

Grade 8: Module 3
Unit 1
Segregation in the
United States

Notice/Wonder Note-catcher

.....
Name:

.....
Date:

What do you think this module is going to be about?

What time period are we going to be studying?

Notice	Wonder

Partner Discussion Sentence Starters

- I hear that you said ...
- I'm still wondering ...
- Now that I know that, I think ...
- What you said about ... raised a question for me. (Ask question.)

.....
Name:

.....
Date:

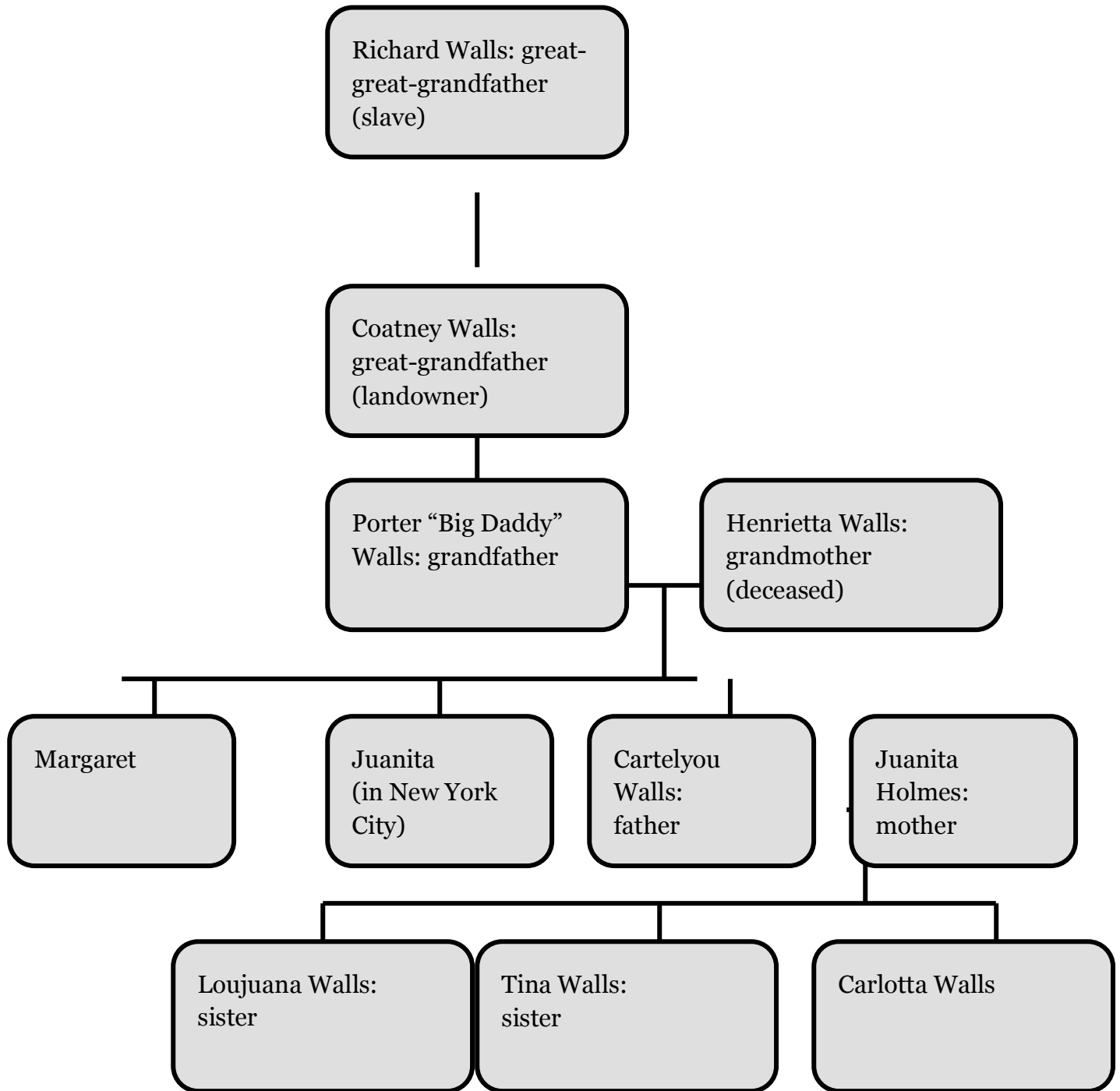
What is the gist of what you read?

Use this space to keep track of the members of Carlotta’s family and how they are connected to her when you read pages 4–11.

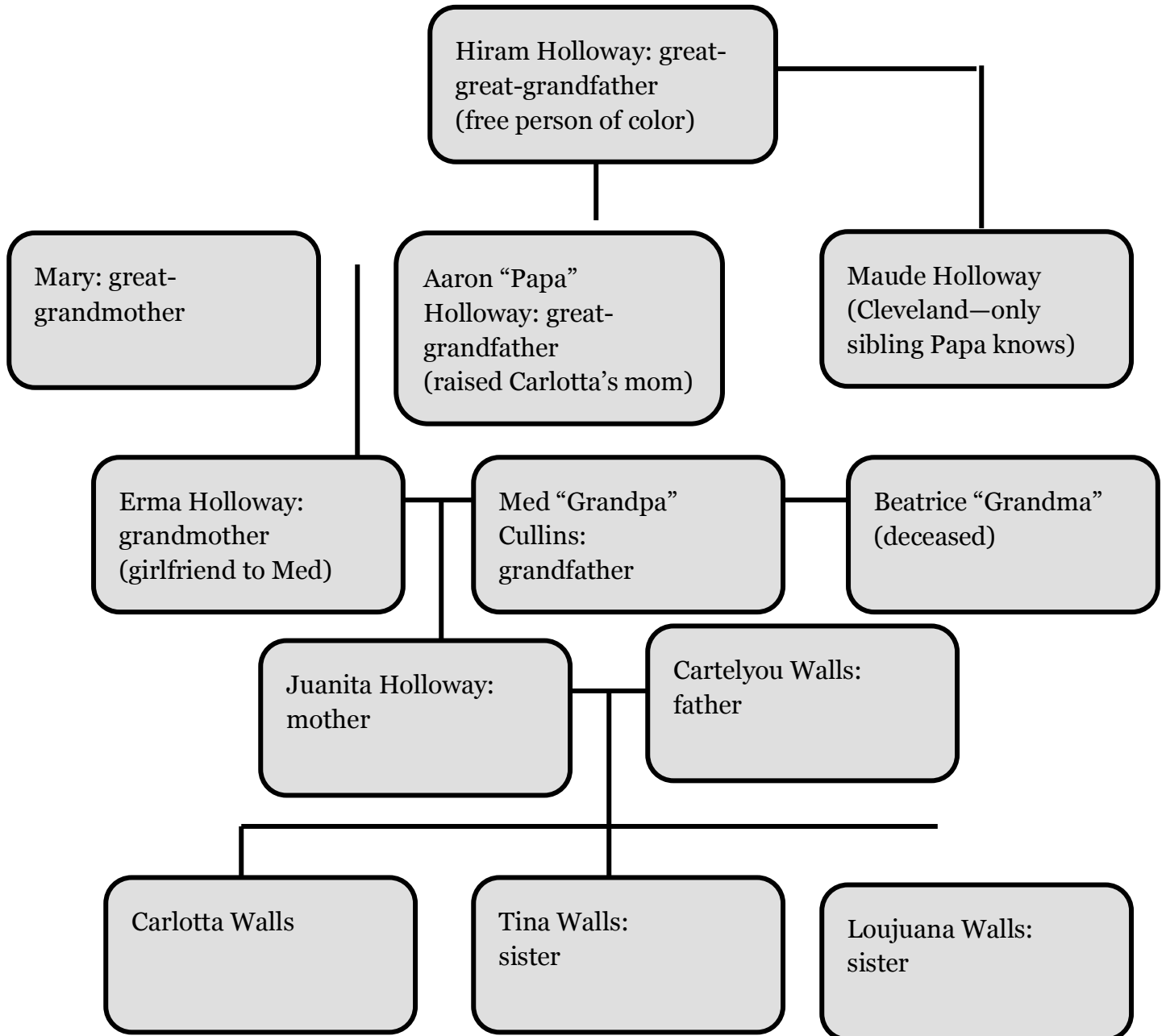
On page 17, Carlotta tells of an incident on the bus she and her mom were riding. She states that one of the central lessons of her childhood was to “be patient with ignorance and never, ever, bring ourselves down to their level.” *They* referred to ignorant people. How did her mother model this lesson in the bus incident? Use evidence from the text to support your answer.

Although she was only eight years old when she visited New York City, from what you have read how did her three-month-long visit affect Carlotta? Use evidence from the text to support your ideas.

Carlotta's Paternal Family Tree



Carlotta's Maternal Family Tree



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Name:
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Date:
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Circulate quietly around the room to make appointments with five different peers, one for each location based on Carlotta's travels.

New York City _____

Chicago _____

Washington, D.C. _____

Denver _____

Kansas City _____

“Life in the South after the Civil War”
Focus Question and Vocabulary

Vocabulary Word	Description
tenant farmer	
sharecropper	
carpetbagger	
scalawag	

.....
Name:

.....
Date:

What is the gist of what you read?

What differences did Carlotta notice between her school and Little Rock Central High School? Use evidence from the text to support your answer.

Using evidence from the chapter, why would the Little Rock school board create the Blossom Plan in response to the *Brown v. Board of Education* decision to desegregate schools?


What effect did the media coverage of the murder of Emmett Till and the Montgomery Bus Boycott have on Carlotta? How do you know? Use evidence from the text to support your answer.

Justice: Frayer Model

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Name:
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Date:
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Definition	Characteristics/Explanation
Examples	Non-Examples



Text-Dependent Questions: Understanding Carlotta’s Journey

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Name:

.....
Date:

I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)

I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)

Text-dependent questions	Response using the strongest evidence from the text
1. How would the Blossom Plan work to integrate schools to satisfy the <i>Brown v. Board of Education</i> Supreme Court decision but also slow down integration in Little Rock?	
2. How was Carlotta affected by the murder of Emmett Till?	
3. Carlotta states that she saw Little Rock as different from Mississippi; she knew how to play by the rules. Was Little Rock really different?	
4. Carlotta read a lot about her “she-ro” Rosa Parks in newspapers. How did this exposure to media prepare Carlotta for taking her own stand?	

Journey to Justice Note-catcher

Name: _____

Date: _____

I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)

I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)

I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)

Details of Carlotta’s Journey to Justice Use evidence from the text to support your ideas	
<p>“A Change Is Gonna Come”</p> <p><i>With the realization that normal life has major flaws, one has to depart from the old life and enter a new reality. One must enter a world that has never been experienced. People are met who become models for what kind of person to be in that new world.</i></p> <p>How would you describe the life with which Carlotta was familiar?</p> <p>When did she first enter “the unknown”?</p> <p>Who influenced her in the beginning of her journey to justice?</p>	

	<p align="center">Details of Carlotta’s Journey to Justice Use evidence from the text to support your ideas</p>
<p>“Ain’t Gonna Let Nobody Turn Me Around”</p> <p><i>Trials are encountered, and failures or setbacks occur. One gains both allies and enemies on the journey. Yet, commitment and dedication only increase.</i></p> <p>At what point do you think Carlotta truly began her journey to justice?</p> <p>What were some of the trials she encountered?</p> <p>Who were her greatest helpers during the hardest parts of her journey?</p>	

	<p align="center">Details of Carlotta’s Journey to Justice Use evidence from the text to support your ideas</p>
<p>“This Little Light of Mine”</p> <p><i>Life gains a new level of integration after the intense trials and triumphs of the journey; but it’s not over. Obstacles still exist and one feels the need to give back and make the world more whole.</i></p> <p>At what point did Carlotta begin her new life after her experiences at Central High School?</p> <p>What were some of the obstacles Carlotta had to face that were fallout from her experiences?</p> <p>In what ways did she begin to give back and help make the world better for others?</p>	

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Name:
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Date:
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What is the gist of what you read?

For Carlotta, what is the significance of knowing Mr. and Mrs. Bates?

A Mighty Long Way Structured Notes, Chapter 3, Pages 44–62

Reread pages 57–60. What concerns did some organizations in Little Rock have about desegregating Central High School? How did those concerns affect Carlotta and the Little Rock Nine?

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Name:

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Date:

I can determine the central ideas of an informational text. (RI.8.2)

I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). (RI.8.4)

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

The 14th Amendment to the U.S. Constitution (1866)

	Text	Vocabulary Words and Definitions
2	<p>Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age,* and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.</p> <p>*Changed by Section 1 of the 26th Amendment.</p>	
3	<p>No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.</p>	

	Text	Vocabulary Words and Definitions
4	<p>The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.</p>	
5	<p>The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.</p>	

U.S. Constitution, Amend. XIV

A Mighty Long Way Structured Notes, Chapter 4, Pages 63–81

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Name:
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Date:
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What is the gist of what you read?

On page, 66, Carlotta states, “It would be my last night of innocence.” What change took place in her view of her life in Little Rock, Arkansas?

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Name:

.....
Date:

<p>WHO?</p> <p>Who brought the case to court? Who was the case against?</p>	
<p>WHAT?</p> <p>What was the case about?</p>	
<p>WHERE?</p> <p>Where did the incident take place? Where did the case end up?</p>	
<p>WHEN?</p> <p>When was the case decided?</p>	
<p>WHY?</p> <p>Why was the case important?</p>	

Plessy v. Ferguson:

Key Excerpts from the Court’s Decision

Excerpt	Gist
<p>1. “... By the Fourteenth Amendment, all persons born or naturalized in the United States and subject to the jurisdiction thereof are made citizens of the United States and of the State wherein they reside, and the States are forbidden from making or enforcing any law which shall abridge the privileges or immunities of citizens of the United States, or shall deprive any person of life, liberty, or property without due process of law, or deny to any person within their jurisdiction the equal protection of the laws.”</p> <p><i>Naturalized:</i> Made a citizen <i>Jurisdiction:</i> Law</p>	

Plessy v. Ferguson:
Key Excerpts from the Court’s Decision

Excerpt	Gist
<p>2. “... The object of the amendment was undoubtedly to enforce the absolute equality of the two races before the law, but, in the nature of things, it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political, equality, or a commingling of the two races upon terms unsatisfactory to either. Laws permitting, and even requiring, their separation in places where they are liable to be brought into contact do not necessarily imply the inferiority of either race to the other, and have been generally, if not universally, recognized as within the competency of the state legislatures in the exercise of their police power. The most common instance of this is connected with the establishment of separate schools for white and colored children, which has been held to be a valid exercise of the legislative power even by courts of States where the political rights of the colored race have been longest and most earnestly enforced.”</p> <p><i>Terms unsatisfactory:</i> An unwanted situation <i>Liable:</i> Likely <i>Earnestly:</i> Passionately</p>	

Plessy v. Ferguson:
Key Excerpts from the Court’s Decision

Excerpt	Gist
<p>3. “... We consider the underlying fallacy of the plaintiff’s argument to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority. If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it.... The argument also assumes that social prejudices may be overcome by legislation, and that equal rights cannot be secured to the negro except by an enforced commingling of the two races. We cannot accept this proposition. If the two races are to meet upon terms of social equality, it must be the result of natural affinities, a mutual appreciation of each other’s merits, and a voluntary consent of individuals.”</p> <p><i>Consist in the assumption:</i> rely on the belief <i>Merits:</i> Good qualities</p>	

Plessy v. Ferguson:
Key Excerpts from the Court’s Decision

Excerpt	Gist
<p>4. “... It is true that the question of the proportion of colored blood necessary to constitute a colored person, as distinguished from a white person, is one upon which there is a difference of opinion in the different States, some holding that any visible admixture of black blood stamps the person as belonging to the colored race (<i>State v. Chaver</i>, 5 Jones [N.C.] 1, p. 11); others that it depends upon the preponderance of blood (<i>Gray v. State</i>, 4 Ohio 354; <i>Monroe v. Collins</i>, 17 Ohio St. 665); and still others that the predominance of white blood must only be in the proportion of three-fourths. (<i>People v. Dean</i>, 4 Michigan 406; <i>Jones v. Commonwealth</i>, 80 Virginia 538). But these are questions to be determined under the laws of each State, and are not properly put in issue in this case. Under the allegations of his petition, it may undoubtedly become a question of importance whether, under the laws of Louisiana, the petitioner belongs to the white or colored race.”</p> <p><i>Constitute:</i> Make up <i>Preponderance:</i> Mixture <i>Predominance:</i> Majority <i>Not properly put in issue:</i> Not argued correctly <i>Allegations:</i> Accusations; blame</p>	

Plessy v. Ferguson, 163 U. S. 537 (1896)

Plessy v. Ferguson:
Key Excerpts from the Court's Decision

Additional Vocabulary	Definitions

Plessy v. Ferguson Text-Dependent Questions:
The Court’s Decision

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Name:

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Date:

I can cite evidence to analyze the importance of the *Plessy v. Ferguson* case.

I can determine the court’s point of view in its decision on the *Plessy v. Ferguson* case.

I can analyze how the authors of the court’s decision and the dissenting opinion on *Plessy v. Ferguson* disagree on matters of interpretation.

<p>1. The court claims that the purpose of the 14th Amendment is “to enforce the absolute equality of the two races before the law” but not “to abolish distinctions based upon color, or to enforce social, as distinguished from political, equality, or a commingling of the two races upon terms unsatisfactory to either.”</p> <ul style="list-style-type: none"> • What does “commingling” mean? Use context to help you determine the definition. • Summarize this claim about the 14th Amendment in your own words. 	
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Plessy v. Ferguson Text-Dependent Questions:
The Court’s Decision

<p>2. The court claims laws that require the separation of blacks and whites in public places “do not necessarily imply the inferiority of either race to the other.”</p> <ul style="list-style-type: none"> • What does the word “imply” mean? Use context to help you determine the definition. • Summarize this key claim about segregation laws in your own words. 	
<p>3. The court admits, “It is true that the question of the proportion of colored blood necessary to constitute a colored person, as distinguished from a white person, is one upon which there is a difference of opinion in the different States.”</p> <ul style="list-style-type: none"> • Explain in your own words what the states have a “difference of opinion” about. <p>Why is this particular issue important in the <i>Plessy v. Ferguson</i> case?</p>	
<p>4. In response to Plessy’s argument that the law places a “badge of inferiority” upon African Americans, the court states, “If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it ...”</p> <ul style="list-style-type: none"> • What does “put that construction upon it” mean? <p>Where does the court place blame for the “badge of inferiority”?</p>	

***Plessy v. Ferguson* Text-Dependent Questions:
The Court’s Decision**

<p>5. In the final paragraph, the court claims, “The [plaintiff’s] argument also assumes that social prejudices may be overcome by legislation, and that equal rights cannot be secured to the negro except by an enforced commingling of the two races.”</p> <ul style="list-style-type: none"> • What is the court’s claim about “social prejudices”? • What does “enforced commingling of the two races” mean? What is the court’s position on this? 	
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Homework:
The Court's Decision

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Name:

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Date:

Directions: Reread *Plessy v. Ferguson*: Key Excerpts from the Court's Decision and answer the following questions to prepare for the Fishbowl discussion.

<p>How does the court interpret the 14th Amendment to defend its position?</p>	
<p>What additional support does the court use to defend its decision?</p>	
<p>What important information or evidence does the court include in its opinion that Harlan does not include in his dissenting opinion?</p>	

Plessy v. Ferguson:
Key Excerpts from the Dissenting
Opinion by Justice John Marshall Harlan

Name:

Date:

Excerpt	Gist
<p>... The Thirteenth Amendment does not permit the withholding or the deprivation of any right necessarily inhering in freedom. It not only struck down the institution of slavery as previously existing in the United States, but it prevents the imposition of any burdens or disabilities that constitute badges of slavery or servitude. It decreed universal civil freedom in this country. This court has so adjudged. But that amendment having been found inadequate to the protection of the rights of those who had been in slavery, it was followed by the Fourteenth Amendment, which added greatly to the dignity and glory of American citizenship and to the security of personal liberty by declaring that</p> <p>“all persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside,”</p> <p>and that</p> <p>“no State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty or property without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws.”</p> <p><i>deprivation:</i> the taking away of <i>inhering:</i> living permanently within <i>decreed:</i> declared <i>inadequate:</i> not good enough</p>	

Plessy v. Ferguson:
Key Excerpts from the Dissenting
Opinion by Justice John Marshall Harlan

Excerpt	Gist
<p>... It as said in argument that the statute of Louisiana does [p. 557] not discriminate against either race, but prescribes a rule applicable alike to white and colored citizens. But this argument does not meet the difficulty. Everyone knows that the statute in question had its origin in the purpose not so much to exclude white persons from railroad cars occupied by blacks as to exclude colored people from coaches occupied by or assigned to white persons. Railroad corporations of Louisiana did not make discrimination among whites in the matter of accommodation for travelers. The thing to accomplish was, under the guise of giving equal accommodation for whites and blacks, to compel the latter to keep to themselves while traveling in railroad passenger coaches. No one would be so wanting in candor as to assert the contrary. The fundamental objection, therefore, to the statute is that it interferes with the personal freedom of citizens.</p> <p><i>does not meet the difficulty:</i> does not hold up <i>statute:</i> law <i>would be so wanting in candor as to assert the contrary:</i> would be able to honestly argue the opposite.</p>	

Plessy v. Ferguson:
Key Excerpts from the Dissenting
Opinion by Justice John Marshall Harlan

Excerpt	Gist
<p>... The white race deems itself to be the dominant race in this country. And so it is in prestige, in achievements, in education, in wealth and in power. So, I doubt not, it will continue to be for all time if it remains true to its great heritage and holds fast to the principles of constitutional liberty. But in view of the Constitution, in the eye of the law, there is in this country no superior, dominant, ruling class of citizens. There is no caste here. Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful. The law regards man as man, and takes no account of his surroundings or of his color when his civil rights as guaranteed by the supreme law of the land are involved. It is therefore to be regretted that this high tribunal, the final expositor of the fundamental law of the land, has reached the conclusion that it is competent for a State to regulate the enjoyment by citizens of their civil rights solely upon the basis of race.</p> <p><i>heritage</i>: roots, history <i>caste</i>: a system used to organize people into “rankings” <i>takes no account</i>: does not notice <i>expositor</i>: one who gives meaning to something <i>competent</i>: acceptable</p>	

Plessy v. Ferguson:

Key Excerpts from the Dissenting Opinion by Justice John Marshall Harlan

Excerpt	Gist
<p>... In my opinion, the judgment this day rendered will, in time, prove to be quite as pernicious as the decision made by this tribunal in the Dred Scott Case. It was adjudged in that case that the descendants of Africans who were imported into this country and sold as slaves were not included nor intended to be included under the word "citizens" in the Constitution, and could not claim any of the rights and privileges which that instrument provided for and secured to citizens of the United States; that, at the time of the adoption of the Constitution, they were</p> <p>“considered as a subordinate and inferior class of beings, who had been subjugated by the dominant [p. 560] race, and, whether emancipated or not, yet remained subject to their authority, and had no rights or privileges but such as those who held the power and the government might choose to grant them.”</p> <p>...</p> <p>The arbitrary separation of citizens on the basis of race while they are on a public highway is a badge of servitude wholly inconsistent with the civil freedom and the equality before the law established by the Constitution. It cannot be justified upon any legal grounds.</p> <p><i>rendered:</i></p> <p><i>pernicious:</i></p> <p><i>tribunal:</i> court</p> <p><i>Dred Scott Case:</i> a court case decided in 1857, which determined that black slaves could not be considered citizens of the United States and therefore could not sue anyone in federal court. The decision divided Northern and Southern states and was one factor that led to the Civil War.</p> <p><i>descendants:</i> a person considered related to an ancestor or race</p> <p><i>arbitrary:</i> based on random choice rather than any reason or system</p>	

Plessy v. Ferguson, 163 U. S. 537 (1896) (dissent)

Plessy v. Ferguson Text-Dependent Questions:
The Dissenting Opinion

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Name:

.....
Date:

- I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)
- I can determine an author’s point of view or purpose in informational text. (RI.8.6)
- I can analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9)

<p>1. Justice Harlan asserts that the 13th Amendment “prevents the imposition of any burdens or disabilities that constitute badges of slavery or servitude.”</p> <ul style="list-style-type: none"> • How does Justice Harlan argue that the railroad law would violate the 13th Amendment? • How does Harlan’s use of excerpts from the 14th Amendment support his argument? 	
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Plessy v. Ferguson Text-Dependent Questions:
The Dissenting Opinion

2. Justice Harlan argues, “Everyone knows that the statute in question had its origin in the purpose not so much to exclude white persons from railroad cars occupied by blacks as to exclude colored people from coaches occupied or assigned to white persons.”

- State in your own words Justice Harlan’s claim about the Louisiana railroad law.

Harlan continues, “The thing to accomplish was, under the guise of giving equal accommodation for whites and blacks, to compel the latter to keep to themselves while traveling in railroad passenger coaches.”

- What does the phrase “under the guise” mean? How do you know?
- What is Justice Harlan’s claim?

Plessy v. Ferguson Text-Dependent Questions:
The Dissenting Opinion

<p>3. According to Harlan, “Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful. The law regards man as man, and takes no account of his surroundings or of his color when his civil rights as guaranteed by the supreme law of the land are involved.”</p> <ul style="list-style-type: none"> • What methods does Harlan use to attempt to persuade his audience in this final paragraph? 	
<p>4. According to Justice Harlan, the judgment of the court “will, in time, prove to be quite as pernicious as the decision made by this tribunal in the Dred Scott Case,” and “the arbitrary separation of citizens on the basis of race while they are on a public highway ... cannot be justified upon any legal grounds.”</p> <ul style="list-style-type: none"> • What does “pernicious” mean? Use context clues to help you determine the definition. • What are Justice Harlan’s main points in these first two paragraphs? 	

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Name:

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Date:

<p>How does Justice Harlan interpret the 14th Amendment to support his position?</p>	
<p>What additional support does Justice Harlan use to defend his decision?</p>	
<p>What important information or evidence does Justice Harlan include in his dissenting opinion that the court does not include in its decision?</p>	

Introduction to the Jim Crow Laws

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Name:
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Date:
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From the 1880s into the 1960s, a majority of American states enforced segregation through “Jim Crow” laws (so called after a black character in minstrel shows). From Delaware to California, and from North Dakota to Texas, many states (and cities, too) could impose legal punishments on people for consorting with members of another race. The most common types of laws forbade intermarriage and ordered business owners and public institutions to keep their black and white clientele separated.

What is meant by the word “consorting” in this Introduction?

What was the motivation for the creation of the Jim Crow laws?

“Jim Crow Laws.” *National Park Service*. U.S. Department of the Interior, 14 Feb. 2014. Web. 27 Feb. 2014

World Café Note-Catcher

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Name:

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Date:

I can cite text-based evidence that provides the strongest support for an analysis of informational text. (RI.8.1)

I can analyze the connections and distinctions between individuals, ideas, or events in a text. (RI.8.3)

	Examples of Jim Crow laws	Evidence of this law in the <i>Plessy v. Ferguson</i> case	Evidence of this law in <i>A Mighty Long Way</i>
Transportation			
Education			
Intermarriage			
Other			

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Name:
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Date:
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A. How do the Jim Crow laws connect to *Plessy v. Ferguson*?

B. How do the Jim Crow laws connect to Carlotta's experiences in *A Mighty Long Way*?

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Name:

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Date:

What is the gist of what you read?

On page 94, Carlotta writes that she “believed so strongly, with all the naiveté of my youth, that the system of governance (in the U.S.) ... will prevail.” The word “naiveté” means innocence or ignorance because of youth. What were the differences between what she believed and the reality of the events?

End of Unit 1 Assessment Discussion
Prompt: Connecting Song Lyrics and Texts

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Name:

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Date:

I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)
 I can cite text-based evidence that provides the strongest support for an analysis of an informational text. (RI.8.1)

You are going to participate in small group Socratic Seminar discussions using this prompt:

Consider the following song lyrics:

“Ain’t Gonna Let Nobody Turn Me Around”:

“Ain’t gonna let nobody turn me ’round, turn me ’round, turn me ’round.”

“Lift Every Voice and Sing”:

Stony the road we trod,
 Bitter the chastening rod,
 Felt in the days when hope unborn had died;
 Yet with a steady beat,
 Have not our weary feet
 Come to the place for which our fathers sighed?
 We have come over a way that with tears has been watered,
 We have come, treading our path through the blood of the slaughtered,
 Out from the gloomy past,
 Till now we stand at last
 Where the white gleam of our bright star is cast.

End of Unit 1 Assessment Discussion Prompt:

How do these lyrics apply to the texts you have read in this unit? Consider Carlotta’s experiences in *A Mighty Long Way*, the *Plessy v. Ferguson* court decision and dissenting opinion, the Jim Crow laws, and the second stanza of “Lift Every Voice and Sing.”

Prepare three or four of the most relevant and compelling connections with evidence from the texts to support your ideas.

Name: _____

Date: _____

CRITERIA	Score				
	4	3	2	1	0
PREPARATION & EVIDENCE (SL.8.1a)	Student brings thorough, relevant, well-organized notes, including evidence from informational texts, to the discussion.	Student brings relevant notes, including evidence from informational texts, to the discussion.	Student brings notes, including evidence from informational texts, to the discussion.	Student brings notes, including evidence from one informational text, to the discussion.	Student does not bring notes to the discussion.
	Student explicitly and consistently draws on relevant, compelling textual evidence during the discussion. Student uses evidence to probe and reflect on ideas under discussion.	Student explicitly and consistently draws on relevant textual evidence during the discussion. Student uses evidence to probe and reflect on ideas under discussion.	Student explicitly draws on some relevant textual evidence during the discussion. Student uses evidence to probe OR reflect on ideas under discussion.	Student draws on little relevant textual evidence during the discussion.	Student does not draw on textual evidence during the discussion.

Connecting Lyrics to Text Discussion Rubric

Name: _____

Date: _____

CRITERIA	Score				
	4	3	2	1	0
EFFECTIVE COMMUNICATION (SL.8.1b, c, e)	<p>Student actively helps lead the discussion by:</p> <ul style="list-style-type: none"> Engaging in relevant conversation Asking relevant questions Listening actively Responding to the ideas of others Making eye contact Maintaining a respectful tone and volume Drawing peers into the discussion 	<p>Student actively participates in the discussion by:</p> <ul style="list-style-type: none"> Engaging in relevant conversation Asking relevant questions Listening actively Making eye contact Maintaining a respectful tone and volume 	<p>Student participates in the discussion, but:</p> <ul style="list-style-type: none"> Is sometimes off-topic Asks some irrelevant questions Has some side conversations Does not always make eye contact Does not always maintain a respectful tone and volume 	<p>Student participates in the discussion, but:</p> <ul style="list-style-type: none"> Is often off-topic Asks irrelevant questions Has frequent side conversations Does not usually make eye contact Does not usually maintain a respectful tone and volume 	<p>Student does not participate in the discussion.</p>

Name: _____

Date: _____

CRITERIA	Score				
	4	3	2	1	0
RESPECTING MULTIPLE PERSPECTIVES (SL.8.1c, d, e)	Student considers others' diverse perspectives during the discussion by paraphrasing and asking respectful questions. Student always maintains respect while advocating for his/her opinion.	Student considers others' diverse perspectives during the discussion by paraphrasing or asking respectful questions. Student usually maintains respect while advocating for his/her opinion.	Student attempts to consider others' diverse perspectives during the discussion but has difficulty paraphrasing or asking respectful questions. Student sometimes maintains respect while advocating for his/her opinion.	Student does not consider others' perspectives during the discussion. Student has difficulty maintaining respect while advocating for his/her opinion.	Student does not participate in the discussion.

End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher:
 “Ain’t Gonna Let Nobody Turn Me Around”

.....
Name:

.....
Date:

Evidence	Source	Connection
<p><i>Example: “All nine of us felt compelled to send out that unified message—that integration was succeeding. I know I certainly did.”</i></p>	<p><i>Example: A Mighty Long Way</i></p>	<p><i>Example: Carlotta explains that one of the reasons she wasn’t going to let anybody turn her around was because she felt compelled to show people that integration was succeeding. She knew she was a figurehead for this.</i></p>

End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher:
“Lift Every Voice and Sing”

.....
Name:

.....
Date:

Evidence	Source	Connection

Connecting Lyrics to Text: Discussion Goals

<p>Goal 1:</p> <p>I will interact with my peers to build a rich discussion, not just wait for and answer my teacher's questions.</p>	<p>Goal 2:</p>
<p>What I did well:</p>	<p>What I did well:</p>
<p>How I can improve next time:</p>	<p>How I can improve next time:</p>

To paraphrase someone else’s idea to make sure you understand, use:

- I hear that you said ...

To ask a question or probe, use:

- I’m wondering ...
- I hear that you said ... and I’m still wondering ...
- Can you clarify what you meant when you said ... ?
- What you said about ... raised a question for me. My question is ...
- It seems like what you said about ... is different from what [someone else] said.
(Name conflicting ideas)

To show how something has changed your thinking, use:

- Now that I know that, I need to change what I think about ...

To cite text evidence, use:

- I hear that you said ..., but I still think ... because the text says ... (Cite evidence)
- What you said about ... reminded me of something I read in the text. (Cite evidence)

.....
Name:
.....

Date:

What is the gist of what you read?

Carlotta writes, “in this battle, the segregationists forced everybody to choose sides. If you weren’t with them all in the way in words and deeds, there was not middle ground. You were against them.” She is describing the 4 groups of people she encountered at Central. How did the battle lines set up the groups?

Why might the differences exist between the people who could be kind to the black students and those people who were sympathizers but did nothing?