



EXPEDITIONARY  
LEARNING

# 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><b>Analysis of Language Techniques</b></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><b>On-Demand Writing: Photograph and Song Choices for a Film</b></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><b>Presentation of Photograph and Song Selections</b></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
<b>Lesson 1</b>	Analyzing a Central Idea: <b>Carlotta's Journey to Justice</b>	<ul style="list-style-type: none"> <li>I can use correct grammar and usage when writing or speaking. (L.8.1)</li> <li>I can explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (L.8.1a)</li> <li>I can recognize and correct inappropriate shifts in verb voice and mood. (L.8.1d)</li> <li>I can analyze the development of an idea throughout the text (including its relationship to supporting ideas). (RI.8.2)</li> <li>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)</li> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can use correct grammar and usage when writing.</li> <li>I can explain the general function of verbals (gerunds, participles, infinitives) and their function in sentences.</li> <li>I can recognize and correct inappropriate shifts in verb voice and mood.</li> <li>I can analyze a central idea in <i>A Mighty Long Way</i>.</li> <li>I can analyze how an incident described in <i>A Mighty Long Way</i> provokes Carlotta to make a decision.</li> </ul>	<ul style="list-style-type: none"> <li><i>A Mighty Long Way</i> Structured Notes, Chapter 17, Pages 265–274 (from homework)</li> <li>Verbals handout</li> <li>Exit ticket: Verbals</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw protocol</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 2</b>	Launching the Performance Task	<ul style="list-style-type: none"> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)</li> <li>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)</li> <li>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)</li> <li>I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>I can cite evidence from <i>A Mighty Long Way</i> when describing the photograph and to support the reasons for my choices.</li> </ul>	<ul style="list-style-type: none"> <li>Photograph and Song Choice note-catcher</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Lesson 3</b>	Mid-Unit Assessment: <b>Analysis of Language Techniques</b>	<ul style="list-style-type: none"> <li>I can use correct grammar and usage when writing or speaking. (L.8.1)</li> <li>I can explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (L.8.1a)</li> <li>I can recognize and correct inappropriate shifts in verb voice and mood. (L.8.1d)</li> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can use correct grammar and usage when writing.</li> <li>I can explain the function of verbals.</li> <li>I can recognize and correct inappropriate shifts in verb voice and mood.</li> <li>I can write a book review that helps my classmates decide whether to read a book.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 3 Assessment</li> <li>Independent reading book review</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 4</b>	Choosing Songs for the Film Soundtrack	<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>I can cite evidence from <i>A Mighty Long Way</i> to support the reasons for my choice.</li> </ul>	<ul style="list-style-type: none"> <li>Photograph and Song Choice note-catcher</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Lesson 5</b>	End of Unit 3 Assessment: <b>On-Demand Writing—Photograph and Song Choices for a Film</b>	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence (W.8.1)</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>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>.</li> <li>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>.</li> </ul>	<ul style="list-style-type: none"> <li>Homework: Writing Plan sheet (completed for Lesson 4 homework)</li> <li>End of Unit 3 Assessment</li> <li>Self-assessment on rubric</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>





Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 6</b>	Preparation for Performance Task: Using Writing to Make Prompt Cards	<ul style="list-style-type: none"> <li>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)</li> <li>I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can use my writing as a basis for a presentation.</li> <li>I can make prompt cards that key points I want to make in a presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Prompt cards</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task Criteria anchor chart</li> </ul>
<b>Lesson 7</b>	Preparation for Performance Task: <b>Practicing Presentations</b>	<ul style="list-style-type: none"> <li>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)</li> <li>I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the photographs and civil rights song I have chosen using evidence from <i>A Mighty Long Way</i>.</li> <li>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>.</li> <li>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>.</li> <li>I can provide stars and steps to a peer about their presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Peer feedback on Film Presentation Rubric</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 8</b>	Final Performance Task: Presentation of Photograph and Song Selections	<ul style="list-style-type: none"> <li>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)</li> <li>I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the photographs and civil rights song I have chosen using evidence from <i>A Mighty Long Way</i>.</li> <li>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>.</li> <li>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>.</li> <li>I can present my ideas to an audience clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment of Performance Task</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

#### 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.



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# **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"><li>Opening<ol style="list-style-type: none"><li>Engaging the Writer: Language Techniques (10 minutes)</li><li>Reviewing the Learning Targets (1 minute)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Analyzing the Journey: "This Little Light of Mine" (29 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Exit Ticket: Verbals (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Continue independent reading book.</li></ol></li></ol>	<ul style="list-style-type: none"><li>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.</li><li>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.</li><li>Students will continue to study the language standards as a way to better understand the author's craft in telling her story.</li><li>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.</li><li>In advance:<ul style="list-style-type: none"><li>Predetermine groups of four for the jigsaw activity in Work Time A.</li><li>Review: Jigsaw protocol (see Appendix).</li></ul></li><li>Post: Learning targets</li></ul>



Lesson Vocabulary	Materials
gerund, participle, infinitive	<ul style="list-style-type: none"><li>• Verbals handout (one per student)</li><li>• Verbals handout (answers, for teacher reference)</li><li>• <i>A Mighty Long Way</i> (book; one per student)</li><li>• Journey to Justice note-catcher (begun in Unit 1, Lesson 3)</li><li>• Declaration of Independence excerpt (from Unit 1, Lesson 1 Gallery Walk; one to display)</li><li>• Document camera</li><li>• Exit Ticket: Verbals (one per student)</li><li>• Exit Ticket: Verbals (answers, for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer: Language Techniques (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to sit with their Washington, D.C. discussion partners.</li><li>• Distribute the <b>Verbals</b> handout.</li><li>• 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.</li><li>• Cold call a student to read the definition and purpose of a <i>gerund</i>.</li><li>• Cold call students to read the examples. Point out that gerunds look like verbs but act as nouns.</li><li>• Cold call a student to read the definition and purpose of a <i>participle</i>.</li><li>• Cold call students to read the examples. Point out that there are two types of participles: past and present.</li><li>• Cold call a student to read the definition and purpose of an <i>infinitive</i>.</li><li>• 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.</li><li>• Cold call a student to read the examples.</li><li>• 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.</li><li>• 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.</li><li>• When students are done, go over the answers, referring to the <b>Verbals handout (answers, for teacher reference)</b> as needed.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Consider having students circle the verbs on the handout and underline the verbals.</li><li>• 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.</li></ul>





Opening (continued)	Meeting Students' Needs
<p><b>B. Reviewing the Learning Targets (1 minute)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the learning targets and read the last two learning targets aloud:<ul style="list-style-type: none"><li>* "I can analyze a central idea in <i>A Mighty Long Way</i>."</li><li>* "I can analyze how an incident described in <i>A Mighty Long Way</i> provokes Carlotta to make a decision."</li></ul></li><li>• 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.</li></ul>	

Work Time	Meeting Students' Needs
<p><b>A. Analyzing the Journey: "This Little Light of Mine" (29 minutes)</b></p> <ul style="list-style-type: none"><li>• 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 <b>Journey to Justice note-catcher</b> with them.</li><li>• Display the <b>Declaration of Independence excerpt</b> under the <b>document camera</b> while students are moving into their groups.</li><li>• Draw students' attention to the third stage on the Journey to Justice note-catcher.</li><li>• 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"><li>* "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?"</li></ul></li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Note: The event in which Carlotta meets with Herbert and learns his story is a longer piece of text.</li><li>• 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.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• 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."</li><li>• Ask students:<ul style="list-style-type: none"><li>* "What basic American value does Jefferson express in these very famous lines?"</li><li>* "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.</li></ul></li><li>• Engage in a short teacher-led discussion using the following question:<ul style="list-style-type: none"><li>* "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?"</li></ul></li><li>• Listen for students to mention Carlotta's work educating others about the story of the integration of schools and the civil rights movement.</li><li>• 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"><li>1. Carlotta's work with the Colorado AIDS project (page 241)</li><li>2. Carlotta's decision regarding which school her children attended (page 245)</li><li>3. President Clinton's words regarding Mrs. Bates (page 254)</li><li>4. Herbert's story (page 257)</li></ol></li><li>• 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).</li><li>• 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.</li><li>• After 10 minutes, invite students to return to their original groups.</li><li>• Provide 5-10 minutes to share out their details with one another so everyone in the group has a complete note-catcher.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• 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.</li><li>• Ask students to discuss with their groups:<ul style="list-style-type: none"><li>* "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?"</li></ul></li><li>• Call on volunteers to share out.</li><li>• 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.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Verbals (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Exit Ticket: Verbals</b>.</li><li>• Tell students you would like to see how much they remember from the opening of the lesson, when they learned about verbals.</li><li>• Have students complete the exit ticket.</li><li>• Collect the exit tickets. Consider using the <b>Exit Ticket: Verbals (answers, for teacher reference)</b> to check students' understanding, and be sure to clarify as needed in the next lesson.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• 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.</li></ul>	



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 <b>encouraging</b> letters mailed from around the country by the organization’s members, who thanked us for our bravery and courage” (113).	<b>participle</b>
2. “With every step, the <b>hooting</b> and <b>hollering</b> got louder” (70).	<b>gerund</b>
3. “But Gloria had always felt grateful for those few moments in class when Becky helped her <b>to feel</b> accepted, as though she had at least one ally among her white classmates” (121).	<b>infinitive</b>



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 <b>smirking</b> face” (118).	<b>participle</b>
2. “Just before Labor Day, my great-uncle Emerald Holloway stopped by the house with a surprise gift for me: cash <b>to buy</b> a brand-new dress for my first day at Central” (63).	<b>infinitive</b>
3. “The <b>opening</b> of the 1959-1960 session—my senior year—was set to begin August 12, three weeks earlier than the traditional school <b>opening</b> after Labor Day” (160).	<b>gerund</b>
4. What might one purpose of verbals?	(Answers will vary; see Verbals handout for possible answers).



EXPEDITIONARY  
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# 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"><li>Opening<ol style="list-style-type: none"><li>Engaging the Writer: Language Techniques (10 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Launching the Performance Task and Generating Criteria from the Model (10 minutes)</li><li>Analyzing and Selecting Photographs (20 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Sharing a Photograph Selection (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>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.</li></ol></li></ol>	<ul style="list-style-type: none"><li>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.</li><li>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.</li><li>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.</li><li>It is important that you <b>model only one photograph and the song choice</b>, since modeling more than one photograph will not give students the chance to think for themselves about the photographs.</li><li>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.</li><li>During this lesson, students focus on photograph selection. They will select a song in Lesson 4 (Lesson 3 is the Mid-Unit 3 Assessment.)</li><li>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.</li><li>As students may not have time to complete their note-catchers in the lesson, they finish it for homework.</li><li>In advance:<ul style="list-style-type: none"><li>Review: Performance Task Model: Guidelines (see supporting materials)</li><li>Prepare: Performance Task Model (see guidelines in supporting materials)</li><li>Prepare: Performance Task Criteria anchor chart (see Work Time A)</li><li>Post: Learning targets.</li></ul></li></ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Word Connotation score sheet (one per student and one to display)</li><li>• <i>A Mighty Long Way</i> (book; one per student)</li><li>• Performance Task Prompt (one per student and one for display)</li><li>• <i>Little Rock Girl 1957</i> (book; one per student)</li><li>• Performance Task Model: Guidelines (for teacher reference)</li><li>• Performance Task Criteria anchor chart (new; see Work Time A)</li><li>• Photograph and Song Choice note-catcher (one per student and one for display)</li><li>• Photograph and Song Choice note-catcher (example, for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer: Language Techniques (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display and distribute the <b>Word Connotation score sheet</b>.</li><li>• Ask students to pair up with their discussion partners.</li><li>• 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.</li><li>• Ask:<ul style="list-style-type: none"><li>* “For example, in the word pair ‘defiance’ and ‘resistance,’ what would you rate ‘defiance’? What would you rate ‘resistance’? Why?”</li></ul></li><li>• Invite students to respond with their reasoning.</li><li>• Give students several minutes to score the words with their partners.</li><li>• Cold call pairs to share out.</li><li>• Draw students’ attention to the first learning target and read it aloud:<ul style="list-style-type: none"><li>* “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.”</li></ul></li><li>• 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.</li><li>• Have students take out their text: <b><i>A Mighty Long Way</i></b>.</li><li>• 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• 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.</li><li>• Turn and talk:<ul style="list-style-type: none"><li>* “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.”</li></ul></li><li>• Cold call one or two pairs to share out.</li></ul> <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"><li>• Tell students that in the next lesson they will be analyzing language techniques for their mid-unit assessment.</li><li>• Draw students’ attention to the final two learning targets:<ul style="list-style-type: none"><li>* “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.”</li><li>* “I can cite evidence from <i>A Mighty Long Way</i> when describing the photograph and to support the reasons for my choices.”</li></ul></li><li>• 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.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Launching the Performance Task and Generating Criteria from the Model (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display and distribute the <b>Performance Task Prompt</b>.</li><li>• Ask students to read the document silently and write the gist of the task and any questions they have about it in the margins.</li><li>• Ask students to explain the standards on which they will be assessed.</li><li>• Listen for: “presenting ideas.”</li><li>• Call on students with questions about the performance task.</li><li>• Have students take out <i>Little Rock Girl 1957</i>. Students will need to refer to this during the model presentation.</li><li>• Use the <b>Performance Task Model: Guidelines</b> 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.</li><li>• Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* “What did you notice?”</li><li>* “What did I include in my presentation?”</li><li>* “Think about the Performance Task Prompt—why do you think I included that? Why is it relevant?”</li></ul></li><li>• Select volunteers to share their ideas with the whole group. Record as criteria on <b>Performance Task Criteria anchor chart</b>. Suggestions could include:<ul style="list-style-type: none"><li>– Tell the audience which page the photograph is on.</li><li>– Describe the photograph. Use evidence from <i>A Mighty Long Way</i> in your description of the photograph.</li><li>– Explain why you have chosen that photograph. Use evidence from the text to support your reasons.</li><li>– Repeat with each photograph.</li><li>– Introduce the song you have chosen.</li><li>– Describe what the song is about. Cite lyrics from the song in your description.</li><li>– Explain why you have chosen that song. Use evidence from the text to support your reasons.</li></ul></li></ul>	





Work Time (continued)	Meeting Students' Needs
<p><b>B. Analyzing and Selecting Photographs (20 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Distribute the <b>Photograph and Song Choice note-catcher</b>. Model how to fill it in using the example on the <b>Photograph and Song Choice note-catcher (example, for teacher reference)</b></li><li>• 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.</li><li>• Invite students to begin looking through the photographs to choose the three they would like to lift up as key events.</li><li>• Circulate to support students as they work. Ask guiding questions to guide them:<ul style="list-style-type: none"><li>* “Why have you chosen that photograph?”</li><li>* “What key event for The Little Rock Nine does it lift up? How?”</li><li>* “Why is this an important event to include in a film about The Little Rock Nine as they tried to go to Central?”</li></ul></li><li>• 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.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Sharing a Photograph Selection (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to choose one of the photographs they have selected to share in a mix and mingle.</li><li>• Mix and Mingle:<ol style="list-style-type: none"><li>1. Students move around the room with their books and note-catchers.</li><li>2. When you say stop, students share a photograph they have selected and their reasons for selecting it with the person closest to them.</li><li>3. Repeat until students have shared three times.</li></ol></li></ul>	
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)

<b>Photo Page No./Song Choice</b>	<b>Description</b> (Use evidence from <i>A Mighty Long Way</i> )	<b>Why this one?</b> (Use evidence from <i>A Mighty Long Way</i> )
<b>1. Pg. 9</b>	<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>
<b>2. Pg. 20</b>	<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>
<b>3. Pg. 26</b>	<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>
<b>Song: “Ain’t</b>	<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  
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# **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"><li>• I can use correct grammar and usage when writing.</li><li>• I can explain the function of verbals.</li><li>• I can recognize and correct inappropriate shifts in verb voice and mood.</li><li>• I can write a book review that helps my classmates decide whether to read a book.</li></ul>	<ul style="list-style-type: none"><li>• Mid-Unit 3 Assessment</li><li>• Independent reading book review</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Reviewing the Learning Targets (2 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Mid-Unit 3 Assessment: Analysis of Language Techniques (25 minutes)</li><li>Independent Reading Book Review (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Previewing Homework (3 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Complete your independent reading book review.</li></ol></li></ol>	<ul style="list-style-type: none"><li>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.</li><li>Grade the assessment using the NYS Grade 8 2-point short response rubric. Be prepared to return graded assessments with feedback in Lesson 5.</li><li>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.</li><li>Consider having other independent activities students can work on if they finish the assessment early.</li><li>In advance:<ul style="list-style-type: none"><li>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.</li></ul></li><li>Post: Learning targets.</li></ul>

Lesson Vocabulary	Materials
book review	<ul style="list-style-type: none"><li>Mid-Unit 3 Assessment: Analysis of Language Techniques (one per student)</li><li>Mid-Unit 3 Assessment: Analysis of Language Techniques (answers, for teacher reference)</li><li>Model independent reading book review (one per student and one to display; see Teaching Notes)</li><li>Reader's Review worksheet (optional; one per student; see Teaching Notes)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing the Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none"><li>* "I can use correct grammar and usage when writing."</li><li>* "I can explain the function of verbals."</li><li>* "I can recognize and correct inappropriate shifts in verb voice and mood."</li><li>* "I can write a book review that helps my classmates decide whether to read a book."</li></ul></li><li>• 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.</li><li>• 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.</li></ul>	
Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 3 Assessment: Analysis of Language Techniques (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Arrange seating so students are arranged in a manner that is appropriate for assessment and allows them to independently think, read, and write.</li><li>• Distribute the <b>Mid-Unit 3 Assessment: Analysis of Language Techniques</b>. Read the directions aloud and address any clarifying questions.</li><li>• Invite students to begin.</li><li>• Circulate to observe but not support; this is students' opportunity to independently apply the skills they have been learning.</li><li>• At the end of Work Time, collect the Mid-Unit 3 Assessment: Analysis of Language Techniques. Use the <b>Mid-Unit 3 Assessment: Analysis of Language Techniques (answers, for teacher reference)</b> to guide your scoring of students' work.</li><li>• If some students finish before others, encourage them to complete independent activities you have set up beforehand.</li></ul>	<ul style="list-style-type: none"><li>• 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</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Independent Reading Book Review (15 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Distribute and display the <b>model independent reading book review</b> (in the form you have chosen for students to use to publish their book reviews).</li><li>• Read your model aloud as students follow along silently.</li><li>• Ask:<ul style="list-style-type: none"><li>* “What do you notice about this book review?”</li><li>* “What did the author say about the book? What didn’t she say?”</li></ul></li><li>• Call on volunteers to share out.</li><li>• 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"><li>– Turn and talk: Give a 1-minute oral review of your book.</li><li>– <b>Reader’s Review worksheet</b> (from the stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan).</li><li>– Another graphic organizer</li><li>– A rubric you plan to use to assess the reviews</li></ul></li><li>• 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.</li></ul>	





Closing and Assessment	Meeting Students' Needs
<b>A. Previewing Homework (3 minutes)</b> <ul style="list-style-type: none"><li>Remind students to take their book reviews home to complete as homework.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Complete your independent reading book review.</li></ul>	



EXPEDITIONARY  
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# 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  
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# **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
<p>1. Opening</p> <p>A. Reviewing the Learning Targets (3 minutes)</p> <p>2. Work Time</p> <p>A. Analyzing and Selecting Songs (30 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Introducing the End of Unit 3 Assessment Prompt and Homework (12 minutes)</p> <p>4. Homework</p> <p>A. Use your Photograph and Song Choice note-catcher to complete your Homework: Writing Plan</p>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• All four of the songs can be found by searching on free music or video streaming websites—for example, on YouTube.</li><li>• 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 <a href="http://www.safeshare.tv">www.safeshare.tv</a>, for viewing these links in the classroom.</li><li>• 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.</li><li>• 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.</li><li>• When student book reviews are collected, assess them for RL.8.11.</li><li>• In advance:<ul style="list-style-type: none"><li>– Set up four listening stations—one song playing on each.</li><li>– Post: Learning targets.</li></ul></li></ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Performance Task Prompt (one per student and one for display from Lesson 2)</li><li>• Journey to Justice note-catcher (completed by students across the module)</li><li>• Four listening stations (see Teaching Notes)</li><li>• Civil Rights Song note-catcher (one per student and one for display)</li><li>• <i>A Mighty Long Way</i> (book; one per student)</li><li>• Photograph and Song Choice note-catcher (from Lesson 2)</li><li>• End of Unit 3 Assessment Prompt (one per student and one for display)</li><li>• Homework: Writing Plan (one per student and one for display)</li><li>• Homework: Writing Plan (example, for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing the Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none"><li>* "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>."</li><li>* "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>."</li></ul></li><li>• 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.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>A. Analyzing and Selecting Songs (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display the <b>Performance Task Prompt</b> 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.</li> <li>• 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."</li> <li>• Remind students to refer to their <b>Journey to Justice note-catcher</b> 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.</li> <li>• Explain that you have set up <b>four listening stations</b> 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.</li> <li>• Display and distribute the <b>Civil Rights Song note-catcher</b>. 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>.</li> <li>• 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"> <li>* "What is this song about? How would you describe it?"</li> <li>* "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?"</li> </ul> </li> <li>• Once students have been to all stations, invite them to take out their <b>Photograph and Song Choice note-catcher</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking guiding questions can help students think through their responses and push their thinking further.</li> <li>• 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.</li> <li>• If students are familiar with an additional song they think might be relevant, consider allowing them to pursue this, within reason.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Introducing the End of Unit 3 Assessment Prompt and Homework (12 minutes)</b></p> <ul style="list-style-type: none"><li>• 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 <b>End of Unit 3 Assessment Prompt</b>.</li><li>• Invite a volunteer to read it aloud as the rest of the group reads silently in their heads.</li><li>• Invite students to ask any questions about what they are going to be expected to do for the assessment.</li><li>• Display and distribute the <b>Homework: Writing Plan</b>. 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.</li><li>• 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.</li><li>• Model an example on the displayed copy. See <b>Homework: Writing Plan (example, for teacher reference)</b> as a guide.</li><li>• Remind students to use their Photograph and Song Choice note-catcher as they plan their writing.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• Giving students planning time in advance helps them as writers.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Use your Photograph and Song Choice note-catcher to complete your Homework: Writing Plan.</li></ul>	



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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  
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# **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"><li>• I can write arguments to support claims with clear reasons and relevant evidence (W.8.1)</li><li>• 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)</li></ul>	
Supporting Learning Target	Ongoing Assessment
<ul style="list-style-type: none"><li>• 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>.</li><li>• 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>.</li></ul>	<ul style="list-style-type: none"><li>• Homework: Writing Plan sheet (completed for Lesson 4 homework)</li><li>• End of Unit 3 Assessment</li><li>• Self-assessment on rubric</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Returning Mid-Unit 3 Assessments with Feedback (5 minutes)</li><li>Reviewing the Learning Targets (3 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>End of Unit 3 Assessments (30 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Self-Assessment (7 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Continue reading your independent reading book.</li></ol></li></ol>	<ul style="list-style-type: none"><li>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.</li><li>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.</li><li>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.</li><li>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.</li><li>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.</li><li>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.</li><li>In advance:<ul style="list-style-type: none"><li>Ensure Mid-Unit 3 Assessments have been graded with feedback.</li><li>Post: Learning targets.</li></ul></li></ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• End of Unit 3 Assessment Prompt (from Lesson 4)</li><li>• End of Unit 3 Assessment Rubric (one per student and one for display)</li><li>• Photograph and Song Choice note-catcher (completed by each student in Lessons 2 and 4)</li><li>• Homework: Writing Plan (one per student from Lesson 4)</li><li>• <i>A Mighty Long Way</i> (book; one per student)</li><li>• Highlighters (optional' one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Returning Mid-Unit 3 Assessments with Feedback (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Return the <b>Mid-Unit 3 Assessments with feedback</b>.</li><li>• Invite students to spend 5 minutes looking over your feedback.</li><li>• 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.</li></ul>	



Opening (continued)	Meeting Students' Needs
<p><b>B. Reviewing the Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none"><li>* "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>."</li><li>* "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>."</li></ul></li><li>• Ask students to turn and talk to an elbow partner:<ul style="list-style-type: none"><li>* "Based on these learning targets, what do you think you are going to be doing in this lesson? Why?"</li></ul></li><li>• 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.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 3 Assessments (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>End of Unit 3 Assessment Prompt</b> 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.</li><li>• Display and distribute the <b>End of Unit 3 Assessment Rubric</b> and explain that you will grade student writing using this rubric.</li><li>• 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.</li><li>• Invite students to ask any questions they may have about the prompt or the expectations on the rubric before they begin writing.</li><li>• 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 <b>Photograph and Song Choice note-catchers</b>, their <b>Homework: Writing Plan</b> sheet (from Lesson 4), and their text <b><i>A Mighty Long Way</i></b> to refer to as they complete the assessment.</li><li>• Invite students to begin; circulate to support them as required.</li></ul>	<ul style="list-style-type: none"><li>• Models can help all students understand what is expected of their work.</li><li>• Be sure to make provisions for students who are allowed additional time to complete assessments.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Self-Assessment (7 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read their assessment through the lens of the criteria on the rubric. Ask them use a pen or <b>highlighters</b> 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.</li><li>• 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.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading your independent reading book.</li></ul>	



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"> <li>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</li> <li>descriptions, arguments and reasons demonstrate a literal comprehension of the topic</li> <li>partially develops the argument (claim and reasons) with the use of some textual evidence, some of which may be irrelevant</li> <li>sometimes logically explains how evidence supports the claim and reasons</li> <li>exhibits some attempt at organization, with inconsistent use of transitions</li> <li>establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</li> <li>provides a concluding statement or section that follows generally the claim and reasons presented</li> <li>demonstrates emerging command of conventions with some errors that may hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>claim and reasons demonstrate little understanding of the topic</li> <li>demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence that is generally invalid or irrelevant</li> <li>attempts to explain how evidence supports the claim and reasons</li> <li>exhibits little attempt at organization, or attempts to organize are irrelevant to the task</li> <li>lacks a formal style, using language that is imprecise or inappropriate for the text(s) and task</li> <li>provides a concluding statement or section that is illogical or unrelated to the claim and reasons presented</li> <li>demonstrates a lack of command of conventions, with frequent errors that hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>description and argument demonstrate a lack of comprehension of the topic or task</li> <li>provides no evidence or provides evidence that is completely irrelevant</li> <li>does not explain how evidence supports the claim and reasons</li> <li>exhibits no evidence of organization</li> <li>uses language that is predominantly incoherent or copied directly from the text(s)</li> <li>does not provide a concluding statement or section</li> <li>minimal, making assessment of conventions unreliable</li> </ul>





End of Unit 3 Assessment Rubric

Scores 4 - 3

4	3
<ul style="list-style-type: none"> <li>– 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</li> <li>– descriptions, arguments, and reasons demonstrate insightful analysis of the topic</li> <li>– develops the argument with relevant, well-chosen facts; definitions; concrete details; quotations; or other information and examples from the text(s)</li> <li>– skillfully and logically explains how evidence supports the claim and reasons</li> <li>– exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</li> <li>– establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice</li> <li>– provides a concluding statement or section that is compelling and follows clearly from the claim and reasons presented</li> <li>– demonstrates grade-appropriate command of conventions, with few errors</li> </ul>	<ul style="list-style-type: none"> <li>– 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</li> <li>– descriptions, arguments, and reasons demonstrate grade-appropriate analysis of the topic</li> <li>– develops the argument (claim and reasons) with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</li> <li>– logically explains how evidence supports the claim and reasons</li> <li>– exhibits clear organization, with the use of appropriate transitions to create a unified whole</li> <li>– establishes and maintains a formal style using precise language and domain-specific vocabulary</li> <li>– provides a concluding statement or section that follows from the claim and reasons presented</li> <li>– demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</li> </ul>



End of Unit 3 Assessment Rubric  
Criteria and CCLS

Criteria	CCLS
<b>DESCRIPTIONS AND ARGUMENTS:</b> 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
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided texts to support the author's argument	W.1, W.2
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.1, W.2
<b>CONTROL OF CONVENTIONS:</b> 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"><li>• 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)</li><li>• I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1)</li></ul>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can use my writing as a basis for a presentation.</li><li>• I can make prompt cards that key points I want to make in a presentation.</li></ul>	<ul style="list-style-type: none"><li>• Prompt cards</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Reviewing the Learning Targets (3 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Analyzing Model Presentation Prompt Cards (15 minutes)</li><li>Preparing Prompt Cards (20 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Sharing Prompt Cards (7 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Use your prompt cards to begin practicing your presentation.</li></ol></li></ol>	<ul style="list-style-type: none"><li>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.</li><li>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.</li><li>In advance:<ul style="list-style-type: none"><li>Copy students' End of Unit 3 Assessments (completed in Lesson 5).</li><li>Prepare model presentation; see the Performance Task Model: Guidelines from Lesson 2.</li><li>Post: Learning targets.</li></ul></li></ul>

Lesson Vocabulary	Materials
prompt	<ul style="list-style-type: none"><li>Performance Task Prompt (from Lesson 2)</li><li><i>Little Rock Girl 1957</i> (book; one per student)</li><li>End of Unit 3 Assessment Model Response (from Lesson 2)</li><li>Performance Task Criteria anchor chart (from Lesson 2)</li><li>Copies of students' End of Unit 3 Assessments (completed and collected in Lesson 5)</li><li>Highlighters (one per student)</li><li>Index cards (six per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing the Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none"><li>* "I can use my writing as a basis for a presentation."</li><li>* "I can make prompt cards that outline the key points I want to make in a presentation."</li></ul></li><li>• 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"><li>* "What is a <i>prompt</i>? So what are prompt cards?"</li></ul></li><li>• 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.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Analyzing Model Presentation Prompt Cards (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>Performance Task Prompt</b> and invite students to refer to their own copies.</li><li>• Ask students to reread the document silently to remind themselves of what is expected of them.</li><li>• Have students take out <i>Little Rock Girl 1957</i>. Tell students that they will need to refer to this during the model presentation.</li><li>• Repeat your model presentation as students observe. Use the <b>Performance Task Model: Guidelines</b> and the prompt cards that you prepared and used in Lesson 2.</li><li>• Display the <b>End of Unit 3 Assessment Model Response</b>. Read it aloud for students.</li><li>• Distribute the prompt cards that you used in the presentation. Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* “What information has been included on the prompt cards? Why?”</li><li>* “How did these prompts help in the presentation?”</li><li>* “What kind of information do you think you need to include on your prompt cards? Why?”</li></ul></li><li>• 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"><li>– A card for each photograph and song choice</li><li>– Key words, or very short, concise sentences they can read quickly without being distracted in the middle of the presentation</li><li>– On each card, a prompt about the description</li><li>– On each card, a prompt about the argument and reasons</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Models help all students understand what is expected of their work.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Preparing Prompt Cards (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students on the <b>Performance Task Criteria anchor chart</b> and remind them of the things they determined should be included in their presentations.</li><li>• 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.</li><li>• Distribute <b>copies of students' End of Unit 3 Assessments</b> and <b>highlighters</b>. Tell students that they now will highlight the key ideas in their writing that support the criteria.</li><li>• Distribute <b>index cards</b> 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.</li><li>• 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.</li><li>• Circulate to support students as they work. Ask guiding questions:<ul style="list-style-type: none"><li>* “What is the most important idea in your description? Why?”</li><li>* “Why have you highlighted this information? Why is this particularly important for you to communicate in your presentation?”</li><li>* “What is the quick prompt you are giving yourself about the description of this photograph?”</li><li>* “How could you make this prompt even shorter and quicker to read?”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Consider working with students who might struggle to write quick, concise prompts on their prompt cards.</li></ul>





Closing and Assessment	Meeting Students' Needs
<p><b>A. Sharing Prompt Cards (7 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Invite students to make suggestions to help their partner improve their prompt cards.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Use your prompt cards to begin practicing your presentation.</li></ul>	

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"><li>Opening<ol style="list-style-type: none"><li>Returning End of Unit Assessments with Feedback (7 minutes)</li><li>Reviewing the Learning Targets (3 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Refining Presentations Using Feedback (10 minutes)</li><li>Peer Feedback (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Making Final Revisions to Presentations (10 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Practice your presentations to get ready for the Performance Task in the next lesson.</li></ol></li></ol>	<ul style="list-style-type: none"><li>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.</li><li>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.</li><li>In advance: Make sure End of Unit 3 Assessments have been graded and are ready to return to students with feedback.</li><li>Post: Learning targets.</li></ul>

Lesson Vocabulary	Materials
coherent, appropriate, adequate	<ul style="list-style-type: none"><li>End of Unit 3 Assessments (completed in Lesson 5; with teacher feedback; see Teaching Notes)</li><li>Prompt cards (students' own; from Lesson 6)</li><li>Film Presentation Rubric (two copies per student and one for display)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Returning End of Unit Assessments with Feedback (7 minutes)</b></p> <ul style="list-style-type: none"><li>Return students' <b>End of Unit 3 Assessments</b> with your feedback. Provide some general comments about patterns that you noticed in students' writing. For example:<ul style="list-style-type: none"><li>"I was pleased to see evidence from <i>A Mighty Long Way</i> used to support your arguments for choosing photographs and a song."</li><li>"I noticed that some people didn't explain why they chose some of the photographs—they only wrote a description."</li></ul></li><li>Invite students to spend 3-5 minutes looking over your feedback and to consider how your feedback might change their presentations.</li><li>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.</li><li>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.</li></ul>	<p>Providing students with feedback on their end of unit assessments can enable them to improve their presentations.</p>

Opening	Meeting Students' Needs
<p><b>A. Reviewing the Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none"><li>* "I can describe the photographs and civil rights song I have chosen using evidence from <i>A Mighty Long Way</i>."</li><li>* "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>."</li><li>* "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>."</li><li>* "I can provide stars and steps to a peer about their presentation."</li></ul></li><li>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.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Refining Presentations Using Feedback (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that they just received feedback on their End of Unit 3 Assessment that may have an impact on their presentations.</li><li>• 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.</li><li>• Invite students to spend time using the feedback provided on their assessments to improve their <b>prompt cards</b>.</li><li>• 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.</li><li>• While students are revising their presentations, circulate referring to students listed on the board who have questions about the feedback on their assessments.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Peer Feedback (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Display and distribute the <b>Film Presentation Rubric</b>. Invite volunteers to read each criterion aloud for the rest of the group.</li><li>• 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"><li>* “What does <i>coherent</i> mean?”</li><li>* “If you present something in a focused and coherent manner, what does that mean?”</li></ul></li><li>• 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.</li><li>• Underline <i>appropriate</i>. Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* “What does <i>appropriate</i> eye contact mean? What would be inappropriate eye contact?”</li></ul></li><li>• 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.</li><li>• Underline <i>adequate</i>. Ask students to discuss with an elbow partner:<ul style="list-style-type: none"><li>* “What does <i>adequate</i> volume mean? What would be inadequate volume?”</li></ul></li><li>• 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.</li><li>• 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.</li><li>• Pair students up.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• 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.”</li><li>• 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.</li><li>• Invite students to begin presenting in pairs.</li><li>• Circulate to assist students in providing peer feedback on the rubric. Ask guiding questions such as the following:<ul style="list-style-type: none"><li>* “You check-marked that criteria. How did they achieve that? How can you express that as a star?”</li><li>* “You didn’t check that criteria. How could he/she have improved on their performance of that criteria?”</li></ul></li><li>• Invite students to share their feedback with their partner and to give them the completed rubric to refer to.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<b>A. Making Final Revisions to Presentations (10 minutes)</b> <ul style="list-style-type: none"><li>• Invite students to use the peer feedback they just received to make final improvements to their presentations.</li><li>• Encourage students to spend the rest of the time practicing their presentations.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Practice your presentations to get ready for the Performance Task in the next lesson.</li></ul>	





EXPEDITIONARY  
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# 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  
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# **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"><li>Opening<ol style="list-style-type: none"><li>Reviewing the Learning Targets (3 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Prepare for Presentations (10 minutes)</li><li>Performance Task Presentations (25 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Self-Assessment of Performance Task (7 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>None</li></ol></li></ol>	<ul style="list-style-type: none"><li>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.</li><li>Consider videotaping students' final presentations, so you can refer to the videotapes later for grading and share the videos with an outside audience.</li><li>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.</li><li>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.</li><li>In advance:<ul style="list-style-type: none"><li>Determine an order for presentations and create a Presentation Schedule to post in the classroom.</li></ul></li><li>Post: Learning target, Presentation Schedule.</li></ul>

Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>Presentation Schedule (see Teaching Notes)</li><li>Film Presentation Rubric (distributed to students in Lesson 7, and one new copy per student for teacher assessment)</li><li><i>Little Rock Girl 1957</i> (book; one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing the Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none"><li>* "I can describe the photographs and civil rights song I have chosen using evidence from A Mighty Long Way."</li><li>* "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."</li><li>* "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."</li><li>* "I can present my ideas to an audience clearly."</li></ul></li></ul> <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"><li>•</li></ul>
Work Time	Meeting Students' Needs
<p><b>A. Preparation for Presentations (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to refer to the <b>Presentation Schedule</b> to know when they will be presenting.</li><li>• Focus students on the <b>Film Presentation Rubric</b>. Remind them of what you will be looking for as you assess their presentations.</li><li>• Give students 10 minutes to practice and prepare for their presentations.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Performance Task Presentations (25 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Follow the Presentation Schedule to run the presentations. Remind students to be respectful and to listen attentively as their classmates present.</li><li>• Set a 4-minute timer for each student to ensure students keep within the time frame and the schedule runs on time.</li><li>• Use a Film Presentation Rubric for each student to assess students as they present.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Self-Assessment of Performance Task (7 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute a fresh copy of the Film Presentation Rubric to each student.</li><li>• 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.</li><li>• Collect the rubrics and use them in conjunction with the rubrics you completed for each student as you grade presentations.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• None</li></ul>	

There are no new supporting materials for this lesson.