
DESCRIPTIONS AND ARGUMENTS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author's argument	W.1, W.2
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support the author's argument	W.1, W.2
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.1, W.2
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.1, W.2



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 3: Lesson 6

Preparation for Performance Task: Using Writing to Make Prompt Cards



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<ul style="list-style-type: none">• 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)• I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can use my writing as a basis for a presentation.• I can make prompt cards that key points I want to make in a presentation.	<ul style="list-style-type: none">• Prompt cards



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing the Learning Targets (3 minutes)Work Time<ol style="list-style-type: none">Analyzing Model Presentation Prompt Cards (15 minutes)Preparing Prompt Cards (20 minutes)Closing and Assessment<ol style="list-style-type: none">Sharing Prompt Cards (7 minutes)Homework<ol style="list-style-type: none">Use your prompt cards to begin practicing your presentation.	<ul style="list-style-type: none">In this lesson, students turn the writing they completed for the End of Unit 3 Assessment into a presentation. To do so, students will need a copy of their End of Unit 3 Assessment writing. Make copies of their writing to return to them in this lesson.Students watch a model presentation again in this lesson. You presented this model in Lesson 2. Use the same prompt cards to demonstrate to students how you used the model writing and the notes on the Photograph and Song Choice note-catcher (example, for teacher reference) to generate prompt cards.In advance:<ul style="list-style-type: none">Copy students' End of Unit 3 Assessments (completed in Lesson 5).Prepare model presentation; see the Performance Task Model: Guidelines from Lesson 2.Post: Learning targets.

Lesson Vocabulary	Materials
prompt	<ul style="list-style-type: none">Performance Task Prompt (from Lesson 2)<i>Little Rock Girl 1957</i> (book; one per student)End of Unit 3 Assessment Model Response (from Lesson 2)Performance Task Criteria anchor chart (from Lesson 2)Copies of students' End of Unit 3 Assessments (completed and collected in Lesson 5)Highlighters (one per student)Index cards (six per student)



Opening	Meeting Students' Needs
<p>A. Reviewing the Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none">* "I can use my writing as a basis for a presentation."* "I can make prompt cards that outline the key points I want to make in a presentation."• Tell students that today students will be using their writing from the End of Unit 3 Assessments to make prompt cards for their presentations. Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* "What is a <i>prompt</i>? So what are prompt cards?"• Select volunteers to share their responses. Listen for students to explain that a prompt helps someone say something. It could be a question or a word. And prompt cards are cards containing questions or words to prompt a speaker. Clarify the difference between a prompt on a prompt card and a writing or assessment prompt by explain that this comes from the teacher for the purpose of focusing and guiding students' writing.	



Work Time	Meeting Students' Needs
<p>A. Analyzing Model Presentation Prompt Cards (15 minutes)</p> <ul style="list-style-type: none">• Display the Performance Task Prompt and invite students to refer to their own copies.• Ask students to reread the document silently to remind themselves of what is expected of them.• Have students take out <i>Little Rock Girl 1957</i>. Tell students that they will need to refer to this during the model presentation.• Repeat your model presentation as students observe. Use the Performance Task Model: Guidelines and the prompt cards that you prepared and used in Lesson 2.• Display the End of Unit 3 Assessment Model Response. Read it aloud for students.• Distribute the prompt cards that you used in the presentation. Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* “What information has been included on the prompt cards? Why?”* “How did these prompts help in the presentation?”* “What kind of information do you think you need to include on your prompt cards? Why?”• Select volunteers to share their responses with the whole group. Listen for students to suggest the following ideas and record them on the board:<ul style="list-style-type: none">– A card for each photograph and song choice– Key words, or very short, concise sentences they can read quickly without being distracted in the middle of the presentation– On each card, a prompt about the description– On each card, a prompt about the argument and reasons	<ul style="list-style-type: none">• Models help all students understand what is expected of their work.



Work Time (continued)	Meeting Students' Needs
<p>B. Preparing Prompt Cards (20 minutes)</p> <ul style="list-style-type: none">• Focus students on the Performance Task Criteria anchor chart and remind them of the things they determined should be included in their presentations.• Next, refocus students on the displayed End of Unit 3 Assessment Model Response. Point out the highlighted sections of the model response. Explain that before you made prompt cards you went through and highlighted the key ideas that you wanted to make sure you discussed in your presentation and used those to help you design the prompt cards.• Distribute copies of students' End of Unit 3 Assessments and highlighters. Tell students that they now will highlight the key ideas in their writing that support the criteria.• Distribute index cards to each student. Explain that once they have highlighted the key ideas in their writing, they are to transfer those ideas into prompts for their prompt cards. There is one card per photograph, and one for the song, and an additional card for a conclusion.• Encourage students to refer to the criteria on the anchor chart, and the criteria they just generated on the board about prompt cards, as they work.• Circulate to support students as they work. Ask guiding questions:<ul style="list-style-type: none">* “What is the most important idea in your description? Why?”* “Why have you highlighted this information? Why is this particularly important for you to communicate in your presentation?”* “What is the quick prompt you are giving yourself about the description of this photograph?”* “How could you make this prompt even shorter and quicker to read?”	<ul style="list-style-type: none">• Consider working with students who might struggle to write quick, concise prompts on their prompt cards.



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing Prompt Cards (7 minutes)</p> <ul style="list-style-type: none">• Invite students to take the highlighted copy of their End of Unit 3 Assessment and their prompt cards and to pair up with another student to share their prompt cards.• Encourage students to compare peer prompt cards against the criteria on the Performance Task anchor chart and the criteria for the prompt cards written on the board.• Invite students to make suggestions to help their partner improve their prompt cards.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Use your prompt cards to begin practicing your presentation.	

There are no new supporting materials for this lesson.



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 3: Lesson 7

Preparation for Performance Task: Practicing Presentations



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

- 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)
- I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)

Supporting Learning Targets

- I can describe the photographs and civil rights song I have chosen using evidence from *A Mighty Long Way*.
- I can present an argument for why the three photographs I have chosen are key events to drive the plot of a film about the experiences of The Little Rock Nine, citing evidence from *A Mighty Long Way*.
- I can present an argument for why the song I have chosen is the best for a film soundtrack, citing evidence from *A Mighty Long Way*.
- I can provide stars and steps to a peer about their presentation.

Ongoing Assessment

- Peer feedback on Film Presentation Rubric



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Returning End of Unit Assessments with Feedback (7 minutes)Reviewing the Learning Targets (3 minutes)Work Time<ol style="list-style-type: none">Refining Presentations Using Feedback (10 minutes)Peer Feedback (15 minutes)Closing and Assessment<ol style="list-style-type: none">Making Final Revisions to Presentations (10 minutes)Homework<ol style="list-style-type: none">Practice your presentations to get ready for the Performance Task in the next lesson.	<ul style="list-style-type: none">In Lesson 8, students will present to the rest of the class for the Performance Task. In today's lesson, they receive feedback on their End of Unit 3 Assessments in order to improve their presentations.They also give and receive peer feedback. Prepare students for this by reminding them that the purpose of the feedback is to help them improve their work, so it needs to be kind and helpful.In advance: Make sure End of Unit 3 Assessments have been graded and are ready to return to students with feedback.Post: Learning targets.

Lesson Vocabulary	Materials
coherent, appropriate, adequate	<ul style="list-style-type: none">End of Unit 3 Assessments (completed in Lesson 5; with teacher feedback; see Teaching Notes)Prompt cards (students' own; from Lesson 6)Film Presentation Rubric (two copies per student and one for display)



Opening	Meeting Students' Needs
<p>A. Returning End of Unit Assessments with Feedback (7 minutes)</p> <ul style="list-style-type: none">• Return students' End of Unit 3 Assessments with your feedback. Provide some general comments about patterns that you noticed in students' writing. For example:<ul style="list-style-type: none">– “I was pleased to see evidence from <i>A Mighty Long Way</i> used to support your arguments for choosing photographs and a song.”– “I noticed that some people didn’t explain why they chose some of the photographs—they only wrote a description.”• Invite students to spend 3-5 minutes looking over your feedback and to consider how your feedback might change their presentations.• Invite students to share one thing with an elbow partner that they are going to focus on as they revise their presentations based on the feedback they have received.• Explain that if students have any questions about the feedback, they are to write their names in a list on the board and you will get to them at some point during the lesson.	<p>Providing students with feedback on their end of unit assessments can enable them to improve their presentations.</p>

Opening	Meeting Students' Needs
<p>A. Reviewing the Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none">* “I can describe the photographs and civil rights song I have chosen using evidence from <i>A Mighty Long Way</i>.”* “I can present an argument for why the three photographs and civil rights song I have chosen are key events to drive the plot of a film about the experiences of The Little Rock Nine, citing evidence from <i>A Mighty Long Way</i>.”* “I can present an argument for why the song I have chosen is the best for a film soundtrack, citing evidence from <i>A Mighty Long Way</i>.”* “I can provide stars and steps to a peer about their presentation.”• Remind students that in this lesson, they will continue to prepare for their presentations in the Performance Task in the next lesson. Explain that part of this preparation will involve working with another student to provide peer feedback.	



Work Time	Meeting Students' Needs
<p>A. Refining Presentations Using Feedback (10 minutes)</p> <ul style="list-style-type: none">• Remind students that they just received feedback on their End of Unit 3 Assessment that may have an impact on their presentations.• Tell students that they are going to have 10 minutes to use the teacher feedback to improve their prompt cards for their presentations. Explain that if they have a lot of suggestions for revisions in the teacher feedback, they should prioritize which they think most important in terms of improving their presentations.• Invite students to spend time using the feedback provided on their assessments to improve their prompt cards.• When they have finished revising their prompt cards, tell them to practice their presentations on their own in a space away from students who are still making revisions to their prompt cards.• While students are revising their presentations, circulate referring to students listed on the board who have questions about the feedback on their assessments.	



Work Time (continued)	Meeting Students' Needs
<p>B. Peer Feedback (15 minutes)</p> <ul style="list-style-type: none">• Display and distribute the Film Presentation Rubric. Invite volunteers to read each criterion aloud for the rest of the group.• Invite students to make notes on their rubric as you talk through some of the criteria with them. Underline “focused and coherent.” Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* “What does <i>coherent</i> mean?”* “If you present something in a focused and coherent manner, what does that mean?”• Select volunteers to share their responses. Listen for them to explain that coherent means the argument is logical and makes sense. So to present in a focused and coherent manner means the speaker stays focused on the topic and the argument is logical and makes sense.• Underline <i>appropriate</i>. Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* “What does <i>appropriate</i> eye contact mean? What would be inappropriate eye contact?”• Cold call students to share their responses with the whole group. Listen for them to explain that it means making eye contact with a few different people across the audience as you speak, and that inappropriate eye contact might be staring intently at one person the whole time, which might make them feel uncomfortable, or not making eye contact at all.• Underline <i>adequate</i>. Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* “What does <i>adequate</i> volume mean? What would be inadequate volume?”• Cold call students to share their responses with the whole group. Listen for them to explain that it means not too loud and not too quiet, and that inadequate might be too quiet to hear, or too loud so that it is too loud for the noise in the room. Explain that if students are not sure, they can always ask their audience whether or not the volume is suitable by checking that everyone can hear them.• Explain that you will be using these criteria to assess student presentations, so students will need to be thinking about each criterion as they present.• Pair students up.• Explain that students will use one of the copies of the rubric they have been given to provide peer feedback as they watch their partner’s presentation.	<ul style="list-style-type: none">• Asking students to provide peer feedback can enable them to not only help peers improve their work, but can also help them to build more of an understanding of what is expected of their own work to be able to improve it.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Model how to fill out the rubric on the displayed copy. Explain that if a student is successfully achieving a standard, you will make a check in the middle column and write a star, a positive note—for example, when describing the volume a star might say, “Perfect volume. Very easy to hear.” However, a step for the volume might be, “You started at a good volume but got quieter as you went on.”• Explain that students should note at least one positive star and a step to work on when providing peer feedback. Remind students that the advice they provide should be kind and helpful so that it is useful and productively helps the other student improve his or her work.• Invite students to begin presenting in pairs.• Circulate to assist students in providing peer feedback on the rubric. Ask guiding questions such as the following:<ul style="list-style-type: none">* “You check-marked that criteria. How did they achieve that? How can you express that as a star?”* “You didn’t check that criteria. How could he/she have improved on their performance of that criteria?”• Invite students to share their feedback with their partner and to give them the completed rubric to refer to.	
Closing and Assessment	Meeting Students' Needs
A. Making Final Revisions to Presentations (10 minutes) <ul style="list-style-type: none">• Invite students to use the peer feedback they just received to make final improvements to their presentations.• Encourage students to spend the rest of the time practicing their presentations.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Practice your presentations to get ready for the Performance Task in the next lesson.	



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 3: Lesson 7

Supporting Materials



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Performance Task Rubric

Name: _____

Date: _____

Assessment Criteria	✓	Notes
Present argument in a focused, coherent manner		
Incorporate relevant facts, reasons, descriptions, details, and examples to support argument		
Use appropriate eye contact		
Use adequate volume		
Use clear pronunciation		



EXPEDITIONARY
LEARNING

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

Final Performance Task: Presentation of Photograph and Song Selections



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

- 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)
- I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)

Supporting Learning Targets

- I can describe the photographs and civil rights song I have chosen using evidence from *A Mighty Long Way*.
- I can present an argument for why the three photographs I have chosen are key events to drive the plot of a film about the experiences of The Little Rock Nine, citing evidence from *A Mighty Long Way*.
- I can present an argument for why the song I have chosen is the best for a film soundtrack, citing evidence from *A Mighty Long Way*.
- I can present my ideas to an audience clearly.

Ongoing Assessment

- Self-assessment of Performance Task



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing the Learning Targets (3 minutes)Work Time<ol style="list-style-type: none">Prepare for Presentations (10 minutes)Performance Task Presentations (25 minutes)Closing and Assessment<ol style="list-style-type: none">Self-Assessment of Performance Task (7 minutes)Homework<ol style="list-style-type: none">None	<ul style="list-style-type: none">This is the final lesson in the module. Students present the photographs and civil rights song they have chosen as key events for a film about the experiences of The Little Rock Nine as they went to Central High School.Consider videotaping students' final presentations, so you can refer to the videotapes later for grading and share the videos with an outside audience.Depending on the number of students in your class, this may take more than one lesson. If you have a large group, consider splitting it into two lessons for student enjoyment and engagement.At the end of this lesson, students complete a self-assessment on their Film Presentation Rubric. Read and consider students' comments as you grade their final performance tasks. If a student's self-assessment does not align with your assessment of his or her progress, consider scheduling a time to talk one-on-one to help the student understand how to improve.In advance:<ul style="list-style-type: none">Determine an order for presentations and create a Presentation Schedule to post in the classroom.Post: Learning target, Presentation Schedule.

Lesson Vocabulary	Materials
	<ul style="list-style-type: none">Presentation Schedule (see Teaching Notes)Film Presentation Rubric (distributed to students in Lesson 7, and one new copy per student for teacher assessment)<i>Little Rock Girl 1957</i> (book; one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing the Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none">* "I can describe the photographs and civil rights song I have chosen using evidence from A Mighty Long Way."* "I can present an argument for why the three photographs I have chosen are key events to drive the plot of a film about the experiences of The Little Rock Nine, citing evidence from A Mighty Long Way."* "I can present an argument for why the song I have chosen is the best for a film soundtrack, citing evidence from A Mighty Long Way."* "I can present my ideas to an audience clearly." <p>Remind students that in this lesson they will deliver their presentations about their photograph and song choices for a film about the experiences of The Little Rock Nine as they went to Central High School.</p>	<ul style="list-style-type: none">•
Work Time	Meeting Students' Needs
<p>A. Preparation for Presentations (10 minutes)</p> <ul style="list-style-type: none">• Invite students to refer to the Presentation Schedule to know when they will be presenting.• Focus students on the Film Presentation Rubric. Remind them of what you will be looking for as you assess their presentations.• Give students 10 minutes to practice and prepare for their presentations.	<ul style="list-style-type: none">• Consider working with students whom you have seen struggling during the preparation lessons, in order to coach them as they work to improve their presentations.



Work Time (continued)	Meeting Students' Needs
<p>B. Performance Task Presentations (25 minutes)</p> <ul style="list-style-type: none">• Ask students to take out <i>Little Rock Girl 1957</i>, as they will need it to refer to the photographs students call out in their presentations.• Follow the Presentation Schedule to run the presentations. Remind students to be respectful and to listen attentively as their classmates present.• Set a 4-minute timer for each student to ensure students keep within the time frame and the schedule runs on time.• Use a Film Presentation Rubric for each student to assess students as they present.	<ul style="list-style-type: none">•
Closing and Assessment	Meeting Students' Needs
<p>A. Self-Assessment of Performance Task (7 minutes)</p> <ul style="list-style-type: none">• Distribute a fresh copy of the Film Presentation Rubric to each student.• Tell students that they are going to self-assess their presentations. Encourage them to use the notes column to write about what they think they did well, and what they could improve on.• Collect the rubrics and use them in conjunction with the rubrics you completed for each student as you grade presentations.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None	

There are no new supporting materials for this lesson.