



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>Analysis of Language Techniques</p> <p>This assessment centers on NYSP12 ELA CCLS L.8.1a, L.8.1d, and L.8.5. Students will answer multiple-choice and short-answer questions as they determine the effectiveness of sample language techniques such as the functions and types of verbals, use of the subjunctive and conditional mood in a sentence, and the meaning conveyed by using the active and passive voice.</p>
End of Unit 3 Assessment	<p>On-Demand Writing: Photograph and Song Choices for a Film</p> <p>This assessment centers on NYSP12 ELA CCLS W.8.1 and W.8.2. Students will write an on-demand response describing each of the four photographs they have chosen to lift up as key events in a film based on <i>A Mighty Long Way</i>, the memoir by Carlotta Walls LaNier, and the song they have chosen for the soundtrack. Students will put forth an argument for why they have chosen each photograph and the song, using evidence from <i>A Mighty Long Way</i> to support their arguments.</p>
Final Performance Task	<p>Presentation of Photograph and Song Selections</p> <p>This performance task centers on NYSP12 ELA CCLS SL.8.4 and L.8.1. During Unit 3, students will select four photographs from <i>Little Rock Girl 1957</i> to lift up as key events in a film based on the memoir <i>A Mighty Long Way</i>, and a song for the soundtrack. After writing about their choices for the End of Unit 3 Assessment, students will use their writing as a basis for a presentation in which they will describe each photograph and their song choice, and present arguments for selecting each, citing evidence from <i>A Mighty Long Way</i> to support their arguments.</p>



Content Connections

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

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:
<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

Unifying Themes (pages 6–7)

- 1. Individual Development and Cultural Identity
 - Role of social, political, and cultural interactions in the development of identity
 - Personal identity is a function of an individual’s culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences
- 3. Time, Continuity, and Change
 - Reading, reconstructing, and interpreting events
 - Analyzing causes and consequences of events and developments
 - Considering competing interpretations of events
- 5. Development and Transformation of Social Structures
 - Role of social class, systems of stratification, social groups, and institutions
 - Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture
 - Social and political inequalities
 - Expansion and access of rights through concepts of justice and human rights
- 6. Power, Authority, and Governance
 - Individual rights and responsibilities as protected and challenged within the context of majority rule
 - Fundamental principles and values of constitutional democracy
 - Origins, uses, and abuses of power



Content Connections (continued)

- 7. Civic Ideals and Practices
 - Basic freedoms and rights and responsibilities of citizens in a democratic republic
 - Civic participation and engagement
 - Respect for diversity
 - Struggle for rights, access to citizenship rights, and universal human rights

Texts

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



This unit is approximately 2 weeks or 8 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Analyzing a Central Idea: Carlotta's Journey to Justice	<ul style="list-style-type: none"> I can use correct grammar and usage when writing or speaking. (L.8.1) I can explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (L.8.1a) I can recognize and correct inappropriate shifts in verb voice and mood. (L.8.1d) I can analyze the development of an idea throughout the text (including its relationship to supporting ideas). (RI.8.2) I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) 	<ul style="list-style-type: none"> I can use correct grammar and usage when writing. I can explain the general function of verbals (gerunds, participles, infinitives) and their function in sentences. I can recognize and correct inappropriate shifts in verb voice and mood. I can analyze a central idea in <i>A Mighty Long Way</i>. I can analyze how an incident described in <i>A Mighty Long Way</i> provokes Carlotta to make a decision. 	<ul style="list-style-type: none"> <i>A Mighty Long Way</i> Structured Notes, Chapter 17, Pages 265–274 (from homework) Verbals handout Exit ticket: Verbals 	<ul style="list-style-type: none"> Jigsaw protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 2	Launching the Performance Task	<ul style="list-style-type: none"> I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) I can present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contacts, adequate volume, and clear pronunciation. (SL.8.4) I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1) 	<ul style="list-style-type: none"> I can analyze nuances in word meanings and the word choice an author selects, which both contribute to the meaning and tone of the text. I can select three photographs to highlight key events experienced by The Little Rock Nine as they tried to go to school at Central as a basis for a film plot. I can cite evidence from <i>A Mighty Long Way</i> when describing the photograph and to support the reasons for my choices. 	<ul style="list-style-type: none"> Photograph and Song Choice note-catcher 	<ul style="list-style-type: none">
Lesson 3	Mid-Unit Assessment: Analysis of Language Techniques	<ul style="list-style-type: none"> I can use correct grammar and usage when writing or speaking. (L.8.1) I can explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (L.8.1a) I can recognize and correct inappropriate shifts in verb voice and mood. (L.8.1d) I can analyze figurative language, word relationships, and nuances in word meanings. (L.8.5) 	<ul style="list-style-type: none"> I can use correct grammar and usage when writing. I can explain the function of verbals. I can recognize and correct inappropriate shifts in verb voice and mood. I can write a book review that helps my classmates decide whether to read a book. 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment Independent reading book review 	<ul style="list-style-type: none">



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Choosing Songs for the Film Soundtrack	<ul style="list-style-type: none"> I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) I can present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contacts, adequate volume, and clear pronunciation. (SL.8.4) I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1) 	<ul style="list-style-type: none"> I can select a song to use in the soundtrack for a film about the experiences of The Little Rock Nine as they went to Central High School. I can cite evidence from <i>A Mighty Long Way</i> to support the reasons for my choice. 	<ul style="list-style-type: none"> Photograph and Song Choice note-catcher 	<ul style="list-style-type: none">
Lesson 5	End of Unit 3 Assessment: On-Demand Writing—Photograph and Song Choices for a Film	<ul style="list-style-type: none"> I can write arguments to support claims with clear reasons and relevant evidence (W.8.1) I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.8.2) 	<ul style="list-style-type: none"> I can write a description of each of the photographs and the song I have selected for the film, using evidence from <i>A Mighty Long Way</i>. I can argue why each photograph and the song I have chosen deserves to be focused on in the film, using evidence from <i>A Mighty Long Way</i>. 	<ul style="list-style-type: none"> Homework: Writing Plan sheet (completed for Lesson 4 homework) End of Unit 3 Assessment Self-assessment on rubric 	<ul style="list-style-type: none">



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Preparation for Performance Task: Using Writing to Make Prompt Cards	<ul style="list-style-type: none"> I can present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contacts, adequate volume, and clear pronunciation. (SL.8.4) I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1) 	<ul style="list-style-type: none"> I can use my writing as a basis for a presentation. I can make prompt cards that key points I want to make in a presentation. 	<ul style="list-style-type: none"> Prompt cards 	<ul style="list-style-type: none"> Performance Task Criteria anchor chart
Lesson 7	Preparation for Performance Task: Practicing Presentations	<ul style="list-style-type: none"> I can present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contacts, adequate volume, and clear pronunciation. (SL.8.4) I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1) 	<ul style="list-style-type: none"> I can describe the photographs and civil rights song I have chosen using evidence from <i>A Mighty Long Way</i>. I can present an argument for why the three photographs I have chosen are key events to drive the plot of a film about the experiences of The Little Rock Nine, citing evidence from <i>A Mighty Long Way</i>. I can present an argument for why the song I have chosen is the best for a film soundtrack, citing evidence from <i>A Mighty Long Way</i>. I can provide stars and steps to a peer about their presentation. 	<ul style="list-style-type: none"> Peer feedback on Film Presentation Rubric 	<ul style="list-style-type: none">



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Final Performance Task: Presentation of Photograph and Song Selections	<ul style="list-style-type: none"> I can present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contacts, adequate volume, and clear pronunciation. (SL.8.4) I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.8.1) 	<ul style="list-style-type: none"> I can describe the photographs and civil rights song I have chosen using evidence from <i>A Mighty Long Way</i>. I can present an argument for why the three photographs I have chosen are key events to drive the plot of a film about the experiences of The Little Rock Nine, citing evidence from <i>A Mighty Long Way</i>. I can present an argument for why the song I have chosen is the best for a film soundtrack, citing evidence from <i>A Mighty Long Way</i>. I can present my ideas to an audience clearly. 	<ul style="list-style-type: none"> Self-assessment of Performance Task 	<ul style="list-style-type: none">

Optional: Experts, Fieldwork, and Service

Experts:

- Collaborate with the social studies teacher during this unit as students build background knowledge about the civil rights movement.
- Invite people who were involved in the civil rights movement to visit and provide students with compelling and interesting stories and experiences.

Fieldwork:

- Students may study the ways in which their own community was involved in the African American civil rights movement, as well as other civil rights movements such as the women's suffrage movement or the American Indian civil rights movement.

Service:

- Students may organize a community benefit or event to remember the local history of the African American civil rights movement.



Optional: Extensions

- Consider using the Library of Congress as a resource for additional information and sources about the civil rights movement: <http://memory.loc.gov/ammem/aaohhtml/exhibit/aopart9.html>.
- Consider asking students to synthesize the knowledge they have gained about the civil rights movement in an informational essay based on *A Mighty Long Way*, *Little Rock Girl 1957*, and the various primary sources they have analyzed in this module.

Preparation and Materials

- As students read each night for homework, they will also continue to complete corresponding structured notes. Consider which students might benefit from supported structured notes. All students will need to keep these notes in a safe place; consider having them keep the notes in a sturdy folder.
- In this unit, students are assessed on their independent reading when they complete a review of their book. See two separate stand-alone documents on EngageNY.org—**The Importance of Increasing the Volume of Reading** and **Launching Independent Reading in Grades 6–8: Sample Plan**—which together provide the rationale and practical guidance for a robust independent reading program. See Lesson 7 for more specific notes and preparations.
- Note that the writing in this unit focuses on W.1 (argument) and W.2 (informative writing). This differs from 8M3A, for which the Unit 3 writing task is (W.3) narrative writing.
- For teachers who wish to incorporate narrative writing into Module 8M3B, consider the following option:
 - Based on their research in Unit 3, students will write a narrative from the perspective of the photographer who took one of the photographs in a given selection (from *Little Rock Girl 1957*). They will choose one photograph to write about and describe what that moment was like to witness from that photographer’s perspective.
- To teach narrative writing technique, consider using the lessons in 8M3A, Unit 3 as a resource.