**Voices from Little Rock: Understanding the Civil Rights Movement Through Primary Sources**

**Grade 8 Social Studies**

**A CCSS-Aligned Curricular Module for Middle School Social Studies Teachers**

**Developed by Expeditionary Learning in Collaboration with Student Achievement Partners**

This model Common Core unit is comprised of fifteen 90-minute sessions.

**Overview**

This module was developed by Expeditionary Learning (EL) as an exemplar of Common Core aligned instruction. The module was produced to address key questions related to powerful implementation of the Common Core State Standards (CCSS):

* What could it look like to implement the CCSS in a social studies classroom?
* How do we build the disciplinary literacy skills students need in order to read, write, and think like historians?
* How do we engage and support *all* learners in meeting the CCSS through careful practice and supportive materials?

The module is NOT meant as a “cookbook” for teachers to follow; we honor teachers as professionals, and expect teachers would modify and refine the lessons to meet the needs of their students and context. This is offered as one concrete example, an invitation, and an inspiration to others to extend this and to do their own work.

**Purpose:** The module was designed with two specific purposes:

1. **As a professional development resource**: The module serves as a model for teachers, to breathe life into the CCSS so teachers have a clear vision of what this type of instruction can look like, and better understand the powerful role the CCSS can play in building students’ content knowledge.

Teaching notes signal the kind of planning and thinking such instruction requires. Key teaching moves, in particular close reading with complex text, are described in enough detail to make it very clear what is required of students, and how to support students in doing this rigorous work. Specific instructional strategies or protocols are described that support students’ reading and writing with evidence. There is a major effort made to demonstrate ways to select and work with academic language (vocabulary and syntax) in order to make complex text and its wealth of ideas and knowledge accessible to all students. The goal of using the modules as models is for educators to transfer components of this exemplar to apply to *other* curricular units they are designing.

**As curriculum to use, adapt, or build from as you see fit**: This also can be the curriculum that lets you take the CCSS for a test drive within your school or classroom.

The module will help teachers achieve two goals:

* + build students’ content understanding (of the module topic) and
	+ help student develop the content literacy skills needed for College and Career Readiness.

Materials include summative assessments, central texts, key resources - the “story” of the student learning has been fully flushed out. The modules also include lesson level agendas with sufficient detail to show key instructional moves: suggestions of activities, text-dependent questions, and daily assessment give teachers clear guidance on the particulars, while still leaving room for teachers to adapt and make the lessons your own. Note that in some cases, the modules could also be adapted for other grade levels, if the rigor of the text-dependent questions were ratcheted either up or down or alternate materials of greater or lesser complexity were folded in with new questions and tasks developed.

The goals of using the modules as curriculum are to help students master content literacy standards while gaining content knowledge and to build teachers’ capacity to apply CCSS-aligned practices in instruction and assessment.

**A Note on Structure:**

The module is focused on the examination of a single topic, in this case, the Civil Rights era, and could last as long as one quarter of a school year. The materials were created to be one coherent arc of instruction focused on one topic. But we recognize teachers and schools have their own curricular imperatives, so each module is built of 1-3 shorter “units” that could be modified into a smaller set of lessons.

The lessons are designed for a 90-minute block periods, but can be easily divided into 45-minute periods or modified further to fit any school schedule.

**Module overview:** This module is comprised of fifteen 90-minute lessons and addresses U.S. History content standards relating to the Civil Rights Movement. It begins with an overview of the Civil Rights Movement that helps students develop a thorough understanding of what civil rights are and how they are obtained and protected, and then moves into the case study of the Little Rock Nine. Following the Brown vs. Board of Education ruling in 1954, schools in Little Rock, Arkansas were ordered to begin the process of integration. In the 1957-1958 school year, nine courageous teenagers were the first African American students to attend the previously all-white Central High School. Supported by their families, the NAACP, and ultimately by federal troops, they practiced non-violent resistance in the face of opposition and animosity from many white politicians, students, and school leaders. Throughout their study of events in Little Rock, students analyze the roles that individuals, groups, and the government played in obtaining and protecting civil rights; they also develop a personal, nuanced answer to the still-relevant question: Who is responsible for protecting civil rights? In addition to engaging students in historical content and issues of civic engagement, the module helps students develop historical thinking skills that are applicable to any social studies content: the ability to critically evaluate primary sources and to consider the significance of the words and ideas in those sources.

**Module Big Ideas:**

* Historians rely on primary sources to understand the past through the eyes of people who were there. Evaluating a primary source requires analyzing the source and context of the document, as well as corroborating it with other sources. *(Stanford History Education Group)*
* 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)>]

* Civil rights are obtained and protected through the work of the government (the executive, legislative, and judicial branches), individual citizens, and organizations. No one party can do the work alone.

**Module Guiding Questions:**

* What are civil rights? Why do they matter? How are civil rights gained and protected?
* Who is responsible for protecting civil rights?
* How can we use a quote to convey the significance of a person, idea, or event in history?

**Summative Assessments**

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

**Writing Prompt** (based on Literacy Design Collaborative Template Task 6)[[1]](#footnote-1)

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).

**Other Summative Assessments**

* Civil Rights Quiz (Lesson 6), timeline, significant events in the Civil Rights Movement
* Reading Like a Historian Assessment (Lesson 11): Assess students’ ability to independently source, contextualize, closely read, and corroborate a primary source document.
* Little Rock Case Study: Assessment (Lesson 12): Use the note catcher from Lessons 7-11 to complete a series of constructed response items questions about the causes, effects, and interactions of three decisions that led to the desegregation of Central High School in the 1957-1958 school year: the Brown vs. Board Supreme Court decision, Eisenhower’s decision to send in federal troops, and the nonviolent resistance of the Little Rock Nine.

**Module Lessons**

This unit is comprised of fifteen lessons that seek to help students build an understanding of the Civil Rights Movement through the use and analysis of primary sources. Using the Primary Source Close Reading Guide (see appendix) will be critical for teachers, as the individual lessons are built out more completely at the beginning of the unit. The greater “scripting” of initial lessons provides support and guidance for teachers about how to implement these types of reading lessons; in later lessons, teachers can draw on the practices modeled in the earlier lessons and the Primary Source Close Reading Guide to develop their own detailed plans.

*Understanding Civil Rights*

* Lesson 1: What are civil rights?
* Lesson 2: What is the relationship between the 14th Amendment and the Civil Rights Movement?
* Lesson 3: Introducing Reading Like a Historian

*The Civil Rights Movement*

* Lesson 4: Overview of the Civil Rights Movement
* Lesson 5: Dr. King and the Philosophy of Non-violent Resistance
* Lesson 6: Civil Rights Quiz and Revisiting King Text

*Case study: The Little Rock Nine*

* Lesson 7: Launching the Little Rock Nine Case Study
* Lesson 8: Reading Brown vs. Board of Education
* Lesson 9: What happened in Little Rock?
* Lesson 10: One Little Rock Story: *Warriors Don’t Cry*
* Lesson 11: Synthesizing *Warriors Don’t Cry* and Reading Like a Historian Assessment
* Lesson 12: Little Rock Case Study: Assessment

*Performance Task: Writing a proposal for a quote to include at the Little Rock Central High School National Historic Site*

* Lesson 13: Preparing to write the proposal
* Lesson 14: Drafting the Proposal
* Lesson 15: Revising the Proposal

**This module addresses the following grades 6-8 Common Core Literacy Standards in History/Social Sciences listed in the left-hand column below. Specific content standards are drawn from the Massachusetts History and Social Studies Curriculum Frameworks (MCF) and other resources and are listed in the right-hand column below. The central column bridges from the literacy skill expected to the specific skills in this module and are designed to be shared with students at the instructor’s discretion.**

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| **Common Core State Standards** | **Historical Thinking and Literacy Skills:** |  **Disciplinary Core Ideas and Standards** |
| **Reading in History and Social Sciences**Cite specific textual evidence to support analysis of primary and secondary sources. (RHSS.6-8.1)Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RHSS 9-10.1)[[2]](#footnote-2)Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RHSS.6-8.2)Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RHSS.6-8.6)Analyze the relationship between a primary and secondary source on the same topic. (RHSS.6-8.9)**Writing in History and Social Sciences**Write arguments focused on *discipline-specific content.* (WHSS.6-8.1)Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHSS.6-8.4)With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (WHSS.6-8.5)Draw evidence from informational texts to support analysis reflection, and research. (WHSS.6-8.9)**Language**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content,* choosing flexibly from a range of strategies. (L.8.4)Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6) | Critically evaluate a primary source: determine source, analyze context, and corroborate the source(See Stanford History Education Group)Consider questions of historical significance (See Historical Thinking Project)Define and accurately use key vocabulary of the Civil Rights MovementUnderstand and articulate the connection between and temporal relationship of the 13th, 13-15th Amendments to the Civil Rights movement.Understand and articulate the philosophy of nonviolent resistance as practiced by Dr. Martin Luther King, Jr.Identify cause and effect in key events of the struggle for desegregation and Civil Rights such as Central High School integration in Little Rock.Accurately put key events related to a complex historical event (such as the story of the Little Rock Nine) into time order.Write an argument about an historical event that uses textual evidence effectively to support a position.Revise and edit own writing to produce effective communication. | Critically evaluate a primary source: determine source, analyze context, and corroborate the source(See Stanford History Education Group)Consider questions of historical significance (See Historical Thinking Project)***From Mass. Social Studies Standards (Mass., US History II)*** **USI.41**Explain the policies and consequences of Reconstruction. C. the 13th, 14th, and 15th AmendmentsG. the rise of Jim Crow laws H. the Supreme Court case, *Plessy v. Ferguson* (1896) **USII.25**Analyze the origins, goals, and key events of the Civil Rights movement. (H) *People* A. Robert KennedyB. Martin Luther King, Jr. C. Thurgood MarshallD. Rosa ParksE. Malcolm X *Institution* the National Association for the Advancement of Colored People (NAACP)*Events* A. *Brown v. Board of Education* (1954)B. the 1955–1956 Montgomery Bus BoycottC. the 1957–1958 Little Rock School CrisisD. the sit-ins and freedom rides of the early 1960s E. the 1963 civil rights protest in BirminghamF. the 1963 March on WashingtonG. the 1965 civil rights protest in SelmaH. the 1968 assassination of Martin Luther King, Jr. **USII.26**Describe the accomplishments of the civil rights movement. (H, E) 1. the 1964 Civil Rights Act and the 1965 Voting Rights Act
2. the growth of the African American middle class, increased political power, and declining rates of African American poverty
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**Module Central Texts**

*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) Access at: <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)[[3]](#footnote-3)
	+ 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[[4]](#footnote-4)
* President Bill Clinton, speech given at the commemoration of the 40th anniversary of the integration of Central High School (1997)[[5]](#footnote-5)

**Module Teaching Notes**

This module has students consistently doing the work of historians: closely reading and evaluating primary source documents in order to understand the past and its significance. Initially, students do this with a lot of teacher guidance; as the module continues, they do so with greater independence. The close read of a primary source, a routine that is used repeatedly, is a macro version of the final assessment – to select one quote from one document and analyze it closely.

There are several resources and routines to support implementing this close read protocol.

* With the module overview documents, you will find a Primary Source Close Reading Guide. This document is designed to share the thinking behind many of the choices in the lesson agendas. It includes a sequence of activities and core questions, as well as options for instruction.[[6]](#footnote-6) It can be used to plan any close reading lesson, including one of a primary source. It is not necessary to do the in-depth work with sourcing and contextualizing for textbook readings, but it is worth having students notice that the text is a secondary text and consider what that means about sourcing, contextualizing, and corroborating.
* You will notice that the lessons in the beginning of the module have more scripted agendas for the close reading sections; however, these become less scripted as you move through the module. In general, you should refer to the suggestions in the agendas regarding vocabulary and text dependent questions, and use the Close Reading a Primary Source Guide to plan close reading lessons that will meet your students’ needs. All lessons that involve a close reading include a Historian’s Notes handout on which students can hold their thinking. It is, of course, possible to just display the Historian’s Notes handout and have students complete the work in a notebook.
* You may wish to precede this unit with a lesson that builds students’ understanding of why historians use multiple sources and carefully evaluate those sources.
* This module represents a shift in how vocabulary instruction has typically proceeded in content area classes. A handful of content specific words that are central to the module (e.g., segregation, equal protection) are taught directly, practiced frequently, and assessed. However, one premise of literacy instruction in the Common Core is that students will acquire rich vocabularies by frequently thinking about the meanings of the words they encounter while reading complex texts, both in English classes and in other content areas. Therefore, these lessons also include frequent conversations with students about the words they encounter while reading. Definitions for a handful of words – those central to the text and whose meanings cannot be determined from context – are provided to students before or while they read a text. Students discuss the meaning of many more words that they encounter while reading, and the teacher supports them in using word parts and context clues to determine what they mean and gives them the chance to check their hypotheses. This both exposes students to a large number of new words and builds the skill that will ultimately increase vocabulary acquisition – the ability to learn new words through wide reading. Words that are encountered in this way are rarely directly assessed. The Longman English Dictionary Online is a good source of student-friendly definitions.

**Module Routines**

* Reading: Close reading of complex text, with an emphasis on primary sources
* Writing: Written response to Literacy Design Collaborative (LDC) tasks (summative assessment)
* Writing: Use of textual evidence in writing
* Speaking and Listening: Students frequently work in pairs. While the lesson agendas provide some suggestions for specific protocols to use to pair students, consider frequently using this pair work as an opportunity for movement and variation. This will increase engagement and provide a necessary movement break to students as they engage in the demanding close reading tasks in this module.
* Language: Vocabulary routines that encourage students to practice using context and word parts to make meaning of those words and to develop the habit of annotating their texts to indicate the meaning of those words.
* Formative assessment used to inform teaching and plan for small group instruction

**Module Lesson Sequence**

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| **Lessons 1 – 3: Building Background Knowledge about Civil Rights and Segregation (three 90-minute lessons)****Rationale:** In Lessons 1-3, students build an understanding of what civil rights are and why they matter, and are introduced to key module vocabulary and the process of evaluating a primary source. Students compare the rights guaranteed in the 14th and 15th amendments with the realities of life in the south in the 1950s and use their understanding of the definition of civil rights to explain the ways in which African Americans were denied their civil rights. This exercise also clarifies the temporal relationship between the Civil War, the 14th and 15th amendments, segregation, and the Civil Rights Movement.These lessons address the following skills and activities to develop facility with the targeted standards:* Evaluating and analyzing a primary source document, taking into account its source, its context, and the extent to which it is corroborated by other texts.
* Identifying the meaning of and using the following terms: convey, significance, source, context, corroborate, primary source, secondary source, bias, civil rights, citizen, equal protection, federal government, state government, racism, discrimination, prejudice, segregation, integration, desegregation
* Defining civil rights, explaining their importance, and describing strategies used by the Civil Rights Movement to obtain civil rights for African Americans.
* Putting key events related to civil rights for African Americans in order on a timeline and explaining how they are connected. (Civil War, 14th and 15th amendments, segregation laws, Brown vs. Board of Education, Little Rock Nine, Civil Rights Act, Voting Rights Act.)

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| **Informal Assessment Options***Student work or evidence of learning that teachers may use to informally gauge class progress.*  | **Individual Student Assessment Options***Students’ more formal, individual written assessments that teachers may collect to more formally assess based on mastery of learning objectives above.* |
| Civil Rights Definition worksheetAdding to Civil Rights anchor chartNotes from and debrief of Life under Segregation StationsFrayer map about civil rightsVocabulary List #1 homeworkHistorian’s Notes, 14th and 15th AmendmentStudent conversation with partners and during debriefs in lessons 1, s, and 2, 3Historian’s Notes, *Warriors Don’t Cry*Entry Task, Lesson 3 | *Note:* This list focuses teacher attention on the information about student learning that is most important. In most lessons, this is a written formative assessment; in a few, there are specific conversations a teacher should listen in on. For formative assessment data, a reteach opportunity is explained just below. During the opportunities for reteach, the teacher should work with small group based on need in relation to that particular skill or concept. If most of the class needs re-teaching, it can be incorporated into the whole class instruction.Lesson 1: Confer with students during station work to make sure they understand and can apply the definition of civil rights. *Reteach opportunity: individually during this time; during debrief, make sure to address any common misconceptions or confusions*Lesson 2: Formative assessment exit ticket: What is the connection between the 14th and 15th amendments and the Civil Rights Movement?*Reteach opportunity: Lesson 3, when students are doing the formative assessment near the end* Lesson 3: Formative assessment exit ticket: What violations of civil rights did you see in this text?*Reteach opportunity: Entry Task for Lesson 4* |

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| **Lesson 1 - What are civil rights?****Teaching Notes*** This is the first of a series of three lessons in which students define civil rights, explore how not having civil rights affected African Americans, and analyze the connection between the Civil Rights Movement and the 14th and 15th amendments. In this lesson, students are introduced to the definition of civil rights and explore images of life under segregation before the Civil Rights Movement.
* The “close read” of the definition of civil rights is scripted in some detail. This routine – having students grapple with the text on their own, then prompting them to reread to figure out new vocabulary and answer text-dependent questions (in this case, not questions, but a paraphrase), and then debriefing their work – will be repeated, but not always scripted to this level of detail. The Primary Source Close Reading Guide is another place to find more specific guidance on how you might facilitate this type of lesson.
* Before teaching this lesson, consider how you might build on or add to your existing class norms and culture in order to create a space in which students can encounter challenging events and consider the questions of race and racism that this unit will raise. This lesson contains some time to discuss the terms that we use now and that were used historically to talk about race; consider the suggestions here and adapt them as needed to meet the needs of your class. Be prepared for strong responses to these words, and be ready to directly explain their historical and present day context and connotations. If you think your class needs additional time to prepare for these conversations, consider adding a day before the module begins to set class norms around talking about race, oppression, and resistance.
* In this lesson, you will add to the Civil Rights anchor chart. Create this in advance, either on flip chart or electronically. It will need to hold a lot of ideas, so if you are making it on chart paper, consider using several sheets of paper.
* In this module, students do substantial daily reading and writing, and often use graphic organizers and texts over several days. Consider how you want your students to organize their papers and materials, and communicate that clearly at the beginning of the module. In many cases, you will have a choice of either photocopying a worksheet for students or projecting a set of directions and/or questions and having them do work in their notebooks.
* In general, these lessons suggest questions for entry tasks and exit tickets, but do not provide worksheets or handouts for them. You could either create handouts or post the questions on the board. In general, provide students (either on paper or on the board) a written-out question to refer to, whether they are doing entry tasks, responding to a reading, or having a discussion.
* In advance, review the Life Under Segregation Stations: Teacher’s Guide. Use it to set up the stations for this activity.

**Lesson 1 Materials*** MSNBC article, “Most of Little Rock Nine Headed to Inauguration” (Associated Press, 1/19/2009) Access at: <http://www.msnbc.msn.com/id/28737484/ns/politics-inauguration/t/most-little-rock-headed-inauguration/#.UMStnERVSRZ>
* Civil Rights definition worksheet (one copy per student, plus a way to display it for the class)
* Life under Segregation Teacher’s Guide
* Civil Rights anchor chart
* Notes to Create Model Frayer Map: Discrimination
* Blank Frayer Map (see Vocabulary Strategies in appendix)

**Lesson 1 Agenda**1. Entry Task
2. Entry Task (5 minutes)
* Explain Entry Task Routine: Where students will find it each day and where they should complete it; expectation that it is individual and usually brief
* Entry Task: Display photo of seven members of the Little Rock Nine at President Obama’s inauguration in 2008, along with a brief caption. (Find this in the **MSNBC Article**) Post or project questions: Who is in the picture? What is happening?
* Ask several students to share their ideas. Do not tell them if they are correct or incorrect, but tell them they will learn more about this shortly.
1. Opening
2. Introduce Think/Write-Pair-Share protocol (found under Questioning Strategies Protocol in appendix) and text (10 min)
* List parts of the protocol; briefly explain purpose of each. You might say something like, “I am looking forward to hearing your thinking about this and about other events and documents we will study. Having time to think alone and time to work with a partner often helps students do their best thinking. We will often use a protocol called Think/Pair/Share where first you think, and often write, by yourself; then you and your seat partner talk about your ideas; and finally, we talk as a whole class. We will try that in just a few minutes with this article.”
* Distribute **MSNBC Article** (first section) and ask students to read it silently.
1. Think/Write-Pair-Share (10 min)
* When students are done reading, they write an answer to the following questions (post or project them): Why did Obama invite the Little Rock Nine to his inauguration? What is the connection between the Little Rock Nine, the Civil Rights Movement, and Obama?
* Next, they discuss their answers with a partner.
* Finally, the teacher cold calls students to share out.
* Teacher notices and names ways in which students are collaborating effectively during partner talk and share out.
1. Sharing Unit Overview (5 min)
* Do not go into detail, but do set a purpose for the next few lessons. You might say something like, “We are beginning a unit that explores the Civil Rights Movement in general and the Little Rock Nine in particular. Obama had an opinion about their significance, and over the course of this unit you will learn more about the time in history that they were a part of, hear more about their experiences when they were high school students, and develop your own understanding of why they are significant to you. Over the next few lessons, we will be learning about what civil rights are and why they matter.”
1. Work Time
2. Defining “Civil Rights” (15 min)
* Distribute and display the **Civil Rights Definition worksheet**. The definition is reprinted 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)]* Read the definition once aloud, and ask students to underline words that most help them understand the definition. Call on several students to share. Confirm their overall understanding, and tell them that this term is so important to the module that they are going to take some time to really understand the details. When you are sure they all understand it, you are looking forward to hearing their thinking about a set of images about life under segregation, when African Americans were denied their civil rights.
* Read the definition aloud again, and ask students to circle words they are unfamiliar with. Define *regardless* and *public facilities*, as these words are difficult to determine from context. Prompt students to write their meanings in the column to the left, near the words.
* Explain that when readers encounter technical or legal text, they often go word-by-word and phrase-by-phrase to make meaning of it. They paraphrase, which means to restate something in their own words, rather than summarize, because it is easy to miss details when you summarize, and the details in law or legal statements are often really important. Tell students that they will do this with the definition of civil rights.
* Using the first row, model how to paraphrase and figure out vocabulary in context. You might say something like, “Civil rights are guaranteed to all citizens and residents. If you are guaranteed something, it means you definitely get it. And I wonder why it says citizens and residents. I guess that some people live here who aren’t citizens, but they have civil rights, too. So now I can see that this is saying that everyone gets these freedoms. Regardless means “no matter what” -- and I guess race, gender, and religion refer to different parts of someone’s identity. So now I can put it all together, and this part means: Civil rights are freedoms that all individuals who live in a country have, no matter who they are.” Write this on the copy you are displaying, and also jot down your definition for guaranteed.
* Direct students to work with seat partners to do this for the remainder of the document.
* Refocus whole class and cold call on students to share answers, noticing and naming strategies students are using to determine the meaning of words in context and to paraphrase a challenging text. For example, students may be rereading, reading past the word to find its meaning, breaking a word into parts, or going phrase-by-phrase.
* Script correct answers, and prompt students to correct their own worksheets so they all have an accurate reference moving forward.
* Congratulate students on their perseverance and close reading. Assure them that they will continue to work with this definition and will develop a fuller understanding of the rights that are included.
1. Stations: Life under Segregation (15 min)
* See the **Life under Segregation Teacher’s Guide** for suggestions for setting up and running this activity.
* Distribute **note catcher** or have students create one. Briefly review purpose and directions, preparing them to see some difficult and racist images and language.
* Students rotate to 3 stations: photographs about life under segregation, state segregation law, and voting test. At each station, students take two column notes: What civil rights are being violated /What I see that makes me think that. Provide a visual model of this note catcher for students.
1. Discussing the Stations (25 min)
* Teacher leads a discussion about terms used for discussing race. (Discussion can include: What terms about race did you see? How did they make you feel? Which terms were derogatory in the 1950s? Which are derogatory today? Which terms is it okay for us to use in this class when we talk about the Civil Rights Movement? Discuss these terms specifically: African American, black, Negro, n\*\*\*er, white, Caucasian.)[[7]](#footnote-7)
* Debrief station work: At any station, who saw. . . limitations of freedom of expression? . . . violations of equal protection under the law? . . . discrimination in housing, education, employment, and public facilities? . . . limitations of the right to full participation in the democratic political system? How do you think the people whose rights were being denied felt? What makes you say that? For each answer, prompt students to be specific about which station they are discussing and what in the text or image told them that this right was being violated.
* Adding to the **Civil Rights anchor chart:** Think-pair-share: What are civil rights? Why do they matter? During share, teacher adds answers to the anchor chart.
1. Closing and Assessment
2. Reviewing Homework (5 min)
* Explain to students that for homework, they will create a Frayer map of the word “civil rights.”
* Distribute and display a **Model Frayer map for the word “discrimination.”** A blank map, as well as information that could be used to create the model.[[8]](#footnote-8) Prompt students to take home their Civil Rights Definition worksheet and use it to complete this assignment.
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| **Lesson 2 - What is the relationship between the 14th amendment and the Civil Rights Movement?****Teaching Notes*** This lesson addresses a common confusion about chronology. Through a close reading of the Fourteenth Amendment, students develop a precise understanding of its content. They then consider when it was written. The end of the lesson reveals the actual chronology, which will surprise some students. The close read of the 14th amendment requires stamina – use the “need to know” of the mystery of its date to motivate students, and make sure to not give away the answer early!
* This lesson introduces the first set of content specific vocabulary words. Consider how you might build on existing vocabulary routines to familiarize students with these words. Consider creating a word wall with these words. (See Interactive Word Wall and Vocabulary Strategies in the appendix.) The purpose of today’s work is to familiarize students with the words, their meanings, and their various forms. Over the coming lessons, they will work extensively with these words and develop a much deeper understanding of the concepts they represent.
* The exit ticket for this lesson is a formative assessment; collect it and review it in order to plan instruction. Consider creating a worksheet for it; or you can post it and have students answer it on a sheet of notebook paper.
* The timeline activity that concludes this lesson will require some preparation. Ideally, create this on a wall by putting one date/event on each piece of paper and taping it to the wall. If this will not work for your class, you can create a handout with a timeline and ask students to put an X where they think the 14th and 15th amendments fall.

**Lesson 2 Materials*** Vocabulary list #1
* Excerpts from Fourteenth and Fifteenth Amendment
* Historian’s Notes, Fourteenth and Fifteenth Amendment
* Materials (a paper with each event/date) to put on the wall to make a timeline: Civil War (1861 – 1865), World War II (1941 – 1945), images from stations work in Lesson 1 (with dates), Civil Rights Movement (including Civil Rights Act and Voting Rights Act, today[[9]](#footnote-9)
* Civil Rights anchor chart

**Lesson 2 Agenda**1. Entry Task
2. Vocabulary List #1 (5 min)
* Distribute **Vocabulary List #1** to students.
* Ask them to put a plus next to words they know well – e.g., they could use them correctly in a sentence.
* Collect the homework: students’ Frayer maps of the phrase “civil rights.” As you assess them, select one or two that are especially strong models to use as exemplars or as resources for all students.
1. Opening
2. Vocabulary Work (5 min)
* Review the words, taking a quick show of hands for each word to see how many students already feel comfortable with that word, and paying special attention to those that many students said were not familiar. Make sure students understand the difference between prejudice (a feeling) and discrimination (an action). Remind students that for homework, they will complete the practice following the chart
1. Setting a Purpose for Today’s Lesson (3 min)
* Tell students that today they will focus on the putting events on a timeline.
* They will also read the 14th Amendment to the U.S. Constitution. Confirm they understand what the Constitution and amendments are.
* Tell them: our mystery will be to figure out when this was written. If you know, don’t tell!
1. Work Time: Close read of 14th amendment
* Distribute and display **excerpts from the** **Fourteenth and Fifteenth Amendment** and the accompanying **Historian’s Notes**, and guide students through a close reading of the Fourteenth Amendment.
* Vocabulary notes:
* module vocabulary reinforced in text: citizen, equal protection
* words from the text that teacher defines in advance: jurisdiction, abridge
* words students determine meaning of in context: naturalized, subject, thereof, wherein, reside, privileges, immunities, deprive, due process, deny
* module vocabulary reinforced in text-dependent questions: federal government, state government
	1. Launch the Text (5 min)
* Distribute the text and the accompanying Historian’s Notes.
* Show students how to use a text formatted like this: heading provides source, underlined words have definitions in the footnotes, ellipsis dots means that something is edited out
* Read the text out loud. While is it not always necessary to do this, it is an important scaffold for very complex texts, and a useful scaffold in supporting struggling readers with grade level text.
* Class does a choral reading of the text, standing up. Remind students that fluent reading improves their comprehension, and frame this as an opportunity to practice using some of the vocabulary words from list #1.
	1. Students Make Meaning of Text Independently (15 min)
* Remind students that this is a text like they had yesterday: a short text about something legal, full of words they may not know. Just as they did yesterday, they will slow down, think about specific words, and try to paraphrase. Remind students that strong readers do a lot of rereading with a text like this!
* Model reading for the gist (What is this text saying? Are there any words whose definitions I need to figure out?) with the first clause of the 14th amendment. Circle unfamiliar words, using context to figure them out, and noting the gist in the right hand column of the text. Do this on an overhead, document reader, or Smartboard so that students can see the annotated text.
* You might say something like, “No State . . . hmm, I wonder what that means? A country? An actual state? I’m going to keep reading and see if I can figure it out. Shall make or enforce any law . . . . I know what it means to make a law – that’s when the legislature or Congress passes it and the president or governor signs it. And I know what it means to enforce a rule – that’s like when I give out tardy slips when students are late. I’m not making the rule about tardies, but I am enforcing it. So now I know that the government, and probably the state government, cannot either pass or carry out any laws that . . . abridge? I see that the definition of abridge is here, on my Historian’s Notes, and it means “limit.” Limit what? Limit the privileges or immunities of citizens of the United States. Okay – I know what privileges are . . . for example, students who go to inappropriate websites lose computer privileges. So privileges are opportunities or advantages. Immunities? I know what it means to be immune to a sickness – it means you don’t get it. But I’m not really sure what immunities means here, since not getting a sickness doesn’t make any sense in this context. If you are immune, you are protected, and I’m thinking of the equal protection of the laws phrase from our definition yesterday. So maybe immunities means protections. So now I’m going to put it all together and write it down: The state government cannot pass or carry out any laws that take away the advantages or protections of U.S. citizens.”
* Students read to paraphrase and determine vocabulary in context with the remaining two clauses of the 14th amendment
	+ Prompting/probing questions for second clause:
	+ If I “deprive you of recess”, what am I doing?
	+ We talked about “due process” yesterday – how would that meaning apply here?
	+ What would it mean to deprive someone of liberty without due process?
	+ Prompting/probing questions for third clause:
	+ What does “nor” mean?
	+ Does “any person within its jurisdiction” mean the same as citizen?
	+ We talked about “equal protection” yesterday – how would that meaning apply here?
* Refocus whole class and debrief, scripting answers to create a public record of what chart should look like. Ask students, “How did you figure that out?” and provide positive feedback for using strategies that strong readers use: reread, go one phrase at a time, use context to figure a word out, break a word into parts.
	1. Students answer text-dependent questions (15 min)
* At which level of government is this amendment written? Which level of government does it constrain?
* Are citizens more protected than residents? How can you tell?
* What is the difference between due process of law and equal protection of the law?
* Post the first text dependent question, then model how to think through the question (explain vocabulary as necessary – particularly *level of government* and *constrain*) and provide an answer that cites textual evidence. As you think aloud, write up your answer, and leave it so students can see a model of strong work. For example, you might write: “This amendment is written at the level of the federal government because it is part of the U.S. Constitution, a document that says how the government of the whole United States will run. It tells the state governments what they can and cannot do, which means that it constrains the state governments. For example, it says “No state shall . . .”
* Students work in pairs to answer the second and third questions, using textual evidence to support their answer.
* Debrief, noting and naming effective pair conversation and effective use of textual evidence.
	1. Synthesis (10 min)
* Use the Back-to-Back and Face-to-Face protocol (see appendix) to discuss the following questions:
* The state of Minnesota (or choose your home state) passes a law that citizens under 5 feet tall cannot vote. Which clause (part) of the 14th amendment does this violate?
* The state of Georgia decided that people who lived in Atlanta and were accused of crimes would just be put in jail with no trial. Which clause (part) of the 14th amendment does this violate?
* What is the connection between the Fourteenth Amendment and civil rights?
* What can you add to the Civil Rights anchor chart about what civil rights are and why they matter? (In the debrief of this lesson, add these ideas to the class anchor chart.)
1. Work Time: 15th Amendment: What is this about? (5 min)
* Teacher reads **excerpt from the 15th amendment** out loud and helps class notice that this protects the right to vote, regardless of race or having been enslaved. (5 min)
* Ask: What is the connection between the 15th Amendment and civil rights? Add to Civil Rights anchor chart.
1. Closing and Assessment
	1. Put amendments and historical events in context (15 min)
* Post a **large timeline** on the wall that includes: Civil War, WWII, images/laws you looked at yesterday, Civil Rights Movement (including Civil Rights Act and Voting Rights Act). Students stand at the place on the timeline they think the 14th and 15th amendment go. Ask them: why are you standing there?
* Reveal: 14th amendment (1868), 15th amendment (1870) and debrief: Were you correct or incorrect in your prediction? What did you already know about this timeline? What surprises you?
* Find a partner who stood in a different place than you did: Think-pair-share: Why did Civil Rights Movement come after these amendments? What does that tell us about the purpose of the Civil Rights Movement? (In share, teacher guides students to notice that the work of the Civil Rights Movement indicates that the promises of the 14th and 15th Amendments were not realized).
	1. Exit Ticket (5 min)
* What is the connection between the Civil Rights Movement and the 14th and 15th amendment? (Formative Assessment)
1. Homework
2. Practice on **Vocabulary List #1** (Fill in the blank and word sort)
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| **Lesson 3 – Introducing Reading Like a Historian****Teaching Notes*** In this lesson, teachers formally introduce students to the process of sourcing, contextualizing, and corroborating a primary source document. Immediately following this, students practice this process themselves with an excerpt from *Warriors Don’t Cry* by Melba Patillo Beals. This book tells the story of one of the Little Rock Nine students; the excerpt students read in this lesson explores how segregation affected African Americans in the south. It deepens students’ understanding of the context of the Civil Rights Movement and introduces them to one of the historical actors in the case study that is the focus of Lessons 7-12.
* The close reading lesson and Historian’s Notes that support students in their reading of *Warriors Don’t Cry* will seem familiar: the close read students did of the 14th Amendment was similar, but didn’t start and end, as this one does, with the questions about sourcing, contextualizing, and corroborating.
* Consider displaying a poster with the process of closely reading a primary source and adding a symbol to each step: source, contextualize, corroborate. You could also make these words a special part of the word wall.
* Before this lesson, review the Primary Source Close Reading Guide (see appendix). This lesson is the students’ introduction to this process; building familiarity with the big picture and long term goals will help you plan instruction that meets your students’ needs. Consider how you might project a copy of the text and model for students how you annotate the text during your modeling.

**Materials*** Vocabulary list #2
* Entry Task
* Photo and quote for modeling “Reading like a historian” (to display)
* *Warriors Don’t Cry*, chapter 1[[10]](#footnote-10)
* *Warriors Don’t Cry,* Historian’s Notes
* Displays from stations activity (Lesson 1)

**Lesson 3 Agenda*** 1. Entry Task
	2. Ask students to complete the **Entry Task: Considering Sources** (5 min)
* 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: A. an overview of the main events B. information about what it was like for one participant, from her point of view C. facts about one specific event; a sense of what people thought was important at the time

Textbook chapter about this topicNewspaper article from 1956 about Rosa Parks and the bus boycott in Montgomery, AlabamaAccount of desegregating Central High School written by one of the Little Rock Nine* 1. Opening
1. Debrief Entry Task (5 min)
* Cold call on students to share their thinking
* Points to highlight as students share: today we will learn about how historians use their sources; raise idea of bias and relevance; distinguish between primary and secondary sources
* Big idea: historians try to figure out what “really” happened not by finding the one perfect source, but by thinking carefully about the author and purpose of a source, so that they can be careful users of the evidence they find in their sources; they also use multiple sources. We will be using multiple sources and analyzing them carefully in this module, just like historians do.
1. Review Vocabulary (10 min)
* Distribute **Vocabulary List #2** and review chart on page 1.
* Tell students that these are “historian words” that historians use to talk about their work and their sources; point them out on the word wall: convey, significance, source, context, corroborate, primary source, secondary source, bias, relevant
1. Explain and initial guided practice sourcing, contextualizing, and corroboration (15 minutes)
* Display: **Photo and quote for modeling Reading like a Historian** (see appendix)
* Photo: Elizabeth Eckford, one of the Little Rock Nine, on her first day at Central High school; quote from her account of that day: “As I stepped out into the street, the people who had been across the street started 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.”
* Display a three column note-taking sheet (students can just draw it in their notebooks) with the columns labeled source, contextualize, and corroborate. Students should take notes on this while you model. This sheet will become a reference for their work later on the in period. Also consider posting the words on a poster in your room and referring students to it frequently.
* Explain to students that they will become expert evaluators of primary sources. First, you will do this with them. Over the next few weeks, they will get better and better at doing it on their own. Point them to the learning target that relates to this.
* Following is the practice, with some detailed suggestions about how to explain this to students. Notice that at every step, students grapple first and then you “model as mop-up.” Write the final conclusions to give students a clear record of strong work to refer to later in class.
* First, historians ask themselves: “What is the *source* of this evidence? Who wrote it? When? For what purpose?” Students wrestle with these questions, share out, and then the teacher models as needed, making sure to show how she is circling and underlining clues in the text: “This source is Elizabeth Eckford, and she told her story several years after these events. I know that she was one of the Little Rock Nine, the African American teenagers who desegregated Central High School. I think she told her story so that people would understand how hard it was for the Little Rock Nine, and how dangerous. So the most important thing about the source is that it is a primary source that will show the point of view of the Little Rock Nine.”
* Next, historians ask themselves: “What is the *context* of this evidence? Given the time and place it was created, to which historical events might it relate?” Students wrestle with these questions, share out, and then the teacher models as needed, again making sure to show students how she marks the text: “I know that the Little Rock Nine were part of the Civil Rights Movement, when African Americans were fighting for equality in many arenas. I know that the Brown vs. Board decision that said that schools could not be segregated happened in 1954, which was before this, and I know that there were many communities in which white families responded to integration with violence. So I think that when I read this source, I’m going to keep in mind the Civil Rights Movement in general and the issue of school desegregation in particular.”
* Finally, historians ask themselves: “How does this source agree or disagree with other sources? If one source says something, and another says something else, how do I figure out what to believe?” Tell students that this is easier to do once you have read a lot, which students will do in this module. Model: “When I notice that a lot of sources suggest something similar, that makes it more likely to be accurate. In this case, I have already done some *corroboration* when I thought about context because I noticed that school desegregation often prompted violence, and that matches with what I read in this quote.” Invite students to compare sources: the quote and the photograph. Students wrestle with this question, share out, then teacher models as needed: “I can also compare sources, and I’m looking now at the photograph. In the photo, I can see a mob of people behind Elizabeth Eckford, and they do not look friendly. So her account agrees with the photograph. On the other hand, I can’t see the bus stop, so I don’t know if that is not corroborated at all, or just not corroborated by this photo. I might decide to look for other photos and see if I can find any of her at the bus stop.”
* Model synthesizing (students will do with another document in a moment). “Once I’ve sourced, contextualized, and corroborated a document, I can use it much more effectively. Now I know what this document might give me – a first hand account of the Little Rock Nine – and what it might help me learn more about – school desegregation. I also have some sense that it’s an accurate account. I can combine what I know about source and context to think about the content of this document: because it is written by one of the Little Rock Nine, I know that it might help me understand how it felt to be one of those students. I think that there will be an account, from her point of view, of those events. I know that if I want a bigger picture view, or an explanation of how white students felt, that I should look for other sources.”
1. Work Time: Close read of excerpts from Chapter 1 of ***Warriors Don’t Cry***
* Note: This Close Read Primary Source Reading protocol will be repeated several times during the unit. For more explanation and a guide that you can use to create primary source close reading lessons for any primary source, see the Primary Source Close Reading Guide in the appendix.
* Text excerpt: Excerpt 1: p. 3, par. 3 – p. 4, par 2; Excerpt 2 (for homework): p. 7 par. 3 through page 11
* Vocabulary notes:
* module vocabulary reinforced in text:
* words teacher provides definitions for in the text in advance: vulnerable, kowtow, credit
* words students determine meaning of in context: apprehension, ominous, dingy
* module vocabulary reinforced in text-dependent questions: segregation, civil rights, racism, discrimination, prejudice
1. Launch and evaluate the source (10 min)
* Distribute the text and the **Historian’s Notes, *Warriors Don’t Cry* (chapter 1)**. Please note that the Historian’s Notes also include the questions students will answer for homework.
* Teacher reads first paragraph of excerpt 1 out loud, making sure that students apply lessons from 14th amendment lesson: how to use heading (use some of the back of the book), vocabulary words, ellipsis dots
* Think-Pair-Share: Row 1 of the Historian’s Notes
* In debrief, display Historian’s Notes and script answers.
	+ What is the source of this document?
	+ What is the context of this document?
1. Students independently make meaning of the text (10 min)
* Students read excerpt 1 and annotate the text, either reading silently or doing partner reading, as detailed here:
* Partner A reads two paragraphs aloud.
* Partner B state the gist of those paragraphs.
* Together, they discuss any new words.
* Switch.
* Class debrief can be short, if students seem to be following the text, but should include discussion of meaning of words: bout, dingy, painstakingly
1. Students answer text-dependent questions (10 min)
* Students work in pairs to answer the text-dependent questions for excerpt 1 on the Historian’s Notes
* What examples does Melba give of the “humiliating expectations and traditions of segregation”?
* What happened at the merry-go-round? Why did Melba feel so scared?
* As you circulate and during debrief, ask students, “What in the text makes you say that?”
1. Evaluate Source (10 min)
* Think-Pair-Share: Direct students to the last row of the Historian’s Notes. Ask them, “Now that you have read the text, what can you add to the notes about source and context? For example, what particular aspects of segregation does she discuss?” Remind them to consider how the source affects the content: “How does the fact that she is a child affect the aspects of segregation she describes? How might this source be different if it were about an adult?”
* Model corroboration: What else have I read about segregation that this source agrees with? (Refer specifically to pictures from Lesson 1).
* Direct students to choose one station from Lesson 1(should still be up) and walk over to it. At that station, add one way in which that document corroborates this source. Debrief. Help students notice how looking at multiple sourees is not just about “fact-checking” – seeing many views of the same time gives a deeper and more nuanced understanding of it.
1. Closing and Assessment
2. Reteach: civil rights definition (5 min)
* Before students engage with this question, the teacher should use the exit tickets from lesson 2 to affirm correct understanding of civil rights and address any common misconceptions.
* As students work on this question, she should pull a small flex group of students who were very confused about the definition of civil rights and work with them specifically.
1. Exit Ticket (formative assessment) (10 min)
* Which violations of civil rights do you see in Melba’s account? Refer to your Civil Rights definition and our class anchor chart.
1. Homework
2. Read pp. 7-11 from *Warriors Don’t Cry* and answer text-dependent questions. Answer the questions on the Historian’s Notes from class today.
* Who shopped at Mr. Waylan’s store? What was positive and negative about the store?
* What was the conflict between Melba’s family and the grocer? How was it resolved?
* What words or phrases does Melba use to show the fear her family and other African Americans felt during the confrontation with Mr. Wayland?
* 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?
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| **Lessons 4 - 6: Building Background Knowledge about the Civil Rights Movement (three 90-minute lessons)****Rationale:** In Lessons 4-6, students learn about the strategies of the broader Civil Rights Movement and examine the philosophy of non-violent resistance that characterized many of those strategies. These lessons include an interactive lecture to support students in their skills with listening and note taking. By the end of Lesson 6, students have completed an anchor chart about civil rights: what they are, why they matter, and how they are obtained. They also have developed familiarity with the process of evaluating primary source texts (sourcing, contextualizing, and corroborating sources). Lesson 6 includes a formal quiz on module vocabulary and the basic historical facts of the Civil Rights Movement.These lessons address the following skills and activities to develop facility with the targeted standards:* Evaluating and analyzing a primary source document, taking into account its source, its context, and the extent to which it is corroborated by other texts.
* Defining civil rights, explaining their importance, and describing strategies used by the Civil Rights Movement to obtain civil rights for African Americans.
* Putting 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, Little Rock Nine, Civil Rights Act, Voting Rights Act.)
* Explaining King’s philosophy of nonviolent resistance, citing evidence from his writing to support my analysis.

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| **Informal Assessment Options***Student work or evidence of learning that teachers may use to informally gauge class progress.*  | **Individual Student Assessment Options***Students’ more formal, individual written assessments that teachers may collect to more formally assess based on mastery of learning objectives above.* |
| Notes from interactive lectureCivil Rights anchor chartStrategies of the Civil Rights Movement (Lesson 4)Civil Rights Movement Interactive Lecture note catcherHistorian’s Notes, Nonviolence and Racial JusticeKing anticipation guideCivil Rights Quiz Study GuideSignificant Quotations Chart | *Note:* This list focuses teacher attention on the information about student learning that is most important. In most lessons, this is a written formative assessment; in a few, there are specific conversations a teacher should listen in on. For formative assessment data, a reteach opportunity is explained just below. During the opportunities for reteach, the teacher should work with small group based on need in relation to that particular skill or concept. If most of the class needs re-teaching, it can be incorporated into the whole class instruction.Lesson 4: Note catcher for lecture: noticing which strategies the Civil Rights Movement is usingExit Ticket*Reteach opportunity: individually during this time; check in with students who struggle during the entry task for Lesson 5 and point out where this is on the study guide; help them notice they need to find a friend to study these with*Lesson 5: Formative assessment after close read: Choose one action in the Civil Rights Movement. Which aspects of King’s explanation of non-violent resistance does it show? How?*Reteach opportunity: Lesson 6, work time*Lesson 6: Civil Rights Quiz, Significant Quotations Chart*Reteach opportunity: use this data for pulling small groups in lessons 7 – 9 and for whole class work* |

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| **Lesson 4 – Overview of the Civil Rights Movement**Teaching Notes* The heart of this lesson is an interactive lecture about the Civil Rights Movement. An 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 for obtaining civil rights they seeing 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.
* The supporting materials contain the Civil Rights Movement Interactive Lecture: Teacher’s Guide. This document includes a skeleton of this lecture; consider adapting it to meet your needs. In any event, plan to spend some time before this lesson making sure all of the pieces are ready – this is a powerful way to helps students understand the scope of the Civil Rights Movement, but does require advanced preparation by the teacher.

**Lesson 4 Materials*** Civil Rights anchor chart
* Strategies of the Civil Rights Movement worksheet
* Civil Rights Movement Interactive Lecture – Teacher’s guide
* Sticky notes

**Lesson 4 Agenda**1. Entry Task
2. Why do civil rights matter? (10 min)
* Based on your reading yesterday and last night, why do civil rights matter? How did having their civil rights denied make Melba and her family feel? How did it affect their daily lives? In your answer, refer to specific details from the text.
* In share, teacher adds to **Civil Rights anchor chart.**
1. Opening
2. Strategies to gain civil rights (15 min)
* Ask students to raise their hands if they know any strategies the Civil Rights Movement used to gain civil rights. Call on several students to share out.
* Tell students that they will be learning about the many ways that the Civil Rights Movement worked to change segregation and looking at images and film clips from the time. As they learn about each event, they will be sorting them into categories by the types of strategies they see being used.
* Distribute the **Strategies of the Civil Rights Movement** for students to complete. Give them a few minutes to read it over and fill in the blanks; then quickly review the correct answers. In your debrief of the final question, build interest in the coming lesson by helping students notice issues related to the strengths and weaknesses of each approach.
1. Work Time
2. Discuss what students will be doing today (5 min)
* Explain to students that now that they have learned about civil rights and segregation, they will explore the major events, strategies, and philosophy of the Civil Rights Movement. This will provide them with the context they need for the heart of the unit: a case study of the Little Rock Nine.
* Briefly share with students the unit overview, particularly the final assessment. Make sure they understand that they will be choosing an important quotation that they think should be added to the national historic site in Little Rock. In order to select a powerful quote, they will need a good understanding not just of that case study but also of its context – the Civil Rights Movement.
* Show students: today, we will add to the “How do people win and protect civil rights” part of our Civil Rights Anchor Chart. Tell students: when we study the Little Rock Nine, we are going to be asking: Who is responsible for protecting civil rights? We will look at the role individuals, groups, and the government play.
1. Interactive lecture about major actions and events of the Civil Rights Movement (50 min)
* Students take notes in a three column format (see **Civil Rights Movement Interactive Lecture – Teacher’s Guide** in appendix): topic and date; basic information; what type of action this was
* To include: Plessy vs. Ferguson, Brown vs. Board, 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
* After each event, have a turn and talk for students to fill in third column of chart and briefly share answers; every other turn and talk should involve movement. See the appendix for ideas.
1. Closing and Assessment
2. Exit Ticket (formative assessment) (10 min)
* What can we add to our anchor chart about civil rights, focusing on *How do people win and protect civil rights*?
* Students can do this on sticky notes (with names) and add their ideas to the anchor chart, working to put them near similar ideas as they add them.
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| **Lesson 5 – Dr. King and the Philosophy of Non-violent Resistance****Teaching Notes*** In this lesson, students are introduced to the philosophy of non-violent resistance through a close reading of excerpts from an article written by Dr. Martin Luther King, Jr. This is a complex text, and students will work with it over several days. The anticipation guide serves two purposes: it gives the students a purpose for reading, and it also frames some of the issues they will encounter in the text. The King text is dense, both conceptually and linguistically; providing students with a framework before they read is not a means of teaching around the text, but rather a way to push students deeper into the text.
* Consider how you might build on your existing class routines and culture to help students prepare for the quiz in Lesson 6

**Lesson 5 Materials*** Civil Rights Quiz Study Guide
* Anticipation Guide, *NonViolence and Racial Justice*
* *NonViolence and Racial Justice* by Dr. Martin Luther King Jr. (excerpts)
* Historian’s Notes, *Nonviolence and Racial Justice*
* Reading Like A Historian Rubric

**Lesson 5 Agenda**1. Entry Task
2. Review study guide (15 min)
* Display and distribute **Civil Rights Quiz Study Guide**
* Think/Write-Pair-Share: Review the study guide for the quiz. What do you notice and wonder? How do you plan to prepare?
1. Opening
2. Anticipation guide for King reading (10 min)
* Display and distribute the **Anticipation Guide**. Read over the statements, clarifying vocabulary and the task as necessary. Make sure students understand that there are no right answers here, that they should consider what they learned in the interactive lecture, and that they should not complete the right hand column. Direct students to complete it individually.
* Statements on the Anticipation Guide:
* 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.
* After students complete it, have them pair with someone whose opinion about question 1 is different than their own and discuss. Consider also doing a show of hands about their beliefs and about their predictions of what King will think. Do not answer the questions: one purpose of this activity is to motivate them to engage with a complex text.
1. Work Time: Close read of excerpts from ***NonViolence and Racial Justice***
2. Note: This lesson uses the same “Close Read Primary Source Protocol” that is written out fully in Lesson 3. Students work with this text over two days.
* Vocabulary notes:
* module vocabulary reinforced in text:
* words teacher provides definitions for in the text in advance: oppressed/oppression, resistance/resist, passive, aggressive, reconciliation, aftermath, retaliate
* words students determine meaning of in context: futility, nonaggressive, spiritually, awaken a sense of moral shame, bitter/bitterness, conviction
* module vocabulary reinforced in text dependent questions: significant, source, context, corroborate
1. Launch text (10 min)
* Distribute text and the **Historian’s Notes.** Point out to students that this is an excerpt of a text, and also point them to the definitions of selected words on the Historian’s Notes. Consider displaying a copy of the Historian’s Notes and scripting strong answers, as this is a complex text and students may need additional support in making meaning of it. In addition, consider displaying the document and showing students how you annotate it.
* Read the sourcing information and first paragraph out loud.
* Think-pair-share: What is the source and context for this document? (Row 1 of the Historian’s Notes) In debrief, annotate the document to show students where to find this information.
1. Students independently make meaning of the text. (20 min)
* Set a purpose for reading. Tell students: Historians read documents to answer questions. Today, I want you to focus on figuring out what King believed about nonviolent resistance. So as you read, annotate not just for source and context, but also for phrases that are important in understanding his beliefs.
* Read the first two paragraphs aloud while students read silently. After paragraph 1, pauses to model annotating the document for gist and for new vocabulary words. Remind students to use the words that are defined on the page; prompt them to identify other new words, especially those listed on the Historian’s Notes, and write down what they think they mean in the margins. If possible, display the document on a document reader so that students can see what an annotated document should look like. In the modeling, make sure to review the meanings of oppression/oppressed and resistance/resist.
* Teacher reads aloud the rest of the text. Make sure students are reading their own texts as you read aloud. Note: The reason to read the whole text aloud is that it is a very complex text. A fluent oral reading will support students in grappling with the text independently in the next step.
* Students read for the gist/vocabulary in context in pairs for rest of text, doing one chunk at a time.
* Debrief, creating a public record of the gist notes on the posted document and making sure to have students share their thinking about how they determined the meanings of new vocabulary words.
1. Evaluate the document (20 min)
* Prompt students to skip the text-dependent questions (they will return to these in Lesson 6) and go to the final row of their Historian’s Notes. Give them 5 minutes to work alone, then use the any pair protocol with movement (see appendix for ideas) to have them share their thinking.
* Debrief: How did King’s purpose affect the way in which he explains his beliefs? After reading this, whom do you think he is addressing? Why? What did we study yesterday that you could use in your corroboration notes? What actions did King lead that show his beliefs?
* Congratulate students on their strong thinking about this challenging and important text. Remind them that they should be getting more familiar with the process of sourcing, contextualizing, close reading, and corroborating. Next time they read a primary source, they will do this independently and receive feedback; in Lesson 11, they will be formally assessed on this skill. Display and distribute the **Reading Like a Historian rubric** and briefly review it with students. Ask them to, on their own copies, mark where they think they are for each column.
1. Revisit Anticipation Guide (5 min)
* Direct students to complete the last column of the Anticipation Guide.
* Fist to Five protocol (see appendix): How accurate were your predictions about what King thought? Follow up question: Where did you get your previous information about King’s beliefs? How did that information compare with what you read today?
1. Closing and Assessment
2. Exit Ticket (formative assessment) (10 min)
* Which event or action from our lecture yesterday shows King’s philosophy? Which of his points about non-violent resistance does it show? How or why?
1. Homework
2. Prepare for the quiz
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| **Lesson 6 – Civil Rights Movement Quiz and Revisiting King Text****Teaching Notes*** In this lesson, students select a significant quote from a primary source for the first time. They will do this a number of times, and by Lesson 13 will have a number of quotes to choose from for their performance assessment. In this lesson, students go through this process one step at a time, with plenty of teacher modeling. Read the example, and make sure you feel prepared to explain it to students.
* Help students notice that the work they are doing on this chart is very closely related (in fact, a mini-version) of the “Reading Like A Historian” work they have been doing.
* The Choosing Significant Quotes anchor chart will be an important scaffold for student writing during the performance assessment. By asking students to articulate their choices and then creating a public record of their thinking, you are giving students lots of practice in “talking their essay” before they write it.

**Lesson 6 Materials*** Picture of King memorial that shows one of his quotes[[11]](#footnote-11)
* Performance Task prompt
* *Nonviolence and Racial Justice* by Dr. Martin Luther King Jr.
* Historian’s Notes, *Nonviolence and Racial Justice*
* Significant Quotations Chart (consider making a packet of these; students will do a number of them before Lesson 12)
* Significant Quotations Chart, Teacher Example
* Civil Rights Quiz
* Civil Rights anchor chart

**Lesson 6 Agenda**1. Entry Task (10 min)
2. Show several pictures of the King memorial, making sure to capture one of his quotes. Suggested quote: "Darkness cannot drive out darkness, only light can do that. Hate cannot drive out hate, only love can do that." (1963, Strength to Love)
3. Why did the designers include a quote at the memorial? Why this quote?
4. Opening
5. Debrief entry task (5 min)
* Some quotations are particularly significant, and we often use quotations when we remember people and events.
* Remember that our final project will be to choose a quotation to place at the Little Rock National Historic Site. Display the **Performance Task prompt** and briefly review it with students: it is important that they understand the different types of quotes they should be collecting. Tell students that over the next lessons, we will be thinking about what makes quotations significant, and we will be looking for quotations we might use at the Little Rock site. In particular, we will be looking for quotes that help convey the ideas we develop about who is responsible for protecting civil rights. They will develop more ideas about this as we get into our case study.
1. Reread King article and find significant quotes (15 min)
* Students read individually. Which quote might you add to the historic site in Little Rock, remembering that the Little Rock Nine used nonviolent resistance? Underline it and explain why.
* Any discussion protocol with movement (see appendix) to share quotes.
1. Fill out Significant Quotations chart for the first time (20 min)
* Distribute and display the **Significant Quotations chart**. Make sure students understand the vocabulary on this chart, particularly *significance* and *relevant*.
* Think aloud about how to complete this chart for a quote from the King text, using the example provided.
* Make sure to point out to students that they can and should use their Historian’s Notes to fill in the information about source, context, and corroboration. Finally, as you model the last row (significance), be sure to connect the quote to the Civil Rights anchor chart.
* Direct students to fill out the chart for the quote they chose.
* Ask students to share out, and give positive feedback for the careful selection of a sentence or two that conveys an important idea.
* Assure students that this will become a little clearer in the case study, when they will talk more about who is responsible for protecting civil rights.
1. Work Time
2. Civil Rights Quiz (20 min)
3. Students work in pairs to answer text-dependent questions about the King excerpt that are on the Historian’s Notes from Lesson 5. (Note: They can begin working independently as they complete the quiz and then move into pairs when everyone is done.) Debrief as a class, encouraging students to revise their Historian’s Notes as necessary and pointing out to students how rereading a complex text several times was important in making meaning of it. (15 min)
* Does King believe nonviolent resistance is active or passive? Why?
* How does King believe that nonviolent resisters should think about their opponents in order to create reconciliation?
* Why should people who are engaging in nonviolent resistance avoid hatred?
* How does the belief that God or the universe is on the side of justice affect King and other nonviolent resisters?
1. Closing and Assessment
2. Exit Ticket (5 min)
* How did the method you used to study work? Did you feel prepared for the quiz? What would you do the same next time? What would you do differently?
1. Homework
2. Finish text-dependent questions about King text.
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| **Lessons 7 - 12: Case study of school desegregation in Little Rock, Arkansas (five 90-minute lessons)****Rationale:** Lessons 7-12 are a case study of school desegregation in general and the story of the Little Rock Nine in particular. As they study the events in Little Rock, Arkansas during the 1957-1958 school year, students focus on the question: What do the events in Little Rock show about who is responsible for obtaining and protecting civil rights? Through close reading of primary and secondary texts, students investigate three decisions that combined to make desegregation possible: the Brown vs. Board of Education Supreme Court decision, the choices of the Little Rock Nine to attend Central High School and to practice non-violent resistance, and the decision of President Eisenhower to send federal troops to protect the students. Students become independent in evaluating primary sources and select a series of significant quotations that address the central question: Who is responsible for obtaining and protecting civil rights? At the end of the unit, students reflect on the understandings they have developed about that question and consider how those understandings might affect their actions as students and citizens. They also complete an open-note assessment about the historical content in which they synthesize their understanding of the three decisions they have been studying. These lessons address the following skills and activities to develop facility with the targeted standards:* Evaluating and analyzing a primary source document, taking into account its source, its context and the extent to which it is corroborated by other texts.
* Selecting and analyzing a significant quote from a primary source related to the Little Rock Nine.
* Identifying the meaning of and using the following terms: court, case, sue, lawsuit, appeal, attorney, constitutional, plaintiff
* Explaining why segregated schools were a violation of civil rights, citing both conditions in schools and the Brown vs. Board of Education ruling.
* Analyzing the causes, effects, and significance of three decisions in the desegregation of Central High School: nonviolent resistance on the part of African American students and their families, court action, and government actions.
* Analyzing how court action, federal action, and nonviolent resistance made the desegregation of Central High School possible in the 1957-1958 school year.
* Putting key events related to the story of the Little Rock Nine in order on a timeline and explaining how they are connected.

(Brown vs. Board of Education ruling, plans to integrate Central High School, African American students turned away by Arkansas National Guard and a mob the first day of school, Little Rock Nine enter the school but have to be taken away to avoid a mob, Eisenhower deploys federal troops to integrate Little Rock Schools, Ernest Green graduates from Central High School, Little Rock Schools closed for one year, Little Rock Schools open on an integrated basis)

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| **Informal Assessment Options***Student work or evidence of learning that teachers may use to informally gauge class progress.*  | **Individual Student Assessment Options***Students’ more formal, individual written assessments that teachers may collect to more formally assess based on mastery of learning objectives above.* |
| Additions to class anchor chart: Who is responsible for protecting civil rights?Historian’s Notes, “Linda Brown – and Others”Significant Quotations chartLittle Rock Nine Case Study note catcherHistorian’s Notes: *Warriors Don’t Cry*Chalk Talk, Lesson 7Vocabulary List #3Historian’s Notes, “Little Rock Nine”Eyes on the Prize notesEntry Task, Lesson 11 | *Note:* This list focuses teacher attention on the information about student learning that is most important. In most lessons, this is a written formative assessment; in a few, there are specific conversations a teacher should listen in on. For formative assessment data, a reteach opportunity is explained just below. During the opportunities for reteach, the teacher should work with small group based on need in relation to that particular skill or concept. If most of the class needs re-teaching, it can be incorporated into the whole class instruction.Lesson 8: Formative assessment: Historian’s Notes, Brown vs. Board of Education *Reteach opportunity in Entry Task and Opening of Lesson 10*Exit ticket: On what basis did Supreme Court rule segregated schools unconstitutional?*Re-teach opportunity in Lesson 9 during work time*Lesson 11: Reading like a Historian assessmentLessons 8, 9, 11: Little Rock Case Study: Note catcherLesson 12: Little Rock Nine Case Study: Assessment |

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| **Lesson 7 – Launching the Little Rock Nine Case Study****Teaching Notes*** This lesson launches the case study of the Little Rock Nine. The first part of class is designed to engage students’ curiosity and prompt them to think about the guiding question. Encourage their questions and ideas, but do not tell them what will happen or what the link is between the question and the case study.
* Review the Chalk Talk protocol (see appendix) that is used in the Opening.
* The exercise around constitutionality is brief but important; if you have another means of conveying those concepts, feel free to substitute it here.
* In the close reading, make sure students do not read past the third full paragraph of page 70. (Last sentence: “This was the question the justices had to decide.”) They will read the actual decision in Lesson 8, and that lesson is more effective if they have not previewed the outcome.
* In advance, use the Resources for Entry Task, Lesson 7, to create an entry task that helps students understand the differences between schools for whites and schools for African Americans in the south in the 1950s.
* In advance, consider how to explain the concept of constitutional/unconstitutional to your students. One option is included in Work Time A.

**Lesson 7 Materials*** Resources for Entry Task
* Markers and 5 pieces of flip chart for Chalk Talk, with one question on each (see agenda)
* “Who is responsible for protecting civil rights?” anchor chart
* Vocabulary List #3
* Chapter 13, “Linda Brown – and Others,” from *A History of US* by Joy Hakim
* Historian’s Notes for “Linda Brown – and Others”
* (Optional) Handout for explanation of constitutional (see Work Time A)

**Lesson 7 Agenda**1. Entry Task
2. **Images of Community Schools for Whites and Blacks** (10 min)
* Show two photos and quotes that illustrate differences between schools for white and African American students.
* Think/Write-Pair-Share: Describe the school for white students. Describe the school for African American students. How did African American students describe the problems with their building? What do these pictures tell you about education for African Americans in the 1950s?
1. Opening
2. Frame study of Little Rock Nine (5 min)
* Give brief overview of module; remind students of final task. You might say something like, “In the first 6 lessons, we asked a question: Who is responsible for protecting civil rights? We’ve learned about what civil rights are and why they matter, and we’ve learned about some actions that individuals, groups and the government took to win and protect civil rights for African Americans during the Civil Rights Movement. Now that you have the big picture, we are going to do a case study. A case study is an in-depth look at a particular topic or event. People do case studies because they often find that by looking at one example closely, they can understand big issues more clearly. We are going to study one part of the civil rights movement: the struggle to desegregate the schools. To do this, we are going to focus on the story of one place: Central High School, in Little Rock Arkansas. Raise your hand if you remember who the Little Rock Nine are from Lesson 1.”
* Call on several students to share out who the Little Rock Nine were.
* As we study these events, we are going to ask ourselves: What are we learning about who is responsible for protecting civil rights? At the end of our study, you will have the chance to share your conclusions. You will choose one quote from the documents we have studied that you think conveys an important message about who protects civil rights, and you will write a proposal for that quote to be included at the National Historic Site at Little Rock.”
* Show students **“Who is responsible for protecting civil rights?” anchor chart** . Explain that they will be using this chart daily during their case study. They will also be collecting quotes. Both of these will help them prepare for the final performance assessment. Tell them that today, before they look at Little Rock specifically, and what led up to it, they will engage with the big questions that this case study will raise.
1. Chalk Talk (15 min)
* Refer to the Chalk Talk protocol (see appendix) for guidance on this activity.
* Remind students to consult their notes from the interactive lecture in Lesson 5.
	+ Is education a civil right? Why or why not? (Post definition of civil rights on this anchor chart. See Lesson 1.)
	+ What actions might individuals take to desegregate the schools?
	+ What actions might the government take to desegregate the schools?
	+ What actions might groups take to desegregate the schools?
	+ Do you think that segregated schools violate civil rights as defined in the 14th amendment? (post 14th amendment on this chart, see Lesson 2)
1. Work Time
2. Review **Vocabulary List #3** (15 min)
* Set purpose: tell students that today and tomorrow they are going to learn more about one reason the schools in Little Rock were desegregated in the 1957-1958 school year. As they learn about a very important court case, they will need to be familiar with the words you are about to explain.
	+ Words: court, case, sue, lawsuit, appeal, attorney, constitutional, plaintiff
* Distribute vocabulary list #3 and briefly review words
	+ Consider adding words to the word wall
	+ Pause to explain constitutional in more depth: students need to understand that constitutional/unconstitutional is different than right/wrong, and that it is a matter of interpretation.
	+ Possible lesson to clarify this understanding: see iCivics.org unit: Interpreting the Constitution: What does that mean? <http://www.icivics.org/teachers/lesson-plans/interpreting-constitution-what-does-mean>
* The opening and closing of this lesson (which is the only part of this lesson you would use in this unit) are briefly described here.
* Post a picture of 10 – 15 common school supplies, and the statement: All students have the right to necessary and useful school supplies. (Note: you can find this at the link above.) Ask students to circle the items that all students have the right to.
* Give students a few minutes to share their answers, highlighting how different students defined “necessary and useful” differently.
* Then, explain to students that the statement, “All students have a right to necessary and useful school supplies,” is like a statement in the Constitution. When they circled school supplies, they were trying to follow a written down rule: they weren’t just thinking about what they would personally like to have. The Supreme Court justices, when they decide cases, also have to refer to the “rule” – in their case, the Constitution – to decide. They are asking: What does this rule mean? Given that, is this law/action constitutional? They are not asking, what do I think is right/wrong?
* Now, tell the students that the principal has clarified the rule: he has said that “necessary and useful” means “items a student cannot do his or her assignments without.” Have students revise their choices on the picture of school supplies.
* Call on several students to explain how their answers have changed, and whether the new rule made it easier or harder to decide what to include.
* Debrief: How is sorting by the written rule different than sorting by your opinion of what school supplies are important? Even after we clarified the criteria, some people disagree. Why?
* This is like the Supreme Court: 1. They are not choosing right vs. wrong, but are being guided by a written document. 2. They are interpreting this document, and people sometimes disagree over what a part of the Constitution means. 3. The clarification of what a rule means is just like what the court does: when it rules on a certain case, it is saying what a part of the Constitution means.
1. Close read: Background information on the Brown vs. Board decisions - **Chapter 13, “Linda Brown – and Others,” from *A History of US* by Joy Hakim** (pp. 68-70up to Brown vs. Board argument)
* Vocabulary notes:
* module vocabulary reinforced in text: segregated, court, case, sue, lawsuit, plaintiff, appeal, lawyer, attorney
* words teacher provides definitions for in the text in advance: meticulous
* words students determine meaning of in context: abolish, plaintiff, facilities
* module vocabulary reinforced in text dependent questions: plaintiff, case, constitutional
1. Launch text (5 min)
* Set purpose: today we are learning about a court case that happened before the events in Little Rock, but was important to events there and to communities all over the country. You will learn more about some of the questions for which you did a chalk talk. Distribute the **Historian’s Notes** for Hakim’s Chapter 13.
* Distribute the text and ask students: This is a secondary text, which is part of a textbook. Given that, do you think the author of the text was a witness to these events? Given that, how strong a point of view or bias do you think this text will have? Why do you think that?
1. Students independently make meaning of the text (15 min)
* As this is not a very complex of a text, do not read it aloud to students. Remind students to do gist/vocabulary in context process just as before (and in chunks: 1 page at a time). Depending on the needs of your class, students can work individually or in pairs, either reading silently or partner reading. If students are partner reading, the process is:
	+ Student A reads aloud one page while student B follows along and circles unfamiliar words.
	+ Student B says what she thinks the gist is.
	+ Students A and B discuss the gist and any new vocabulary words, marking their texts to reflect their thinking.
	+ Students A and B switch, and repeat the process for the next page.
* When most students are done, quickly debrief this work, making sure to have students check the definitions they generated about new words. Make sure to point out that secondary texts often define vocabulary words right in text or in notes – e.g., see strike in par. 5, plaintiff in par. 6, appealing in sidebar on page 69
1. Students answer text-dependent questions (15 min)
* This can be done individually or in pairs, and debriefed at more or less length, depending on what makes sense for your class. In the debrief, make sure students understand the important role played by the NAACP. You may need to explain this; the text does not explain it in detail.
* Which plaintiffs were represented in the Brown vs. Board of Education case? Why were they all represented in the same case?
* What happens when the Supreme Court hears a case?
* What is the difference between deciding whether something is right or wrong or deciding if it is constitutional?
1. Closing and Assessment
2. Exit Ticket (5 min)
* What is the connection between the reading you did today and the Little Rock Nine?
* How does the reading connect to the question: Who is responsible for protecting civil rights?
1. Homework
2. **Vocabulary list #3, homework section** (Fill in the blank exercise about how the Brown decision got to the Supreme Court)
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| **Lesson 8 – Reading Brown vs. Board of Education****Teaching Notes*** In this lesson, students read excerpts from the 1954 Brown vs. Board Supreme Court ruling. There are several scaffolds provided to support them in understanding this complex text: a teacher read-aloud, the opportunity to discuss each part of the text in groups, and the class debrief of the text dependent questions. Consider focusing struggling readers on one part of the text and one or two text dependent questions: differentiate, in other words, by varying the quantity of the text, not the complexity of it.
* You will use the students’ Historian’s Notes as a formative assessment for students’ ability to source, contextualize, and corroborate a primary source document. As you assess their work, select several exemplars to share with the class; also keep a list of points to address with the class as a whole and of individual students to target for more support in the coming lessons. Students will be formally and summatively assessed on this skill in Lesson 11.
* In this lesson, the Little Rock Case Study Note catcher provides students with a place to synthesize and hold their thinking about each of the three decisions they will study. They will be able to use this note catcher on the assessment in Lesson 12.
* Continue to refer students to the “Who is responsible for protecting civil rights?” anchor chart, as this is the guiding question for their close reads in this series of lessons.

**Lesson 8 Materials*** “Who is responsible for protecting civil rights?” anchor chart
* Brown vs. Board of Education (1954) excerpts and Historian’s Notes
* Reading like a Historian rubric (from Lesson 5)
* Significant Quotations chart
* Chapter 13, “Linda Brown – and Others,” from *A History of US* by Joy Hakim
* Hakim, Chapter 13 Historian’s Notes (from Lesson 7)
* Little Rock Case Study note catcher
* Materials for Gallery Walk (excerpts of Brown, flip chart, markers)

**Lesson 8 Agenda**1. Entry Task
2. Vocabulary practice (5 min)
* Post correct answers for homework; students correct their work.
* Choral reading of fill in the blank cloze exercise. (Note: reading aloud this work promotes fluency and builds students’ familiarity with these words.)
1. Opening
2. Framing the lesson (5 min)
* Refer students back to the **“Who is responsible for protecting civil rights?” anchor chart** , and tell them they will keep adding to this chart throughout the case study.
* At the end of the case study, they will complete a formal (open note) assessment pertaining to how three decisions led to the desegregation of Central High school in the 1957 -58 school year. They will also reflect on what this case study has taught them about who is responsible for protecting civil rights.
* Tell students that today they will have the chance to look for themselves at one of the most important court cases of the last century: Brown vs. Board of Education. They will show you how well they can read like historians, and they will add to the anchor chart.
1. Work Time: Close read of Brown vs. Board of Education (1954) (excerpts)
* See **Brown vs. Brown vs. Board of Education (1954) (excerpts)** and Historian’s Notes
* Vocabulary notes:
* module vocabulary reinforced in text: segregation, equal protection of the law
* words teacher provides definitions for in the text in advance: undertaken, tangible, facilities, finding, detrimental, denoting, sanction
* words students determine meaning of in context: deprive, qualifications, generates, doctrine, inherently
* module vocabulary reinforced in text dependent questions: segregation, equal protection, constitutional
1. Launch the text (5 min)
* Distribute the text and read the entire text out loud
* Students do a choral read of the text (standing)
1. Evaluate the text (10 min)
* Distribute **Historian’s Notes for Brown vs. Board of Education**
* Students independently do source, context with this text
1. Student make meaning of the text independently (20 min)
* Gallery Walk (Note: this is a modified version of the Gallery Walk protocol in the appendix. It works best with groups of 3-4 students. If you have a large class, consider dividing the class in half, so each half has all four sections of text.)
* Post one section of text per flip chart. Divide students into four groups and assign each group to one section of text. Students read and discuss the chart they are at first. They write a note about the gist and circle unfamiliar words.
* Students rotate to each section of text, adding to/clarifying the gist and writing what they think words mean.
* At the end, students return to the section they began with and read the comments left there.
1. Text dependent questions (15 minutes)
* Students work in pairs, with a copy of the text from all stations in front of them, to answer text dependent questions.
* When they are done, teacher leads a debrief. Students should revise their Historian’s Notes as necessary.
* Why does the state have to provide equal educational opportunities to all students?
* In your own words, what is the question the case raises?
* How does segregating the schools affect African American children?
* Why does segregating schools mean that these segregated schools cannot provide equal educational opportunity?
1. Exit Ticket (formative assessment) (10 min)
* Tell students that you want to see how well they can read like historians on their own. Direct them to do the Last Read independently and to complete the exit ticket question (In your own words, explain on what basis the Supreme Court ruled segregated schools unconstitutional.) individually.
* Collect this work and use it to assess both whole class and individual needs. Consider how you might structure upcoming lessons to address these needs (modeling, showing exemplar work, conferring with individual students, pulling out a small flex group, etc.)
1. Closing and Assessment
2. Adding to “Who is responsible for protecting civil rights?” anchor chart (5 min)
* Ask students to share the thinking on their exit tickets. (In your own words, explain on what basis the Supreme Court ruled segregated schools unconstitutional.)
* Discuss: Who does this document suggest is responsible for protecting civil rights – individuals, groups, or the government? What makes you say that?
1. Choose a quote from Brown vs. Board and add it to the Significant Quotations chart (10 min)
* Depending on how much support students need with this, consider offering them two choices and having them each select one.
1. Homework
2. Read remainder of **Hakim, chapter 13**. Answer text-dependent questions. Note: These are on the **Historian’s Notes for this reading from Lesson 7.** (Why was Earl Warren significant? What did schools do after the Brown vs. Board of Education ruling? 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?)
3. Use reading and class notes to fill in Brown vs. Board section of **Little Rock Nine Case Study Note catcher**.
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| **Lesson 9 – What happened in Little Rock?****Teaching Notes*** In this lesson, students build their background knowledge of the events in Little Rock through reading a secondary source and watching a section of *Eyes on the Prize*. The sequence of events and involvement of different levels of government can be confusing: use this lesson to make sure that students understand these.
* Consider providing students with a timeline of events in Little Rock on which they can take notes. There is not one included here, but there are a number available on-line, including at <http://www.nps.gov/chsc/historyculture/timeline.htm> and in the Facing History Choices at Little Rock curriculum (<http://www.facinghistory.org/node/6245>)

**Lesson 9 Materials*** Picture of Elizabeth Eckford on the first day of school (from Lesson 3)
* Little Rock Case Study note catcher (from Lesson 8)
* “Who is responsible for protecting civil rights?” anchor chart
* Chapter 3, “The Little Rock Nine,” from *Witnesses to Freedom* by Belinda Rochelle
* Historian’s Notes for *Witnesses to Freedom*
* *Eyes on the Prize* video: specifically Episode 2: Fighting Back (1957-1961) Resistance, (6:33-20:10); Impressions, (27:42-30:41).
* Timeline about crisis in Little Rock for students to take notes on

**Lesson 9 Agenda**1. Entry Task
2. Would you be one of the Little Rock Nine? (10 min)
* Show **picture of Elizabeth Eckford** on first day of school (from Lesson 3)
* After the Brown vs. Board of Education ruling, many schools, including those in Little Rock, Arkansas, moved to integrate, often by inviting a small number of African American students to enroll in a previously all-white school. If you were an African American student in Little Rock and you were given the option to enroll at Central High School, the all-white school, for its first year of integration, would you do so? Why or why not?
* Debrief: Have students who said yes stand up. Each partners with a student who said no to explain his/her answer. (Note: if the numbers don’t work out, students can form groups of 3 or 4.)
1. Opening
2. Reviewing Homework and Framing the Day (10 min)
* Ask students to take out their **Little Rock Case Study note catcher** (from Lesson 8)**.**
* Turn and talk with a partner about what you have in each column, adding to your notes as necessary.
* Teacher leads debrief: What did Brown vs. Board of Education say about who is responsible for protecting civil rights? Add to the **“Who is responsible for protecting civil rights?” anchor chart.**
* Tell students that today we will turn our attention to the two other decisions: the decision of the Little Rock Nine to attend Central High School and practice nonviolence, and the decision of the federal government to get involved. Briefly remind students of the difference between federal and state government (Vocabulary List #1), as it will be important today.
1. Work Time: Close read of secondary source about Little Rock: **Chapter 3 from *Witnesses to Freedom* by Belinda Rochelle** (30 min)
* See **Historian’s Notes** for this chapter
* Vocabulary notes:
* module vocabulary reinforced in text: desegregation, integration, federal government, state government
* words teacher provides definitions for in the text in advance:
* words students determine meaning of in context: comply, transition, National Guard, mob, reprimand, provoke, torment
* module vocabulary reinforced in text dependent questions: integrate
1. First read for gist/vocabulary, then text dependent questions
* 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?
* What happened to Elizabeth Eckford the first morning of school?
* What action finally made it possible for the Little Rock Nine to attend Central High School? Who was the actor responsible?
* Describe the three specific experiences of the Little Rock Nine as students at Central High School. Consider both positive and negative experiences.
1. Video excerpt: *Eyes on the Prize* (20 min)
* Show 10 – 15 minutes of **video from *Eyes on the Prize*,** **episode 2**, about Little Rock episode, making sure to include the decision of Eisenhower to send troops and the decision to close all schools the next year. See Episode 2: Fighting Back (1957-1961) Resistance, (6:33-20:10); Impressions, (27:42-30:41).
* Students take notes on a timeline
* Debrief: What did seeing the video add to your understanding of the text? In the debrief, make sure students have noticed the role of the NAACP.
1. Closing and Assessment
2. Adding to **“Who is responsible for protecting civil rights?” anchor chart**  (10 minutes)
* Think/Pair/Share (teacher adds to anchor chart during share): What did the reading and video today add to your thinking about who is responsible for protecting civil rights? What is one action an individual took? What is one action a group took? What is one action the government took?
1. Exit ticket (5 min)
* Students write in response to this prompt: Now that you know more about what happened in Little Rock, revisit our entry task about whether or not you would enroll in Central High School. Has your answer to our entry task changed? Why or why not?
* After students write, teacher takes a brief poll and asks students to explain how their thinking has/has not changed since the start of class.
1. Homework
2. Use your notes from today to add to your **Little Rock Nine Case Study Note catcher**, focusing on Eisenhower’s action and the nonviolent resistance of the Little Rock Nine.
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| **Lesson 10 - One story from Little Rock: *Warriors Don’t Cry*****Teaching Notes*** Before this lesson, review students’ Historian’s Notes from the Brown vs. Board decision and provide feedback using the Reading like a Historian Rubric. In this lesson, you will share an exemplar and provide whole-class feedback. As you review students’ work, notice patterns of strength and weakness to inform your decision in this lesson. Students have the opportunity to practice reading like a historian again today; in Lesson 11, they will be formally assessed on this skill.
* In this lesson, students return to *Warriors Don’t Cry* and read about Melba Beals Pattillo’s experiences as a student at Central High school. Some scenes include hurtful racial language; determine the needs of your class and consider revisiting the conversation in Lesson 1 about how we talk about race and the words we do and do not use.
* There are many powerful moments in this story that speak to the question: Who is responsible for protecting civil rights? Some discussion questions are included, but preview this section and consider what might catch your students’ attention and help them understand the intersecting roles of a court case, the Little Rock Nine and their families, the other community members and students, and the various law enforcement and military personnel.
* As you discuss the excerpt with students, encourage them to draw on the background knowledge they built in Lesson 9 to understand the context of this particular account.
* Consider collecting students’ Significant Quotations chart packet and reviewing their work to see which students might need additional support over the next several lessons.

**Lesson 10 Materials*** Exemplar Brown vs. Board Historian’s Notes
* Reading like a Historian Rubric (from Lesson 5)
* *Warriors Don’t Cry[[12]](#footnote-12)*
* Historian’s Notes for *Warriors Don’t Cry*
* Significant Quotations chart
* “Who is responsible for protecting civil rights?” anchor chart

**Lesson 10 Agenda**1. Entry Task
2. Share assessment data about sourcing/contextualizing/corroborating (5 min)
* Return individual’s work with sourcing, contextualizing, and corroborating Brown vs. Board of Education – with a score using the rubric
* Display proficient exemplar and discuss how it meets criteria
1. Revise work (10 min)
* Using the rubric and the exemplar, revise your work to be proficient.
* Debrief: How did you improve your work?
1. Opening
2. Framing the day (5 min)
* What primary sources might we have about the experience of the Little Rock Nine?
1. Work Time: Close read excerpt from ***Warriors Don’t Cry*, pp. 73-84**
* See **Historian’s Notes** for this text. Please note that Historian’s Notes include both the excerpt students read in class during this lesson and what they will do for homework.
* Vocabulary notes:
* words teacher provides definitions for in the text in advance: ridicule, walk the gauntlet, brigade, shorthand
* words students determine meaning of in context: fantasized, saliva, disoriented, transfixed, frantic
1. Flexible group
* Teacher pulls a small group of students who are struggling with sourcing, contextualizing, corroborating (based on data from work collected in lesson 7)
1. Launch the text (5 min)
* Working in pairs, students source/contextualize the text
1. Students independently make meaning of the text (15 min)
* Working alone, students read for gist/vocabulary
* Turn and talk
1. Text dependent questions (15 min)
* Students can work alone or in pairs, depending on what will best meet the needs of your students.
* How did Melba’s guide feel about her? How can you tell?
* 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?
* Why does Melba write that she will “forever remember [Gene Smith] in her prayers?”
* 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?
1. Evaluate the source (round 2) (10 min)
* Students return to source/context/corroboration; ideally they work in pairs.
* Debrief: share exemplar work you noticed; push students to notice connections between the three categories, especially how the author and her purpose affects the content of the text.
1. Synthesis (15 min)
* Back-to-back and Face-to-face protocol (see appendix)
* What part of Melba’s day seemed the scariest to you? Why? What gave her the strength and courage to get through it? What was her role in protecting her own civil rights?
* Two individuals helped protect Melba’s civil rights. How did Mrs. Pickwick, the shorthand teacher, and Gene Kelly, the police chief, help protect her civil rights?
* Think/Pair/Share (Add to class anchor chart during share)
* What does this story show about how important individuals are in protecting civil rights?
* What is one quote from these pages that shows something about the role individuals play in protecting civil rights?
1. Closing and Assessment
2. Add one quote from the reading to the **Significant Quotations chart** (10 min)
3. Briefly orient students to homework: have them locate the two excerpts they will read on the timeline they took notes on in Lesson 9, to notice that today’s reading was before federal troops were sent it; the homework includes an account of the first day the troops protected the Little Rock Nine.
4. Homework
5. Read excerpts from *Warriors Don’t Cry* and answer text-dependent questions (pp. 92-104 and 163-165).
* Vocabulary notes:
* words teacher provides definitions for in the text in advance: blank expression, heckler, escort, hooligan, dignity
* words students determine meaning of in context: distraught, unruly, treacherous
* Text dependent questions:
* What is the mood of the soldiers? How does their presence make Melba feel? How can you tell?
* 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.
* Why does Melba say the cafeteria line is “treacherous”?
* 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?
* What is Grandma’s advice to Melba about how to handle the hecklers?
* On page 165, Melba writes, “I felt great power surge up my spine.” Why does she feel that? Why do you think she used that precise phrase to describe her emotions?
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| **Lesson 11 – Reading like a Historian Assessment and Synthesizing *Warriors Don’t Cry*****Teaching Notes*** In this lesson, students first analyze the reading they did for homework to notice how the students used the principles of non-violent resistance articulated by Martin Luther King, Jr. Time is provided to debrief this; reread the pages that students are reading for homework and consider what specific questions you might ask them to help them process this reading and notice how it adds to their thinking about who is responsible for protecting civil rights.
* They also complete an assessment of their ability to read like a historian, focusing on the telegram that the parents of the Little Rock Nine sent to President Eisenhower after he sent federal troops to protect the students.
* Students also have a chance to synthesize what they have learned in this case study in preparation for the assessment in Lesson 12.

**Lesson 11 Materials*** List of King’s beliefs
* Sticky notes (3 per student)
* Telegram to Eisenhower
* Historian’s Notes for Telegram
* Significant Quotations chart
* Little Rock Nine Case Study note catcher

**Lesson 11 Agenda**1. Entry Task
2. Finding examples of nonviolent resistance (10 min)
* Pass out three sticky notes to each student, and post the **List of** **King’s beliefs**. (Note: these are just revised from the anticipation guide in Lesson 5.)
* Direct students to reread the beliefs that King held about nonviolent resistance. Tell them they will analyze the actions of the Little Rock Nine to see to what extent they reflected those beliefs.
* Ask students: Which statement does the situation starting on the last paragraph of page 97 and continuing through the second full paragraph on page 98 best illustrate? Write that belief on a sticky note and put it at that place in the book.
* Debrief
1. Opening
2. Finding more examples of nonviolent resistance (15 min)
* Direct students to choose another statement and write it on a sticky note. Find a place in the reading from last night that illustrates it. Put the sticky note at that place in the book.
* Use a pair conversation with movement protocol (see appendix) so students can share ideas. Each student will end up with a total of three sticky notes in the book.
* Debrief: Why did the students use nonviolent resistance? Did they have any choice? What would have happened if they had fought back physically? What can we add to our “Who is responsible for protecting civil rights?” anchor chart? What did the government, individuals, and groups do to protect civil rights?
* As part of the debrief, you may need to lead a brief conversation about the role that groups played in this case study, particularly the NAACP. Students may need help realizing that the NAACP organized the Brown vs. Board court case and also organized and supported the Little Rock Nine. Add to anchor chart as appropriate.
1. Work Time: Close read **telegram from parents of the Little Rock Nine to President Eisenhower**
2. Reading like a Historian Assessment (20 min)
* Tell students that this will be an assessment: a chance for them to show you how well they can read like historians.
* Distribute the telegram (you may wish to include a typed out version, also) and coach students in how to read it (what does STOP mean, why is it all in capital letters) and the **Telegram Historian’s Notes**. Encourage students to use their Little Rock timelines as they work.
* Read the telegram once through aloud and then direct students to work individually on the Historian’s Notes. Please note that some vocabulary words are provided on the Historian’s Notes. If you have any very struggling readers, you may choose to work with them for the second read, to make sure they have the gist and understand the vocabulary. However, make sure the work they do around sourcing/context/corroboration and the text dependent questions is independent.
* After students are done, collect their Historian’s Notes, but leave them the telegram.
1. Debrief and add to anchor chart (10 min)
* Lead a debrief conversation and add to the anchor chart: What did Eisenhower do to protect civil rights? What does this document suggest about who is responsible for protecting civil rights?
1. Choose a quote from the telegram or *Warriors Don’t Cry* to add it to the **Significant Quotations chart** (15 min)
2. Closing and Assessment
3. Remind students that in Lesson 12, they will have an open-note assessment on the decisions that made the integration of Little Rock High school possible. Direct them to take out their **Little Rock Case Study Note catcher** and put a star next to any place they are still confused about. (5 min)
4. Put students in groups of 3 to review any places that they are still confused; any sections that appear to be causing confusing for much of the class should be addressed by the teacher. (10 min)
5. Homework
6. Add to Little Rock Case Study Note catcher (remind students that there will be an open note assessment in Lesson 12)
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| **Lesson 12 – Little Rock Case Study: Assessment****Teaching Notes*** In this lesson, students have the opportunity to synthesize their learning about the Little Rock Nine. They do this in two ways: they show their understanding of the historical events and actors through an open-note assessment that includes a number of constructed response items about how each of the three decisions made the integration of Central High School possible in the 1957-1958 school year. They also complete a more personal reflection about what this case study has taught them about the role of individuals, governments, and groups in protecting civil rights. This personal reflection will form the basis for the performance assessment that they will complete in Lessons 13 – 15.
* To begin this lesson, share with students what an exemplar answer to a constructed response question should look like. Write your own answer to the question, paying careful attention to using evidence effectively. Use or adapt your usual rubric for grading writing. The process of creating sample work and assessing it on the rubric is a very useful tool to sharpen instruction. Consider how this assessment might build on your existing criteria or rubrics for writing.

**Materials*** Exemplar prompt, short answer, and rubric[[13]](#footnote-13)
* Little Rock Nine Case Study Assessment
* Little Rock Nine Case Study Assessment Grading Rubric (for teacher reference)
* Little Rock Nine Case Study Reflection

**Lesson 12 Agenda**1. Entry Task (15 min)
2. Distribute and display exemplar short answer: At the end of the 1957-1958 school year, the town of Little Rock closed their schools rather than integrate them. How does this decision reflect the opposition to integration that Melba and the other students in the Little Rock Nine encountered?
* Underline the topic sentence and mark it.
* Underline the evidence and mark it.
* Circle the parts of the paragraph that explain or analyze the evidence and mark them.
1. Debrief, linking the marked text to a rubric for grading and thinking aloud about how your notes would help you do this.
2. Work Time
3. Little Rock Case Study Assessment (45 min)
* Distribute **Little Rock Case Study Assessment** and read aloud questions, making sure to define vocabulary as necessary.
* Give students time to work individually.
* As they finish, they should move into the **Little Rock Case Study Reflection**
1. What happened in Little Rock after the 1957-1958 school year? (15 min)
* When all students are done with their assessments, pause the class to discuss what happened after that school year ended.
* Options: distribute, read and discuss a short article; use a section of Eyes on the Prize; do a brief interactive lecture.
* Make sure students understand that though the Little Rock Nine desegregated the school for one year, the following year the governor closed all the schools to prevent integration. They were opened later on a desegregated basis, but for one year no public high schools were open in Little Rock.
* Also use this opportunity to complete the left hand column of the “Who is responsible for protecting civil rights?” anchor chart. Expect to need to support students in generating these ideas.

 1. Discussion and Reflection on Little Rock Case Study (15 min)
* Post the flip charts from Lesson 7 Chalk Talk. Tell the students that they will now revisit the questions with which they launched the case study. They will do another Chalk Talk (see appendix), this time focused on what they think now. Prompt them to start their questions and comments with “Now I think . . .” “Now I wonder . . . ” “I still agree that . . .” “Now I disagree that . . .”
* After students have had time to circulate and write and you have debriefed patterns, direct students to return to their seats.
* Tell them that in the next part of this unit, they will select one quote that they think should be displayed at the Little Rock National Historic Site. The quote they choose should reflect an answer to the question: Who is responsible for protecting civil rights? The reflection they complete today is a place to start thinking about what they have learned as students and citizens from this case study, because it is that understanding that their final task will rely on.
* Distribute the Reflection and have students think and write individually.
1. Homework: Complete Little Rock Reflection
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| **Lessons 13 – 15: Final Performance Assessment (3 90-minute lessons)****Rationale:** In Lessons 13-15, students synthesize the understandings they have developed about who is responsible for protecting civil rights and their ability to analyze primary source texts. From the quotes they gathered in lessons 7-12, students select one quote that they believe should be part of the display at the Little Rock National Historic Site and write a proposal arguing the significance of that quote. Over three lessons, they discuss other people’s responses to the Little Rock Nine, select quotes, and go through a revision and critique process.These lessons address the following skills and activities to develop facility with the targeted standards:* Evaluating and analyzing a primary source document, taking into account its source, its context and the extent to which it is corroborated by other texts.
* Selecting and analyzing a significant quote from a primary source related to the Little Rock Nine.
* Writing arguments using supporting evidence about the significance of events and texts related to school desegregation in Little Rock, Arkansas.
* Using the revision and critique process to improve writing.

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| **Informal Assessment Options***Student work or evidence of learning that teachers may use to informally gauge class progress.*  | **Individual Student Assessment Options***Students’ more formal, individual written assessments that teachers may collect to more formally assess based on mastery of learning objectives above.* |
| Historian’s Notes, Clinton speechOutline for essayFirst draft of essay | Performance task |

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| **Lesson 13 – Preparing to write the proposal****Teaching Notes*** In this lesson, students explore the performance task. They discuss their Little Rock Case Study Reflections in some detail; talking about their conclusions will make their thinking – and later their writing – clearer and more coherent. This lesson also provides the teacher with the opportunity to facilitate students’ transfer of their historical understandings to their lives today.
* Students also look carefully at the model proposal. Looking at exemplar or model work is a very effective way to show students what their final product will look like. In this case, the model is about a quote from a document they did not read. Feel free to use the model in this unit or to create one of your own. The process of doing the performance task yourself will make it much easier for you to effectively support your students in this process.
* Consider collecting the Little Rock Case Study: Reflection at the end of this lesson and using it to determine who may need additional support in the next two lessons.

**Lesson 13 Materials*** Computer(s) or a way to display the Little Rock National Historic Site’s website
* Performance Task Prompt
* Performance Task directions
* Model proposal
* President Bill Clinton speech[[14]](#footnote-14)
* President Bill Clinton speech, Historian’s Notes
* “Who is responsible for protecting civil rights?” anchor chart

**Lesson 13 Agenda**1. Entry Task

A. Frame the final performance assessment (15 min)* Project the website for the Little Rock National Historic Site, or (ideally) have students explore it on their own computers.
* Why do you think this is a national historic site? Why do people find it important to preserve this site?
1. Opening

A. Debrief entry task (5 min)B. Read **Performance Task prompt and directions**; turn and talk (5 min)* What is your task? How does it relate to our “Who is responsible for protecting civil rights?” anchor chart?
1. Work Time
2. Discuss Little Rock Case Study Reflection (30 min)
* Direct students to take out the **Little Rock Case Study Reflection** they completed for homework.
* Use a protocol for students to discuss their work in small groups or pairs. When students talk with a partner, they should add ideas to their papers. After students have talked about an item with a partner, pause to have some partners share out with the class. Consider scribing strong answers to keep a public record of the class’ thinking about these questions. Stress to students that there are many answers to these questions; you are writing down some ideas to show what thoughtful, evidence based thinking looks like, not to suggest that there are only a few right answers.
* After students discuss item #3 with a partner, pause for a longer class discussion. Consider asking students to choose a corner of the room based on which option they would pursue. Once students are in their corners, the four “corner” groups discuss the option they choose and make sure they can defend their choice with references to events in Little Rock. Then a representative for each corner shares out.
* After this, consider taking a few minutes to stress to students why we study this history: it is important not only to know what happened in the past, but also to see our actions in the present in a new light. The assessment yesterday was about how well you knew the history; the performance task is about how thoughtfully you reflect on that history and can explain how it affects your beliefs and actions today.
1. Reading the model proposal carefully (25 min)
* Distribute the **model proposal**. Explain to students that they will soon choose a quote to write about that will allow them to share the understandings they have developed during this case study. The model proposal is about a quote that they wont choose, but reading it will give them a clearer idea of what their task will be.
* After students have read through the model proposal once, direct them to reread with a partner. As they read, they should annotate the proposal to indicate which section does each of the items in the “content and organization of the proposal” list on the performance task directions. For example, you might tell students to:
1. Underline the quote that the proposal highlights.
2. Highlight the explanation of the quote
3. Label the analysis of the document, noting source, context, and corroboration
4. Star the historical facts that are included
5. Circle the explanation of how this quote connects to the question: Who is responsible for protecting civil rights?
6. Put a check mark next to the place where the author acknowledges and responds to the counterclaim.
* Debrief, displaying the proposal on a document camera and marking the text as students should have marked theirs.
1. Closing and Assessment
2. Preview homework (10 min)
* Tell students that tomorrow they will choose the quote their proposal will focus on.
* Tonight, they will read one other person’s explanation of why the Little Rock site is important.
* Distribute the **President Clinton Speech** and the associated **President Bill Clinton, Speech - Historian’s Notes**. Ask students to do source/context with a partner, then debrief, making sure that students know that he was the president of the U.S. and that he gave this speech on the 40th anniversary of the day the Little Rock Nine first entered Central High School
* Remind them of their focusing question as they read: What does Clinton see as the lessons of Little Rock? Who does he think is responsible for protecting civil rights?
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| **Lesson 14 – Drafting the Proposal****Teaching Notes*** In this lesson, students select the quote they will write about and complete an outline for their proposal.
* Consider working with some students in a small group as they plan their writing.
* Remember that the more clearly students can talk about their ideas, the better their writing will be.
* Consider using the model proposal to fill in the outline on the performance task directions, so students can see how the outline works.

**Materials*** Reading Like a Historian Assessment (from Lesson 11)
* Performance Task Prompt
* Performance Task directions
* Model Proposal
* Model Proposal Outline
* Model Proposal Outline example, if desired[[15]](#footnote-15)
* Significant Quotations chart
* “Who is responsible for protecting civil rights?” anchor chart

**Lesson 14 Agenda**1. Entry Task
2. Think/Write/Pair/Share (15 min)
* What is one idea in Clinton’s speech that confirmed one of your ideas about the significance of the Little Rock Nine?
* What is one new idea you got about the significance of the Little Rock Nine?
* What do you think Clinton would say to Obama about his decision to invite the Little Rock Nine to his inauguration? Why do you think that?
1. Return Lesson 11 **Reading Like a Historian assessment** (5 minutes)
* Return Lesson 11 assessment and give students a few minutes to process the feedback.
* Celebrate student progress on “reading like a historian” and tell them how and when they will continue to use this skill.
1. Opening
2. Remind students of the prompt for the performance task and have them select and discuss a quote to use (15 min)
* Direct students to reread the **performance task prompt**
* Tell them that now they will select the quote on which their proposal will focus. Encourage them to use the **Significant Quotations chart** and choose a quotation from this chart. Students may choose another quotation, but be aware that they will need to be able to work more independently. Give students 5 minutes to look through their notes and make a decision.
* Ask students to turn and talk about the quote they chose, as directed by the performance task handout. Circulate and provide support as needed. Consider meeting with a small group of students during this time who might need additional support.
1. Work Time
2. Outline essay (20 min)
* Display the **outline of the essay for the model proposal**. Share an example that has been filled in, if desired.
* Students outline their essays.
* Teacher should target for conferring students who are still struggling with source/context/corroboration.
* Students need to have their outline checked by a teacher or a peer before they start writing – against a checklist or rubric.
1. Write a first draft (30 min)
* Students write a first draft. They will probably not finish, but will get a few paragraphs done.
* Teacher should circulate and see how students are doing to gather data for mini-lesson tomorrow.
* Option 1 (preferred): Students take essay home to complete the first draft; Option 2: teacher collects work and uses it to frame lesson the next day.
1. Closing and Assessment
2. Exit Ticket (5 min)
* What makes sense to you so far about this task? What do you need help with?
* Teacher should look this over to plan the next day’s lesson.
1. Homework
2. Finish the first draft of your essay.
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| **Lesson 15 – Revising the proposal****Teaching Notes*** In this lesson, students revise their essays. Before they revise, they look closely at the rubric and the model proposal. Students will revise more effectively when they have a clear vision of what their final product will look like.
* Consider building on your existing class routines around revision and peer critique.
* Consider adding a mini lesson to address a common issue.
* Consider working with a small group of students who need additional support.
* Consider how students might “publish” this work or share it with an authentic audience.

**Lesson 15 Materials*** Performance Task Rubric

**Lesson 15 Agenda*** 1. Entry Task
	2. Using exemplar work (15 min)
* Look over **model proposal**
* Using the **rubric** to guide your thinking, notice what makes it strong and what would improve it.
* Note: teachers should focus this lesson to meet student needs as seen in lesson 12 and previous writing assignments.
1. Opening

A. Plan revisions (15 min)* Based on the discussion about the model, how should you revise your piece?
* Share plans with a peer or teacher
1. Work Time
2. Students revise their work based on feedback. (45 min)
3. Closing and Assessment
4. Think/Write-Pair-Share: How is your essay better now than it was 90 minutes ago? (10 min)
5. Revisiting Guiding Questions (5 min)
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1. Literacydesigncollaborative.org [↑](#footnote-ref-1)
2. While the majority of Common Core State Standards listed in this column are targeted at 8th grade, the Primary Source Reading Guide helps to lay the groundwork for the kind of evidentiary support and analysis expected at the high school level. [↑](#footnote-ref-2)
3. 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 with the materials for Lesson 3. [↑](#footnote-ref-3)
4. 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-4)
5. 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-5)
6. 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-6)
7. Consider setting a ground rule that no one may use the word n\*\*\*er unless reading a historical source out loud, and that then they can substitute n-word if they prefer. If setting this rule, think clearly out loud about why this is the rule. (My personal experience is as a white teacher, often of mostly African American students. I tell my students that I never use this word because in the mouths of white Americans, it has so often been associated with hatred and violence. Some discussion often ensues about other uses of this word, particularly within the African American community, but students are usually in agreement with the idea that the word can make a space unsafe and that it is, at the very least, not a word used in any professional setting. I imagine this conversation is different, but no less important, for teachers of color or for a different student body. I have less experience to offer here, except to note that teachers of classes in which there are only a few African American students may need to have an explicit discussion with the class about why it’s important to not ask those students, either directly or implicitly, to speak for “their race” on this or other issues.) Students are not always clear on the difference between Negro and n\*\*\*\*er. Students often have varying feelings about whether the terms white and black are offensive. Be aware that you may need to set a time limit to this conversation and loop back to it later. Teachers new to this conversation may want to practice in advance with a colleague. [↑](#footnote-ref-7)
8. A blank version can easily be found through a web search. [↑](#footnote-ref-8)
9. Teachers will need to create this themselves, as it is not provided. [↑](#footnote-ref-9)
10. This text is not provided. [↑](#footnote-ref-10)
11. This is not provided. [↑](#footnote-ref-11)
12. This is not provided. [↑](#footnote-ref-12)
13. The prompt is provided in the Entry Task. Teachers will need to provide the short answer exemplar and an appropriate rubric for grading writing. [↑](#footnote-ref-13)
14. 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-14)
15. This is not provided. [↑](#footnote-ref-15)