**Appendix A: Central Texts and Links**

*Most lessons use excerpts from these texts, not the entire texts. Texts marked with a \* are included; other texts need to be obtained by the teacher. In some cases, a website is suggested that can provide this text; other texts are published books. An effort has been made to rely on widely available texts, but if you cannot locate these texts, consider substituting others, particularly for the two secondary texts that are cited here. The Hakim reading is an overview of the process by which the Brown vs. Board of Education case reached the Supreme Court and an explanation of the ruling; the Rochelle reading is an account of the experiences of the Little Rock Nine during the 1957 – 1958 school year.*

* “Most of Little Rock Nine Headed to Inauguration” (Associated Press, 1/19/2009) <http://www.msnbc.msn.com/id/28737484/ns/politics-inauguration/t/most-little-rock-headed-inauguration/#.UMStnERVSRZ>
* Fourteenth and Fifteenth Amendments to the U.S. Constitution\*
* *Nonviolence and Racial Justice* by Dr. Martin Luther King Jr.\*
* *Warriors Don’t Cry* by Melba Pattillo Beals (1995 Abridged Young Readers Edition)[[1]](#footnote-1)
  + Chapter 1: life in the segregated South
  + pp. 69 – 84: first day inside Central High School
  + pp. 92 – 104: first day with federal troop protection
  + pp. 163 – 165: responding to aggression with friendliness
* *Brown vs. Board of Education* (1954)\*
* *Eyes on the Prize* (PBS, video) Episode 2: Fighting Back
* Joy Hakim,Chapter 13: “Linda Brown – and Others” from *All the People: A History of US, vol. 10*
* Belinda Rochelle, Chapter 3: “The Little Rock Nine” from *Witnesses to Freedom*
* Telegram to President Eisenhower from the parents of the Little Rock Nine, September 30, 1957[[2]](#footnote-2)
* President Bill Clinton, speech given at the commemoration of the 40th anniversary of the integration of Central High School (1997)[[3]](#footnote-3)

**Fourteenth Amendment, Section 1**

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

**Fifteenth Amendment, Section 1**

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Excerpts from:

Dr. Martin Luther King, Jr. "Nonviolence and Racial Justice." *The Christian Century*, February 6, 1957, pp. 165-167.

*At age 28, the Rev. Martin Luther King was a recently minted PhD, a young father, and the face of the rising Civil Rights Movement. When he wrote this article explaining the credo of nonviolent resistance, he and the black community of Montgomery, Alabama had just ended their successful boycott of segregated city buses.*

http://www.pbs.org/wgbh/amex/eyesontheprize/sources/ps\_nonviolence.html

Hence the basic question which confronts the world's oppressed is: How is the struggle against the forces of injustice to be waged? There are two possible answers. One is resort to the all too prevalent method of physical violence and corroding hatred. The danger of this method is its futility. Violence solves no social problems; it merely creates new and more complicated ones. . . .

**Alternative to Violence**

The alternative to violence is nonviolent resistance. This method was made famous in our generation by Mohandas K. Gandhi, who used it to free India from the domination of the British empire. Five points can be made concerning nonviolence as a method in bringing about better racial conditions.

First, this is not a method for cowards; it *does* resist. The nonviolent resister is just as strongly opposed to the evil against which he protests as is the person who uses violence. His method is passive or nonaggressive in the sense that he is not physically aggressive toward his opponent. But his mind and emotions are always active, constantly seeking to persuade the opponent that he is mistaken. This method is passive physically but strongly active spiritually; it is nonaggressive physically but dynamically aggressive spiritually.

A second point is that nonviolent resistance does not seek to defeat or humiliate the opponent, but to win his friendship and understanding. The nonviolent resister must often express his protest through noncooperation or boycotts, but he realizes that noncooperation and boycotts are not ends themselves; they are merely means to awaken a sense of moral shame in the opponent. The end is redemption and reconciliation. The aftermath of nonviolence is the creation of the beloved community, while the aftermath of violence is tragic bitterness.

A third characteristic of this method is that the attack is directed against forces of evil rather than against persons who are caught in those forces. . . . Those of us who struggle against racial injustice must come to see that the basic tension is not between races. As I like to say to the people in Montgomery, Alabama: “The tension in this city is not between white people and Negro people. The tension is at bottom between justice and injustice, between the forces of light and the forces of darkness. And if there is a victory it will be a victory not merely for 50,000 Negroes, but a victory for justice and the forces of light. We are out to defeat injustice and not white persons who may happen to be injust.”

A fourth point that must be brought out concerning nonviolent resistance is that it avoids not only external physical violence but also internal violence of spirit. At the center of nonviolence stands the principle of love. In struggling for human dignity the oppressed people of the world must not allow themselves to become bitter or indulge in hate campaigns. To retaliate with hate and bitterness would do nothing but intensify the hate in the world. Along the way of life, someone must have sense enough and morality enough to cut off the chain of hate. This can be done only by projecting the ethics of love to the center of our lives. . . .

Finally, the method of nonviolence is based on the conviction that the universe is on the side of justice. It is this deep faith in the future that causes the nonviolent resister to accept suffering without retaliation. He knows that in his struggle for justice he has cosmic companionship. This belief that God is on the side of truth and justice comes down to us from the long tradition of our Christian faith. . . .

This, in brief, is the method of non-violent resistance. It is a method that challenges all people struggling for justice and freedom. God grant that we wage the struggle with dignity and discipline. May all who suffer oppression in this world reject the self-defeating method of retaliatory violence and choose the method that seeks to redeem. Through using this method wisely and courageously we will emerge from the bleak and desolate midnight of man’s inhumanity to man into the bright daybreak of freedom and justice.

Excerpts from:

**U.S. Supreme Court**

**BROWN ET AL. v. BOARD OF EDUCATION OF TOPEKA ET AL.**

**Decided May 17, 1954.**

MR. CHIEF JUSTICE WARREN delivered the opinion of the Court.

. . . Today, education is perhaps the most important function of state and local governments. . . . In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.

. . . To separate them [African American students] from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone. The effect of this separation on their educational opportunities was well stated by a finding in the Kansas case . . . .:

‘Segregation of white and colored children in public schools has a detrimental effect upon the colored children. . . . . the policy of separating the races is usually interpreted as denoting the inferiority of the negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to [retard] the educational and mental development of negro children and to deprive them of some of the benefits they would receive in a racial[ly] integrated school system.’

. . . We conclude that in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. . . . We have now announced that such segregation is a denial of the equal protection of the laws.

**Appendix B: Handouts and Recording Forms**

**Primary Source Close Reading Guide**

The Common Core meets Reading Like a Historian[[4]](#footnote-4)

Note: This can be used to plan a close read of a primary source. It provides questions to think about and options for how to structure the lesson.

|  |  |
| --- | --- |
| **Questions/Student prompts** | **Teaching notes** |
| **FIRST READ: Determining source and context for the text**  **Sourcing:**   * Who wrote or created this document? * When? * Why might this person have written or created this document? * Is this document likely to have a particular point of view? If so, what?   **Contextualization**:   * Where was this document created? * Given the time and place, to which historical events might it relate? * How might this affect the content of the document? | Distribute the document to students and allow them to initially engage with the text without too much mediation.  If the text is short, they should read the whole text. If it is longer, it may make more sense for them to read the sourcing information and the first few paragraphs.  Depending on the complexity of the text, you may wish to support students by reading all of part of the text aloud as they read silently. You may also wish to provide definitions, either orally or by writing them on the text, of words that meet ALL criteria below:   * are central to the meaning of the text * are likely to be unfamiliar to students * cannot be determined from context   After students have read the text, engage them in questions of sourcing and contextualizing the document, using the questions at left. In order to contextualize a document, students will need to have and draw on some background knowledge. Consider referring them to a specific text or lesson.  Depending on student independence with these skills, you might choose to:   * model, either by thinking aloud or by having the class help you * use think/pair/share * have students work with partners and then call on several groups to share out * have students work individually and then lead a class debrief   Until all students are proficient with this, all options need to include a class check-in, so that students who are not on the right track recognize this and correct themselves.  This type of questioning is closely related to CCSS RHSS standard 6, as considering author and context is an important step in determining an author’s purpose and noticing how that purpose shapes a document. |
| **SECOND READ: Getting the big picture**  Read the whole text, one chunk at a time.  As you read, mark parts of the text that:   * help you understand more about the source and context of this piece * help you answer the focusing question   For each chunk of the text, circle words you don’t know. Use context clues and word parts to try to figure out what those words means, and write your ideas in the margin next to the word.  For each chunk, try to figure out what the gist of this chunk is: What is the text about? What is it saying? Write your ideas in the margins next to each chunk. | For a longer or difficult text, chunk the text for students. The more complex the text, the shorter the chunks should be.  Set a purpose for students’ reading: what historical question(s) might this document help them answer? In addition to marking vocabulary and thinking about gist, encourage them to underline phrases that relate to their focusing question.  They may also want to mark parts of the text that help them add to their thinking about source and context.  Students can do this work alone or with a partner; they can read silently or partner read. If the text is long and very complex, consider reading each chunk aloud as students follow along and then releasing them to discuss vocabulary and gist. You may also consider having most students work with partners or alone on this step while you work with a smaller group of struggling readers and support them with read-aloud and more frequent guidance about the meaning they are constructing.  Consider making a list of words whose meanings you’d like students to generate from context as they read and posting that list. List words that are central to the meaning of the text and whose meaning can be determined from context or word parts.  As students work, circulate and listen in, noticing any common misunderstandings. Ask students, “What in the text makes you say that?”  Debrief this work. Depending on the text and your students, you may wish to do this one chunk at a time (in the case of a very complex text, where a misunderstanding early on will make it difficult for students to make meaning of the subsequent text independently), or you may wish to do it after students have grappled with the whole text. A significant portion of this conversation should be about vocabulary and how students determined the meanings of words from context.  Complete this step by asking students to explain what the text as a whole is mostly about. Questions about author purpose and structure, even those related to only one excerpt, often require a clear understanding of the overall meaning of the text.  Note: This step relates closely to CCSS RHSS 2 and RHSS 4. |
| **THIRD READ: Text-dependent questions** | Ask students to complete a task that requires them to go back to the text and look closely at specific sections or at the text as a whole.  Options:   * Text-dependent questions, especially those focusing on claims an author is making, how an author uses details/evidence, or how point of view is apparent * Specific note-taking task (gathering evidence for a particular question) * Annotating the text with what they notice and wonder in regard to a particular question   Note: This step relates closely to CCSS RHSS 1, 2, 4, and 6. It could relate to other standards, also, depending on the text dependent questions you ask. |
| **LAST: Evaluate the source**  Look again at your ideas about source and context. Now that you have read the text carefully, how might you revise your original ideas? How does the author and purpose of the document affect its content?   * What have you learned about the point of view of the author and his/her purpose for writing? * What information or opinions does this document include about the historical event to which it is related? How does this connect to what you know about the author and his/her purpose? * How did reading the document closely help you refine your original ideas about sourcing and context?   How does this source compare to other sources that are related to this event or time period?   * What information or ideas have you also found in other sources? What information or ideas are only in this source? Why might that be? * What evidence in this document is most believable? Why?   What did this source add to your understanding of the historical question you are investigating? | Now that students have read the document closely, they should revisit their original ideas about source and context, and they should also be able to evaluate the source more holistically. In this step, they should consider how the author and purpose of the document affects its content.  First, direct students to revisit and revise their sourcing and context notes. Consider doing this alone, in partners, or as a class, depending on student independence with this skill. Students should revise their original notes to reflect their new thinking. Support them in noticing how the author and his/her purpose affected the content of the document.    Next, help students evaluate the source by corroborating it with other sources. Consider doing this alone, in partners, or as a class, depending on student independence with this skill. It may be useful to return to the question of corroboration several days later, after students have read more documents.  Finally, make sure students reflect on how this source helped them address their focusing question or topic of historical inquiry.  This step relates especially to CCSS RHSS 9. |

**Lesson 1 - Civil Rights Definition**

Name:

Date:

|  |  |  |
| --- | --- | --- |
| **Definitions of new words** | **Text** | **Paraphrase each section of the text here** |
|  | Civil rights are individual freedoms guaranteed to all citizens and residents of a country, regardless of race, gender, religion, etc. |  |
|  | These freedoms allow people to participate fully in the political, social and economic life of a community. |  |
|  | These rights include  freedom of expression,  equal protection under the law, |  |
|  | nondiscrimination in housing, education, employment, and public facilities,  and the right to full participation in the democratic political system. |  |

source: "civil rights." *The American Heritage® New Dictionary of Cultural Literacy, Third Edition*. Houghton Mifflin Company, 2005. 12 Oct. 2012. <Dictionary.com [http://dictionary.reference.com/browse/civil rights](http://dictionary.reference.com/browse/civil%20rights)

**Lesson 1 - Life under Segregation Stations: Teacher’s Guide**

This activity is designed to introduce students to segregation as practiced in large areas of the United States for much of the early part of the 20th century. Students move as small groups and rotate to each of three stations designated by a set of printed documents or images.

At each station, students take two column notes, as below. Students can create this chart or you can photocopy the one on the next page.

|  |  |  |
| --- | --- | --- |
| Station name | What civil rights are being violated?  *Refer to specific parts of the definition* | What I see that makes me think that. |
|  |  |  |

Considerations:

* Require a period of silence at the start of each station visit to give students some quiet time to read and take notes
* Keep any group discussion time at a station limited, or ask that they save their discussion until they’re at their third station.
* Circulate to gauge students’ readiness to move to the next station
* To prevent overcrowding, set up two or three sites for each station
* The links below indicate where you can find the necessary resources; select judiciously from what you find, rather than posting all images.

**Life Under Segregation**

<http://farm4.staticflickr.com/3632/3510626657_cf9c2c2d49.jpg>

<http://www.crdp-strasbourg.fr/main2/albums/segregation/index.php?img=12&parent=1>

<http://en.wikipedia.org/wiki/File:Segregated_cinema_entrance3.jpg#filelinks>

<http://www.tripodgirl.com/memories/uploaded_images/white_tenants-794755.jpg>

<http://www.celestialmonochord.org/images/segregation.jpg>

**State Segregation Law**

<http://www.nps.gov/malu/forteachers/jim_crow_laws.htm>

**Voter/literacy tests**

<http://www.crmvet.org/info/la-littest.pdf>

<http://www.crmvet.org/info/litques.pdf>

**Lesson 1 - Note-catcher for Stations Activity**

Name:

Date:

|  |  |  |
| --- | --- | --- |
| Station name | What civil rights are being violated?  *Refer to specific parts of the definition* | What I see that makes me think that. |
| Life Under Segregation |  |  |
| State Segregation Laws |  |  |
| Voter/literacy tests |  |  |

**Lesson 1 - Civil Rights Anchor Chart**

Name:

Date:

What are civil rights?

Why do they matter?

How do people get and protect civil rights?

**Lesson 1 - Civil Rights Anchor Chart, Teacher’s Edition**

*Italics represent the types of ideas that your class might add to this chart.*

WHAT ARE CIVIL RIGHTS?

*Ex: The right to vote*

*The right to sit where you want on the bus*

*The right to not go to a school just because of your race*

WHY DO THEY MATTER?

*Being separated feels bad*

*If you can’t vote, you have less power*

HOW DO PEOPLE GET THEM AND PROTECT THEM?

*They go to court*

*They boycott businesses that don’t treat them fairly*

*They get the federal government to intervene*

**Lesson 1 - Notes to Create Model Frayer Map for “Discrimination”**

**Teacher Directions:** go to <http://www.worksheetworks.com/miscellanea/graphic-organizers/frayer.html> to see an example of a Frayer map. Create one for the word “discrimination”.

**Definition:** The practice of treating one person or group differently from another in an unfair way

**Characteristics:** Often based on prejudice or racism; sometimes results in segregation; can be done by governments, individuals, or businesses

**Examples:** Segregated schools, not hiring someone for a job because of their race, not hiring a woman for a traditionally male job even if she meets all qualifications

**Non examples:** Not liking an individual person, having legitimate job qualifications that are easier for men to meet than women (e.g., strength requirements), having a racist belief that you do not ever act on

**Lesson 2 - Vocabulary List #1**

Name:

Date:

|  |  |  |  |
| --- | --- | --- | --- |
| **WORD** | **OTHER FORMS** | **DEFINITION** | **SENTENCE** |
| Civil rights |  | The rights that every person should have, such as the right to vote or to be treated fairly by the law, whatever their sex, race, or religion. | African Americans fought for many years before they were granted many civil rights. |
| Citizen | Citizenry, citizenship | Someone who legally belongs to a particular country and has rights and responsibilities there | The mayor urged citizens to vote in the election. |
| Equal protection |  | A guarantee under the 14th Amendment to the U.S. Constitution that a state must treat all individuals in the same way (e.g., it can’t treat someone differently because of an aspect of their identity) | Because all citizens are entitled to equal protection under the law, the government may not discriminate based on race. |
| Federal government |  | The government of a country | The federal government is responsible for the U.S. army. |
| State government |  | The government of a state (e.g., New York, Texas, etc.) | The state governments are responsible for setting state sales taxes. |
| Racism | racist | Unfair treatment of people, or violence against them, because they belong to a different race from your own | Racism is often based on the belief that people of one race are inferior to people of another race. |
| Discrimination | Discrimin-ate, discrimin-atory | The practice of treating one person or group differently from another in an unfair way | During the Civil Rights Movement, African Americans fought for laws to prevent discrimination. |
| Prejudice | Prejudiced | An unreasonable dislike and distrust or people who are different from you in some way, especially because of their race, sex, religion, that is used to show disapproval. | It took many years for African Americans to overcome the racial prejudices prevalent during the early 1900s. |
| Segregration | Segregate, segregated, segregationist | When people of different races, sexes, or religions are kept apart so that they live, work, or study separately | The system of segregation meant that white and African American teenagers in Little Rock attended different high schools. |
| Desegregation | Desegregate, desegregated | The ending of a system in which people of different races are kept separate | During desegregation, signs that said “Whites Only” were taken down. |

**Lesson 2 - Vocabulary List #1 Homework Assignment**

Name:

Date:

**Fill in the blank.**

*Fill in the blanks in the sentences below, making sure to use the correct form of the word.*

1. In the South, even the drinking fountains were \_\_\_\_\_\_\_\_\_\_\_\_\_\_ by race, with separate fountains for whites and African-Americans.
2. In a democracy, \_\_\_\_\_\_\_\_\_\_\_\_\_ vote to determine who the leaders will be.
3. The \_\_\_\_\_\_\_\_\_\_\_\_ government is in charge of the U.S. army.
4. In the south, different states had different segregation laws. Segregation laws were made by \_\_\_\_\_\_\_\_\_ government.
5. Because of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, whites and African Americans did not eat at the same restaurants.
6. The feeling of not liking someone because of the group he/she belongs to is \_\_\_\_\_\_\_\_\_\_\_\_; acting on that feeling is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
7. The school had a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ admissions policy; as a result, very few Latino students were accepted.
8. In the 1970s and 1980s, many cities tried to \_\_\_\_\_\_\_\_\_\_\_ the schools, or create more racially mixed schools, by busing students.
9. Prejudice based on race is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
10. The Fourteenth Amendment states that the law must treat all residents the same: this is called the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ clause.

**Word sort**

*Under each group name, write the words from the list that fit that category. Only use the original form of the word for this exercise.*

**Words that refer to integration and equality:**

1.

2.

3.

**Words that refer to the government**

1.

2.

**Words to refer to inequality**

1.

2.

3.

**Lesson 2 - Excerpts from 14th and 15th Amendments**

Name:

Date:

*The following texts are excerpted from the U.S. Constitution.*

|  |  |  |
| --- | --- | --- |
| **Definitions of new words** | **Text** | **Paraphrase each section of the text here** |
| Jurisdiction - authority over | **FOURTEENTH AMENDMENT,**  **Section 1.**  All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. |  |
| Abridge – limit or lessen | No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; |  |
|  | nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws. . . . |  |
|  | **FIFTEENTH AMENDMENT, Section 1.**  The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude. |  |

**Lesson 2 - Historian’s Notes, 14th and 15th amendments**

Name:

Date:

|  |  |
| --- | --- |
| **Questions/Student prompts** | **Answers** |
| **SECOND READ: Getting the big picture**  Use the chart to note the meanings of words and to paraphrase each section of the text.  Words to focus on:  Jurisdiction - authority over  Abridge – limit or lessen  Naturalized  Subject  Thereof  Wherein  Reside  Privileges  Immunities  Deprive  Due process  Deny |  |
| **THIRD READ: Text-dependent questions**   1. At which level of government is the fourteenth amendment written? Which level of government does it constrain? 2. Are citizens more protected than residents? How can you tell? 3. What is the difference between equal protection of the law and due process of law? |  |

**Lesson 3 - Entry Task: Considering Sources**

Name:

Date:

If you wanted to know about life in the south for African Americans under segregation, which would each of the following sources offer? Why? Match each source to what it would most likely provide.

Source What It Would Most Likely Provide

A. Textbook chapter about this topic \_\_\_\_\_ Information about what it was

like for one participant from

her point of view

B. Newpaper article from 1956 about \_\_\_\_\_ Facts about one specific event;

Rosa Parks and the bus boycott in a sense of what people

Montgomery, Alabama thought was important at the

time

C. Account of desegregating Central High \_\_\_\_\_ An overview of the main

School written by one of the Little events

Rock Nine

**Lesson 3 - Vocabulary List #2**

Name:

Date:

|  |  |  |  |
| --- | --- | --- | --- |
| **WORD** | **OTHER FORMS**  *Either provide these or help class generate them.* | **DEFINITION**  *Provide these; write your own or get from Longman online dictionary. Make sure they are student-friendly.* | **SENTENCE**  *Provide this; get from a text or write your own.* |
| convey |  | To communicate or express something, with or without using words | All of this information can be conveyed in a simple diagram. |
| significance | significant | The importance of an event, action, etc., especially because of the effects or influence it will have in the future | The book assesses the significance of desegregation. |
| source |  | A person, book, or document that supplies you with information | List all of your sources at the end of your essay. |
| context, |  | The situation, events, or information that are related to something that help you to understand it | The political context of the time had great influence on the Civil Rights Movement. |
| corroborate | Corroboration; corroborative | To provide information that supports or helps to prove someone else’s statement, idea, etc. | Documents elsewhere corroborate these statements. |
| primary source |  | A document, book, etc. that contains information that has been obtained by people’s experiences and not taken from other documents, books, etc. | *Warriors Don’t Cry* is a primary source because it was written by one of the Little Rock Nine. |
| secondary source |  | A book, article, etc. that analyzes a historical event; written by someone who does not have first hand knowledge of the event | Another book about the ideas expressed in *Warriors Don’t Cry* would be a secondary source. |
| bias |  | An opinion about whether a person, group, or idea is good or bad, which then influences how you deal with that person, group, or idea | The teacher had her students turn in their work with no names, so she could evaluate it without bias. |
| relevant | Relevance, relevancy, relevantly | Directly relating to the subject or problem being discussed or considered | Relevant information was considered during the discussion; the group did not discuss information that would not help them solve the problem. |

**Lesson 3 – Photo and Quote for Modeling Reading Like a Historian**

“As I stepped out into the street, the people who had been across the street start surging forward behind me. So, I headed in the opposite direction where there was another bus stop. Safety to me meant getting to the bus stop. I think I sat there for a long time before the bus came. In the meantime, people were screaming behind me. What I would have described as a crowd before, to my ears sounded like a mob.”—*Elizabeth Eckford, 1957*

**

**Elizabeth Eckford at Central High School, September 1957Lesson 3 - *Warriors Don’t Cry* Edition Comparison**

Name:

Date:

The page numbers given in the context of the lessons align with the Simon Pulse Abridged Young Readers edition of the book. If your class is working with the unabridged Washington Square Press edition, or with a combination of the two editions, it will be helpful to be aware of the formatting differences between the books; the corresponding page numbers and paragraph locations are noted below. Additionally, it might be useful to explore some of the text content differences between the two editions, and some of these are identified below as well.

|  |  |
| --- | --- |
| ***Simon Pulse***  (Abridged Young readers Edition) | ***Washington Square Press edition*** |
| Lesson 3  p. 3 ¶ 3-4  p. 4 ¶ 2-3  pp. 7-11 (from ¶ 3 on p. 7)  Lesson 10  pp. 73-84  pp. 92-104  pp. 163-165 | Lesson 3  p. 6. ¶ 1; p. 7 ¶ 5  p. 8 ¶ 1-2  p. 13 ¶ 4- p. 14 end of top ¶;  p. 15 ¶ 2- p. 18 end of top ¶ \*  Lesson 10  pp. 106-115; 116-120 end of top ¶ \*\*  pp. 129 ¶ 5- p. 133; 134-137 ¶ 1, 2, 4; p. 138 ¶ 1 - bottom of p. 142 \*\*\*  pp. 240-243 \*\*\* |

\* Two sentences excised for *Simon Pulse* edition:

*“Looking through horn-rimmed glasses, with what Grandma India called “criminal eyes,” Mr. Waylan sometimes greeted us cordially. There were even times when he inspired a nervous laugh from Mother and Daddy with his placating chatter.”*

\*\*Two paragraphs excised for Simon Pulse edition:

“*Hundreds are gathered at Central High to await the arrival of nine Negro students who will begin the court-ordered integration. Some believe the governor should have instructed the soldiers to remain at the school to keep order. Assistant Police Chief Gene Smith and a group of officers arrived at 7 A.M. to patrol the area. Fifty state police have joined them.”(news report)*

*“”Get along,” the voice beside me said. But I couldn’t move; I was frozen by what I saw and heard. Policemen stood in front of wooden sawhorse barricades holding the people back. The rumble of the crowd was like that at a football game when the hero runes the ball to the end zone for a touchdown—only this time, none of the voices were cheering.”*

\*\*\*Numerous differences between the two editions

**Lesson 3 - Historian’s Notes, Chapter 1 from *Warriors Don’t Cry***

Excerpt 1: p. 3, par. 3 – p. 4, par 2.

Excerpt 2: p. 7, par. 3 – p. 11

Name:

Date:

|  |  |
| --- | --- |
| **Questions/Prompts** | **Answers** |
| **FIRST READ: Determining source and context for the text**  Read the first excerpt and look at the front and back of the book.  **Sourcing:**   * Who wrote or created this document? * When? * Why might this person have written or created this document? * Is this document likely to have a particular point of view? If so, what?   **Contextualization**:   * Where was this document created? * Given the time and place, to which historical events might it relate? * How might this affect the content of the document? |  |
| **SECOND READ: Getting the big picture**  Read the first excerpt, 1 paragraph at a time.  Circle words you don’t know. Use context clues and word parts to try to figure out what those words means, and write your ideas in the margin next to the word.  Words to focus on: dingy, painstakingly  Figure out the gist of this paragraph is: What is the text about? What is it saying? Write your ideas in the margins next to each paragraph.  HW: Repeat with the second excerpt.  Words to focus on:  Vulnerable – easily harmed or hurt  Kowtow – to be eager to obey  Credit – buy something and pay later  Apprehension  Ominous  Cowered  Chastising |  |
| **THIRD READ: Text-dependent questions**  **First excerpt** 1. What examples does Melba give of the “humiliating expectations and traditions of segregation”?  2. What happened at the merry-go-round? Why did Melba feel so scared?  **Second excerpt**  3. Who shopped at Mr. Wayland’s store? What was positive and negative about the store?  4. What was the conflict between Melba’s father and Mr. Wayland? How was it resolved?  5. What words or phrases show the fear that Melba’s family and the other African American customers felt during the confrontation with Mr. Wayland?  6. Melba writes, “There were so many times when I felt shame, and all the hope drained from my soul as I watched the adults in my family kowtow to the white people” (8). What does “kowtow” mean? How did the encounter at the grocery store provide an example of it? Why did that make Melba feel shame and lose hope? |  |
| **LAST: Corroborate and Evaluate the source**  Now that you have read the text carefully, how might you revise your original ideas about source and context? How does the author and purpose of the document affect its content? Add to your notes in the first row.  How does this source compare to other sources that are related to this event or time period?   * What information or ideas did you see in the stations from Lesson 1? * What information or ideas about segregation did you only see in this source? What about the author and her purpose affected the information that was included?? |  |

**Lesson 4 - Strategies of the Civil Rights Movement**

Name:

Date:

**For your reference:**

|  |  |
| --- | --- |
| **Description of strategy** | **Language often used to describe it** |
| Try to get the government to change the law | petitioning the \_\_\_\_\_\_\_ (government body) to change the \_\_\_\_\_\_ law |
| Get a lot of people to march in protest | organizing a protest march against \_\_\_\_\_\_\_\_ |
| Try to get the courts to overturn a law and say that it is unconstitutional | filing a court case challenging \_\_\_\_\_\_ (law) |
| Change people’s opinions by meeting with them and educating them | Calling a meeting of \_\_\_\_\_\_  Organizing a dialogue between \_\_\_\_\_ |
| Convincing lots of people to not shop at or patronize a particular business | organizing/leading a boycott of \_\_\_\_\_ (business) |

**Practice**:

*Fill in the blanks, using the language in the right hand column above.*

You are an African American adult living in the south in 1950 and you decide to work for civil rights, particularly for the right of African Americans to eat in at the lunch counters in department stores. The large department stores in your town have lunch counters, but though they welcome African Americans as shoppers, they do not serve them at the lunch counters – those are only for white customers. You are trying to decide what to do, and you are considering the following options:

1. Maybe you should convince the businesses that if they continue this, no one will patronize them and they will lose money. You could lead a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. Maybe you should try to get the state government to make a law that it is illegal to have refused to serve African Americans. You could \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the state legislature to \_\_\_\_\_\_\_\_\_\_\_\_\_ the \_\_\_\_\_\_\_\_\_\_\_.
3. Maybe you should try to get the courts to declare having whites-only lunch counters is unconstitutional. You could file a \_\_\_\_\_\_\_\_\_\_\_\_\_ challenging \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. Maybe you should show the store owners and government how wrong this is by having a lot of people turn out to support the idea of desegregating lunch counters. You could organize a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ against \_\_\_\_\_\_\_\_\_\_\_\_\_.
5. Maybe you could gradually change the minds of the white store owners and convince them that discrimination is wrong. You could call a \_\_\_\_\_\_\_\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_.

**Opinion: Which action would you take? Why?**

**Lesson 4 - Civil Rights Movement Interactive Lecture – Teacher’s Guide**

This part of the lesson is designed to quickly build students’ background knowledge about the Civil Rights movement. The primary goal is to give students a broad understanding of the history of the movement so that they can identify key people and groups, become aware of the chronology of events, and have some historical context for their deeper case study of the Little Rock Nine.

This interactive lecture is like a regular lecture, but with regular pauses for students to process and consider the information they are learning. In this case, students will practice analyzing which strategies they see being used in particular events. This provides them with practice in the type of analysis they will apply to their case study, when they examine the interaction of different strategies.

This interactive lecture generally follows a repetition-based sequence: a historical quote is used to introduce each event; a relevant image or video clip is shown to students; the teacher shares key points for students to note/take notes on; the teacher poses a question to help students process the information. At the end of the lecture, students are asked to respond in writing to the guiding question and to share their new thinking with classmates.

These supporting materials contain a skeleton of this lecture, along with suggested quotes and images, resources, and key points for the first two events; you will need to plan to spend some time before this lesson collecting and adding supporting quotes, images/video, and key points and make sure all of the pieces are ready – this is a powerful way to help students understand the scope of the Civil Rights movement, but does require advanced preparation by the teacher.

|  |  |
| --- | --- |
| **Event: Images/video; background information** | **Teaching notes** |
|  | Introduction:   * Explain to students that they will be learning about the background of the Civil Rights Movement by reading quotes, seeing images, and hearing information—an “interactive lecture.” * Share the supporting learning target: I can identify important people, events and strategies from the Civil Rights Movement. * Explain that it is important for students to take notes during this lecture, and that they’ll be responsible for sharing their thinking with their classmates along the way. * Ask students take notes in a three column format: event and date; basic information; what type of action or strategy was used (choice possibilities: from Civil Rights Strategies worksheet). |
| **Plessy vs. Ferguson**  Image:  “Negro Expulsion from Railway Car, Philadelphia”  <http://lcweb2.loc.gov/service/pnp/cph/3a40000/3a45000/3a45800/3a45884r.jpg>  Background sources:  <http://www.pbs.org/wnet/supremecourt/antebellum/landmark_plessy.html>  <http://www.ourdocuments.gov/doc.php?flash=true&doc=52>  <http://www.streetlaw.org/en/Page/436/Summary_of_the_Decision> | Quotation: “If one race be inferior to the other socially, the Constitution of the United States cannot put them upon the same plane.”—Supreme Court Justice Henry Brown (1896)  Key Points:   * The 1896 Supreme Court decision in Plessy vs. Ferguson allowed segregation in the US based on the concept of “separate but equal”—blacks and whites could legally be kept separate in public places and provided with separate services, as long as those places and services were “equal” for both whites and blacks; in reality, they generally were not equal. * In Louisiana in 1892, Homer Plessy, a 30-year-old man who was 1/8 black and 7/8 white, was arrested and jailed for sitting in the “whites only” railway car on a train in Louisiana. The state of Louisiana had recently passed a law (the Separate Car Act) requiring trains to have separate cars for white and black people; the law made it illegal for blacks to ride in white train cars or whites to ride in black train cars. * Plessy challenged the law, and in 1896, his case (Plessy vs. Ferguson) was heard by the United States Supreme Court, which had to decide if the Louisiana state law requiring separate train cars was constitutional—specifically whether the law violated the 13th or 14th Amendments. * The Court ruled 7-1 that the law did not violate the Constitution, because the 14th Amendment guaranteed political and civil equality (the right to vote, for example), but it wasn’t intended to be used to guarantee or enforce social equality—“the commingling of the two races upon terms unsatisfactory to either” (the right to go to the same schools or sit in the same train car, for example). * This decision was the legal basis for state and local laws supporting segregation in public places—theaters, drinking fountains, restaurants, buses, schools—for more than fifty years, until another Supreme Court ruling, Brown vs. Board of Education in 1954.   Questions/prompts for students: What strategy did Plessy use to promote civil rights? Was he successful? Students write in the third column of their organizer, then pair and share with a classmate. |
| **Brown vs. Board of Education**  Video:  Eyes on the Prize, Episode 1: Awakenings (1954-1956) Brown v. Board of Education, (9:03-11:00)  Background sources:  [**http://www.pbs.org/wnet/supremecourt/rights/landmark\_brown.html**](http://www.pbs.org/wnet/supremecourt/rights/landmark_brown.html)  [**http://www.ourdocuments.gov/doc.php?flash=true&doc=87**](http://www.ourdocuments.gov/doc.php?flash=true&doc=87) | Quotation: “We conclude that, in the field of public education, the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal.”—Supreme Court Chief Justice Earl Warren (1954)  Key Points:   * By the 1950s, there was a large part of the United States that had segregated schools: schools for white children only, and schools for black children only. They were legally allowed to be separated as long as the schools were “equal” –they usually were not equal; whiter schools were in newer and better buildings, had better trained teachers, and used newer textbooks and materials than students at black schools had access to. * In the early 1950s, the NAACP (National Association for the Advancement of Colored People) began to bring lawsuits against (sue) local governments that wouldn’t let black families enroll their children in their white schools. A combination of these cases, under the name of Brown v. Board of Education, went to the Supreme Court in 1954, which had to decide if the “separate but equal” ruling from Plessy v. Ferguson was constitutional—specifically aligned with the 14th Amendment. * The Supreme Court ruled unanimously—9-0—that segregation was unconstitutional, and that blacks and whites could not legally separated from each other.   Questions/prompts for students: What strategy was used to promote civil rights? Was it successful? Students write in the third column of their organizer, then students are called on to share their response. |
| **Little Rock Nine** | Quotation:  Key Points: |
| **Montgomery Bus Boycott** | Quotation:  Key Points: |
| **1963 March on Washington** | Quotation:  Key Points: |
| **Civil Rights Act and Voting Rights Act** | Quotation:  Key Points: |
| **1965 March in Selma** | Quotation:  Key Points: |
| **Assassination of Martin Luther King** | Quotation:  Key Points: |

**Format for note-catcher for students:**

|  |  |  |
| --- | --- | --- |
| Event and date | Basic information | What strategy(ies) do you see being used here? |
|  |  |  |

**Lesson 5 - Civil Rights Quiz Study Guide**

Name:

Date:

Note to students:

During our next class, you will have about 20-25 minutes to demonstrate your understanding up to this point of the Civil Rights Movement. Here are some terms, concepts and information that you should be familiar with:

**Vocabulary:**

Civil rights

Citizen

Equal protection

Federal government

State government

Racism

Discrimination

Prejudice

Segregation

Desegregation

**Chronology:** Put key events related to civil rights for African Americans in order on a timeline and explain how they are connected.

Civil War

14th and 15th amendments

segregation laws

Brown vs. Board of Education

Civil Rights Act and Voting Rights Act

**Explain important events and strategies of the Civil Rights movement**

Plessy vs. Ferguson

Brown vs. Board of Education

Little Rock Nine

Montgomery Bus Boycott

1963 March on Washington,

Civil Rights Act and Voting Rights Act

1965 March in Selma

Assassination of Dr. King

**Explain:**

* What rights are guaranteed by the 14th and 15th amendments to the U.S. Constitution? How do those connect to civil rights?
* What was Martin Luther King’s philosophy of nonviolent resistance?

**Lesson 5 - Anticipation Guide, *Nonviolence and Racial Justice***

Name:

Date:

*Before you read the text, complete the anticipation guide below.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Statement** | **Do you AGREE or DISAGREE? Why?** | **Do you think Martin Luther King’s writings will suggest that he would AGREE or DISAGREE? Why?** | **AFTER READING: Does the text suggest that King AGREES or DISAGREES? Why?** |
| **Violence does not solve problems.** |  |  |  |
| **Nonviolence is passive.** |  |  |  |
| **It is okay to feel hatred towards people who treat us badly.** |  |  |  |
| **In the future, the world will be a more just place.** |  |  |  |

**Lesson 5 - Text for *Nonviolence and Racial Justice***

Name:

Date:

The text below is excerpted. For the full text of this article, search the title; many websites reprint it in its entirety.

Dr. Martin Luther King, Jr. "Nonviolence and Racial Justice." *The Christian Century*, February 6, 1957, pp. 165-167.

*At age 28, the Rev. Martin Luther King was a recently minted PhD, a young father, and the face of the rising Civil Rights Movement. When he wrote this article explaining the credo of nonviolent resistance, he and the black community of Montgomery, Alabama had just ended their successful boycott of segregated city buses.*

http://www.pbs.org/wgbh/amex/eyesontheprize/sources/ps\_nonviolence.html

1 Hence the basic question which confronts the world's oppressed is: How is the struggle against the forces of injustice to be waged? There are two possible answers. One is resort to the all too prevalent method of physical violence and corroding hatred. The danger of this method is its futility. Violence solves no social problems; it merely creates new and more complicated ones. . . .

**Alternative to Violence**

2 The alternative to violence is nonviolent resistance. This method was made famous in our generation by Mohandas K. Gandhi, who used it to free India from the domination of the British empire. Five points can be made concerning nonviolence as a method in bringing about better racial conditions.

3 First, this is not a method for cowards; it *does* resist. The nonviolent resister is just as strongly opposed to the evil against which he protests as is the person who uses violence. His method is passive or nonaggressive in the sense that he is not physically aggressive toward his opponent. But his mind and emotions are always active, constantly seeking to persuade the opponent that he is mistaken. This method is passive physically but strongly active spiritually; it is nonaggressive physically but dynamically aggressive spiritually.

4 A second point is that nonviolent resistance does not seek to defeat or humiliate the opponent, but to win his friendship and understanding. The nonviolent resister must often express his protest through noncooperation or boycotts, but he realizes that noncooperation and boycotts are not ends themselves; they are merely means to awaken a sense of moral shame in the opponent. The end is redemption and reconciliation. The aftermath of nonviolence is the creation of the beloved community, while the aftermath of violence is tragic bitterness.

5 A third characteristic of this method is that the attack is directed against forces of evil rather than against persons who are caught in those forces. . . . Those of us who struggle against racial injustice must come to see that the basic tension is not between races. As I like to say to the people in Montgomery, Alabama: “The tension in this city is not between white people and Negro people. The tension is at bottom between justice and injustice, between the forces of light and the forces of darkness. And if there is a victory it will be a victory not merely for 50,000 Negroes, but a victory for justice and the forces of light. We are out to defeat injustice and not white persons who may happen to be injust.”

6 A fourth point that must be brought out concerning nonviolent resistance is that it avoids not only external physical violence but also internal violence of spirit. At the center of nonviolence stands the principle of love. In struggling for human dignity the oppressed people of the world must not allow themselves to become bitter or indulge in hate campaigns. To retaliate with hate and bitterness would do nothing but intensify the hate in the world. Along the way of life, someone must have sense enough and morality enough to cut off the chain of hate. This can be done only by projecting the ethics of love to the center of our lives. . . .

7 Finally, the method of nonviolence is based on the conviction that the universe is on the side of justice. It is this deep faith in the future that causes the nonviolent resister to accept suffering without retaliation. He knows that in his struggle for justice he has cosmic companionship. This belief that God is on the side of truth and justice comes down to us from the long tradition of our Christian faith. . . .

8 This, in brief, is the method of non-violent resistance. It is a method that challenges all people struggling for justice and freedom. God grant that we wage the struggle with dignity and discipline. May all who suffer oppression in this world reject the self-defeating method of retaliatory violence and choose the method that seeks to redeem. Through using this method wisely and courageously we will emerge from the bleak and desolate midnight of man’s inhumanity to man into the bright daybreak of freedom and justice.

**Lesson 5 - Historian’s Notes, *Nonviolence and Racial Equality***

Name:

Date:

|  |  |
| --- | --- |
| **Questions/Prompts** | **Answers** |
| **FIRST READ: Determining source and context for the text**  Read the first excerpt and look at the front and back of the book.  **Sourcing:**   * Who wrote or created this document? * When? * Why might this person have written or created this document? * Is this document likely to have a particular point of view? If so, what?   **Contextualization**:   * Where was this document created? * Given the time and place, to which historical events might it relate? * How might this affect the content of the document? |  |
| **SECOND READ: Getting the big picture**  Read the speech, 1 paragraph at a time.  In each paragraph:  Circle words you don’t know. Use context clues and word parts to try to figure out what those words means, and write your ideas in the margin next to the word.  Figure out the gist of this paragraph is: What is the text about? What is it saying? Write your ideas in the margins next to each paragraph.  **Definitions**:  Oppressed/oppression: a group of people who are oppressed are treated unfairly or cruelly and are prevented from having the same rights as other people have  Resistance/resist: A refusal to accept certain ideas or changes  Passive: The acceptance of things happening to you without taking any action  Aggressive: Behaving in an angry, threatening way, as if you want to fight or attack someone  Reconciliation: A situation in which two entities become friendly with one another after quarrelling  Aftermath: The period of time after something such as a war, storm, or accident when people are still dealing with the results  Retaliate: To do something bad to someone because they have done something bad to you  **Other words to focus on**:  Par 1: futility, bitter/bitterness, conviction  Par 3: nonaggressive, spiritually,  Par 4: awaken a sense of moral shame, reconciliation, redemption  Par 6: retaliate, ethics  Par 7: retaliation  Par 8: desolate |  |
| **THIRD READ: Text-dependent questions**   1. Does King believe non-violent resistance is active or passive? Why? 2. How does King think that nonviolent resisters should think about their opponents in order to bring about reconciliation? 3. Why should people who are engaging in nonviolent resistance avoid hatred? 4. How does the belief that God or the universe is on the side of justice affect King and other nonviolent resisters? |  |
| **LAST: Corroborate and Evaluate the source**  Now that you have read the text carefully, how might you revise your original ideas about source and context? How does the author and purpose of the document affect its content? Add to your notes in the first row.  How does this source compare to other sources that are related to this event or time period?   * What information or ideas have you also found in other sources? * What information or ideas are only in this source? Why might that be?   *Note: Refer to your notes from the lecture about the Civil Rights Movement. Which of King’s actions might corroborate the statements of belief in this text?*  How did this article help you understand King’s beliefs? |  |

**Lesson 5 - Reading like a Historian: Rubric**

Name:

Date:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Advanced** | Proficient + I can identify more than one purpose and make connections between the context and the purpose. | Proficient + I can connect the relevant historical context to the document. | Proficient + I can explain how the source and context of each document might create those similarities and differences. | Proficient + my analysis of how the document addresses the focusing question shows insight into how the author and purpose of the document affect its content |
| **Proficient** | I can accurately identify the author and date, and briefly explain the purpose of the text. | I can clearly identify the relevant context of the document. | I can identify similarities and differences between two sources that deal with the same topic. | My answers are accurate and include relevant textual evidence. |
| **Developing** | I can identify 2 of: author, date, purpose. | I can state something that was happening at the time, but cannot connect it to the document. | I can identify a few similarities and differences between two sources that deal with the same topic. | My answers are accurate, but include little textual evidence. |
| **Beginning** | I can identify 1 of: author, date, purpose. | I cannot give an accurate context for the document. | I cannot identify similarities and differences between sources. | My answers are inaccurate or irrelevant. |
|  | I can source a primary source document. This means I can explain who wrote a document, when he/she wrote it, and why he/she wrote it. | I can contextualize a primary source document. This means I can locate a document in time and space, and explain how these factors affect its content. | I can corroborate a primary source document. This means I can consider details across multiple sources and determine where they agree and differ. | I can closely read a primary source document. This means I can answer text-dependent questions and analyze how the document addresses the focusing question. |

**Lesson 6 – Performance Task prompt**

Name:

Date:

What can students today learn from the experience of the Little Rock Nine about the importance of civil rights and how they are obtained and protected? After reading the texts related to school desegregation at Central High School, choose a quote from a primary source that should be highlighted at the new exhibit. Write a proposal that discusses the quote and the events to which it refers, analyzes its usefulness in conveying a lesson about who is responsible for protecting civil rights, and evaluates its relevance for teenagers today. Be sure to support your position with evidence from the text(s).

**Lesson 6 - Significant Quotations Chart**

***Note to teachers: consider making a packet of these for students.***

Name:

Date:

|  |  |
| --- | --- |
| **Quote** |  |
|  | |
| **Source** *Document title, author, date; Author purpose* | **Historical Context**  *Of the document; Of this quote within the document* |
|  |  |
| **Corroboration**  *What did you see in this quote that you also saw in other sources?* | *What did you see in this quote that you did not see in other sources?* |
|  |  |
| **Significance**  *What does this quote say about who is responsible for protecting civil rights?* | *How is this quote relevant to teenagers today?* |
|  |  |

|  |  |
| --- | --- |
| **Quote** |  |
| **“The nonviolent resister must often express his protect through noncooperation or boycotts, but he realizes that noncooperation and boycotts are not ends themselves; they are merely means to awaken a sense of moral shame in the opponent.”** | |
| **Source** *Document title, author, date; Author purpose* | **Historical Context**  *Of the document; Of this quote within the document* |
| Martin Luther King, Jr.; Nonviolence and Racial Justice, 1957  King wrote this article in 1957 to explain the method of non-violent resistance that he was advocating as a means of winning civil rights. | King was an important leader in the Civil Rights Movement. He wrote this article right after the successful bus boycott in Montgomery, Alabama, but before the Little Rock Nine entered Central High School.  This quote explains that individuals who are fighting for civil rights are using their strategies primarily to change the minds and hearts of the people who are in favor of segregation. King is making the larger point that non-violent action is not just about avoiding physical violence, but also avoiding hatred. |
| **Corroboration**  *What did you see in this quote that you also saw in other sources?* | *What did you see in this quote that you did not see in other sources?* |
| This quote reminds me of the section in the interactive lecture about the March on Selma, because in that case, also, protesters were acting with compassion in the face of hatred. | Other sources focused on whether boycotts or protests were successful – whether they changed a policy or law. This quote focuses on the bigger question of success: does the protest change the minds of segregationists? |
| **Significance**  *What does this quote say about who is responsible for protecting civil rights?* | *How is this quote relevant to teenagers today?* |
| This quote suggests that individuals and groups are responsible for protecting civil rights, because it calls on individuals to act in a particular way. King thinks that individuals have great power to change society, and that if they use their power well, they can not only protect civil rights but bring about a society with greater understanding and compassion. | This quote is relevant to teenagers today because we often think about winning, but King is saying that we need to think bigger than that – it is not just about winning an argument, but about getting people to see and understand your point of view. I think that our schools and communities would be better places if we kept in mind his belief that everyone is potentially an ally and friend. |

**Lesson 6 - Significant Quotations Chart, Teacher’s Example**

**Lesson 6 - Significant Quotations Chart, Additional Teacher Example**

(not for specific lesson - from *Warriors Don’t Cry*)

|  |  |
| --- | --- |
| **Quote** |  |
| “The heckler continued. ‘Look, it’s twenty of us and one of her. They ain’t nothing but animals.’  Again, I waited for the teacher to speak up, but she said nothing. |  |
| **Source** *Document title, author, date; Author purpose* | **Historical Context**  *Of the document; Of this quote within the document* |
| Warriors Don’t Cry (Abridged Young Reader’s edition), Melba Patillo Beals, 1994  Beals wrote this book when she was older in order to share her experiences as one of the Little Rock Nine. | WDC tells the story of one of the Little Rock Nine, Melba Patillo. She wrote it much later, but it includes quotes from her diary.  This quote is from her account of her first day at Little Rock High School. It tells what happens when she went into her first class. |
| **Corroboration**  *What did you see in this quote that you also saw in other sources?* | *What did you see in this quote that you did not see in other sources?* |
| Other primary and secondary accounts mention the anger of white students and families, and provide details of the abuse endured by the Little Rock Nine. |  |
| **Significance**  *What does this quote say about who is responsible for protecting civil rights?* | *How is this quote relevant to teenagers today?* |
| This quote is significant because it shows that individuals, and not just the government, have a role in protecting civil rights. Even though the law officially protected Melba’s civil right to attend Central High School, many students were verbally and physically abusive to the African American students, which meant that her civil rights were not fully protected. While some teachers stopped this behavior, many refused to intervene. Therefore, even though they were not part of the government, their individual choices affected whether or not Melba’s rights were protected. | I choose this quote because I think it is important for teenagers to know that they have a role in protecting civil rights, too. This quote is about a scene that is familiar to them, and so they can relate to the teacher’s choices and how they affected Melba. |

**Lesson 6 - Civil Rights Quiz**

Name:

Date:

Read the instructions for each section carefully. Please be concise in your responses.

**Section 1: Chronology**

Place the following events in chronological order by writing the numbers 1-6 in the space provided:

\_\_\_\_\_Civil War

\_\_\_\_\_March on Washington (King’s “I Have a Dream” speech)

\_\_\_\_\_Plessy vs. Ferguson (“separate but equal”) case decided by the Supreme Court; segregation

laws established in many states

\_\_\_\_\_Ratification of the 14th and 15th Amendments

\_\_\_\_\_The Civil Rights Act

\_\_\_\_\_Brown vs. Board of Education decision by the Supreme Court

**Section 2: Vocabulary**

Chose one term from each group below. For each term you choose:

1) circle it

2) give a brief definition

3) explain its context or importance during the Civil Rights Movement

1. **Civil rights Segregation Desegregation**

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Context or importance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

2. **Equal protection Federal government State government**

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Context or importance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

3. **Racism Discrimination Prejudice**

Definition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Context or importance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Section 3: Strategies and events of the Civil Rights Movement**

Select two of the events below. For each event:

* describe what happened
* explain why it was important in the Civil Rights movement
* explain which strategy it showed (boycott, protest, changing the law, court case)

Brown vs. Board of Education

Little Rock Nine integrate Central High School

Montgomery Bus Boycott

1963 March on Washington

Civil Rights Act and Voting Rights Act passed

1965 March in Selma

1. Event #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Event #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section 4: Concepts**

Briefly respond to all questions:

1) What is the connection between the Fourteenth Amendment and civil rights?

2) Describe an action Martin Luther King took and explain how it reflected his beliefs:

**Lesson 7 – Resources for Entry Task: Images of community schools for whites and blacks**

Robert Russa Moton High School, farmville, Virginia

<http://www.nps.gov/nr/twhp/wwwlps/lessons/121brown/121visual1.htm>

Farmville High School, Farmville, Virginia

<http://americanhistory.si.edu/brown/history/4-five/images/whiteschool-farmville.jpg>

The large and well-equipped whites-only Farmville High School served as a constant reminder to the Moton High School students of the glaring inequities of segregated education.

Prince Edward County opened its first black high school in 1939. Unlike its counterpart for white students, Robert Russa Moton High School had no gymnasium, cafeteria, lockers, or auditorium with fixed seating. Built with a capacity for 180, it contained 450 students by 1950.

To house the additional students, the school board built plywood structures covered with tarpaper and heated them with pot-bellied stoves. These “tarpaper shacks” became a symbol of all that was wrong with segregated education. The all-white school board promised to build a new school, but never followed through.

From: *Smithsonian National Museum of American History*

Liberty Hill Colored School, Clarendon County, South Carolina

<http://americanhistory.si.edu/brown/history/4-five/images/liberty-hill-colored.jpg>

Because the school board refused to fund buses for black students, the county’s 61 “colored” schools were scattered throughout the region. Most, like Liberty Hill Colored School, were small wooden structures that accommodated one or two classrooms. In the 1949-50 school year, for every dollar spent on a white child only 24 cents was allotted for a black student. Not surprisingly, black adults in the county averaged just over four years of education.

Summerton Graded School, Clarendon County, South Carolina

<http://2.bp.blogspot.com/-mo1TQdVOX38/TfbkzMdJvRI/AAAAAAAAHKA/u_uPpD3-0iA/s1600/summerton%2Bsouth%2Bcarolina%252C%2Bwhite-school.jpg>

The county provided 30 buses to bring white children to larger and better-equipped facilities. White children from the Summerton area attended this red brick building with a separate lunchroom and science laboratories. Most rural black schools had neither electricity nor running water.

From: *Smithsonian National Museum of American History*

**Lesson 7 - Who is responsible for protecting civil rights? Anchor Chart**

*Teacher edition (italics are ideas students might add to this chart)*

|  |  |  |
| --- | --- | --- |
|  | **In which circumstances are they responsible?** | **What can they do?** |
| **Individual** | *When you see someone else’s civil rights being violated*  *When you have the chance to take a risk to protect your own civil rights* | *Individuals willing to take risks*  *Reach out to be people whose rights are being violated*  *Participate in group actions to bring about change – boycott, march, etc.*  *Lead a group of people to make a change* |
| **Group** | *When the civil rights of people you represent are not being protected*  *When individual action isn’t enough to bring about change*  *When other people’s civil rights are not being protected and individual action isn’t enough* | *Organize protest activities*  *Support individuals who are taking risks*  *Pressure the government* |
| **Federal Government** | *All the time (Constitution) especially when individuals, groups or other governments are not protecting civil rights*    *Especially for situations that are not resolved in other ways* | *Change the laws*  *Enforce the laws* |

**Lesson 7 - Who is responsible for protecting civil rights? Anchor Chart**

Name:

Date:

|  |  |  |
| --- | --- | --- |
|  | **In which circumstances are they responsible?** | **What can they do?** |
| **Individual** |  |  |
| **Group** |  |  |
| **Federal Government** |  |  |

**Lesson 7 - Vocabulary List #3**

Name:

Date:

|  |  |  |  |
| --- | --- | --- | --- |
| **WORD** | **OTHER FORMS** | **DEFINITION** | **SENTENCE** |
| Court case |  | A question or situation that will be handled by a court | The **court case** that Linda Brown’s father brought became known as *Brown vs. Board of Education.* |
| sue | Sued, suing | To make a legal claim against a person or institution, saying that they have hurt you in some way | Some parents **sued** to force the school district to spend the same amount of money on the schools for African American students as they did on the schools for white students. |
| lawsuit |  | A problem that a person or organization brings to a court to settle | These parents brought a **lawsuit** to try to force the schools to desegregate. |
| appeal | appealed | To make a formal request to a court to overturn or change a decision; often an appeal is made to a higher court than the one that originally heard the case | When the families who had brought the court cases to desegregate the schools lost in the lower courts, they **appealed** the decision all the way to the Supreme Court. |
| attorney |  | lawyer | Thurgood Marshall was an **attorney** with the NAACP, and one of the lawyers who argued Brown vs. Board of Education before the Supreme Court. |
| constitutional |  | Officially allowed by the Constitution | Many people thought that segregated schools were **unconstitutional.** |
| plaintiff | plaintiffs | Someone who brings legal action against someone else | The parents who were suing for the schools to integrated were the **plaintiffs.** |

**Lesson 7 - Vocabulary Homework Assignment**

Name:

Date:

**Fill in the blank.**

*Fill in the blanks in the sentences below, making sure to use the correct form of the word.*

Brown vs. Board of Education is one of the most famous \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the twentieth century. In a number of different school districts, African American parents \_\_\_\_\_\_\_\_\_\_\_\_ the segregated school districts. They claimed that their children were being harmed by the system of segregating schools.

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lost in the lower courts, but they and the NAACP, a group which was supporting them, believed that the ruling would be overturned. They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the decision all the way to the Supreme Court.

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that the Supreme Court finally heard was named after one case: Brown vs. Board of Education, but in fact was a ruling on segregated schools in several areas. Thurgood Marshall, an \_\_\_\_\_\_\_\_\_\_\_\_\_ with the NAACP, argued the case for the African American families. He argued that segregated schools were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Finally, in the spring of 1954, the Supreme Court issued a ruling. You will read parts of it tomorrow.

**Lesson 7 - Historian’s Notes, Chapter 13 from *A History of US***

Excerpt 1: p. 68 – 3rd paragraph, p. 70

Excerpt 2: p. 70 – end

Name:

Date:

|  |  |
| --- | --- |
| **Questions/Prompts** | **Answers** |
| **FIRST READ: Determining source and context for the text**  This is a chapter from a textbook called The History of US, by Joy Hakim. |  |
| **SECOND READ: Getting the big picture**  Read the first excerpt, 1 page at a time.  Circle words you don’t know. Use context clues and word parts to try to figure out what those words means, and write your ideas in the margin next to the word.  Words to focus on:  Meticulous: very careful and precise  Abolish  Facilities  Figure out the gist of this page: What is the text about? What is it saying? Write your ideas in the margins.  HW: Repeat with the second excerpt, p .70 – end of chapter  Words to focus on: |  |
| **THIRD READ: Text-dependent questions**  **First excerpt** 1. Which plaintiffs were represented in the Brown vs. Board of Education case? Why were they all represented in the same case?  2. What happens when the Supreme Court hears a case?  3. What is the difference between deciding whether something is right or wrong or deciding if it is constitutional?  **Second excerpt**  3. Why was Earl Warren significant?  4. What did schools do after the Brown vs. Board of Education ruling?  5. How did moderate and non-moderate white southerners respond to the ruling? When Hakim uses the word “moderate” to describe people, what does she mean? How can you tell? |  |
| **LAST: Corroborate and Evaluate the source**  How does what you read here compare to what you learned from reading the Brown vs. Board Supreme Court decision?  What is here that is not in the decision?  What is in the decision that is not here?  What explains that difference? |  |

**Lesson 8: Brown vs. Board of Education (excerpts)**

*In 1954, the Supreme Court ruled on the case Brown vs. Board of Education, which combined the cases brought by African American families against several school districts. The families argued that the segregation of schools in their districts was harmful to their children.*

**U.S. Supreme Court**

**BROWN ET AL. v. BOARD OF EDUCATION OF TOPEKA ET AL.**

**Decided May 17, 1954.**

MR. CHIEF JUSTICE WARREN delivered the opinion of the Court.

1

. . . Today, education is perhaps the most important function of state and local governments. . . . In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

2

We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.

3

. . . To separate them [African American students] from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone. The effect of this separation on their educational opportunities was well stated by a finding in the Kansas case . . . .:

‘Segregation of white and colored children in public schools has a detrimental effect upon the colored children. . . . . the policy of separating the races is usually interpreted as denoting the inferiority of the negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to [retard] the educational and mental development of negro children and to deprive them of some of the benefits they would receive in a racial[ly] integrated school system.’

4

. . . We conclude that in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. . . . We have now announced that such segregation is a denial of the equal protection of the laws.

**Lesson 8 - Historian’s Notes, *Brown vs. Board of Education*, 1954**

Name:

Date:

|  |  |
| --- | --- |
| **Questions/Prompts** | **Answers** |
| **FIRST READ: Determining source and context for the text**  **Read the title and source information, and skim the first paragraph.**  **Sourcing:**   * Who wrote or created this document? * When? * Why might this person have written or created this document? * Is this document likely to have a particular point of view? If so, what?   **Contextualization**:   * Where was this document created? * Given the time and place, to which historical events might it relate? * How might this affect the content of the document? |  |
| **SECOND READ: Getting the big picture**  Read the document, 1 section at a time. You will do this through a gallery walk.  For the section at which you begin:  Circle words you don’t know. Use context clues and word parts to try to figure out what those words means, and write your ideas in the margin next to the word.  Figure out the gist of this section: What is the text about? What is it saying? Write your ideas in the margins.  Words to pay attention to:  1:  undertaken: to decide that something is your responsibility and start to do it  2:  facilities: buildings and materials  tangible: able to be seen, heard, touched, etc.  deprive:  3:  finding: outcome or ruling of a court case  qualifications:  generates: creates, makes  detrimental:  denoting: meaning, indicating  sanction: approval  4:  doctrine:  inherently: |  |
| **THIRD READ: Text-dependent questions**   1. Why does the state have to provide equal educational opportunities to all students? 2. In your own words, what is the question the case raises? 3. How does segregating the schools affect African American children? 4. Why does segregating schools mean that these segregated schools cannot provide equal educational opportunity? |  |
| **LAST: Corroborate and Evaluate the source**  Now that you have read the text carefully, how might you revise your original ideas about source and context? How does the author and purpose of the document affect its content? Add to your notes in the first row.  Consider how this source compares with others.   * What is something you read here that agrees with the reading “Linda Brown -- and Others?” * What is something new that you learned by reading the actual ruling? * What do you notice about how a court decision is written? How does the document explain the central idea? |  |

* In your own words, explain on what basis the Supreme Court ruled segregated schools unconstitutional.
* Who does this document suggest is responsible for protecting civil rights – individuals, groups or the government? What makes you say that?

**Lesson 8 - Little Rock Nine Case Study Note-catcher**

Name:

Date:

Focus questions:

* Who is responsible for protecting civil rights?
* What can we learn from the story of Little Rock about the role of individuals, groups, and the government in obtaining and protecting civil rights?

**Brown vs. Board of Education Supreme Court decision, 1954**

| **Description of decision**  *Make sure to include who, what, when, where, why, how* | **Effects of this decision**  *How did this decision help win or protect civil rights? What were the limitations of this decision?* | **Who is responsible?**  *Who does this document suggest is responsible for protecting civil rights?*  *Individuals*  *Groups*  *Government* |
| --- | --- | --- |
|  |  |  |

**Little Rock Nine decide to enroll at Central High School and practice nonviolent resistance**

| **Description of decision**  *Make sure to include who, what, when, where, why, how* | **Effects of this decision**  *How did this decision help win or protect civil rights? What were the limitations of this decision?* | **Who is responsible?**  *Who does this document suggest is responsible for protecting civil rights?*  *Individuals*  *Groups*  *Government* |
| --- | --- | --- |
|  |  |  |

**President Eisenhower sends federal troops to protect Little Rock Nine**

| **Description of decision**  *Make sure to include who, what, when, where, why, how* | **Effects of this decision**  *How did this decision help win or protect civil rights? What were the limitations of this decision?* | **Who is responsible?**  *Who does this document suggest is responsible for protecting civil rights?*  *Individuals*  *Groups*  *Government* |
| --- | --- | --- |
|  |  |  |

**Lesson 9 - Historian’s Notes, Chapter 3 “The Little Rock Nine,” from *Witnesses to Freedom***

**by Belinda Rochelle**

Name:

Date:

|  |  |
| --- | --- |
| **Questions/Prompts** | **Answers** |
| **FIRST READ: Determining source and context for the text**  This is a chapter from a secondary source called Witnesses to Freedom, by Belinda Rochelle. |  |
| **SECOND READ: Getting the big picture**  Read the chapter, 1 page at a time.  Circle words you don’t know. Use context clues and word parts to try to figure out what those words means, and write your ideas in the margin next to the word.  Words to focus on:  Comply  Transition  National Guard  Mob  Reprimand  Provoke  torment  Figure out the gist of this page: What is the text about? What is it saying? Write your ideas in the margins. |  |
| **THIRD READ: Text-dependent questions**   1. What was the Little Rock School Board’s plan for integrating the schools? What did the governor of Arkansas think of this plan? What did he do? 2. What happened to Elizabeth Eckford the first morning of school? 3. What action finally made it possible for the Little Rock Nine to attend Central High School? Who was the actor responsible? 4. Describe the three specific experiences of the Little Rock Nine as students at Central High School. Consider both positive and negative experiences. |  |
| **LAST: Corroborate and Evaluate the source**   * What is something you read here that is the same as what you read in the other textbook or in the Brown vs. Board of Education ruling? * What did you learn from this text that was new? * Overall, how reliable do you find this source? How might it help you understand the events at Central High School? |  |

**Lesson 10 - Historian’s Notes, Excerpt from *Warriors Don’t Cry***

Excerpt 1: pp. 73 – 84

Excerpt 2: pp. 92 – 104

Excerpt 3: pp. 163 – 165

Name:

Date:

|  |  |
| --- | --- |
| **Questions/Prompts** | **Answers** |
| **FIRST READ: Determining source and context for the text**  Read the title and source information, and skim the first paragraph.  **Sourcing:**   * Who wrote or created this document? * When? * Why might this person have written or created this document? * Is this document likely to have a particular point of view? If so, what?   **Contextualization**:   * Where was this document created? * Given the time and place, to which historical events might it relate? * How might this affect the content of the document? * How might this affect the content of the document? |  |
| **SECOND READ: Getting the big picture**  Read the first excerpt (pp. 73 – 84), 1 page at a time.  Circle words you don’t know. Use context clues and word parts to try to figure out what those words means, and write your ideas in the margin next to the word.  Figure out the gist of this page: What is the text about? What is it saying? Write your ideas in the margins.  Words to focus on:  Ridicule (74): making fun of  walk the gauntlet (76): walk past a row of people who are criticizing or attaching you  brigade (77): group, especially in the military  shorthand (78): a way of using special symbols to write very quickly; used before computers  fantasized (74):  saliva (74):  disoriented (75):  transfixed (78):  frantic (80):  FOR HOMEWORK  Read the second and then the third excerpt, one page at a time.  Except 2: pp. 92 – 104  Excerpt 3: pp. 163 – 165.  On each page:  Circle words you don’t know. Use context clues and word parts to try to figure out what those words means, and write your ideas in the margin next to the word.  Figure out the gist of this page: What is the text about? What is it saying? Write your ideas in the margins.  Words to focus on:  blank expression (93): when someone’s face does not show what they are thinking of feelin  heckler (99): someone who is yelling at or harassing someone else  escorting (99): going with someone in order to protect or take care of that person  hooligan (101): violent trouble maker  dignity (164): your sense of your own value and importance  distraught:  unruly:  treacherous: |  |
| **THIRD READ: Text-dependent questions**  **First excerpt**   1. How did Melba’s guide feel about her? How can you tell? 2. Compare the actions of the teacher in the first class Melba attended and the actions of Mrs. Pickwick. How did their responses affect student responses? 3. Why does Melba write that she will “forever remember [Gene Smith] in her prayers?” 4. Why does thinking of what her Grandma told her help Melba? How does it affect the narrative to include quotes from her Grandma, rather than just paraphrases of her ideas?   **Second and third excerpts**   1. What is the mood of the soldiers? How does their presence make Melba feel? How can you tell? 2. How do the actions of the teachers affect the behavior of the white students at Central High School? Compare student reaction in two classes and analyze how it was affected by teachers’ actions. 3. Why does Melba say the cafeteria line is “treacherous”? 4. On page 103, the text says, “we snuggled down into the seats.” What does the word “snuggled” suggest about how Melba feels in that car? What other evidence do you have about how she feels? 5. What is Grandma’s advice to Melba about how to handle the hecklers? 6. On page 165, Melba writes, “I felt great power surge up my spine.” Why does she feel that? Why do you think she uses that precise phrase to describe her emotions? |  |
| **LAST: Corroborate and Evaluate the source**  Now that you have read the text carefully, how might you revise your original ideas about source and context? How does the author and purpose of the document affect its content? Add to your notes in the first row.   * What is one way that this source confirms the textbook account and the video? * What is one thing this source adds to or changes about your understanding of what it was like to be one of the Little Rock Nine? |  |

**Lesson 11 - List of King’s Beliefs**

(Adapted from anticipation guide, lesson 5)

**Violence does not solve problems.**

**Nonviolence is physically passive but spiritually very active.**

**We must try to feel compassion and love for the people who treat us badly.**

**In the future, the world will be a more just place.**

**Lesson 11 – Text of Telegram**

*(Note: this is provided here in case some students need it; however, it is much better to read the actual telegram.)*

Little Rock, Arkansas

September 30 1957

The President

The White House

We the parents of nine Negro children enrolled at Little Rock Central High School want you to know that your action in safe guarding their rights have strengthened our faith in democracy. Now as never before we have an abiding feeling of belonging and purposefulness. We believe that freedom and equality with which all men are endowed at birth can be maintained only through freedom and equality of opportunity for self development, growth and purposeful citizenship. We believe the degree to which people everywhere realize and accept this concept will determine in a large measure America’s true growth and true greatness. You have demonstrated admirably to us, the nation and the world how profoundly you believe in this concept. For this we are deeply grateful and respectfully extended to you our heartfelt and lasting thanks. May the almighty and all wise father of us all bless guide and keep you always.

Names of families

**Lesson 11 - Historian’s Notes, Telegram from Parents of Little Rock Nine to President**

**Eisenhower, 1957**

Name:

Date:

|  |  |
| --- | --- |
| **Questions/Prompts** | **Answers** |
| **FIRST READ: Determining source and context for the text**  Read the title and source information, and skim the first paragraph.  **Sourcing:**   * Who wrote or created this document? * When? * Why might this person have written or created this document? * Is this document likely to have a particular point of view? If so, what?   **Contextualization**:   * Where was this document created? * Given the time and place, to which historical events might it relate? * How might this affect the content of the document? |  |
| **SECOND READ: Getting the big picture**  Read the document.  Circle words you don’t know. Use context clues and word parts to try to figure out what those words means, and write your ideas in the margin next to the word.  Figure out the gist of this section: What is the text about? What is it saying? Write your ideas in the margins.  As you read, mark parts of the text that:   * help you understand more about the source and context of this piece * help you answer the focusing question   Words to pay attention to:  Abiding: lasting  Endowed: have naturally; are born with |  |
| **THIRD READ: Text-dependent questions**   1. Why are the parents of the Little Rock Nine writing to President Eisenhower? 2. The parents say that “freedom and equality of opportunity for self development, growth and purposeful citizenship” are essential to America. What do they mean? How is this related to civil rights? 3. What belief do they think Eisenhower’s actions showed? |  |
| **LAST: Corroborate and Evaluate the source**  Now that you have read the text carefully, how might you revise your original ideas about source and context? How does the author and purpose of the document affect its content? Add to your notes in the first row.  How does this explanation of the issue compare to what you saw in the video?   * How does the parents’ explanation of what Eisenhower’s actions meant to them compare to what Melba said, “I felt sad and proud at the same time. Proud that I lived in a country that would go this far to bring justice to a Little Rock girl like me, but sad that they had to go to such lengths. Yes, this is the United States, I thought to myself. There is a reason we salute the flag.” (95) * What does this source say about the question: Who is responsible for protecting civil rights? Why might the authors of this document feel that way? |  |

**Lesson 12 - Little Rock Nine Case Study Assessment**

Name:

Date:

*Answer the following questions, using all of your notes and documents. Remember to include specific evidence in your answers. You should answer the questions on a separate piece of paper; each answer should be at least one paragraph long.*

1. How did the Supreme Court’s ruling Brown vs. Board of Education make the integration of Little Rock High School possible?
2. Why did President Eisenhower send federal troops to Little Rock? What did they do there? How did this action help make the integration of Central High School possible?
3. Give two examples of how Melba’s actions as a student at Little Rock demonstrated the principles of nonviolent resistance expressed by Martin Luther King, Jr.
4. What is an action taken by another individual or group (besides the Little Rock Nine and President Eisenhower) that helped make the integration of Central High School possible? What did that person/group do? How did it help bring about the integration of Central High School?
5. In your opinion, what was the biggest obstacle to integration at Central High School? To what extent did the three decisions we studied (Brown vs. Board, sending federal troops, Little Rock Nine attending and practicing non-violent resistance) effectively address that obstacle?

***Option: For a class of very strong readers and writers, consider posing the following essay question instead of the listed short constructed response questions.***

*Support or challenge the following argument with evidence from text: Desegregating Central High School was possible only with a combination of a court decision, federal government action, and the nonviolent resistance of the Little Rock Nine. Without any one of those pieces, the Little Rock Nine would not have been able to attend Central High School in the 1957 – 1958 school year.*

**Lesson 12 - Little Rock Nine Case Study Assessment: Grading rubric (Teacher Reference)**

Use the following holistic rubric to grade each answer.

**The answer**

4:

Addresses all parts of the question

Shows a thorough understanding of the historical events and issues.

Includes relevant details and evidence to support the answer.

Consistently uses precise, domain specific vocabulary.

3:

Addresses all parts of the question

Shows a clear understanding of the historical events and issues.

Includes some details or evidence to support the answer.

Uses precise, domain specific vocabulary.

2:

Addresses most parts of the question

Shows some understanding of the historical events and issues.

Includes at least one detail

1:

Does not address the question, or addresses only a small part of it.

Shows significant misunderstanding of historical events and issues.

Does not include details or evidence.

If you decide to use the essay prompt, consider creating rubric similar to that for the performance task, with the following categories:

* Clear and thorough understanding of the historical events and issues
* Consistent use of relevant evidence and details
* Clear organization: introduction, body paragraphs, conclusion
* Consistent use of domain specific vocabulary words
* Correct use of language conventions

**Lesson 12 - Little Rock Case Study Reflection**

Name:

Date:

***Use your notes and the class anchor chart to complete the following reflection.***

1. What does the Little Rock Case Study say about who is responsible for protecting civil rights?

* What role do individuals play? How do the events at Little Rock show this?
* What role do groups play? How do the events at Little Rock show this?
* What role does the government play? How do the events at Little Rock show this?

2. What do you think teenagers today should most understand or remember from this case study?

* About what civil rights are and why they matter?
* About what their role is, as individuals, in protecting civil rights?

3. You see someone being bullied at school because he/she is overweight.

* Is this a civil rights issue? Why or why not?
* What are the advantages and disadvantages of the following responses? In your answer, label each as individual, group, or government.
  + Step in yourself and be kind to the person being bullied.
  + Tell the bully to stop.
  + Ask your principal to make and enforce a rule about not bullying.
  + Form a group of students who will be “kindness patrol” and will help hold the student body to a high standard of behavior.
* Given your study of Little Rock, which action or set of actions is most likely to be effective? Why?

**Lesson 13: Performance Task Prompt**

**Proposal for a quotation to include at the Little Rock Central High School National Historic Site**

The Little Rock National Historic Site is adding an exhibit that explores the question: What can students today learn from the experience of the Little Rock Nine about the importance of civil rights and how they are obtained and protected? As part of this exhibit, the staff is choosing quotations from primary sources that will have particular significance to students today.

They are willing to include quotations that do either of the following:

* express an important belief or principle about who is responsible for protecting civil rights (Example: Every individual has a role to play in fighting for civil rights through acts of nonviolent resistance.)
* recount or refer to a particular moment or event in Little Rock that is significant because it illustrates how individuals, groups, and/or the government are responsible for protecting civil rights (Example: At the meeting, Melba met members of the NAACP who promised to help her.)

Summative Assessment: LDC Task 6 (Writing Prompt)

**What can students today learn from the experience of the Little Rock Nine about the importance of civil rights and how they are obtained and protected? After reading the texts related to school desegregation at Central High School, choose a quote from a primary source that should be highlighted at the new exhibit. Write a proposal that discusses the quote and the events to which it refers, analyzes its usefulness in conveying a lesson about who is responsible for protecting civil rights, and evaluates its relevance for teenagers today. Be sure to support your position with evidence from the text(s).**

**Criteria:**

* Include one quote of no more than 100 words.
* Refer to several texts
* Organize your proposal logically
* Use a formal style
* Adhere to language conventions

**Lesson 13 - Performance Task Directions**

Name:

Date:

**Content and organization of the proposal**

* Discuss the quote
  + Explain the quote
  + Analyze the document from which the quote is drawn, using your knowledge of sourcing, contextualizing, and corroborating
* Place the quote in its historical context – what events or ideas does it refer to?
* Analyze what lesson about who is responsible for protecting civil rights this quote conveys
* Argue the relevance of this quote for teenagers, and acknowledge and respond to at least one limitation of this quote

**Process:**

1. Select a quote. Write it below. Explain to a partner: Why is this quote powerful? Who does it suggest is responsible for protecting civil rights? Why is it relevant for students today?
2. Outline your essay. Optional: use the attached graphic organizer.
3. Share your outline and make sure your proposal will meet requirements. Revise your outline if necessary.
4. Write a first draft.
5. After looking at the sample proposal(s) and, the rubric, what revisions do you plan to make to your proposal? List three below.
6. Create a final draft of your proposal.

**Lesson 13 - Model Proposal**

While Martin Luther King Jr. was jailed in Birmingham, Alabama, in April of 1963 during protests of the city’s treatment of African-Americans, he wrote that

*Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored.*

King made this point fifty years ago in his *Letter From a Birmingham Jail*, but his point from the quote above is just as important to remember today whenever someone is faced with injustice to them or others. King addressed this letter to religious leaders who opposed the Civil Rights movement’s tactic of directly confronting racial inequality, and in it he argued for the importance of not just waiting for change to happen, but for taking action to “create crisis” and bring problems out in the open so they could be solved.

This was a very important consideration during the Civil Rights movement, because King and others knew that, even though direct confrontation could be successful to “dramatize” and make inequality issues public, they could also become violent. Birmingham was a good example of a place where the white population and even local authorities were prepared to use force against peaceful protesters who made their case through strikes, sit-ins and boycotts.

It seems clear both from his quote and from the fact that he shared it from a jail cell that King believed that the responsibility for the protection of civil rights starts with the individual. In order to follow King’s approach to confront inequality by fostering a “tension” and creating a “crisis,” it’s true that groups can be effective, but what it really takes is the commitment by each individual person to risk their own personal freedom and safety.

King’s message should resonate with American teenagers today. Society has progressed since the 1960s, but is far from perfect, and we have to rely on ourselves to change the world for the better because we are the leaders of tomorrow. That means that when we encounter bullying, or situations where people are being treated unfairly, it’s important not to use violence against people, but at the same time, just waiting quietly won’t make things change. Some people might argue that it’s important not to “rock the boat,” and that confronting problems directly could lead to severe consequences, even violence in some situations, but this is the price we pay when real change is called for, because real change can only come through confrontation and action.

Name:

**PERFORMANCE TASK RUBRIC[[5]](#footnote-5)**

| **Standard** | | **I can** | | **Advanced** | **Proficient** | **Developing** | **Beginning** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **MA SS USII 25:** Analyze the origins, goals, and key events of the Civil Rights movement. | | **Select a quote that relates to the question, “Who is responsible for protecting civil rights?”**  **Explain what answer the quote gives to this question.**  **Evaluate the relevance of this quote for teenagers today.** | | Proficient  AND  The proposal offers an especially sophisticated connection between the quote and the question, “Who is responsible for protecting civil rights?”  OR  The proposal offers an especially sophisticated evaluation of the quote’s relevance to teenagers and/or response to its limitations. | My quote is related to the question.  I clearly explain how my quote answers the question, “Who is responsible for protecting civil rights?”  I explain why this quote is relevant to teenagers and respond to one of its limitations. | My quote is related to the question.  I explain the connection between my quote and the question, but the explanation is not fully developed.  I give a reason that this quote is relevant to teenagers, but do not respond to one of its limitations. | My paper is missing two or more of the three required elements  or includes multiple significant misunderstandings. |
| **MA SS USII 25:** Analyze the origins, goals, and key events of the Civil Rights movement. | | **I can explain the historical context of my quote, both by explaining the source from which it came and by explaining the historical events to which it refers.** | | Proficient  AND  I explain how the source of this quote affects how it describes the events, and how it addresses the question, “Who is responsible for protecting civil rights?” | I provide basic information about the source from which my quote is drawn.  I provide a clear explanation of the historical events to which my quote refers. | I provide some information about the source.  I provide an explanation of historical events to which the quote refers, but the explanation is not fully developed or includes a misunderstanding that is not central. | I am missing one or more of the two required elements AND/OR the discussion of historical context includes multiple significant misunderstandings. |
| **CCSS**  **WHSS 8.1**  **a, c, e** | **I can introduce my claim clearly.**  **I can organize my reasons into paragraphs.**  **I can write a conclusion that supports the argument I presented.** | | Proficient  AND  My introduction and conclusion are especially effective.  The paper transitions smoothly from paragraph to paragraph.  Within each paragraph, I organize my ideas clearly and use linking and transition words to make it clear how the ideas are connected. | | I introduce my proposal clearly.  I organize my proposal into paragraphs. Each paragraph has a clear main topic.  Within each paragraph, the order of my ideas usually makes sense.  I conclude my proposal in a way that supports the argument I presented. | I am missing an introduction or conclusion.  I have written in paragraphs, but the main topic or order of my paragraphs is confusing in at least one place.  Within each paragraph, the order of my ideas is sometimes confusing. | I do not organize my ideas into paragraphs. |
| **CCSS WHSS 8.1b, 8.9** | **Use textual evidence and details effectively to support my claim** | | I consistently use specific, relevant details and textual evidence to support my argument. I clearly explain how the evidence supports my argument. | | I use relevant evidence and historical details to support each part of my proposal. | I sometimes support my argument with relevant evidence and details. | I seldom support my argument with evidence or details. |
| **CCSS L1 and L2** | | **I follow conventions in my writing.** | | All sentences are complete.  No errors in capitalization, punctuation, or spelling. | All sentences are complete.  1 – 2 errors in capitalization, punctuation, or spelling. | Most sentences are complete.  Some errors in capitalization, punctuation, or spelling. | Few sentences are complete.  Many errors in capitalization, punctuation, or spelling. |

**Overall grade 1 2 3 4**

**Lesson 13 - President Bill Clinton, Speech - Historian’s Notes**

*What does Clinton think the lessons of Little Rock are?*

*What does he think about who is responsible for protecting civil rights?*

Name:

Date:

|  |  |
| --- | --- |
| **Questions/Prompts** | **Answers** |
| **FIRST READ: Determining source and context for the text**  **Read the title and source information, and skim the first paragraph.**  **Sourcing:**   * Who wrote or created this document? * When? * Why might this person have written or created this document? * Is this document likely to have a particular point of view? If so, what?   **Contextualization**:   * Where was this document created? * Given the time and place, to which historical events might it relate? * How might this affect the content of the document? |  |
| **SECOND READ: Getting the big picture**  Read the speech 1 page at a time.  On each page:  Circle words you don’t know. Use context clues and word parts to try to figure out what those words means, and write your ideas in the margin next to the word.  Figure out the gist of this page: What is the text about? What is it saying? Write your ideas in the margins.  As you read, mark parts of the text that:   * help you understand more about the source and context of this piece * help you answer the focusing question   Words to pay attention to:  Utterly  Moved  Manifests  Rebuke  Disintegration |  |
| **THIRD READ: Text-dependent questions**   1. Who does Clinton honor in his speech? Why? 2. What does he say that we know “40 years later” about civil rights and race? 3. What does he mean when he says the race is still “an affair of the heart?” 4. Clinton said, “For the alternative to integration is not isolation or a new Separate but Equal, it is disintegration . . .” Why does he think that integration is essential to the future of this country? What does he call on young people to do? Why? |  |
| **LAST: Corroborate and Evaluate the source**  Now that you have read the text carefully, how might you revise your original ideas about source and context? How does the author and purpose of the document affect its content? Add to your notes in the first row.  What is a new idea you got from this speech about the significance of Little Rock?  What is one idea that this speech confirmed about the significance of Little Rock? |  |

**Lesson 14 - Model Proposal Outline**

Name:

Date:

Paragraph 1: Introduce your quote

* Quote
* Information about document the quote came from: source, context, corroboration

Topic sentence:

Supporting details:

Paragraph 2: Connect the quote to its historical context

* What events or ideas does it refer to? (use your timeline and the Little Rock note-catcher as resources)
* What perspective or insight about that event does it offer?

Topic sentence:

Supporting details:

Paragraph 3: What lesson about who (individuals, groups, and/or government) is responsible for protecting civil rights does your quote convey? Why and how?

Topic sentence:

Supporting details:

Paragraph 4: How has this quote affected your beliefs or actions? Why do you think it would be relevant to other students today?

What are its limitations? (Choose one and explain)

* There are other voices that it is more important to hear . . .
* We should focus on statements of principle, not quotes about a moment in time . . .
* We should focus on a moment in time, not statements of principle

Topic sentence:

Supporting details:

**Appendix C: Protocols[[6]](#footnote-6)**

* Admit and Exit Tickets
* Anchor Chart
* Annotating Text
* Back-to-Back and Face-to-Face
* Chalk Talk
* Checking for Understanding Techniques
* Discussion Appointments
* Fist to Five (see Checking for Understanding Techniques)
* Gallery Walk
* Getting the Gist
* Give One, Get One, Move On (GoGoMo)
* Interactive Word Wall
* Questioning Strategies
* Vocabulary Strategies

Admit and Exit Tickets Protocol

Purpose: At the end of class, students write on note cards or slips of paper an important idea they learned, a question they have, a prediction about what will come next, or a thought about the lesson for the day. Alternatively, have students turn-in such a response at the start of the next day–either based on the learning from the day before or the previous night’s homework. These quick writes can be used to assess students’ knowledge or to make decisions about next teaching steps or points that need clarifying. This reflection helps students to focus as they enter the classroom or solidifies learning before they leave.

**Procedure:**

* For 2–3 minutes at the end of class (or the start of the next one) have students jot responses to the reading or lesson on 3 x 5 note cards.
* Keep the response options simple–“One thing you learned and one question you have.” If you have taught particular thinking strategies–connecting, summarizing, inferring–ask students to use them.
* A variation is known as 3-2-1: Have students write three of something, two of something, then one of something. For example, students might explain three things they learned, two areas in which they are confused, and one thing about which they’d like to know more or one way the topic can be applied. The criteria for listing items are up to the needs of the teacher and the lesson, but it’s important to make the category for three items easier than the category for listing one item.
* Don’t let the cards become a grading burden. Glance over them for a quick assessment and to help you with planning for next learning needs. These are simply quick writes, not final drafts.
* After studying the “deck” you might pick-out a few typical/unique/thought-provoking cards to spark discussion.
* Cards could be typed up (maybe nameless) to share with the whole group to help with summarizing, synthesizing, or looking for important ideas. It is a good idea to let students know ahead of time as they may put more effort into the write-up. When typing, go ahead and edit for spelling and grammar.

**Anchor Charts Protocol: Making Thinking Visible**

**Purpose**

 Anchor charts build a culture of literacy in the classroom, as teachers and students make thinking visible by recording content, strategies, processes, cues and guidelines during the learning process. Posting anchor charts keeps relevant and current learning accessible to students to remind them of prior learning and to enable them to make connections as new learning happens. Students refer to the charts and use them as tools as they answer questions, expand ideas, or contribute to discussions and problem-solving in class.

**Building Anchor Charts**

 Teachers model building anchor charts as they work with students to debrief strategies modeled in a mini-lesson. Students add ideas to an anchor chart as they apply new learning, discover interesting ideas, or develop useful strategies for problem-solving or skill application. Teachers and students add to anchor charts as they debrief student work time, recording important facts, useful strategies, steps in a process or quality criteria. Students create anchor charts during small group and independent work to share with the rest of the class.

**A Note on Quality**

Anchor charts contain only the most relevant or important information so as not to confuse students. Post only those charts that reflect current learning and avoid distracting clutter—hang charts on clothes lines or set-up in distinct places of the room; rotate charts that are displayed to reflect most useful content. Charts should be neat and organized, with simple icons and graphics to enhance their usefulness (avoid distracting, irrelevant details and stray marks). Organization should support ease of understanding and be accordingly varied based on purpose. Charts are best in simple darker earth tones that are easily visible (dark blue, dark green, purple, black and brown). Use lighter colors for accents only.

For a wide variety of sample anchor charts, follow this URL: [*http://www.readinglady.com/mosaic/tools/AnchorChartPhotographsfromKellyandGinger/*](http://www.readinglady.com/mosaic/tools/AnchorChartPhotographsfromKellyandGinger/)

**Annotating Text Protocol**

Definition:

Annotating text goes beyond underlining, highlighting, or making symbolic notations or codes on a given text. Annotation includes adding purposeful notes, key words and phrases, definitions, and connections tied to specific sections of text.

Purpose:

Annotating text promotes student interest in reading and gives learners a focused purpose for writing. It supports readers’ ability to clarify and synthesize ideas, pose relevant questions, and capture analytical thinking about text. Annotation also gives students a clear purpose for actively engaging with text and is driven by goals or learning target(s) of the lesson.

Through the use of collaborative annotation (annotations made by multiple individuals on the same text), learners are given the opportunity to “eavesdrop on the insights of other readers” (Wolfe & Neuwirth, 2001). Both peers and instructors can provide feedback in order to call attention to additional key ideas and details. Annotating text causes readers to process information at a deeper level and increases their ability to recall information from the text. It helps learners comprehend difficult material and engage in what Probst (1988) describes as, “dialogue with the text.”

**Steps:**

1. Define the **purpose** for annotation based on learning target(s) and goals. Some examples include:
   1. Locating evidence in support of a claim
   2. Identifying main idea and supporting details,
   3. Analyzing the validity of an argument or counter-argument
   4. Determining author’s purpose
   5. Giving an opinion, reacting, or reflecting
   6. Identifying character traits/motivations
   7. Summarizing and synthesizing
   8. Defining key vocabulary
   9. Identifying patterns and repetitions
   10. Making connections
   11. Making predictions
2. Model **how** to annotate text:
   1. Select one paragraph of text from the reading, highlight/underline key word(s) or phrase(s) related to the lesson’s purpose, using the “think aloud” strategy to share with students why you marked certain selections of the passage.
   2. Based on your “think aloud”, model writing an annotated note in the margin, above underlined words/phrases, or to the side of text.
3. Distribute the **materials** students will need, such as books, articles, highlighters, pencils, etc.
4. Practice annotating with students, choosing another paragraph/section of text, reminding them of the **purpose.** Have them highlight/underline/circle relevant words and phrases in the reading and add annotations. Have students share what they selected and explain the annotation each made. Repeat over several classes or as necessary, working on gradual release toward student independence.

References

Porter-O’Donnell, C. (May, 2004). Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension. *English Journal,* 95: 82-89.

Probst, R. (Jan., 1988). Dialogue with a Text. *English Journal,* 77(1): 32-38.

Wolfe, J. L. and Neuwirth, C. M. (2001). From the Margins to the Center: The Future of Annotation. *Journal of Business and Technical Communication*, 15(3): 333-371.

**Back-to-Back and Face-to-Face Protocol**

**Skill to have in place:**

* *Eye contact*: Practice when greeting others in Circle/Crew.
* *Note:* Practice this protocol using topics that are of personal interest to the students, so that when you use it with content, the protocol enhances the conversation and the focus can be on the content.

A protocol to learn more about each other or to share information on a topic.

* Find a partner and stand back-to-back with him/her.
* Be respectful of space.
* Wait for the question, opinion, etc. that you will be asked to share with your partner.
* Think about what it is you want to share and how you might best express yourself.
* When the facilitator says, “face-to-face”, turn, face your partner, decide who will share first. Great chance to be kind to your partner.
* Listen carefully when your partner is speaking and be sure to give him/her eye contact.
* When given the signal, find a new partner, stand back-to-back and wait for your new questions, opinion, etc.
* This may be repeated as many rounds as needed/appropriate.
* To debrief – share something new you learned or a question you know have.

Chalk Talk Protocol

A Method for Having a Silent Discussion about an Important Issue

**Overview:** A chalk talk is a simple procedure to promote discussion and awareness of issues and perspectives–silently. A chalk talk is also an excellent way to promote awareness of patterns and problems, and to insure that all voices are heard.

1. **Formulate an important, open-ended question** that will provoke comments and responses.
2. **Provide plenty of chart paper and colored pencils and arrange a good space for participants to write and respond.** Write the question or topic in the middle of the paper in bold marker.
3. **Explain the chalk talk protocol** and answer any participant questions.
4. **Set-up norms for the chalk talk:** This technique only works if everyone is writing and responding throughout the designated time period. Make it clear that everyone is responsible for writing, reading other people’s comments, and responding; there should be no talking; and no one should sit down until the time period is over. Opinions must be freely expressed and honored, and no personal attacks are allowed.
5. **Allow 10-20 minutes for the chalk talk.** As facilitator, it’s helpful to walk around and read, and gently point participants to interesting comments. All writing and responding is done in silence.
6. **Search for patterns.** In pairs, participants should read through all the postings and search for patterns and themes (or “notice and wonder”). This part takes about 5 minutes.
7. **Whole-group share:** Pairs should report out patterns and themes, round-robin style, until all perceptions are shared.
8. **Process debrief:** What was the experience like of “talking” silently?

**C h e c k i n g   f o r   U n d e r s t a n d i n g :  K e y   A s s e s s m e n t   f o r   L e a r n i n g   T e c h n i q u e s**

When we check *all students'* levels of understanding throughout each lesson, it sets the tone that everyone's thinking is important and necessary, and we forward the learning and engagement of all. Some techniques are too time-consuming to use as quick pulse checks, but using these key techniques together *in all lessons* allows us to track learning and adapt instruction appropriately on the spot.

**In all lessons, teachers should:**

**Ground the lesson in the learning target.** This means they:

* Post the target in a visible, consistent location
* Discuss the target at the beginning of class with students, having students put the target into their own words, explain its meaning, and explain what meeting the target might look like
* Reference the target throughout the lesson
* Return explicitly to the target during the debrief, checking for student progress

**Use Cold Call.** This means they:

* Name the question before identifying students to answer it
* Call on students regardless of whether they have hands raised, using a variety of techniques such as random calls, tracking charts to ensure all students contribute, name sticks or name cards
* Scaffold the questions from simple to increasingly complex, probing for deeper explanations
* Connect thinking threads by returning to previous comments and connecting them to current ones. In this way, listening to peers is valued, and even after a student's been called on, s/he is part of the continued conversation and class thinking

**Use No Opt Out.** This means they:

* Require all students to correctly answer questions posed to them
* Always follow incorrect or partial answers from students by giving the correct answer themselves, cold calling other students, taking a correct answer from students with hands raised, cold calling other students until the right answer is given, and then returning to any student who gave an incorrect or partial answer for complete and correct responses

**Use guided practice** before releasing students to independent application. This means they:

* Ask students to quickly try the task at hand in pairs or in a low-stakes environment
* Strategically circulate, monitoring students' readiness for the task and noting students who may need re-teaching or would benefit from an extension or more challenging independent application
* Use an appropriate quick-check strategy (see below in Tools/Protocols section) to determine differentiation or effective support during independent application time

**End with an effective debrief.** This means they:

* Return explicitly to the learning targets (both academic and character/habits of work)
* Elicit student reflection towards the learning target(s), probing for students to provide evidence for their own and/or class progress
* Celebrate or have students celebrate individual, small group or whole class successes
* Identify or have students identify goals for improvement around the target(s)

**Quick-Check Tools and Protocols**

The following tools and protocols promote engagement by checking for all students' understanding and by reflecting on and emphasizing effective work habits.

**Whip-Around:** When a one- or two-word answer can show understanding, self- or group assessment, or readiness for a task, teachers ask students to respond to a standard prompt one at a time, in rapid succession around the room.

**Whiteboards:** Students have small white boards at their desks or tables and write their ideas/thinking/ answers down and hold up their boards for teacher and/or peer scanning.

**Hot Seat:** The teacher places key reflection or probing questions on random seats throughout the room. When prompted, students check their seats and answer the questions. Students who do not have a hot seat question are asked to agree or disagree with the response and explain their thinking.

**Fist-to-Five or Thumb-Ometer:** To show degree of agreement, readiness for tasks, or comfort with a learning target/concept, students can quickly show their thinking by putting their thumbs up, to the side or down; or by holding up (or placing a hand near the opposite shoulder) a fist for 0/Disagree or 1-5 fingers for higher levels of confidence or agreement.

**Glass, Bugs, Mud:** After students try a task or review a learning target or assignment, they identify their understanding or readiness for application using the windshield metaphor for clear vision. Glass: totally clear; bugs: a little fuzzy; mud: I can barely see.

**Red Light, Green Light**: Students have red, yellow and green objects accessible (e.g. popsicle sticks, poker chips, cards), and when prompted to reflect on a learning target or readiness for a task, they place the color on their desk that describes their comfort level or readiness (red: stuck or not ready; yellow: need support soon; green: ready to start). Teachers target their support for the reds first, then move to yellows and greens. Students change their colors as needed to describe their status.

**Table Tags:** Place paper signs/table tents in three areas with colors, symbols or descriptors that indicate possible student levels of understanding or readiness for a task or target. Students sit in the area that best describes them, moving to a new area when relevant.

**Sticky Bars:** Create a chart that describes levels of understanding, progress or mastery. Have students write their names or use an identifying symbol on a sticky note and place their notes on the appropriate place on the chart.

L**earning Line-ups:** Identify one end of the room with a descriptor such as "Novice" or "Beginning" and the other end as "Expert" or "Exemplary". Students place themselves on this continuum based on where they are with a task or learning target. Invite them to explain their thinking to the whole class or the people near them.

**Human Bar Graph:** Identify a range of levels of understanding or mastery (e.g. beginning/developing/ accomplished or Confused/I'm okay /I am rocking!) as labels for 3-4 adjacent lines. Students then form form a human bar graph by standing in the line that best represents their current level of understanding.

**Admit and Exit Slips:** Any relevant questions, prompts, or graphic displays of student thinking can be captured on a small sheet of paper and scanned by the teacher or other students to determine a student's readiness for the next step or assess learning from a lesson. Teachers may use admit slips as a "ticket to enter" a discussion, protocol or activity. These may also be used as "tickets to leave."

**Presentation Quizzes:** Whenever peers present, other students may think they are not responsible for the information. Pair student presentations and sharing with short quizzes at the end of class.

**Catch and Release/7:2**: When students are working on their own, they often need clarification or pointers so that they do not struggle for too long of a period or lose focus. A useful ratio of work time to checks for understanding or clarifying information is 7 minutes of work time (release), followed by 2 minutes of teacher-directed clarifications or use of one of the quick-check strategies (catch).

**Discussion Appointments Protocol**

1. Create a Discussion Appointment sheet with two to five appointments on it. Be sure that you use a visual that is related to the important content you are teaching at the time. For example, an elementary teacher could use a calendar or colored geometric shapes. Determine the number of appointments by how long you want to use the same sheet and how experienced your students are in moving and working together.
2. Give students the sheet and tell them they will have a set amount of time to sign up with one person per appointment. Tell them to write their appointment’s name on their sheets in the correct place.
3. Also ask them to come to you if they cannot find an appointment for one of their slots. If you have an uneven number of students, one student at each appointment will not be able to get an appointment. That will be OK because as you use these appointments over time, some students will be absent, others will have lost their sheets, and some will come into class having missed the sign-up time. When students don’t have an appointment, if they come to you, you can match them with others who do not have a person, or you can assign them to join another pair and form a committee of three. This process is usually very efficient, and everyone can begin work with his/her appointments quickly.

**Gallery Walk Protocol**

Purpose:

Use this Gallery Walk protocol to create a process for students to learn about and respond to several articles on a topic, or several examples of text on a certain topic. This protocol allows students to move around the room in order to view a variety of texts and to engage in small-group collaboration.

Procedure:

1. Divide students into small groups of 3-4 (or pairs).
2. Assign each group an article/piece of text to read.
3. After each group reads its article/text, have group members discuss the article then write main ideas and questions from the article on chart paper.
4. Have the groups post their chart paper on the wall with a chart paper next to it.
5. Ask groups to rotate around the room reading the main ideas and key details from each text. Have students write responses on post-its as they read each chart paper and stick the post-its to the blank sheets of chart paper next to the ones on the articles.
6. After everyone has responded to each of the articles, have the groups to their original chart paper and read and discuss the post-its left by other.
7. Assign each group a specific segment of your topic (example: legislative branch of government, role of a worker bee, or transportation on the river).
8. Provide each group with additional materials they need to further enhance the study that has already been introduced, probably in a large-group setting (example: Government, Insects, Importance of our River).
9. Allow time for group to read and discuss the new information. Using prior knowledge along with the new knowledge, have them create a visual representation that each person in the group will use to teach others in the class.
10. Be clear that each person has to understand the text and images on the poster in order to present the information effectively. Allow time for the groups to help one another focus on key components.
11. Post the work around the room or in the hallway.
12. Regroup participants so each new group has at least one member from the previously established groups.
13. Give specific directions at which poster each group will start and what the rotation will look like.
14. The speaker at each poster is the person(s) who participated in the creation of the poster.
15. When all groups have visited each poster, debrief.

Debrief:

What was your biggest “a-ha” during the tour?

How was your learning enhanced by this method?

What role did collaboration play in your success?

Why was the individual responsibility component so important?

Getting the Gist Protocol

Determine Importance—Summarize and Synthesize

You can get the gist of the article by summarizing your understanding of it, using 15 important words. Select the 15 most important words from the text. Then, use them to write a summary statement.

**Important Words**

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

**Summary Statement** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Give One, Get One, Move On (GoGoMo) Protocol[[7]](#footnote-7)**

**Purpose**

This is a great sharing protocol that can follow any workshop, exploration, research, or experience. Use it with students or colleagues to spread good ideas! You can structure it with movement, as described below, or as a silent, written sharing, as described on page 2.

**Procedure**

1. Ask participants to write down 3-5 key learnings or important ideas about the topic of study. You may choose to have people write each idea on a different index card or sticky-note to give away to his or her partners.
2. Invite the group to get up and mingle with their peers or colleagues.
3. After about 30 seconds, call out “GIVE ONE to a partner.”
4. Participants form pairs and each “gives” one of his or her key learnings or important ideas about the topic to the other, so each person “gives one” and “gets one.” Time may range from 1-3 minutes.
5. Call out “MOVE ON” and participants mingle again.
6. Repeat the sharing for as many ideas as people have to share.

**Variations**

* For sharing, vary the sizes of the groups from partners to triads to quads
* Instead of random mingling, have people gather in various clusters, such as by height, by interest, by role, etc. This slightly changes the focus of sharing
* See a silent, written version described on page 2

**Give One, Get One, Move On (GoGoMo) Protocol: Written Version[[8]](#footnote-8)**

Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Think of an important idea you have learned about this topic or one that has recently been reinforced. Write it down in Box 1. Pass the sheet to another participant who will silently read what was written in the first box. That person will add an idea in Box 2. Do not repeat ideas that are already listed. Continue passing on the paper and adding ideas until all the boxes are filled with ideas. Return the sheet to the original owner.

|  |  |  |
| --- | --- | --- |
| **1** | **2** | **3** |
| **4** | **5** | **6** |
| **7** | **8** | **9** |

**Interactive Word Wall Protocol**

**Purposes:**

* To provide students with an opportunity to demonstrate their understanding of a related set of terms.
* To establish visual models that enhance understanding of a set of terms.

**Steps:**

1. Using note cards or sheets of paper, write one term or picture per card. Limit the number of cards to around 10, fewer for younger children.
2. Also make cards with one-way and two-way arrows.
3. Use the floor or magnets and a magnetic board to display the cards. Make sure the terms on the cards are known.
4. Ask a student or a pair of students to arrange the cards in a way that connects them or makes a model of the terms. Ask the student to explain what they are doing as they go along. Observers may ask questions once the model is created
5. Repeat with another student of pair
6. Keep the cards available for use as long as the terms/topic are part of the instruction

**Possible debrief questions:**

1. How did working with the cards help you understand the topic?
2. Was your thinking similar/different from the student doing the arranging?
3. Are there words you would add/subtract from the word wall?

**Modification:**

* Give each student his or her own set of word cards

Questioning Strategies to Engage All Learners

Purpose: In order to engage all learners in the classroom, ensuring everyone has the opportunity to participate in discussions and do the important thinking when a question is posed, teachers use a variety of questioning strategies. In addition, teachers strategically vary the types of questions they ask to generate meaningful dialog that supports the development of high-order thinking skills. For more on developing strategic, focused and higher order thinking questions, see *Strategic Questioning*. See also *Total Participation Techniques* (citation here) for a variety of approaches to engaging all learners.

**Building a Culture of Total Participation:**

1. Clarify with students the importance of everyone doing the thinking, learning and reflecting throughout each stage of every lesson.
2. Model how a variety ofquestioning strategies will be used in the classroom, reminding students that they can say “please come back to me” if they need more think time or are unsure and want to build on the ideas of their peers. However, be sure to let them know you will *always* come back to them.
3. Ensure you and your students have the materials needed, such as cold call cards or sticks, white-boards, dry-erase markers, poster board, computers/other technology, pencils, etc.
4. Practice questioning strategies with students. Repeat over several classes or as necessary until various strategies become routine.
5. Make think-time a regular routine. This means structuring thinking time of about 3 seconds after a question is posed in various ways:
   1. During student responses—give students at least 3 seconds to articulate their responses
   2. Before sharing, students pause to illustrate a response to a question
   3. In response to questions, students synthesize their thinking with individual or group headlines: short, compelling phrases that capture their thinking like a news headline
   4. Teachers ask recap questions and students review and add to their notes
   5. Students stop and track their own questions during learning activities or after a question is posed
   6. Students pose questions to each other and respond to teacher questions in chalk talks and written conversations with a peer or small group

**Strategies**

**Cold Call:**

* Name the question before identifying students to answer it
* Call on students regardless of whether they have hands raised, using a variety of techniques such as random calls, tracking charts to ensure all students contribute, name sticks or name cards
* Scaffold the questions from simple to increasingly complex, probing for deeper explanations
* Connect thinking threads by returning to previous comments and connecting them to current ones. In this way, listening to peers is valued, and even after a student’s been called on, s/he is part of the continued conversation and class thinking

**No Opt Out:**

* Require all students to correctly answer questions posed to them
* Always follow incorrect or partial answers from students by giving the correct answer themselves, cold calling other students, taking a correct answer from students with hands raised, cold calling other students until the right answer is given, and then returning to any student who gave an incorrect or partial answer for complete and correct responses

**Think or Ink-Pair-Share:**

* Students are given a short and specific timeframe (1-2 minutes) to **think** or **ink** (write) freely to briefly process their understanding/opinion of a text selection, discussion question or topic.
* Students then share their thinking or writing with a peer for another short and specific timeframe (e.g. 1 minute each).
* Finally the teacher leads a whole-class sharing of thoughts, often charting the diverse thinking and patterns in student ideas. This helps both students and the teacher assess understanding and clarify student ideas.

**Turn and Talk:** When prompted, students turn to a shoulder buddy or neighbor and in a set amount of time, share their ideas about a prompt or question posed by the teacher or other students. Depending on the goals of the lesson and the nature of the Turn and Talk, students may share some key ideas from their discussions with the class.

**Whip-Around:** When a one- or two-word answer can reveal student thinking, teachers ask students to respond to a standard prompt one at a time, in rapid succession around the room.

**Whiteboards:** Students have small white boards at their desks or tables and write their ideas/thinking/ answers down and hold up their boards for teacher and/or peer scanning.

**Hot Seat:** The teacher places key questions on random seats throughout the room. When prompted, students check their seats and answer the questions. Students who do not have a hot seat question are asked to agree or disagree with the response and explain their thinking.

**Fist-to-Five or Thumb-Ometer:** To show degree of agreement or commonalities in ideas, students can quickly show their thinking by putting their thumbs up, to the side or down; or by holding up (or placing a hand near the opposite shoulder) a fist for 0/Disagree or 1-5 fingers for higher levels of confidence or agreement.

**Human Bar Graph:** Identify a range of answers to a question or prompt as labels for 3-4 adjacent lines. Students then form a human bar graph by standing in the line that best represents their answer to the question(s) posed.

**Four Corners:** Students form four groups (vary the number based on your purpose) based on commonalities in their responses to a question posed. In those groups students discuss their thinking and one student shares their ideas with the class. Students in other groups/corners may move to that corner if they change their thinking based on what they hear.

**Vocabulary Strategies Protocol**

Components of Vocabulary Instruction

* Introduce and activate word meanings
* Present words in a variety of contexts
* Provide multiple opportunities to learn and expand on meanings
* Promote active and generative processing
* Provide ongoing assessment and communication of progress

|  |  |
| --- | --- |
| Guidelines for selecting to-be-learned vocabulary | |
| **Do…** | **Avoid…** |
| Less is more—depth is more. Teach fewer vocabulary terms, but teach them in a manner that results in deep understandings of each term. | Teaching or assigning words from textbooks just because they are highlighted in some way (italicized, bold face print, etc.). |
| Teach terms that are central to the unit or theme of study. These are terms that are so important that if the student does not understand them, s/he likely will have difficulty understanding the remainder of the unit. | Teaching or assigning words just because they appear in a list at the end of a text chapter. |
| Teach terms that address key concepts or ideas. While a text chapter may contain 15-20 vocabulary terms, there may be only 4 or 5 that address critical concepts in the chapter — sometimes only 1 or 2! | Teaching or assigning words that will have little utility once the student has passed the test. |
| Teach terms that will be used repeatedly throughout the semester. These are foundational concepts upon which a great deal of information will be built on over a long-term basis. | Assigning words the teacher cannot define. |
|  | Assigning large quantities of words. |
|  | Assigning words that students will rarely encounter again. |

Elaborating definitions of new terms

* There are several elaboration techniques that appear to be particularly powerful facilitators of comprehension and memory of new terms. These are briefly described below.

**Elaboration technique #1:**

* Teach new terms in context of a meaningful subject-matter lesson, and facilitate student discussion that centers on use of the new term. At some point, students should use the new term themselves in a sentence within the context of discussing broader topics.
* The traditional practice of having students look up definitions and then write sentences using the new terms likely stems from the idea that students must think of the term and create a context for which it might be appropriately used. While composing written sentences clearly is an important elaboration technique for the learner, essential to also include in the learning process is learning about the term within an overall context so that relational understanding can develop.
* Although providing opportunities for students to elaborate about new terms requires a significant portion of class time, it is clearly a worthwhile instructional practice. The problem is, students are often expected to memorize the definitions of far more terms than there is time in class to elaborate upon. To provide meaningful opportunities for elaboration, we need to teach considerably fewer terms, and invest considerable more time in developing deep knowledge structures of those that are really essential for students to know. This means that students are typically expected to memorize far too many terms each week. The adage “less is more—depth is more” is very true in this case.

**Elaboration technique #2:**

* Facilitate paraphrasing of new term's definitions so that students can identify the core idea associated with the overall meaning of the term, as well as distinguish the new term’s critical features. If you were to dissect the semantic structure of a new term, you would find that its definition actually has two main components: (i) The core idea of the new term is like its “gist” or main idea; and (ii) critical features of the definition are specific bits of information in the definition that clarify the broader, more general core idea. This is analogous to paraphrasing main ideas of paragraphs when reading in which the reader says what the overall paragraph was about (main idea) and indicates important details in the paragraph. With new terms, the goal is to paraphrase the core idea of the term and identify specific critical-to-remember details that clarify the core idea.

**Elaboration technique #3:**

* Make background knowledge connections to the new term. While teaching the new term in context of a subject-matter lesson is a critical instructional technique, an equally important elaboration technique is for students to relate the term to something in which the students are already familiar. There is a wide array of methods by which students can formulate knowledge connections. For example, they can identify how the term is related to previous subject-matter they have learned, they can identify something from their personal life experiences the term reminds them of, they can create metaphors or similes for the term, or they can say how the term relates to understanding or solving some form of real-life problem. An essential part of this elaboration process is having the students explain the connection. For example, the students should not only say what personal experience the term makes them think of, but also why it reminds them of it.

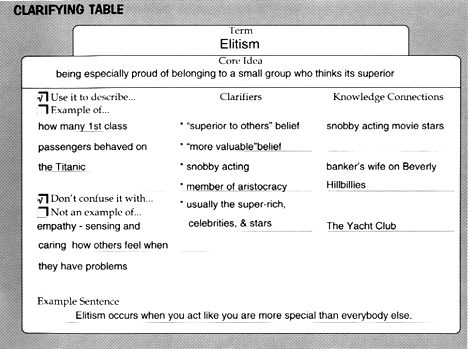
**Elaboration technique #4:**

* Identify examples/applications as well as non-examples/non-applications related to the new term’s meaning. Comprehension is greatly enhanced if the learner can accurately identify examples of the term or ways the new term can be appropriately applied within the context of discussing another context. For example, the term “peaceful resistance” might be used when describing Martin Luther King’s approach to solving racial discrimination problems.
* You will likely find that students’ comprehension of new terms becomes considerably more focused and refined if they can also identify examples of what the term is not about or inappropriate applications of the term’s use. Having the student discuss of what the term is not an example, or other concept with which someone should not confuse it, can facilitate this.

**Elaboration technique #5:**

* Create multiple formats for which students can elaborate on the meaning of new terms. Many teachers will utilize all of the above elaboration processes within the context of a class discussion, and yet some students still do not seem to “get it.” This is because the manner in which elaboration was facilitated was all “lip-ear,” or verbal or listening, forms of instruction. Writing elaborations, even for those where scripting is a laborious process, creates an opportunity for greater reflection on the term’s meaning. Other forms of elaboration involve use acting out via role-play the meanings of some terms or creating mnemonic pictures or stories that capture the essence of a new term’s meaning.

**The Clarifying Routine** focuses on ways each of the above forms of elaboration can be facilitated. The teacher uses an instructional tool, called a Clarifying Table, to facilitate these kinds of thinking behaviors. Figure 2 illustrates a Clarifying Table that was used in the context of an integrated unit with a “Titanic” theme.



*Figure 2 – Clarifying Table*

Concept Definition Map  
wspace  
**A Concept Definition Map prompts students to take a key term, concept, or reading selection and…**

…uncover its component ideas

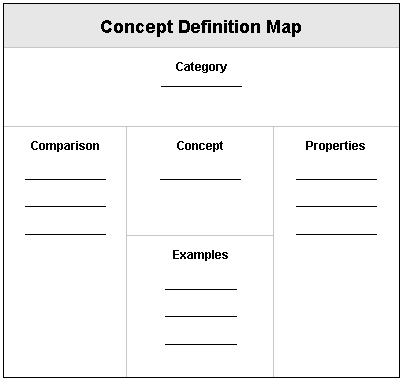
…show their structure and interrelatedness, and

…chart these findings on a graphical organizer.

A Concept Definition Map trains students to place information in logical categories, to identify defining properties and characteristics, and to offer examples (and non-examples) of ideas. This strategy is especially useful for analyzing brief, but content-rich, reading selections.

**Steps to Concept Definition Mapping:**

* Distribute a copy of the Concept Definition Map (see below) to each student.
* Identify several main concepts in a reading selection. Have students select one of these concepts and write it in the center section of the map form.
* Ask the students to fill out the chart while reading the selection. Students should focus on three areas: the properties of the concept, examples of the concept, and comparisons/related ideas to the concept.
* Next, have students suggest a category for the concept. This category will probably arise from the general context of the selection or the student's prior knowledge.
* Finally, ask students to complete the form by providing a succinct, but full, definition of the concept as expressed within the context of the reading selection.



Contextual Redefinition  
  
Contextual Redefinition offers students specific steps for deducing the meaning of unknown (or unclear) words in a reading passage by seeking clues from their context in a larger text selection.

This strategy encourages students…

* To focus on what is clear and obvious in a reading selection,
* To state, as much as is possible, the author’s general intent/meaning in a passage, and
* To use these observations to help interpret unclear terms and ideas within the known context.

Additionally, Contextual Redefinition calls for close attention to word order, syntax, parallel ideas, and examples as keys for predicting word meaning.

**Steps to Contextual Redefinition:**

1. Select several key words from a reading selection (especially words that have multiple meanings or might otherwise be unclear to readers). Write these words on the chalkboard.
2. Have students suggest definitions for these terms before reading the selection. Most likely, students will provide a range of definitions since the words are considered in isolation from any specific context. Some of the proposed definitions will be inexact, hinting at, but not fully defining, the term.
3. Record all definitions suggested on the chalkboard.
4. Have the students read the text selection, noting the specific sentences in which each of the words appears.
5. Ask students to revisit their previous definitions and see which, if any, reflect the use of these words in the context of the selection. Use dictionaries if student definitions lack enough clarity to match the contextual meaning of the words.
6. Reiterate that words have multiple meanings and uses and that the context of a word in a text selection determines its meaning.

**Learn More:**

Lenski, Susan D., Wham, Mary Ann, & Johns, Jerry L. (1999). *Reading and learning strategies for middle and high school students*. Dubuque, IA: Kendall/Hunt.

Frayer Model

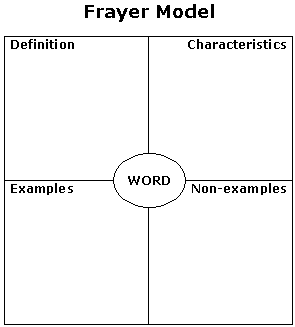
The Frayer Model is a graphical organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by…

* Defining the term,
* Describing its essential characteristics,
* Providing examples of the idea, and
* Offering non-examples of the idea.

This strategy stresses understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and non-examples.

**Steps to the Frayer Model:**

1. Explain the Frayer Model graphical organizer to the class. Use a common word to demonstrate the various components of the form. Model the type and quality of desired answers when giving this example.
2. Select a list of key concepts from a reading selection. Write this list on the chalkboard and review it with the class before students read the selection.
3. Divide the class into student pairs. Assign each pair one of the key concepts and have them read the selection carefully to define this concept. Have these groups complete the four-square organizer for this concept.
4. Ask the student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.



**Learn More:**

Frayer, D., Frederick, W. C., and Klausmeier, H. J. (1969). *A Schema for Testing the Level of Cognitive Mastery*. Madison, WI: Wisconsin Center for Education Research.

List/Group/Label  
  
The List/Group/Label strategy offers a simple three-step process for students to organize a vocabulary list from a reading selection. This strategy stresses relationships between words and the critical thinking skills required to recognize these relationships.

List/Group/Label challenges students to…

* List key words (especially unclear and/or technical terms) from a reading selection.
* Group these words into logical categories based on shared features.
* Label the categories with clear descriptive titles.

**Steps to List/Group/Label:**

1. Select a main topic or concept in a reading selection.
2. Have students list all words they think relate to this concept. Write student responses on the chalkboard. *Note:* Since the concept is presented without a specific context, many of the student suggestions will not reflect the meaning of the concept in the reading selection.
3. Divide the class into groups of 3 or 4 students. Have these teams join together related terms from the larger list. Have the teams provide “evidence” for this grouping—that is, require the students to articulate the common features or properties of the words collected in a group.
4. Ask the student groups to suggest a descriptive title or label for the collections of related terms. These labels should reflect the rationale behind collecting the terms in a group.
5. Finally, have students read the text selection carefully and then review both the general list of terms and their collections of related terms. Students should eliminate terms or groups that do not match the concept’s meaning in the context of the selection. New terms from the reading should be added, when appropriate. Terms should be “sharpened” and the groupings and their labels revised, when necessary.

**Learn More:**

Taba, H. (1967) Teacher’s handbook for elementary social studies. Reading, MA: Addison-Wesley.

Lenski, Susan D., Wham, Mary Ann, & Johns, Jerry L. (1999). *Reading and learning*

*strategies for middle and high school students*. Dubuque, IA: Kendall/Hunt.

Possible Sentences

Possible Sentences is a pre-reading strategy that focuses on vocabulary building and student prediction prior to reading. In this strategy, teachers write the key words and phrases of a selected text on the chalkboard. Students are asked to…

* Define all of the terms.
* Group the terms in related pairs.
* Write sentences using these word pairs.

These “possible sentences” introduce the important skill of pre-reading prediction. Students then “check” their predictions by a close, careful reading of the text selection.

**Steps to Possible Sentences**

1. Prior to the reading assignment, list all significant vocabulary words in a reading selection on the chalkboard.
2. Ask students to define the words and select pairs of related words from the list.
3. Require students to write sentences using each of the word pairs that they might expect to appear in the selection, given its title and general subject area.
4. Select several students to write their “possible sentences” on the chalkboard. Engage the students in a discussion of the appropriateness of the word pairing and the “plausibility” of each sentence as a “possible sentence” in the selection.
5. Have students read the selection and test the accuracy of their predictions. Sentences that are not accurate should be revised.
6. Poll the class for common accurate and inaccurate predictions. Discuss possible explanations for the success or failure of these predictions.

|  |  |  |
| --- | --- | --- |
| Sample Words for a Possible Sentences Activity about the Internet | | |
| **network** | **modem** | **ISP** |
| **URL** | **webpage** | **hyperlink** |
| **graphic** | **text** | **web browser** |
| **AUP** |  |  |
| Sample Words for a Possible Sentences Activity about Computer Security | | |
| **login** | **virus** | **worm** |
| **logout** | **AUP** | **hacker** |
| **password** | **firewall** | **proxy** |
| **copyright** |  |  |

**Learn more:**

Moore, D.W., & Moore, S.A. (1986). “Possible sentences.” In *Reading in the content areas: Improving classroom instruction* (2nd ed.), edited by E.K. Dishner, T.W. Bean, J.E. Readence, and D.W. Moore. Dubuque, IA:  Kendall/Hunt.

Semantic Feature Analysis

Very often you’ll find yourself in a situation in which you need to sort out the similarities and differences among a group of events, people, objects, or ideas. A technique that can help you do that is called Semantic Feature Analysis.

Semantic Feature Analysis uses a grid to help you explore how a set of things are related to one another. By analyzing the grid you’ll be able to see connections, make predictions and master important concepts. You’ll also realize things that you don’t know yet, so you’ll know what additional research you need to do.

**Procedure**

1. Identify the general topic to be analyzed’
2. Make a list of typical examples or ideas related to the topic. From this point on, we’ll refer to these as the “elements” to be analyzed.
3. On an overhead transparency, chalkboard, sheet of paper, or within a computer program begin a sample chart. Put five to 10 of the elements in your list across the top row of the chart.
4. Make a list in the leftmost column of the grid some features or characteristics that some of the elements might have.
5. Look at the cells in the grid and ask yourself, does this element have this feature? If the answer is yes, put a “+” sign in the grid. If the answer is no, put a “-.” If you don't know, leave it blank.
6. As you work your way through the grid, ideas will occur to you about additional elements or features to add. Keep adding them as long as they seem to add to your understanding of the topic.
7. When the grid is completed to your satisfaction, it's time to take a look at it and see what patterns emerge. Ask yourself...
   * Which columns are similar to each other? What features do the elements in these columns have in common? Is there a name for the grouping of these elements? Could you make one up?
   * Which rows are similar to each other? What elements are tagged in the same way in those rows? What does this similarity tell you about these features?
   * Which cells are still blank? Where can I go to find the information I’ll need to complete those cells?
8. When you’ve completed this first look at your grid, write-up a summary of what you’ve learned. Your summary should answer the questions listed above.

**Example**

The example is from a social studies class.

1. **Identify the general topic to be analyzed.** The topic or category selected was nations of the Pacific Rim.
2. **Make a list of typical examples or ideas related to the topic.** Let’s look at the United States, Russia, Japan, Australia, New Zealand, Hong Kong, Taiwan, the Phillipines, Indonesia, Singapore, and China.
3. **Put five to 10 of the elements in your list across the top row of the chart.**
4. **Make a list in the leftmost column of the grid some features or characteristics that some of the elements might have.**
5. **Place a + in cells in which a given element has that feature, a - where it doesn’t, and leave it blank if you don’t know.** Here is how the grid might look at this point:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | U.S. | Russia | Japan | Australia | Taiwan | Phillipines | Indonesia | Singapore | China |
| **Democratic gov’t** | + | + | + | + | + | + | - | - | - |
| **Population more than 100M** | + | + |  | - | - | - | + | - | + |
| **Centrally planned** | - | + | - | - | - | - | + | + | + |

1. **Add more columns and rows as ideas for additional features and elements occur to you.**
2. **After completing the grid, summarize what you've found and what you still don't know.**

Semantic Webbing

Semantic Webbing builds a side-by-side graphical representation of students’ knowledge and perspectives about the key themes of a reading selection before and after the reading experience. Semantic Webs achieve three goals:

* “Reviving” or “reactivating” students’ prior knowledge and experience,
* Helping students organize both their prior knowledge and new information confronted in reading, and
* Allowing students to discover relationships between their prior and new knowledge.

Semantic Webbing takes two forms: divergent webbing and convergent webbing.

**Steps to Divergent Webbing:**

1. Write a key word or phrase from a reading selection on the chalkboard.
2. Have students think of as many words as they know that relate to this key idea. Write these words to the side on the chalkboard.
3. Ask students to group these words into logical categories and label each category with a descriptive title.
4. Encourage students to discuss/debate the choice of the category for each word. Write the students’ conclusions (the categories and their component words) on the chalkboard.
5. Finally, have the students read the text selection and repeat the process above. After reading, have students add new words and categories related to the key idea.

**Steps to Convergent Webbing:**

1. Identify several themes in a reading selection. Write each theme at the top of a column on the chalkboard.
2. Ask students to share their prior knowledge on each of these themes. Write brief summary statements on this information beneath the appropriate category.
3. Encourage students to make predictions about how the text will handle the stated themes. Stress the context of the document (time frame, author’s background, subject matter, etc.) as the criteria for making these predictions.
4. Discuss the predictions and have the class decide which are best. Write these predictions under the appropriate category on the chalkboard.
5. Have students read the selection. Record any new information (beyond prior knowledge) students gained from reading. Encourage the group to evaluate the accuracy of their predictions.
6. Require students to revise the information recorded on the chalkboard based on their reading experience.

**Learn More:**

Maddux, C. D., Johnson, D. L., & Willis, J. W. *Educational Computing: Learning with Tomorrow’s Technologies*. (Boston: Allyn & Bacon, 1997).

SVES (Stephens Vocabulary Elaboration Strategy)  
wspace  
The Stephens Vocabulary Elaboration Strategy (SVES) requires students to maintain a vocabulary notebook. Whenever a new (or unclear) word confronts a student, the student writes and defines the term in the vocabulary notebook. Students should regularly review these words with the ultimate goal of integrating them into their working vocabularies. This strategy stresses dictionary skills. Students use a dictionary to define new words and their parts of speech. The dictionary also points out the multiple meanings of many words. Students use critical thinking skills to analyze the specific content of a reading selection to determine the most appropriate definition of a word.

**Steps to Stephens Vocabulary Elaboration Strategy (SVES)**

1. Require students to obtain a spiral notebook to record new vocabulary words.
2. Ask students to write any new or unclear word in the notebook. Also, ask them to write the context in which the word was used.
3. Require students to write dictionary definitions (including the parts of speech) by any new word in their notebooks. For words with multiple definitions, students should select the most appropriate meaning for the context.
4. Encourage students to also define the terms in their own language and compare their thoughts with the dictionary definitions. Personal definitions should be revised to more precisely reflect the meaning conveyed in the dictionary, without sacrificing the individual’s vocabulary.
5. Ask students to regularly review their growing vocabulary list. Encourage students to use these new words in their written and oral presentations.

**Learn More:**

Brown, Jean E., Phillips, Lela B., and Stephens, Elaine C. (1993). *Towards literacy: theory and applications for teaching writing in the content areas.* Belmont, CA: Wadsworth.

Student VOC

The Student VOC Strategy combines the strengths of the Contextual Redefinition and Visual Imagery strategies. Students first identify key words in a reading selection and define them (or deduce their definitions) from their context within the larger document. Students then “visualize” or imagine the scene described in the reading in vivid sensory terms.

The “visualizations” tie the “unknown”—the current reading content—to the “known”—the reader’s past knowledge and experience. This strategy greatly enhances retention by adding a sensory connection between the reading content and the reader’s prior knowledge.

**Steps to the Student VOC Strategy**

1. Prior to a reading assignment, list key vocabulary words from the selection on the chalkboard.
2. Ask students to identify any word that is unknown or unclear.
3. Have student try to define (or deduce) the meaning of these words by…
   1. Locating the sentence in the document containing the term and trying to uncover the term’s meaning from this context.
   2. Looking up the term’s definition in a dictionary or discussing the term’s definition with a classmate.
   3. Writing the word in a new sentence to demonstrate comprehension.

Word Analogies

“Visualizing” the term as presented in the document—that is, by imagining the scene in the text in sensory detail (in terms of sight, sound, touch, taste, and smell). Students should be encouraged to associate this “visualization” with some past personal experience. This sensory connection with Word Analogies allow students to link familiar concepts with new ideas—prior experiences with new information. In this strategy, students confront two related words and are challenged to explain the nature of their relationship. Next, students apply this same relationship to other word pairs.

Typically, a word analogy exercise takes this form: “Term A is to Term B as Term C is to what word?” Students think critically on two levels: First, in describing the relationship between the first word pair and, second, by suggesting new word pairs with the same relationship.

Vacca and Vacca (1996) outline the following word analogy types:



**Steps to Word Analogies**

1. Prepare students for drawing word analogies in a reading assignment by a detailed discussion of the reasoning process in making analogies and by modeling both positive and negative examples of analogies.
2. Lead students in group exercises to identify the relationship between word pairs and, then, to extend this relationship to a second word pair.
3. Assign students (or student groups) word analogy worksheets for practice in this complex task.
4. Once students are comfortable building word analogies, choose the key words from a reading selection and create a word analogy exercise to reinforce the meanings of and relationships between these words.

Word Sort  
  
Often seen as a word identification, vocabulary and/or comprehension strategy, word sorts have been found useful in both elementary and secondary classrooms. In the secondary classrooms, content area teachers can use word sorts as both a pre-and-post reading strategy. As a pre-reading strategy, students can use their background knowledge to sort words and set a purpose for reading. As an after-reading strategy, students can reflect on what they learned and process their understandings on the text and concepts (Johns & Berglund, 2002). In the elementary classroom, word identification may be based more on word families, parts of speech, or common roots. Either way, words sorts offer students a way to become more active in the words found in text and the world around them.

There are two types of words: open and closed. Both can be adapted to content area topics for math, social studies, science, and language arts (Vacca & Vacca, 1999).   
  
In closed word sorts, the teacher defines the process for categorizing the words. This requires students to engage in critical thinking as they examine sight vocabulary, corresponding concepts, or word structure.

|  |
| --- |
| Closed Word Sort Example |
| **Categories (provided by teacher):** metals, nonmetals  **Words:** nickel, bohrium, sulfur, mercury, bromine, lithium, krypton, cobalt |
| **Student Work Sample**  *Metals Nonmetals*  nickel lithium  bohrium bromine  mercury krypton  cobalt sulfur |

In open word sorts, the students determine how to categorize the words, thereby, becoming involved in an active manipulation of words. While closed sorts reinforce and extend students’ ability to classify words and concepts, open sorts can prompt divergent and inductive reasoning (Vacca & Vacca, 1999).

|  |
| --- |
| Open Word Sort Example |
| **Words:** nickel, bohrium, sulfur, mercury, bromine, lithium, krypton, cobalt |
| **Student Work Sample (categories chose by students)**  *metals with luster and malleability*  nickel  bohrium  mercury  cobalt  *metals with high reactions*  lithium  *noble gases*  krypton  *nonmetals*  bromine  sulfur |

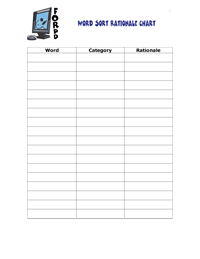
Step-by-Step Process

(Johns & Berglund, 1998)

1. Select 15-20 words that are important to the understanding of the lesson. Words can be chosen on a tier 2 or tier 3 level. At this time, the teacher should determine if it will be an open or closed sort.
2. Copy words onto index cards or print them on slips of paper. Provide enough words for each group of 3-5 students. (An alternative would be to first model for a whole group using a whiteboard or overhead transparency.)
3. Pass-out words to groups. Based on if this is a pre-reading strategy or after-reading strategy, the teacher should decide how much support to provide. In either case, the teacher should encourage students to use metacognition skills.
4. If the activity is a closed sort, remind students they will need to use the categories provided to them. If it is an open sort, suggest to students that they categorize the words into groups that make sense to them. Remind them that they will need to be able to explain their rationale for the groups they created.
5. Give students approximately 10 minutes to create their sorts. Next, give students a short amount of time to rotate to other groups to examine other sorts from their classmates’ groups.
6. As students read the text or discuss it in more detail, allow them to reclassify their words.
7. Have students to reflect on their sorts and how it increased their understanding before and/or after the reading of the text. Did they make changes? Why or why not?

Upon completion of a word sort, students can write a summary or reflection on why they chose words for a particular category.

|  |  |
| --- | --- |
| Content Area Example: Business | |
| **Vocabulary Words**  market price  capitalism  capital  free enterprise  supply  scarcity  interest  labor  land | **Summary/Reflection**  I chose my words based on a conversation with my father. I will admit that, at first, I thought all the words could go under either category my teacher gave us. After I started talking to my dad and then my group, I saw that all the factors of production really makes sense to me.  Without labor, nothing would be produced.  Without land, we wouldn’t have trees and materials to possibly produce anything or maybe just not room to make a factory.  Capital is needed to often start production.  My mind changed a lot about supply. I thought it would have an even higher value on production than scarcity but I’m not so sure anymore. |
| **Relating to factors of production**  labor  land  capital  scarcity  supply | **Relating to a Market Economy**  capitalism  interest  free enterprise  market price |

**Assessment**

Words sorts lend themselves well to assessment. When used as an after reading strategy, word sorts naturally turn into a good way to evaluate a students’ understanding of particular concepts.

The PDF to the left may be useful in going beyond the simple evaluating of a sort and venturing into the important area of rationale and reasoning.

*Word Sort Rationale Chart*

1. This text is not provided in the Appendix. Also, please note if teachers use a different version of this text, the page numbers will be different in the accompanying lesson materials. A guide comparing this text with the unabridged version is included in Appendix B with the materials for Lesson 3. [↑](#footnote-ref-1)
2. This resource can be found in Facing History’s curriculum, Choices in Little Rock, which is available as a pdf at <http://www.facinghistory.org/node/6245>. The telegram is on pages 78 and 79 of this document. [↑](#footnote-ref-2)
3. A web search will produce this speech; a nicely edited version is in Facing History’s curriculum, Choices in Little Rock, which is available as a pdf at <http://www.facinghistory.org/node/6245>. The speech is on pages 156 - 158 of this document. [↑](#footnote-ref-3)
4. These materials draw on the work of Sam Wineburg and his colleagues at the Stanford History Education Group (sheg.stanford.edu) as well as Monte-Sano, De La Paz, & Felton's forthcoming book, *Building literacy in the history classroom: Teaching disciplinary reading, writing, and thinking in the age of the Common Core*. [↑](#footnote-ref-4)
5. This rubric is one example of how you might assess the final performance task. The scale and content can be adapted to fit the type of rubric you usually use with your students. [↑](#footnote-ref-5)
6. The following protocols were adopted from Expeditionary Learning: elschools.org [↑](#footnote-ref-6)
7. Adapted from CTE Literacy Strategy Workshop Series – November 2010 [↑](#footnote-ref-7)
8. Adapted from CTE Literacy Strategy Workshop Series – November 2010 [↑](#footnote-ref-8)