**Expert Pack: Standing Up for Civil Rights**

Lexile Range: 680-1270

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| --- |
| **Topic/Subject:**  What was it like to be a young person during the American Civil Rights Movement? |
| **Texts/Resources**  Books   1. *Civil Rights Freedom Riders* by Harriet Isecke – Story Summary, Prologue, Act I and II (total 12 pages) 2. *Through My Eyes*  by Rosa Parks, pages 15-16, 18, 22, 40-41   Articles   1. “Why the Children of Birmingham Marched” 2. “An Act of Courage, The Arrest Records of Rosa Parks” |
| **Rationale and Suggested Sequence for Reading**  Even though the first text, “Act of Courage, The Arrest Records of Rosa Parks,” is the most difficult in reading level, it should be read first to help students gain an understanding of one the first challenges in the Civil Rights Movement in 1955 and how it sparked a series of boycotts that helped to change some of the segregation laws in the south. Teachers should be aware it is challenging and may require more assisting of some students. The book, *Civil Rights Freedom Riders*, is a reader’s theater book that tells the story of a young man in 1961, who was treated poorly while traveling on a bus despite the laws that came about as a result of Rosa Parks. It also helps readers begin to understand some of the struggles that young people faced during the civil rights movement. The next book, *Through My Eyes*, written by Ruby Bridges, gives readers a different perspective as Ruby, a six-year-old girl, recounts her experience of being one of the first children to go to an all-white school and how this event became the center of a political storm of controversy in 1960. The final article, “Why the Children of Birmingham Marched”, helps students build an understanding of how children were purposefully used to protest and how these children helped make lasting change in Birmingham at a key turning point in the movement. |
| **The Common Core Shifts for ELA/Literacy**   1. Regular practice with *complex* text and its academic language 2. Reading, writing and speaking grounded in *evidence* from text, both literary and informational 3. Building *knowledge* through content-rich nonfiction |
| **College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts**   1. *Read closely to determine what the text says explicitly and to make logical inferences from it*; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. *Determine central ideas or themes of a text* and analyze their development; summarize the key supporting details and ideas. 3. *Read and comprehend complex literary and informational texts independently and proficiently.* |
| **Annotated Bibliography**  **1260L “An Act of Courage, The Arrest Records of Rosa Parks”**  Author: Educator Resources, National Archives  Genre: Informational  Length: 554 Words  Synopsis: Recounts the story of Rosa Parks who refused to move to the back of the bus, violating a city law requiring racial segregation of public buses. Includes original documents from her arrest.  Citation: Bredhoff, Stacey, Wynell Schamel, and Lee Ann Potter. "The Arrest Records of Rosa Parks." *Social Education* 63, 4 (May/June 1999): 207-211. <https://www.archives.gov/education/lessons/rosa-parks>  Recommended Student Activities: Wonderings  **1270L *Civil Rights Freedom Riders*** – **Story Summary** (1 page)  **680L *Prologue, Act I and II*** (11 pages)  Author: Harriet Isecke  Genre: Informational; historical  Length: 975 words  Synopsis: This is the story of a man named John Lewis, who was treated poorly on a public bus even though the laws had been changed and how he joined the Freedom Riders in protest.  Citation: Isecke, Harriet. *Civil Rights: Freedom Riders.* Huntington Beach, CA: Teacher Created Materials, 2011. Print.  Recommended Student Activities: Picture of Knowledge  **860L *Through My Eyes***  Author: Rosa Parks  Genre: Biography  Length: 663 pages  Synopsis: The biography of Ruby Bridges, the first African-American child to attend an all-white public elementary school in the South.  Citation: Bridges, Ruby. *Through My Eyes.* New York: Scholastic, 1999. Print.  Recommended Student Activities: Wonderings  **890L “Why the Children of Birmingham Marched”**  Author: Cynthia Levinson  Genre: Informational; Historical  Length: 928 words  Synopsis: Levinson retells the story of how young people led the civil rights protests in Birmingham, Alabama, in 1963.  Citation: Levinson, Cynthia. "Why the children of Birmingham marched." Appleseeds, Oct. 2013, p. 2+. Kids InfoBits, <http://go.galegroup.com/ps/i.do?p=ITKE&sw=w&u=mlin_b_bpublic&v=2.1&id=GALE%7CA349307156&it=r&ugroup=outside&authCount=1>. Accessed 2 Mar. 2017.  Recommended Student Activities: Quiz Maker |

**Supports for Struggling Students**

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

* Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
* Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
* Provide brief **student friendly explanations** of necessary background knowledge
* Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
* Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
* Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
* **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
* Pre-reading activities that focus on the **structure and graphic elements** of the text
* Provide **volunteer helpers** from the school community during independent reading time.

Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

* Providing brief, engaging texts that provide a high volume of reading on a topic.
* Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
* Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
* Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
* Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

**Step one: Build knowledge and vocabulary.**

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day’s lesson is appropriate).

*Options for this step include:*

* Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
* Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](https://achievethecore.org/content/upload/Selecting%20and%20Using%20Academic%20Vocabulary%20in%20Instruction.pdf).)
* Provide the student-friendly glossary included in the text set prior to reading each text.
* When possible, allow students to read texts in their home language about the topic under study.

**Step two: Read text orally.**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

*Options for this step include:*

* Have a fluent reader model the first read of a text or resource.
* Have students engage in a buddy/partner read.
* Use recordings of the text to provide additional opportunities to hear expert reading.

**Step three: Engage in group discussion about the content.**

Allow students time in partnerships or small groups to discuss the content of the resource.

*Options for this step include:*

* + Allow for discussion/conversation (in the students’ home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
  + Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

**Step four: Write about what was read.**

*Options for this step include:*

* Use the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as a shared writing routine/ graphic organizer to help to scaffold the writing process and capture student knowledge over time.
* Provide students with several supports to help students engage in writing/drawing about what they read:
  + Use mentor texts about which students can pattern their writing.
  + Allow them to write collaboratively.
  + Show students visual resources as prompts, etc.
  + Provide language supports such as strategically chosen sentence starters.

## **Repeat steps one through four with each resource in the text set as appropriate.**

**Text Complexity Guide**

“An Act of Courage, The Arrest Records of Rosa Parks”

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.

2-3 band 420-820L

4-5 band 740-1010L

6-8 band 925-1185L

9-10 band 1050-1335L

11-CCR 1185-1385

1260L

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension, note specific examples from the text that make it more or less complex.

This article explains why and how this event became so important and set off a series of boycotts that served as a turning point in the Civil Rights Movement. It became a rallying point around which the African American community organized a series of protests that led to many more significant events.

There are some pretty dense paragraphs but they are broken up nicely and organized logically. Sometimes there are references to the photographs and documents provided at the end of the document so students will need to flip to the end to see them.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

Many of the sentences are long and separated by several commas. Students will need to be able to navigate these long, complex sentences.

Students may need to know a little bit about the laws that existed then in order to understand why what she did was considered against the law.

**3. Reader and Task Considerations**

*What will challenge students most in this text? What supports can be provided?*

The complexity of this text will be challenging for most students. Listening to it read aloud first will help students get the language in their ear. Follow this by dividing it up into sections according to the paragraph breaks in the text. Provide time to talk about the vocabulary and acronyms used. Students may need to examine the photos and documents before reading the text. This might help them visualize what is happening as they read the long, complex sentences.

**Expert Pack: Standing Up for Civil Rights**

**Learning Worth Remembering**

**Cumulative Activities** – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are* ***required*** *to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.*

1. **Rolling Knowledge Journal**

* Read each selection in the set, one at a time.
* After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write or list what you learned from the text about (topic).
* Then write or list how this new resource added to what you learned from the last resource(s).

**Sample Student Response**

|  |  |  |
| --- | --- | --- |
| **Title** | **Write or List** | |
|  | **New and important learning about the topic** | **How does this resource add to what I learned already?** |
| 1. “An Act of Courage, The Arrest Records of Rosa Parks” | Rosa Parks, on her way home from work, refused to move to the back of the bus and make room for a white passenger.  She was arrested because she wouldn’t move.  This event is thought to be the beginning of the Civil Rights Movement.  It inspired the Montgomery Bus Boycott. |  |
| 2. *Civil Rights: Freedom Riders* | A college student was treated unfairly on a public bus.  He had to stand for hours, couldn’t eat or use the bathroom when they stopped.  People weren’t following the law that said segregation was illegal. | Even though the law changed because of what Rosa Parks did, white people did not think they had to follow the law and still treated African Americans unfairly. |
| 3. *Through My Eyes* | Ruby had to pass a test in order to go to an all-white school.  The school was closer to her house that the all-black school she had to attend because of the law.  For a whole year Ruby was taught in a room away from other children.  She had to be escorted by guards everywhere she went in that school.  By the second year she was accepted and didn’t need the guards. | Ruby’s braveness and courage made it possible for other black children to attend white schools.  This is another example of how a very young child had a big impact on the civil rights movement and illustrates the power of many blacks of all ages; college students, grown women, and very young children.  Even though the law said it was illegal to segregate schools it took a very young child to finally integrate them. |
| 4. “Why the Children of Birmingham Marched” | Children were involved in protests since the adults were worried about losing their jobs, children wouldn’t worry about that.  Police sprayed them with powerful hoses and used police dogs to scare them.  Many of the children were arrested and put in jail.  Finally, city officials agreed to desegregate businesses, playgrounds and schools and to free all of the people jailed. | This was another pivotal event that helped to change the laws.  It made white people realize that they needed to follow the law.  Thousands of children continued the movement and struggle even after this event. |

**2. Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the Expert Pack.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from ALL the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this Expert Pack.

|  |  |
| --- | --- |
| **Title** | **Six Vocabulary Words & Sentences** |
| “An Act of Courage, The Arrest of Rosa Parks” | Words: boycott, segregation, incarcerated, vacate, esteem, defiance   1. Black people boycotted riding the bus to show they were upset by having   to sit in the back of the bus.   1. Many people in the south were segregatedand made to sit in certain   sections on a bus based on the color of their skin.   1. Rosa Parks was incarcerated after she was arrested. 2. She would not vacateher seat on the bus. 3. Rosa was well liked and held in high esteem. 4. Rosa refused to move and was acting defiant. |
| *Civil Rights: Freedom Riders* | Words:enforce, protection, interstate, CORE, organize, civil rights   1. Being able to speak up for your self is a civilright. 2. The city council makes the rules and the police enforcethem. 3. We lock the doors at night for protection. 4. They stayed on the interstate highways when they traveled. 5. The leader of COREhelped take a stand against segregation. 6. Many people organizedpeaceful protests. |
| *Through My Eyes* | Words:federal officers, protection, racist, courage, discrimination, tolerance   1. The Federal Officers had to walk Ruby to school. 2. The officers stayed at school with her for her protection. 3. Manyracistpeople thought Ruby shouldn’t be allowed to go to that school. 4. It took a lot of couragefor Ruby to stay at that school. 5. Making children go to certain schools based on the color of their skin is a form of discrimination. 6. Ruby’s teacher was a tolerant teacherand didn’t mind teaching Ruby. |
| “Why the Children of Birmingham Marched” | Words: sturdy, brim, preach, integrate, unconstitutional, piercing   1. The monkey bars were not sturdy in Audrey’s playground and would often fall apart. 2. One of the goals of the march was to fill the jails to the brim so that there would be no more room in them. 3. Martin Luther King Jr. preached to crowds about encouraging them to fight for their civil rights. 4. People were separated by color in Birmingham but their goal was to integrate so places like restaurants would be open to everyone. 5. The laws in Birmingham segregating their citizens were unconstitutional and wrong. 6. The water from the hoses was so powerful that it was piercing when it hit the skin of the people marching. |
| **Sensational Six** | Words: Civil Rights, segregation, integration, courage, protection, organize  The **Civil Rights** Movement involved adults as well as children. All ages had a tremendous impact on overturning the laws of **segregation** in order to have **integration**. **Organized** demonstrations by children often had pivotal effects on this movement. These were acts of **courage** because the laws did not **protect** many African Americans. |

**Student Copy**

**1. Rolling Knowledge Journal**

* Read each selection in the set, one at a time.
* After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write or list what you learned from the text.
* Then write or list how this new resource added to what you learned from the last resource(s).

**Sample Response**

|  |  |  |
| --- | --- | --- |
| **Title** | **Write or List** | |
| **New and important learning about the topic** | **How does this resource add to what I learned already?** |
|  |  |  |
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**2. Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the Expert Pack.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from ALL the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this Expert Pack.

**Sample Response**

|  |  |
| --- | --- |
| **Title:** | **Six Vocabulary Words & Sentences** |
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|  |  |
|  |  |
|  |  |
| **Sensational Six** | Words: |

**Learning Worth Remembering**

**Singular Activities** – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

**1. A Picture of Knowledge** (Recommended for*Civil Rights: Freedom Riders*)

* Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.
* Draw these shapes in the corner of each quadrant.

1. Square
2. Triangle
3. Circle
4. Question Mark

**?**

* Write!

Square: What one thing did you read or see that was interesting to you?

Triangle: What one thing did you read that taught you something new?

Circle: What did you read that made you want to learn more?

Question Mark: What is still confusing to you? What do you still wonder about?

* Find at least one classmate who has read [selection] and talk to each other about what you put in each quadrant.

**2. Quiz Maker** - (Recommended for “Why the Children of Birmingham Marched”)

* Make a list of # questions that would make sure another student understood the information.
* Your classmates should be able to find the answer to the question from the resource.
* Include answers for each question.
* Include the where you can find the answer in the resource.

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| --- | --- |
| **Question** | **Answer** |
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**3. Wonderings** (Recommended for “An Act of Courage, The Arrest Records of Rosa Parks”)

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| --- | --- |
| I’m a little confused about: | This made me wonder: |
| On the left, track things you don’t understand from the article.  **I am confused about or do not understand….** | On the right side, list some things you still wonder (or wonder now) about this topic.  **I wonder or would like to learn more about….** |

**Wonderings** (Recommended for **“**Through My Eyes**”**)

|  |  |
| --- | --- |
| I’m a little confused about: | This made me wonder: |
| On the left, track things you don’t understand from the article.  **I am confused about or do not understand….** | On the right side, list some things you still wonder (or wonder now) about this topic.  **I wonder or would like to learn more about….** |

**Expert Pack: Standing Up for Civil Rights**

Expert Pack Glossary

**“An Act of Courage, The Arrest Records of Rosa Parks”**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| incarcerated | Put in jail |
| boycott | To refuse to do something |
| racial segregation | To separate people by their race |
| vacate | To move or leave |
| esteem | To have great respect for someone |
| defiant | To disobey |

***Civil Rights: Freedom Riders***

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| Civil rights | The activities of citizens |
| enforce | To put in force; make people obey |
| protection | The act of keeping something safe from harm or the condition of being protected |
| interstate | Having to do with or connecting two or more states |
| CORE | Congress of Racial Equality |
| organize | To join together into a group or movement |

***Through My Eyes***

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| federal officers | Officers of the government |
| racist | Believing that one race is better than the other |
| protection | The act of keeping someone safe |
| courage | The ability to face fear or danger. |
| discrimination | Treating some people worse than others |
| tolerance | Willingness to accept those that are different than you are |

**“Why the Children of Birmingham Marched”**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| sturdy | Built strong and firm |
| brim | To the edge or rim of something empty |
| preach | To deliver a speech |
| integrate | To bring together |
| unconstitutional | Against the laws of a state or country |
| piercing | Something sharp |