Jacob Sanders – Francis Granger Middle School—7th Grade Language Arts & Reading Block: 93 Minutes

**Essential Question:** **To what extent are individuals and their community responsible for their future?**

***Sub Question: To what extent is an individual solely responsible for their future?***

**UNIT SKILLS:** Create evidence-based questions and answers, Answer text-dependent questions in a well-developed paragraph, Apply Greek/Latin Word Part definitions to show understanding, Participate in authentic and text-based literary discussions.

**Topic:** Evidence-based Authentic Discussion.

**Learning Target:** Make evidence-based connections and arguments in an authentic discussion.

***Student Friendly: I will show that I can use textual evidence to make arguments and connections in a discussion with my peers.***

**Relevance/Rationale:** Students need to be able to demonstrate their understanding of complex texts by being able to apply what they’ve learned in an authentic conversation with their peers. This is an important college and career-ready skill because we all have to be able to apply knowledge gained through reading.

***Student Friendly: I will be able to use the information I’ve read to contribute to conversations and come to important conclusions.***

**Previous Activity:** Previously I met with this literature circle group and established the expectations for the students to conduct their own discussions. Students were also taught the Question and Response approach to active reading, and they were explicitly taught how to write an evidence-based Extended Response.

**Formative Assessments:** QAR Questioning Worksheets, Extended Response Paragraphs, Group Contribution

**Technology:** Digital Projector and class computer for Word Parts practice.

# **Materials:** Getting Away with Murder: The True Story of the Emmett Till Case, QAR Worksheet, Unit Calendar, Text-Dependent Journal Questions, Vocabulary Notebooks, Drums, Girls, and Dangerous Pie by Jordan Sonnenblick.

**Common Core Learning Standards Addressed:**

**Reading:** *(QAR Worksheet)*

[CCSS.ELA-Literacy.RI.7.1](http://www.corestandards.org/ELA-Literacy/RI/7/1/) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Writing:** *(Extended Response)*

[CCSS.ELA-Literacy.W.7.1a](http://www.corestandards.org/ELA-Literacy/W/7/1/a/) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

[CCSS.ELA-Literacy.W.7.1b](http://www.corestandards.org/ELA-Literacy/W/7/1/b/) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

[CCSS.ELA-Literacy.W.7.1c](http://www.corestandards.org/ELA-Literacy/W/7/1/c/) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

[CCSS.ELA-Literacy.W.7.1d](http://www.corestandards.org/ELA-Literacy/W/7/1/d/) Establish and maintain a formal style.

[CCSS.ELA-Literacy.W.7.1e](http://www.corestandards.org/ELA-Literacy/W/7/1/e/) Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.W.7.10](http://www.corestandards.org/ELA-Literacy/W/7/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking & Listening:** *(Discussion)*

[CCSS.ELA-Literacy.SL.7.1a](http://www.corestandards.org/ELA-Literacy/SL/7/1/a/) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

[CCSS.ELA-Literacy.SL.7.1c](http://www.corestandards.org/ELA-Literacy/SL/7/1/c/) Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**Language:** *(Word Theater)*

[CCSS.ELA-Literacy.L.7.4b](http://www.corestandards.org/ELA-Literacy/L/7/4/b/) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

**Lesson Details and Implementation:**

**A. (15) Independent Reading:** Students begin the period silent reading. They are reading with a purpose. If they are reading their non-fiction book, they are gathering evidence to use in their extended response paragraphs. If they’re reading their B.O.B. book, then they are creating questions and answers for their battles. In all cases they’re recording minutes in their weekly Reading Log. This time gives me an opportunity to take attendance and address any “housekeeping” issues.

 **B. (15) Greek/Latin Word Part Practice.** “Word Theater.” I will designate a certain “row of helpers” to pass out the vocabulary notebooks. The waiting students are allowed to talk, but they must be prepared to go when I address them. I’ll ask students what our word part is this week. They’ll reply in unison “flex.” I’ll ask them what it means, and they’ll reply “bend.” Then I’ll re-introduce today’s activity, and review the words on the board. They can quickly jot down definitions if need-be. They are familiar with “Word Theater.” I’ll give them “twisty” partners (either side-by-side or front-back), and they’ll follow my commands to play a version of charades to act-out a demonstration of a word with the word part flex/flect.

 **C. (15) Read aloud:** I’ll read out loud our ‘One Book, One School’ selection, Drums, Girls, and Dangerous Pie by Jordan Sonnenblick. Students know the expectation is that they clear their desks and lean back, not forward. They know to listen for possible connections to our unit’s essential question.

 **D. (05) Transition.** I announce it’s time for my Getting Away with Murder groups to grab their books and assignments and head out into the house area. I review the expectations for the students remaining in the classroom. They are to be absolutely silent, and they need to read their non-fiction books, work on their assignments for these books, read their B.O.B. books, write questions for these books, read their personal readers, or work on assignments for other classes when all else is finished.

**E. (05) Literature Circle Start-Up.** This group has 10 readers from both my and Ms. Jackson’s room. I started with all 10 attempting to engage in a discussion, but it quickly became apparent that there were always two separate conversations going on. We now set up our area divided into two groups of 5. I have the students review the expectations for conducting their authentic discussions, and then I allow them to discuss their reading.

**F. (30) Literature Circle Authentic Discussions.** The groups will conduct their own discussions about what they read. I try not to interact with the students during this time, but I will redirect them if they get too loud, off-topic, or inappropriate. I do a figure-eight around the groups listening to the conversations in order to assign speaking grades, and I also grade students’ assignments during this time to give immediate feedback (if possible) on their formative assessments. I am also periodically monitoring the students in my classroom to ensure they’re on-task.

**G. (05) Wrap-Up.** The groups will return to their classrooms, and I will address my classroom to remind them which group is meeting tomorrow. I also hand out new QAR worksheets to the students, and dismiss them when they are quiet, organized, and sitting.

**Checking to Assess Student Mastery/Learning:**

**Greek/Latin Word Part:** I will observe (and possibly participate with) the students’ acting out of the words featuring the world part *flex/flect*. Those that may not seem to be grasping the meaning of the word will be re-directed.

**Discussion:** I will use a simple rubric to grade the students’ speaking contributions and give them feedback.

**Differentiating Instruction for Individual Student Needs:**

Students are able to generate their own questions and answers via the QAR. As long as their questions meet the required criteria (Right there—Think and Search—Author and Me—On My Own), their language and sentence complexity are a non-issue. Some students are given a graphic organizer to assist them in the Extended Response writing process, and they often word process them too to eliminate potential spelling/grammar/punctuation errors they commit by hand. Since our group discussions are oral, recently-exited ELL and lower-level students are often able to contribute effectively because they have stronger speaking and listening skills versus their reading and writing skills.

The groups are also differentiated. This particular group of students features students from my and my colleague’s room that showed to have similar reading scores on classroom, school, and national assessments. These students have shown a similar aptitude, and the idea is that this will elicit a level playing field when it comes to the content and quality of conversation that takes place.

**Review of Day’s Objectives:** Today’s objectives will be accomplished entirely and explicitly. Most of the students will come to the meeting prepared. If for some reason the assignments are not complete, they can still show reading comprehension through effective participation in the discussion. The size of my group makes it difficult for me to provide the immediate feedback on the students’ assignments that I’d like, but my primary focus will be on listening to and assessing the speaking contributions of the students in their discussions.

**Homework Assignment:** Some students have a meeting tomorrow. They will also have their reading, QAR, and Extended Response due at that time.

**Reflections on the lesson (What do you anticipate will work well? Potential problems?):**

The students start and transition fairly well, so the first half of the block should proceed as scheduled. Both the Word Part exercises and the Read-aloud can sometimes demand extra time, but I can usually adapt my mini lessons as needed to ensure we can get to our literature circles on time. The students are still feeling our ‘One Book, One School’ read-aloud out. It’s not clear whether the chapter we read today will lend itself exactly to connections with our Unit’s essential question. Still, the book is entertaining and the author’s visit that will follow its reading will continue to motivate our students to read. The ‘Word Theater’ activity may seem a little hectic and out-of-hand at times, but I will keep it under control. I give very specific directions to give some organization to this chaos. The students have a blast, but I am still in control of what they do (for the most part) and how long they do it for. The second half of the block features the discussions and the work room. Generally, the students left in the ‘work room’ (my classroom) do a very good job of reading and working on their assignments in preparation for their next meetings, but every now and then I’ll have to chastise them or remind them to get back to work. This is another opportunity for them to be self-sufficient active readers. They are actively reading and writing questions or evidence. I’ll definitely keep an eye on them while the other eyeball will be on my discussion groups. Based on the numbers in my and my colleague’s room we ended up with 10 students in our discussion groups on this day. I started by allowing them to begin as a whole group, but two separate conversations constantly emerged, so I decided to split them into two five-man groups. The conversations were immediately richer and more students spoke up. I expect both of the groups to have decent text-based conversations. Setting these two groups up may be a little chaotic at first. Our house area has a limited amount of chairs and we may have to borrow some from a few classrooms. I don’t sit during this time. I walk around to listen and hear the different conversations. The students may be intimidated by the cameras in my second block, but after a while I think they’ll get rolling. What’s most difficult for me during this time is providing the immediate feedback that I strive to give. Since this is an authentic discussion, the students will be entirely self-sufficient and dictate their own conversation using the parameters I’ve put in place. I prefer to multi-task during the discussions. I listen and assign speaking contribution grades, and I also usually grade the students’ extended response paragraphs and their QAR worksheets. I record the students’ scores, and they get specific and immediate feedback to use and refer to when they begin to construct their next paragraph and QAR Q&As. This immediate feedback is important because they need it in order to continue to grow as they actively read and work on their own in preparation for their next meeting. However, it’s not possible for me to get all 10 of these students’ assignments graded during this time. I’ve decided to focus on assigning accurate speaking contribution grades and to grade all of the students’ QAR worksheets.

Getting Away With Murder

*Nonfiction Lit. Group Calendars*

October 2013

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| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  | **20**Get Books | 21 |
| 20 | **21**Practice QAR | **22**Ise-Ise-iE | **23**\*Work DayReading for Mtg. 1: pp. 1-26 **due 10/29** | **24**\*Work Day | **25**\*Work Day | 26 |
| 27 | **28**\*Work Day | **29****Meeting #1** | **30**\*Work DayReading for Mtg. 2: pp. 27-49 **due 11/5** | **31**\*Work Day | **1**\*Work Day | 2 |

November 2013

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| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|  |  |  | Reading for Mtg. 2: pp. 27-49 **due 11/5** | Oct. 31\*Work Day | **1**\*Work Day | 2 |
| 3 | **4** | **5****Meeting #2** | **6**\*Work DayReading for Mtg. 3: pp. 49-83 **due 11/14** |  **7**\*Work Day | **8** No SchoolNP/T Conferences | 9 |
| 10 | **11**No SchoolP/T Conferences | **12**\*Work Day | **13**\*Work DayReading for Mtg. 4: pp. 83-106 **due 11/21** | **14****Meeting #3** | **15 *BOB#3 DUE***\*Work Day | 16 |
| 17Reading for Mtg. 4: pp. 83-106 **due 11/21** | **18**\*Work Day | **19**\*Work Day | **20**\*Work Day | **21** **Meeting #4** | **22** \*Work DayReading for Mtg. 5: pp. 106-end **due 12/3** | 23 |
| 24 | **25**\*Work DayReading for Mtg. 5: pp. 106-end **due 12/3** | **26**\*Work Day | **27****No School****Thanksgiving** | **28****No School****Thanksgiving** | **29****No School****Thanksgiving** |  |

December 2013

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| --- | --- | --- | --- | --- | --- | --- |
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|  | Reading for Mtg. 5: pp. 106-end **due 12/3** |  | Nov. 27**NO SCHOOL****THANKSGIVING** | Nov. 28**NO SCHOOL****THANKSGIVING** | Nov. 29**NO SCHOOL****THANKSGIVING** | Nov. 30 |
| 1 | **2**Work Day | **3****Meeting #5** | **4**Work DayWriting Perspective Paper **Due 12/10** | **5**Work Day | **6**Work Day | 7 |
| 8 | **9**Work Day | **10****Meeting # 6** Papers Due | **11**Work Day*Draw the Scene* | **12**Work Day*Draw the Scene* | **13 *BOB#4 DUE***Work Day*Drawings Due* | 14 |
| 15 | **16****BATTLES** | **17****BATTLES** | **18****BATTLES** | **19****BATTLES** | **20****REWARD or****MAKE-UP DAY** | 21 |
| 22 | **Winter****Break** | **Winter****Break** | **Winter****Break** | **Winter****Break** | **Winter****Break** |  |

Requirements for each meeting:

For each meeting day, you must have the following assignments completed:

1. Read the assigned pages
2. Write QAR questions and Answer them using **page numbers** and **complete sentences.**
3. Answer Journal question from the novel in Ise-Ise-iE format.

*Example.*

***Prompt/Question: Should Vince have become involved with Jimmy Rat and Ed Mishkin? Why or Why not?***

*(Example of your Ise-Ise-iE Response)*

 *Vince should not have become involved with Jimmy Rat and Ed Mishkin. Even though Vince is the son of a Mafia kingpin, he tries to live his life outside of the ‘life’ of his gangster family. On page 77 in Son of the Mob, Vince tells his friend Alex that “there’s no way I’m ever going to get involved with ‘the life.’” This means Vince should not have become involved with Jimmy Rat, because Jimmy Rat is in debt to his father through the ‘family business,’ and dealing with him means he is in the business whether he likes it or not. Dealing with Jimmy Rat is also affecting Vince’s newfound love life. On page 89 in Son of the Mob, Vince tells himself to keep his mind on the road as he heads into the city, because it keeps going back to “Kendra’s basement—where I would be right now if I didn’t have to meet these two idiots.” This demonstrates how becoming involved with Jimmy Rat and tending to business with he and Ed Mishkin is directly interfering with an opportunity to further his relationship with Kendra, which wouldn’t be a problem if Vince hadn’t become involved them. This is important because sometimes people need to step back understand their own limits before trying to help others, because otherwise it’s very easy to end up in trouble and in need of rescuing too.*

**Literature Circle: QAR QUESTION CREATOR**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Book Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Group# \_\_\_\_\_Chapter/Page Numbers\_\_\_\_\_\_\_\_**

**QAR Question Creator: Your role is to create questions using QAR strategies to**

**help your group recall information or check their comprehension (do they understand what they read?) As part of your role, you need to come prepared to answer the questions you ask, find the quotes in the book, and be sure to annotate them.**

**During Literature Circle:**

1. **Ask group questions.**
2. **Group Members use their books to answer questions on a separate sheet of paper and include correctly cited quotes.**
3. **Group members share responses. QAR Question Creator checks group’s answers.**

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| **RIGHT THERE** | **Use one of these Right There Question Stems when you create your question:** |
| Answer can be located, word-for-word in the text. | Name; Define; Describe; Explain; Who is; What is; What are; Where is; When is; What kind of….***Ex. Who is the person that tells Ishmael to look at the moon?*** |

**Question:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Answer:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Where did you find the answer (provide cited quote with page number):**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **THINK and SEARCH** | **Use one of these Think and Search Question Stems when you create your question:** |
| The answers are directly in the text, but are found in several different locations. You must put the information together in order to answer completely. | Summarize; What caused; Compare; List; Describe; or Explain…***Ex. Describe three obstacles that Ishmael faces in chapter 4?*** |

**Question:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Answer:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Where did you find the answer? (provide cited quotes with page number):**

Quote:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **AUTHOR and ME** | **Use one of these Author and Me Question Stems when you create your question:** |
| These answers are not found in the text.The answers require you to use information from the text combined with your previous knowledge. (Inference**)** | How can you tell; Infer; Predict; What is implied; or What might/may be ...***Ex. What may be the reason the dogs can be heard crying all night long?*** |

**Question:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Answer:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Where did you find the answer? (provide evidence and/or quote from the text ):**

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| **ON MY OWN** | **Use one of these On My Own Question Stems when you create your question:** |
| These answers are not found in the text.The answers are based on your opinion and/or experiences. (Connections) | Connect; Apply; Relate; Imagine; Create: Pretend; or Evaluate.***Ex. Imagine that you are turning your own life into a memoir. What would be one event from your life that you would definitely include? Explain why.*** |

**Question:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Answer:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Explain why you answered in this way.**

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Getting Away With Murder: The True Story of the Emmett Till Case

Extended Response (IseIseiE) Questions

*Each week choose ONE question to answer with an extended response.*

**Introduction**

1. How does the author describe the Emmett Till case? Why was the author disappointed in his education?

**Chapter 1**

1. How did Emmett possibly provoke more anger in his captors?

2. Why did they publish photos of Emmett’s body?

3. How did the murder impact public opinion in the South?

4. What caused this case to have such extensive media coverage?

**Chapter 2**

1. How did life in Chicago differ with the South for Blacks?

2. How did anti-segregationists and / or white supremacists take action against segregation and equality in the South?

**Chapter 3**

1. What landmark Supreme Court decision came to be, and what kind of impact did it have on Emmett and others in the cities such as Chicago?

2. How did Emmett attract the attention of the local Money kids?

**Chapter 4**

1. Why did a Black man tell Mr. Bryant what had happened in his store? Wouldn’t other Blacks want to protect Emmett?

2. Why is there no complete and accurate account of what happened the night Emmett was killed?

**Chapter 5**

1. Why did the authorities in Mississippi say they looked forward to prosecuting the two men for Emmett’s murder?

2. Why did public opinion change?

3. Why did people believe that the men would be acquitted before the trial had even started?

**Chapter 6**

1. Whose testimony was most crucial to the defense? The prosecution?

2. What was the defense attorneys’ plan to get the men acquitted? What was their main argument?

**Chapter 7**

1. What changes were brought about following the trial?

2. Why did the *Look* article cause so much turmoil?



**Write a WELL-WRITTEN Paragraph**

**Ise Ise iE**

***Minimum 8-12 sentences.***

**Idea** (Topic Sentence. This sentence tells the reader what your paragraph is about and answers the question).

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**Setup** (Set up the Evidence. This sentence transitions from the topic sentence and introduces the evidence).

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**Evidence** (This sentence is your first quote, which may be a fact/statistic that supports or proves your idea).

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**Interpretation** (This sentence is where you *explain* *HOW* your evidence supports, shows, or proves your idea).

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**Setup** (Set up the Evidence. This sentence transitions from the topic sentence and introduces the evidence).

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**Evidence** (This sentence is your second quote, which may be a fact/statistic that supports your idea).

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**Interpretation** (This sentence is where you *explain* *HOW* your evidence supports, shows, or proves your idea).

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**Extension** (Concluding Sentence. This sentence is where you close by explaining why this topic is important).

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Novel\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ L.A. Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Meeting Date\_\_\_\_\_\_\_\_\_

Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: Meeting #\_\_\_\_\_**

QAR Worksheet Complete \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Journal/Ise-Ise-iE Page Complete \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discussion Speaking Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Discussion Speaking Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Literacy Circle Discussion Student Speaking Grade Rubrics**









