

Coming of Age in Changing Times

Visual Prompt: What do you think is the context for this photograph? What clues help you make inferences about the setting?

Unit Overview

Of Harper Lee's *To Kill a Mockingbird*, Oprah Winfrey said, "I think it is our national novel." The book's narrator, Scout Finch, reflects on her coming-of-age experiences as a young girl confronting prejudice in her own community and learning how to live in a less-than-perfect world. In this unit, you will examine how social, cultural, geographical, and historical context can affect both the writer's construction of a text and readers' responses to it. You will conduct and present research to

understand both the setting of the novel *To Kill a Mockingbird* and the civil rights struggles that surrounded its controversial publication. While reading the novel, you will analyze literary elements in selected passages in order to discover how an author develops the overall themes of the work. Every part of *To Kill a Mockingbird* contributes to the whole—from a little girl rolling down the street inside a tire to a black man standing trial for his life.

TEACHER TO TEACHER

As students prepare in the first half of this unit to read the novel *To Kill a Mockingbird*, they will read texts that provide context about the setting in which the main character is coming of age. Have students brainstorm other novels set in times of social upheaval that they may have read, such as *The Book Thief*; *Farewell to Manzanar*; or *Fallen Angels*. Based on their prior reading of novels like these, have students think about the essential question for this half of the unit, "How can context contribute to the understanding of a novel?"

Embedded Assessment 1 (EA1)

Embedded Assessment 2 (EA2)

ELL Support

ELD Modes and Processes

Collaborative: Students engage in partner and small group discussions as prewriting support and to share their ideas about the impact of "Letter from a Birmingham Jail" on the Civil Rights Movement.

Interpretive: Students identify the key idea and most-important supporting details of a text. They also explain the cause and effect

relationship between Dr. Martin Luther King, Jr. and the Civil Rights Movement.

Productive: Students write objective summaries of story events from *To Kill a Mockingbird*. They also answer explanatory essay prompts analyzing literary elements in the novel.

Expanding and Enriching Ideas: Students use collaborative discussion tools to ask and answer questions during Socratic Seminar discussions, as well as using open-response questions to help facilitate the conversation.

UNIT 3

Have students read the goals for the unit and mark any words that are unfamiliar to them. Have students add these words to the classroom **Word Wall**, along with definitions.

You may also want to post these goals in a visible place in the classroom for the duration of the unit, allowing you and your students to revisit the goals easily and gauge progress toward achieving goals throughout the unit.

VOCABULARY DEVELOPMENT

Adding to vocabulary knowledge is essential for reading fluency. Students will encounter new vocabulary in this course in multiple ways:

- Academic Vocabulary
- Literary Terms
- Academic Vocabulary in Context (unfamiliar terms glossed in text selections)
- Word Connections
- Oral Discussions

Encourage students to review and add to the words in their Reader/Writer Notebooks. Having students use word-study graphic organizers to study key vocabulary terms in depth will greatly enhance their understanding of new words and their connection to unit concepts and to the broader use of academic terms. See the Resources section at the back of this book for examples of graphic organizers suitable for word study. As students become more familiar with using graphic organizers to explore the meaning of a word, you may want them to create their own graphic organizers.

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Have students **skim/scan** the activities and texts in this unit. Have them note any texts they have heard about but never read, and any activities that sound particularly interesting.

UNIT 3

Coming of Age in Changing Times

GOALS:

- To gather and integrate relevant information from multiple sources to answer research questions
- To present findings clearly, concisely, and logically, making strategic use of digital media
- To analyze how literary elements contribute to the development of a novel's themes
- To write a literary analysis, citing textual evidence to support ideas and inferences

LT2 Activity 3.1

ACADEMIC VOCABULARY

context
primary source
secondary source
plagiarism
parenthetical citations
valid
rhetoric
bibliography
annotated bibliography
evaluate
censor
censorship

Literary Terms

symbol
motif
plot
subplot
flat/static character
round/dynamic character

*Used for Unpacking EA 1 and 2

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ELL Support (continued)

English Language Development Standards

ELD.PI.9–10.1 Bridging* Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information. **ELD.PI.9–10.3 Bridging*** Negotiate with or persuade others in

conversations in appropriate registers (e.g., to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and I haven’t thought about that before. However . . .), and open responses to express and defend nuanced opinions. **ELD.PI.9–10.5 Bridging*** Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and

ACTIVITY 3.1

▶ PLAN

Materials: a template for the **graphic organizer** you will use to unpack Embedded Assessment 1
Suggested Pacing: 1 50-minute class period (with the Unit Overview and Contents pages)

▶ TEACH

- 1 Have the students **write** their responses to the Essential Questions after the **think-pair-share**; they will return to these responses in Activity 3.9.
- 2 Read aloud the assignment for Embedded Assessment 1. Have students **mark the text** and **think-pair-share** the skills and knowledge they will need for success.
- 3 Guide students through an unpacking of the Embedded Assessment that will **demonstrate the skills and knowledge they will need for success**. This unpacking should be posted during the unit so that you can guide students to connect how each activity scaffolds the Embedded Assessment. Consider using one of these approaches:
 - **Create a web** on poster paper listing the skills and knowledge.
 - **Use the criteria from the Embedded Assessment Scoring Guide** and list the skills and knowledge under the matching criteria.
- 4 Make a plan for introducing independent reading options to your students. Be sure to communicate to students how you will assess their independent reading during the first half of this unit.

▶ ASSESS

Students' responses to the Essential Questions will demonstrate their understanding of the benefits of pre-reading activities such as building prior knowledge about a novel's historical, cultural, social and or geographical context, and understanding a novel's structure.

▶ ADAPT

If students need additional help unpacking the embedded assessment, have them create a list

Students can write a skill taken from their annotations from EAI Scoring Guide (p. 220). Skills can be written on a post-it note then put on chart that has one of these organizers.

Previewing the Unit

ACTIVITY 3.1

LEARNING STRATEGIES:
 Marking the Text, Skimming/ Scanning, Summarizing, Graphic Organizer

My Notes

Learning Targets

- LT1 Explore preliminary thinking by writing responses to the Essential Questions.
- LT2 Identify the skills and knowledge required to complete Embedded Assessment 1 successfully.

*Unit Overview (page 183)

Making Connections

In this unit, you will study the novel *To Kill a Mockingbird* in depth. As part of this study, you will examine the historical and cultural context of the novel and analyze literary elements that develop the themes of the novel. You will also apply your knowledge of film techniques as you examine clips from the film *To Kill a Mockingbird*, analyze the director's choices, and make comparisons between the film and literary elements in the novel.

Essential Questions

Based on your current knowledge, write your answers to these questions:

1. How can context contribute to the understanding of a novel?
2. How does a key scene from a novel contribute to the work as a whole?

Developing Vocabulary

Review the terms listed on the Contents page for Academic Vocabulary and Literary Terms. Use a QHT or other strategy to analyze and evaluate your knowledge of those words. Use your Reader/Writer Notebook to make notes about meanings you know already. Add to your notes as you study this unit and gain greater understanding of each of these words.

Unpacking Embedded Assessment 1

Read the assignment for Embedded Assessment 1: Historical Investigation and Presentation.

Your assignment is to **research** the historical, cultural, social, and/or geographical context of the novel *To Kill a Mockingbird* and investigate how individuals, organizations, and events contributed to change in the United States during the Civil Rights Movement. You will **work collaboratively** to create an oral presentation of your findings with multimedia support and guiding questions for your audience.

In your own words, summarize what you will need to know to complete this assessment successfully. With your class, create a graphic organizer to represent the skills and knowledge you will need to complete the tasks identified in the Embedded Assessment.

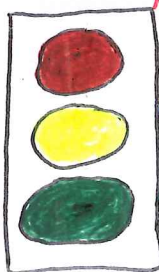
INDEPENDENT READING LINK

Read and Discuss
 The focus of this unit is the novel *To Kill a Mockingbird*. For independent reading, choose informational texts about the United States between the 1930s and the 1960s. Once you have selected texts, discuss one or more of your selections with peers, explaining a few facts you learned about the time period. Record notes from your discussion in your Reader/Writer Notebook.

(Circle verb / underline nouns) Academic Discourse (AD): Have students deconstruct a skill needed for EAI on pg. 220. Write specific skill on a note and post it on a QHT or web. (below)

of questions they must answer before they can do the assignment, such as "How do I..." and "What does ___ mean?"

QHT



Things I don't know
 Things I heard of, but need to know more.
 Things I know so well I can teach it.

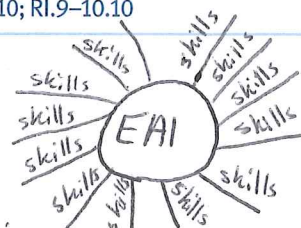
COMMON CORE STATE STANDARDS

Focus Standards:

W.9–10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Additional Standards Addressed:

RL.9–10.10; RI.9–10.10



Web

ACTIVITY 3.2 continued

3 Direct students to write their notes about the images on the graphic organizer that follows. Model taking notes on images, using the Unit Opener photo as an example. Model responses are provided.

4 Encourage students to respond to, reflect upon, and—especially—question the photographs. Asking questions about the images creates a basis for inquiry, or focus questions, for the upcoming research project.

Academic Discourse Opportunity

TEACHER TO TEACHER

If you prefer to use different and larger images, you can find many on the Internet. If you do, you may want to conduct a gallery walk. Post printed images at viewing stations around the room, or create viewing stations on several classroom computers. While students are still seated, ask them to select one photograph that particularly interests them, and then direct them to move to that station.

Next, direct students to move clockwise to the next image, as if they were at an art gallery. Have them record their responses to the photographs on the following graphic organizer. Students may engage in light academic conversation in response to images, but they should focus on taking notes. To keep traffic moving, you might want to ring a bell or say “Switch” every two or three minutes.

collaboratively

ACTIVITY 3.2 continued

Picturing the Past

AD: Have students discuss and agree on a question, or reflection, or a poster in a gallery walk.

5. Examine the photographs and make observations about the context. Write any observations, reflections, and questions you have about each photograph in the table.

Topic: America in the 1930s and 1960s



LT1

Photo #	Observation (Note the details of the image in the photograph.)	Reflection (What is your response to the images in the photograph?)	Questions (What questions come to mind that might lead to further exploration or research?)
Unit Opener photo	Two girls are sitting at old-fashioned school desks. The black girl looks worried; the white girl is starting to smile.	The way everybody else in the class seems to be staring at them makes me feel nervous for them.	What year was this photograph taken? What city and state? Was this a newly integrated school? How did each girl feel about it?

5 If students need more space, have them create an extension of this **graphic organizer** in their Reader/Writer Notebooks.

6 Ask students **if they can tell the difference** between photographs from the 1930s and photos from the 1960s.

7 To prepare students for the multimedia portion of Embedded Assessment 1, have them **use their responses to create a list of criteria for choosing visuals** that will engage an audience. Have students **keep this list in their Reader/Writer Notebooks** for later use.

Academic Discourse Options

① Have student groups engage in Academic Discourse about each photo, then agree on an observation, reflection, and questions.

or

② Have student groups engage in Academic Discourse about one photo, agree on an observation, reflection, and questions, then share with the class. Have different student groups focus on a different photo, then prepare to share.

* Students can complete the graphic organizer as they hear other responses. Display graphic organizer to model activity.

ACTIVITY 3.2 continued

8 Put students in small groups to share and develop more questions about the historical, geographical, social, and/or cultural contexts of the novel. Then lead a large group discussion of students' comments and questions about the social, cultural, historical, and geographical aspects of the photos.

ASSESS

In this activity, students viewed images from the era of Jim Crow and Civil Rights to better understand the context of *To Kill a Mockingbird*. The Check Your Understanding activity reflects an ability to transfer the lessons of this activity to novels in general. Students' responses should show that analyzing context provides a better understanding of the place where a novel is set and the time in which it was written, leading to a better understanding of the setting, characters, and author's perspective.

The Explanatory Writing Prompt assesses the knowledge students gained from viewing the photographs. Point out the elements required in the "be sure to" bullet list.

ADAPT

If students need additional help completing the Check Your Understanding activity, have them return to the **graphic organizer** from this activity. Ask them how they could apply the steps in the *Observation, Reflection, and Questions* columns to any new novel and how this process could help them as they read the novel. (Sample response: *To observe, readers could review the cover image, back cover copy, and chapter titles. Then they could reflect on what these observations tell them. Finally, they can generate questions they would like answered before they read.*)

ACTIVITY 3.2
continued

Picturing the Past

My Notes

*If Academic Discourse is done throughout the activity, #6 can be taken out.

Discussion Groups: After viewing the photographs, meet with your group to discuss the questions you have created. You may want to use these questions to prompt your research for the Embedded Assessment. Share and respond to others' questions, and add new questions to your own list.

Check Your Understanding

How does analyzing the context of a novel help you gain a greater understanding of the story?

Explanatory Writing Prompt **LT2**

As you review the photographs, choose one image that stood out to you. Summarize what you learned from this photograph about the context of the setting, writing, and publication of *To Kill a Mockingbird*. Be sure to:

- **Begin** with a topic sentence summarizing what you learned from the photograph.
- **Include** specific, relevant details about the image that stood out or informed your understanding.
- **Provide** commentary on what you saw and learned.

The novel *To Kill a Mockingbird* is set in the American South in the 1930s. It was written and published during the Civil Rights Movement. One image that helped convey the context is the Unit Opener image of two girls in a classroom setting. This photograph must have come from the 1960s after schools were desegregated, especially if the picture is from a Southern state in the United States. Up until the 1960s, schools in many Southern states were segregated, meaning that white and black students could not be in school together. In this picture, the girl on the left appears to be the only black student in the classroom. She is facing a white girl directly, holding a notebook and looking a bit anxious and expectant. The white girl across from her is leaning forward as if she is talking to the other girl. This may have been the first time these two girls had ever even sat near each other, much less talked together. Desegregation of schools was one of the most important goals of the Civil Rights Movement of the 1950s and '60s.

Setting the Context

ACTIVITY
3.3

ACTIVITY 3.3

PLAN

Materials: highlighters, poster paper
Suggested Pacing: 1 50-minute class period **2**

TEACH

1 This activity directly scaffolds Embedded Assessment 1 by explaining the concept of Jim Crow and offering a professional model of the type of essay students will be writing to complete the EA.

2 Read the Preview and the Setting a Purpose for Reading sections with your students.

3 FIRST READ: Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:

- independent reading
- paired reading
- small group reading
- read aloud



Text Complexity

Overall: Complex

Lexile: 1230L

Qualitative: Moderate Difficulty

Task: Accessible (Understand)

4 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating words and phrases that define the concept of Jim Crow. Evaluate whether the selected reading mode is effective.

5 Draw students' attention to the Grammar & Usage feature on prepositional phrases. Point out that everything following the verb *used* is one long prepositional phrase, including its modifiers, that contains many of the important details.

Explain how to punctuate introductory prepositional phrases:

Do not use a comma after a short introductory prepositional phrase except to clarify meaning.

- *At my desk* I keep a cup of pens.
For his nephew, Rico bought a toy.
- Use a comma after two or more introductory prepositional phrases.
- *Behind the house at the far end of the lot*, the dog buried its bone.

LT1
LT2

Learning Targets

- Analyze a secondary and a primary source to understand the cultural, social, and legal contexts of the novel *To Kill a Mockingbird*.
- Examine the historical impact of Jim Crow in the United States.

Preview

In this activity, you will read two informational passages that will provide additional context about the social, cultural, and legal setting of *To Kill a Mockingbird*.

Setting a Purpose for Reading

- Underline words or phrases that define the term *Jim Crow*.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

LC

LEARNING STRATEGIES:

Marking the Text, Metacognitive Markers, Previewing, Drafting, Discussion Groups

GRAMMAR & USAGE

Prepositional Phrases

A preposition shows the relationship or connection between its object and another word. A prepositional phrase consists of a preposition, its object, and any modifiers of the object. Common prepositions include *about, across, in, by, after, on, for, until, at, and up*. They are used to add detail to a sentence.

The second sentence in this essay begins with a prepositional phrase, "By the 1950s." In this sentence, *by* shows the relationship between "1950s" and the term "Jim Crow," giving an important detail about the passage of time. Look at the prepositions *for, of, and in* that appear in this same sentence. Consider how the reader's understanding would change if these prepositional phrases were not used.

colloquialism: informal speech
derogatory: disrespectful
minstrel: group of comedians that traditionally dress in black-face
stereotypic: based on an oversimplified idea about a group of people

My Notes

Informational Text

Jim Crow: Shorthand for Separation

Knowledge-Building Text
-building knowledge about a time period relevant to the Unit.

by Rick Edmonds

1 "Jim Crow" the term, like Jim Crow the practice, settled in over a long period of time. By the 1950s, Jim Crow was the colloquialism whites and blacks routinely used for the complex system of laws and customs separating the races in the South. Hardly anyone felt a particular need to define it or explore its origins.

2 The term appears to date back at least to the eighteenth century, though there is no evidence that it refers to an individual. Rather it was mildly derogatory slang for a black everyman (Crow, as in black like a crow). A popular American minstrel song of the 1820s made sport of a stereotypic Jim Crow. "Jump Jim Crow" was a sort of jig. By the mid-1800s, a segregated rail car might be called the "Jim Crow." As segregation laws were put into place—first in Tennessee, then throughout the South—after Reconstruction, such diverse things as separate public facilities and laws restricting voting rights became known collectively as Jim Crow.

3 A bit like "political correctness" in recent years, the term was particularly popular with opponents of the practice. It was a staple of NAACP conversations of the '30s and '40s. Ralph Bunche once said he would turn down an appointment as ambassador to Liberia because he "wouldn't take a Jim Crow job." A skit at Morehouse College during Martin Luther King's student days portrayed a dramatic "burial" of Jim Crow. And ... at the eventful Republican National Convention in 1964 in San Francisco, picketers outside the hall chanted, "Jim Crow (clap, clap) must go." ...

From material in *American Heritage Dictionary*, *Safire's Political Dictionary*, and *From Slavery to Freedom*.

COMMON CORE STATE STANDARDS

Focus Standards:

W.9–10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

RI.9–10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9–10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

ACTIVITY 3.3 continued

6 Based on the observations you made during the first reading, you may want to adjust the reading mode. For example, you may decide for the second reading to read aloud certain complex passages, or you may group students differently.

7 SECOND READ: During the second reading, students will be returning to the text to answer the text-dependent comprehension questions. You may choose to have students reread and work on the questions in a variety of ways:

- independently
- in pairs
- in small groups
- together as a class

8 Have students **answer the text-dependent questions**. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

9 Read the **Setting a Purpose for Reading** section with your students.

10 FIRST READ: Based on the complexity of the passage and your knowledge of your students, you may **choose** to conduct the first reading of “Jim Crow Laws” in a variety of ways:

- independent reading
- paired reading
- small group reading
- read aloud

Text Complexity

Overall: Complex

Lexile: 1790L

Qualitative: Low Difficulty

Task: Accessible (Understand)

ACTIVITY 3.3 continued

Setting the Context

WORD CONNECTIONS

Content Connections

The *NAACP* (The National Association for the Advancement of Colored People) is a civil rights organization. Its main focus is to ensure the political, educational, social, and economic equality of all persons, regardless of race.

My Notes

wards: large hospital rooms housing several patients

Second Read

- Reread the text to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. Key Ideas and Details: Why were Jim Crow laws put in place, and why did opponents want to overturn the laws?

AD → Student can engage in Academic Discourse using evidence to support answer, then share with class.

Jim Crow laws were put in place to separate white and black people in the South in the 1950s. This meant that black people had their own “public facilities” (such as bathrooms, drinking fountains, and buses) and limited voting rights. Opponents of the law believed every person should be treated equally, regardless of race, so they fought to overturn the segregation laws. RI.9–10.2

2. Craft and Structure: How did Jim Crow laws get their name?

Although it sounds like the laws were named after a specific individual, the name comes from the derogatory slang term “Crow” for black people. Jim—a popular male name at the time—was added on to refer to every black man as “Jim Crow.” RI.9–10.4

Setting a Purpose for Reading

- As you read, use **metacognitive markers** to respond to the text as follows:
 - Put a ? next to lines that are confusing or bring up questions.
 - Put a * next to lines that are interesting or reinforce what you already know.
 - Put a ! next to lines that are surprising or help you make predictions.
- **Circle unknown words and phrases.** Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

Informational Text

Knowledge-Building Text

Jim Crow Laws

Martin Luther King, Jr. National Historic Site

Compiled by the National Park Service, US Department of the Interior

1 Nurses No person or corporation shall require any white female nurse to nurse in **wards** or rooms in hospitals, either public or private, in which negro men are placed. *Alabama*

2 Buses All passenger stations in this state operated by any motor transportation company shall have separate waiting rooms or space and separate ticket windows for the white and colored races. *Alabama*

COMMON CORE STATE STANDARDS

Additional Standards Addressed:

RI.9–10.1; RI.9–10.4;
RI.9–10.6; RI.9–10.10;
W.9–10.9b; L.9–10.4a;
L.9–10.6

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

1. Key Ideas and Details (RI.9–10.2) Why were Jim Crow laws put in place, and why did opponents want to overturn the laws? How did these fears **manifest** into law? What were some key ways these laws separated the races? Who thought segregation was fair? Who didn't? What was the main goal of Jim Crow opponents?

2. Craft and Structure (RI.9–10.4) How did Jim Crow laws get their name? Was “Jim Crow” a formal name given to the laws, or a **colloquialism**? Who or what did “Jim” refer to? Who or what did “Crow” refer to?

11 As students are reading, **monitor** their progress. Be sure they are engaged with the text and **using metacognitive markers**. Evaluate whether the selected reading mode is effective.

TEACHER TO TEACHER

These laws relate to the 1930s setting of *To Kill a Mockingbird* in providing students with a context for the action of the story. However, Jim Crow laws were very much in effect at the novel’s 1960 publication.

3 Restaurants It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and colored people are served in the same room, unless such white and colored persons are **effectually** separated by a solid **partition** extending from the floor upward to a distance of seven feet or higher, and unless a separate entrance from the street is provided for each compartment. *Alabama*

4 Pool and Billiard Rooms It shall be unlawful for a negro and white person to play together or in company with each other at any game of pool or billiards. *Alabama*

5 Intermarriage The marriage of a person of **Caucasian** blood with a **Negro**, Mongolian, Malay, or Hindu shall be **null** and void. *Arizona*

6 Intermarriage All marriages between a white person and a negro, or between a white person and a person of negro descent to the fourth generation inclusive, are hereby forever prohibited. *Florida*

7 Education The schools for white children and the schools for negro children shall be conducted separately. *Florida*

8 Mental Hospitals The Board of Control shall see that proper and distinct apartments are arranged for said patients, so that in no case shall Negroes and white persons be together. *Georgia*

9 Barbers No colored barber shall serve as a barber [to] white women or girls. *Georgia*

10 Burial The officer in charge shall not bury, or allow to be buried, any colored persons upon ground set apart or used for the burial of white persons. *Georgia*

11 Restaurants All persons licensed to conduct a restaurant shall serve either white people **exclusively** or colored people exclusively and shall not sell to the two races within the same room or serve the two races anywhere under the same license. *Georgia*

12 Amateur Baseball It shall be unlawful for any **amateur** white baseball team to play baseball on any **vacant** lot or baseball diamond within two blocks of a playground devoted to the Negro race, and it shall be unlawful for any amateur colored baseball team to play baseball in any vacant lot or baseball diamond within two blocks of any playground devoted to the white race. *Georgia*

13 Parks It shall be unlawful for colored people to frequent any park owned or maintained by the city for the benefit, use and enjoyment of white persons ... and unlawful for any white person to frequent any park owned or maintained by the city for the use and benefit of colored persons. *Georgia*

14 Reform Schools The children of white and colored races committed to the houses of reform shall be kept entirely separate from each other. *Kentucky*

15 Circus Tickets All circuses, shows, and tent exhibitions, to which the attendance of ... more than one race is invited or expected to attend shall provide for the convenience of its **patrons** not less than two ticket offices with individual ticket sellers, and not less than two entrances to the said performance, with individual ticket takers and receivers, and in the case of outside or tent performances, the said ticket offices shall not be less than twenty-five (25) feet apart. *Louisiana*

effectually: adequately
partition: barrier; wall person

Caucasian: a white
Negro: a black person
null: without value

My Notes

exclusively: available to only one person or group

amateur: not professional
vacant: not in use

patrons: customers

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SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

3. Integration of Knowledge and Ideas (RI.9–10.9) Why is it significant that many Jim Crow laws reference gender as well as race? Why did some lawmakers make this distinction? Which races and genders are mentioned most often? Why is this?

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ACTIVITY 3.3 continued

12 Draw students' attention to the Word Connections boxes that appear throughout this reading selection.

ACTIVITY 3.3
continued

Setting the Context

My Notes

urging: pushing forward

mulatto: derogatory term for a person with both black and white ancestors

prohibited: not allowed
pupils: students
periodicals: magazines or newspapers

WORD CONNECTIONS

Roots and Affixes

The word *transportation* means "a method of moving passengers or goods from one place to another." The Latin prefix *trans-* means "across" or "beyond." The Latin root *port* means "to carry" or "to bear."

The root *port* is found in many other English words, such as *portable*, *portfolio*, *import*, *export*, *report*, and *support*.

Some of the words in which the prefix *trans-* appears are *transfer*, *transform*, *translate*, and *transparent*.

16 The Blind The board of trustees shall ... maintain a separate building ... on separate ground for the admission, care, instruction, and support of all blind persons of the colored or black race. *Louisiana*

17 Railroads All railroad companies and corporations, and all persons running or operating cars or coaches by steam on any railroad line or track in the State of Maryland, for the transportation of passengers, are hereby required to provide separate cars or coaches for the travel and transportation of the white and colored passengers. *Maryland*

18 Promotion of Equality Any person ... who shall be guilty of printing, publishing or circulating printed, typewritten or written matter **urging** or presenting for public acceptance or general information, arguments or suggestions in favor of social equality or of intermarriage between whites and negroes, shall be guilty of a misdemeanor and subject to fine not exceeding five hundred (500.00) dollars or imprisonment not exceeding six (6) months or both. *Mississippi*

19 Intermarriage The marriage of a white person with a negro or **mulatto** or person who shall have one-eighth or more of negro blood, shall be unlawful and void. *Mississippi*

20 Hospital Entrances There shall be maintained by the governing authorities of every hospital maintained by the state for treatment of white and colored patients separate entrances for white and colored patients and visitors, and such entrances shall be used by the race only for which they are prepared. *Mississippi*

21 Prisons The warden shall see that the white convicts shall have separate apartments for both eating and sleeping from the negro convicts. *Mississippi*

22 Education Separate free schools shall be established for the education of children of African descent; and it shall be unlawful for any colored child to attend any white school, or any white child to attend a colored school. *Missouri*

23 Intermarriage All marriages between ... white persons and negroes or white persons and Mongolians ... are **prohibited** and declared absolutely void. ... No person having one-eighth part or more of negro blood shall be permitted to marry any white person, nor shall any white person be permitted to marry any negro or person having one-eighth part or more of negro blood. *Missouri*

24 Education Separate rooms [shall] be provided for the teaching of **pupils** of African descent, and [when] said rooms are so provided, such pupils may not be admitted to the school rooms occupied and used by pupils of Caucasian or other descent. *New Mexico*

25 Textbooks Books shall not be interchangeable between the white and colored schools, but shall continue to be used by the race first using them. *North Carolina*

26 Libraries The state librarian is directed to fit up and maintain a separate place for the use of the colored people who may come to the library for the purpose of reading books or **periodicals**. *North Carolina*

27 Transportation The ... Utilities Commission ... is empowered and directed to require the establishment of separate waiting rooms at all stations for the white and colored races. *North Carolina*

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

LT2

4. Integration of Knowledge and Ideas (RI.9–10.9) Why did Mississippi likely make it illegal to promote racial equality? Why might the government want to control information about the races? What may happen if people question segregation? How did the government seek to control opinions about segregation?

5. Craft and Structure (RI.9–10.4) What does the word *promotion* mean within the context of this article? Make a list of possible meanings for the word, or situations in which the word might be used. Then, go back and reread Jim Crow law #18. Which definition is most likely being used here?

28 Teaching Any instructor who shall teach in any school, college or institution where members of the white and colored race are received and enrolled as pupils for instruction shall be deemed guilty of a misdemeanor, and upon conviction thereof, shall be fined in any sum not less than ten dollars (\$10.00) nor more than fifty dollars (\$50.00) for each offense. *Oklahoma*

29 Fishing, Boating, and Bathing The [Conservation] Commission shall have the right to make **segregation** of the white and colored races as to the exercise of rights of fishing, boating and bathing. *Oklahoma*

30 Telephone Booths The Corporation Commission is hereby vested with power and authority to require telephone companies ... to maintain separate booths for white and colored patrons when there is a demand for such separate booths. That the Corporation Commission shall determine the necessity for said separate booths only upon complaint of the people in the town and **vicinity** to be served after due hearing as now provided by law in other complaints filed with the Corporation Commission. *Oklahoma*

31 Lunch Counters No persons, firms, or corporations, who or which **furnish** meals to passengers at station restaurants or station eating houses, in times limited by common carriers of said passengers, shall furnish said meals to white and colored passengers in the same room, or at the same table, or at the same counter. *South Carolina*

32 Libraries Any white person of such county may use the county free library under the rules and regulations prescribed by the commissioners court and may be entitled to all the privileges thereof. Said court shall make proper provision for the negroes of said county to be served through a separate branch or branches of the county free library, which shall be administered by [a] custodian of the negro race under the supervision of the county librarian. *Texas*

33 Education [The County Board of Education] shall provide schools of two kinds; those for white children and those for colored children. *Texas*

34 Railroads The conductors or managers on all such railroads shall have power, and are hereby required, to assign to each white or colored passenger his or her **respective** car, coach or compartment. If the passenger fails to disclose his race, the conductor and managers, acting in good faith, shall be the sole judges of his race. *Virginia*

35 Theaters Every person ... operating ... any public hall, theatre, opera house, motion picture show or any place of public entertainment or public **assemblage** which is attended by both white and colored persons, shall separate the white race and the colored race and shall set apart and **designate** ... certain seats therein to be occupied by white persons and a portion thereof, or certain seats therein, to be occupied by colored persons. *Virginia*

36 Intermarriage All marriages of white persons with Negroes, Mulattos, Mongolians, or Malaysians hereafter contracted in the State of Wyoming are and shall be illegal and void. *Wyoming*

My Notes

segregation: separation based on race

vicinity: area

furnish: provide

respective: particular
assemblage: meeting
designate: specify



WORD CONNECTIONS

Multiple Meaning Words

The word *provision* has multiple meanings. As a verb, it can mean "to supply," as in to provision a campsite. As a noun, it can mean "a stipulation or a qualification," such as a clause in a document or agreement. In this article, however, *provision* means "something provided or supplied." In Texas, the court will supply what is needed for black people to access their own library, administered by only black workers.

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SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

6. Integration of Knowledge and Ideas (RI.9–10.9) Each Jim Crow law in this article also lists the name of the state where the law was put into effect. What do the state names tell you about the scope of Jim Crow? Where are all of these states located? Why might this be significant?

7. Key Ideas and Details (RI.9–10.2) How did Jim Crow laws affect black citizens' basic human rights? Could black citizens access their basic human rights during segregation? Were

the services available to black citizens of the same quality as the services available to white citizens? Why does this matter?

8. Integration of Knowledge and Ideas (RI.9–10.9) How does it change your understanding of the laws to read them as a primary source rather than just a summary of the laws? What classifies these laws as primary sources? What impact does reading the original language of the laws have? How might it be different to read the laws alongside a modern interpretation?

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ACTIVITY 3.3 continued

Leveled Differentiated Instruction

Before beginning the Second Read, students may need support identifying what key ideas and supporting details they will need for the text-dependent questions.

Em and Ex Distribute the **Key Idea and Details**

Chart graphic organizer. Guide students to the key idea that the Jim Crow Laws tried to limit every aspect of how black people lived their lives. Read the six questions, and have students jot down reminders of what supporting details they should look for during the Second Read. Conduct the Second Read as a choral read, and guide students to use the graphic organizer as a note-taking tool.

Br Have student partners turn-and-talk to record the key idea for “Jim Crow Laws” on the **Key Idea and Details Chart graphic organizer.** Encourage students to read through the text-dependent questions, and then have them use the organizer as a note-taking tool during their Second Read.

Support Allow students to work collaboratively to identify the key idea of the text for the **Key Idea and Details Chart graphic organizer.** As students perform their Second Read, encourage them to pay close attention to the information that supports the key idea they identified.

13 Based on the observations you made during the first reading, you may want to adjust the reading mode. For example, you may decide for the second reading to read aloud certain complex passages, or you may group students differently.

14 SECOND READ: During the second reading, students will be returning to the text to answer the text-dependent comprehension questions. You may choose to have students reread and work on the questions in a variety of ways:

- independently
- in pairs
- in small groups
- together as a class

ACTIVITY 3.3
continued

Setting the Context

My Notes

During the Second Read, have students use the Key Idea and Details Chart graphic organizer to gather details based on questions 3, 4, 6, 7.

Students can work in groups to answer all questions, or jigsaw by having a group focus in on one question and share to class after the reading.

The Key Idea and Details Chart can be found on page 492.

Second Read

- Reread the text to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

3. Integration of Knowledge and Ideas: Why is it significant that many Jim Crow laws reference gender as well as race?

Many Jim Crow laws reference gender as well as race because men and women of different races were not trusted to be in the same place without causing trouble. All of the gender references specifically mention black men and white women. There are no specific mentions of white men not being allowed near black women. RI.9–10.9

4. Integration of Knowledge and Ideas: Why did Mississippi likely make it illegal to promote racial equality?

In Jim Crow law 18, Mississippi made it illegal for any person to write, publish, or distribute articles promoting racial equality. This is likely because doing so might garner sympathy for the desegregation movement. By creating fines and punishments, the government limited how many people would dare to speak out about Jim Crow laws. RI.9–10.9

5. Craft and Structure: What does the word *promotion* mean within the context of this article?

Promotion is a word with two meanings. It can mean “advancement” (as in an advancement in a job to a higher ranking position), or it can mean “encouragement.” In this article, *promotion* means “encouragement.”

Mississippi made it illegal to encourage racial equality by writing, publishing, or distributing articles about equal treatment of black and white people. RI.9–10.4

6. Integration of Knowledge and Ideas: Each Jim Crow law in this article also lists the name of the state where the law was put into effect. What do the state names tell you about the scope of Jim Crow?

The states that created Jim Crow laws included in this article are Alabama, Arizona, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, New Mexico, North Carolina, Oklahoma, South Carolina, Texas, Virginia, and Wyoming. Before the Civil War, these states were slave states, which suggests a long-held belief that black people are inferior to white people. RI.9–10.9

7. Key Ideas and Details: How did Jim Crow laws affect black citizens’ basic human rights?

Even though black citizens still maintained their basic rights (the right to education, to vote, to housing, etc.), they were not treated equally under the law. In this way, their basic human rights were violated. They could not choose which school they wanted to attend, for example, or which hospital they could visit to receive care. RI.9–10.2

8. Integration of Knowledge and Ideas: How does it change your understanding of the laws to read them as a primary source rather than just a summary of the laws?

Reading primary sources provides a window into the past. Reading the laws as primary sources shows readers the exact language that was used. The laws are read exactly as stated, without being filtered through a modern analysis. The laws seem even harsher when listed one after the other, without any explanation or narration between them. RI.9–10.9

Working from the Text

9. With your group, sort the Jim Crow laws into three or four categories. Work with your group to create a poster that represents the categories and includes brief summaries of several laws that fall into each category.

10. Which of the sources in this activity is a **primary source**?

“Jim Crow Laws”

11. What are the benefits of a primary source?

The information is documentary and presented firsthand without any bias or interpretation from a modern viewpoint.

12. Which is a **secondary source**?

“Jim Crow: Shorthand for Separation”

13. What are the benefits of a secondary source?

The researcher can benefit from the author’s interpretation in order to understand the larger picture or ramifications.

14. Which source was more helpful to you in answering the research questions about Jim Crow laws, and why?

My Notes

ACADEMIC VOCABULARY

A **primary source** is an original document containing firsthand information about a subject. A **secondary source** is a discussion about or commentary on a primary source; the key feature of a secondary source is that it offers an interpretation of information gathered from primary sources.

* Primary and Secondary sources are a loose fit to LT 1. (#9-#14)
* If time permits, it can be used to assist students in research for presentations (#9-#14)

15 Have students answer the text-dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

16 Place students in groups for the Working from the Text activity.

17 After students have placed their categories of laws onto poster paper, have them review each other’s posters and record questions they have about the laws on sticky notes, and then add these notes to the posters.

TEACHER TO TEACHER

Leave time for a whole-group discussion after this small-group activity in order to acknowledge the blatant racism of these laws. Point out that these laws reached into every facet of daily life. Solicit from students laws that they found especially shocking, irrational, or ridiculous. Note the geographic extent of these laws. As an extension, invite students to experience what it was like for a black person to travel during the Jim Crow era by exploring a tourist guide that was published specifically for African Americans, *The Green Book*, available in digital form on the New York Public Library’s website.

18 Connect this activity to the discussion about social, historical, cultural, and geographical contexts in Activity 3.2.

19 Have students create **word maps** for the Academic Vocabulary terms **primary source** and **secondary source** and copy them into their Reader/Writer Notebooks. Help students identify the types of sources used in this activity and **evaluate** their usefulness.

ACTIVITY 3.3 continued

20 Draw students' attention to the Independent Reading Link. Suggest that students keep a chart or other **graphic organizer** in their Reader/Writer Notebooks to track the references to Jim Crow. These references will help them as they synthesize research for the Embedded Assessment.

ASSESS

Students' definitions of Jim Crow should reflect a thorough understanding of the primary and secondary sources they read in this activity.

As you evaluate students' Writing to Sources texts, make sure the texts meet the criteria outlined in the "be sure to" bullet points. In addition, students' paragraphs must show an attempt to draw an inference from the examples they chose.

ADAPT

If students need additional help completing the Check Your Understanding activity, have them complete a graphic organizer like the one in Activity 3.2. *What were Jim Crow laws?* should appear in the center of the graphic. Four circles should branch from the center circle, one for each of the following categories: historical, cultural, social, geographical. Have students sort the details from their marked texts, and inferences they've made, into these categories. After sorting their thoughts and details, have students write their definitions.

To adapt the Explanatory Text activity, place students in groups of four. Have each student provide an example of a Jim Crow law that meets the criteria in the prompt. As a group, have them use their evidence as they discuss their response to the question in the prompt. Then have them draft the text one sentence at a time, round-robin style. After drafting, have them edit the text in a group discussion, using the bullet points as a guide, until they have completed the requirements of the prompt.

ACTIVITY 3.3
continued

Setting the Context

CFA

Check Your Understanding

Define *Jim Crow* and briefly explain its importance in American history.

Writing to Sources: Explanatory Text

Cite three examples of Jim Crow laws that would have presented financial hardships to a local government or institution. What can you infer from the fact that these laws went unchallenged for many years? Be sure to:

- Cite direct quotations and specific examples from the text.
- Use prepositional phrases correctly.
- Use an appropriate voice and a variety of sentence structures to add interest to your writing.

My Notes

CFA:
Write a clear and concise definition of Jim Crow. Explain its importance in American History citing evidence from the text.



INDEPENDENT READING LINK

Read and Connect

As you read the informational texts you have chosen, look for descriptions of the Jim Crow laws. What recurring themes and issues do you notice? What are the similarities and differences? How will reading about these laws help you better understand the events in *To Kill a Mockingbird*?

Researching and Presenting Information

ACTIVITY
3.4

ACTIVITY 3.4

PLAN

Materials: computer lab with Internet access, index cards
Suggested Pacing: 1 50-minute class period, plus homework

TEACH

1 Read the Preview section with your students. Have them work with a partner or small group to review what they know and generate questions for the *W* column.

In a computer lab or for homework, have students explore the PBS website “The Rise and Fall of Jim Crow” (<http://www.pbs.org/wnet/jimcrow>) or another website on the same subject. Direct students back to the **KWHL chart** to add the URLs of the pages they explored to the *H* column and the information they learned to the *L* column. Remind them to continue to generate new questions for the *W* column.

TEACHER TO TEACHER

If few devices with Internet access are available, adapt accordingly. For example, divide students into groups to view the website in turn, project the website on a SmartBoard for whole-class viewing, or send groups of students to view the website on the library’s computers in shifts.

If you have no Internet access for your students, consider printing out several copies of different pages from the website. Use the **jigsaw** method so that students present out to students who explored different pages.

Learning Targets

- Conduct research by exploring a website and gathering information for a presentation on the rise and fall of Jim Crow laws.
- Organize information into a coherent piece and make an oral presentation.

LEARNING STRATEGIES:
KWHL, Note-taking, Graphic Organizer, Think-Pair-Share

Organizing Information

1. Based on the photographs and sources you examined in the previous activities, fill out the first two columns of the following KWHL chart. A KWHL chart is an effective tool to help focus and refine research activity by determining which topics need further research and where to find the needed information.

K: What do I know about Jim Crow?	W: What more do I want to know about Jim Crow?	H: How will I find information?	L: What have I learned about Jim Crow?
Jim Crow laws were state laws and regulations that enforced segregation and deprived African Americans of their rights.	Did anyone ever break these laws? What were the penalties for breaking Jim Crow laws? What happened in Plessy’s Supreme Court case?	www.pbs.org/wnet/jimcrow/stories_events_plessy.html	In 1892 Homer Plessy was arrested for sitting in a “white” train car. He appealed to the Supreme Court.

COMMON CORE STATE STANDARDS

Focus Standards:

RI.9–10.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

W.9–10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9–10.2a: Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9–10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple

ACTIVITY 3.4 continued

2 Regardless of whether students worked in pairs or groups to examine the website, make sure each student creates a notecard in question 3.

3 Creating a note card and presenting the information helps prepare students for the Embedded Assessment in two ways: It gives them practice in a common research method and in presenting research material with visuals.

Model for students how they can use a note card to present a webpage while facing the audience (rather than looking at the screen). Ask students to explain why this is important in a presentation.

4 Have students use their note cards to present their findings to a small group with the webpage open behind them as they face their audience.

5 Direct students to the **graphic organizer** to **take notes** on the information learned and on the effectiveness of the student presentations.

ACTIVITY 3.4 continued

Researching and Presenting Information

My Notes

- Choose at least three questions that you will use to guide your investigation of the PBS website "The Rise and Fall of Jim Crow": www.pbs.org/wnet/jimcrow. As you explore the website, complete the graphic organizer as follows:
 - In the "H" column, record the URLs of the page or pages where you find information to answer your questions so that you can easily find them again.
 - In the "L" column, take notes to summarize the answers to your questions.
 - Add new questions generated by your research to the "W" column.
- Select one question that you were able to answer in your investigation of the website. Copy the following onto an index card:
 - the research question and webpage URL
 - a brief summary of the information you learned
 - at least one new question generated by the answers
- Present your findings to at least two of your peers. Display the appropriate webpage as a visual for your audience, but use your index cards so that you can maintain eye contact instead of reading information from the computer screen. Be prepared to answer any questions your audience may have about the information you are presenting.
- As you listen to your peers' presentations, evaluate how well each presenter summarizes the information on the webpage in a clear and concise manner, faces the audience, and uses eye contact. Take notes in the graphic organizer on the next page. After each presentation, be sure to ask questions to clarify your understanding of the information presented.

Presenter Name and Research Question	Information Learned from the Investigation	My Thoughts and Questions	Evaluation of Presenting Skills

COMMON CORE STATE STANDARDS

sources on the subject, demonstrating understanding of the subject under investigation.

Additional Standards Addressed:

W.9–10.2b; W.9–10.2c; W.9–10.2d; W.9–10.4; W.9–10.8; W.9–10.9b; W.9–10.10; SL.9–10.1a; SL.9–10.1c; SL.9–10.2; SL.9–10.3; SL.9–10.4; SL.9–10.5; SL.9–10.6

Language and Writer's Craft: Citing Sources

When you quote a source word for word or include information that is not common knowledge, you must cite the source to avoid **plagiarism**. Several different style guides provide information on how to cite sources, such as the *Chicago Manual of Style*, the *Publication Manual of the APA* (American Psychological Association), and the *MLA Handbook for Writers of Research Papers*. This book uses MLA style; you should be consistent and use only one style in a document.

A **parenthetical citation** gives basic information about the source of a quote immediately after the quote, in the same sentence. The information in the parenthetical citation will correspond to an entry on your works cited page, which will include more complete information about the source, such as publisher and date.

To use a parenthetical citation, write the author's last name (and a page number if available) in parentheses at the end of the sentence. If no author is given, use the title or (for a very long title) the first words of the title. If the author's name is used to introduce the quote, give only the page number in parentheses. Place your citation outside the quotation marks, but inside the closing punctuation of the sentence.

Examples:

"... became known collectively as Jim Crow" (Edmonds 7).
As Rick Edmonds notes, "such diverse things as separate public facilities and laws restricting voting rights became known collectively as Jim Crow" (7).
"... was actually supported by *Plessy v. Ferguson*" ("The Rise and Fall of Jim Crow").

PRACTICE Choose a nonfiction book or article on a topic of your choice, and quote a sentence from it using the correct MLA-style parenthetical citation.

Check Your Understanding

Choose one question you asked in your KWHL Chart at the beginning of this activity. Describe how you were able to answer this question through research.

Expository Writing Prompt

Explain how Jim Crow laws and practices deprived American citizens of their civil rights. Use information from the website you researched as well as from the two informational texts in Activity 3.3. Avoid plagiarism by using precise citations. Be sure to:

- Define the term *Jim Crow* in your topic sentence.
- Include well-chosen textual evidence with parenthetical citations from at least two sources.
- Provide commentary on the specific civil rights violations: educational rights, social freedoms, and voting rights.

ACADEMIC VOCABULARY

Plagiarism is using another person's ideas without giving credit. Researchers must always give credit by citing sources. **Parenthetical citations** are used for citing sources directly in an essay. In contrast, some writers place citations in footnotes or endnotes.

My Notes

ACTIVITY 3.4 continued

6 After drawing students' attention to the Academic Vocabulary note on the previous page, conduct a brief mini-lesson on plagiarism and parenthetical citations. Explain that students will use the source information (the URL) on the notecards to create parenthetical citations as they respond to the expository writing prompt at the end of this activity.

ASSESS

Check the note cards to be sure that students are gathering information and narrowing or broadening the inquiry based on the research question.
The writing prompt assesses students' ability to synthesize their learning from the website and the articles in the previous activity.

ADAPT

If students need additional practice with the skills taught in this activity, have them apply the skills to a different website related to the context of *To Kill a Mockingbird's* publication, such as <http://www.history.com/topics/black-history/civil-rights-movement>.
If students need more help completing the writing prompt, consider co-constructing a response to the prompt in small groups or as a **think aloud** with the whole class.
For students who need less guidance, assign the prompt as independent practice and consider asking students to conduct independent research or expand the prompt into a longer essay.

ACTIVITY 3.5

▶ PLAN

Materials: highlighters, pictures from Activity 3.2

Suggested Pacing: 1 50-minute class period

may take more

▶ TEACH

than one class period to complete

TEACHER TO TEACHER

To set a context for this activity, consider opening with the lyrics of songs from the Civil Rights movement, such as Bob Dylan's "Blowin' in the Wind" or Sam Cooke's "A Change is Gonna Come."

1. Search the Internet for audio, video, or lyrics of Civil Right songs, and share these songs with the class.
2. Discuss the idea of using music to inspire social change.
3. Ask students to consider how they might use music in their Embedded Assessments.

1 Read the Preview, Setting a Purpose for Reading, and About the Author sections with your students. Review with students the meaning of diction (word choice) as well as ethos (appeals to the author's personal character), logos (appeals to logic of the message itself), and pathos (appeals to the audience's emotion).

2 FIRST READ: Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:

- independent reading
- paired reading
- small group reading
- read aloud

Text Complexity

Overall: Complex

Lexile: 1330L

Qualitative: High Difficulty

Task: Moderate (Analyze)

ACTIVITY 3.5

A Time for Change

LEARNING STRATEGIES:
SOAPSTone, Marking the Text,
Drafting, Discussion Groups

Learning Targets

- LT1 Analyze a historical document for its purpose, audience, claims, and evidence.
- LT2 Identify how a historical document provides context.

RI.9-10.9 - Historical document

My Notes

Review - Purpose, Audience, claims, + evidence to clarify before reading

Preview

In this activity, you will read a letter from Martin Luther King, Jr. and analyze the rhetorical devices and appeals he uses to convey his message.

Setting a Purpose for Reading

- Underline strong examples of diction and imagery.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.
- Draw a star next to any instances of ethos, logos, or pathos.

ABOUT THE AUTHOR

Martin Luther King, Jr. (January 15, 1929–April 4, 1968) was an American clergyman, activist, and leader in the Civil Rights Movement. In 1964, King became the youngest person to receive the Nobel Peace Prize for his work to end racial segregation and racial discrimination through civil disobedience and other nonviolent means.

King's letter is a response to a statement made by eight white Alabama clergymen on April 12, 1963, titled "A Call for Unity." The clergymen agreed that social injustices existed but argued that the battle against racial segregation should be fought solely in the courts, not in the streets.

Letter

from

"Letter from Birmingham Jail"

by Martin Luther King, Jr.

16 April 1963

My Dear Fellow Clergymen:

1 While confined here in the Birmingham city jail, I came across your recent statement calling my present activities "unwise and untimely." Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statement in what I hope will be patient and reasonable terms.

clergymen: ministers

COMMON CORE STATE STANDARDS

Focus Standards:

RI.9–10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

RI.9–10.4: Determine the meaning of words and phrases as they are used in a text,

including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.)

RI.9–10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

2 I think I should indicate why I am here in Birmingham, since you have been influenced by the view which argues against “outsiders coming in.” I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and financial resources with our **affiliates**. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here. I am here because I have organizational ties here.

Ethos

affiliates: people linked to an organization

My Notes

3 But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their “thus saith the Lord” far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco Roman world, so am I compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

cognizant: aware
interrelatedness: connectedness

4 Moreover, I am **cognizant** of the **interrelatedness** of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of **mutuality**, tied in a single **garment** of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, **provincial** “outside **agitator**” idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

mutuality: dependency
garment: cloth
provincial: local
agitator: person who stirs up trouble
deplete: hate

5 You **deplore** the demonstrations taking place in Birmingham. But your statement, I am sorry to say, fails to express a similar concern for the conditions that brought about the demonstrations. I am sure that none of you would want to rest content with the **superficial** kind of social analysis that deals merely with effects and does not grapple with underlying causes. It is unfortunate that demonstrations are taking place in Birmingham, but it is even more unfortunate that the city’s white power structure left the Negro community with no alternative . . .

superficial: on the surface

6 We know through painful experience that freedom is never voluntarily given by the **oppressor**; it must be demanded by the oppressed. Frankly, I have yet to engage in a direct action campaign that was “well timed” in the view of those who have not suffered unduly from the disease of segregation. For years now I have heard the word “Wait!” It rings in the ear of every Negro with piercing familiarity. This “Wait” has almost always meant “Never.” We must come to see, with one of our distinguished jurists, that “justice too long delayed is justice denied.”

WORD CONNECTIONS

Roots and Affixes

The word **lynch** means “to put to death (usually by hanging) a suspected criminal without a trial.” The word originates from Charles Lynch, a planter in the 1700s. He and his neighbors took the law into their own hands and punished British sympathizers by plundering their property, often without proof or trial.

oppressor: person or organization that holds others down
affluent: rich
ominous: threatening
inferiority: state of being lower status than others

7 We have waited for more than 340 years for our constitutional and God given rights. The nations of Asia and Africa are moving with jetlike speed toward gaining political independence, but we still creep at horse and buggy pace toward gaining a cup of coffee at a lunch counter. Perhaps it is easy for those who have never felt the stinging darts of segregation to say, “Wait.” But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate filled policemen curse, kick and even kill your black brothers and sisters; when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an **affluent** society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six year old daughter why she can’t go to the public amusement park that has just been advertised on television, and see tears welling up in her eyes when she is told that Funtown is closed to colored children, and see **ominous** clouds of **inferiority** beginning to form in her little mental

TEACHER TO TEACHER

In preparing to share the text with your class, search Vimeo or YouTube using the phrase *Close Reading of Letter from Birmingham Jail*. Both sites have video tutorials on reading King’s seminal letter.

CFU opportunity to provide clarification

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COMMON CORE STATE STANDARDS

Additional Standards Addressed:

- RI.9–10.1; RI.9–10.3; RI.9–10.5; RI.9–10.7; RI.9–10.8; RI.9–10.10; W.9–10.9b; SL.9–10.1a; SL.9–10.1c; SL.9–10.3; SL.9–10.4; SL.9–10.6; L.9–10.1b; L.9–10.4a; L.9–10.6

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

1. **Key Ideas and Details (RI.9–10.2)** What is the central purpose of Martin Luther King, Jr.’s letter? To whom is King writing the letter? What is he responding to? What makes the letter special today?

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ACTIVITY 3.5 continued

Teacher Notes

* Useful information for possible topic for EA-1

ACTIVITY 3.5 continued

A Time for Change

My Notes

harried: harassed

legitimate: lawful
diligently: carefully

sublime: outstanding
provocation: attempts to irritate or anger
noble: distinguished

profundity: depth

prejudice: unfavorable opinion about someone

scintillating: brilliant

sky, and see her beginning to distort her personality by developing an unconscious bitterness toward white people; when you have to concoct an answer for a five year old son who is asking: "Daddy, why do white people treat colored people so mean?"; when you take a cross country drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading "white" and "colored"; when your first name becomes "nigger," your middle name becomes "boy" (however old you are) and your last name becomes "John," and your wife and mother are never given the respected title "Mrs.;" when you are **harried** by day and haunted by night by the fact that you are a Negro, living constantly at tiptoe stance, never quite knowing what to expect next, and are plagued with inner fears and outer resentments; when you are forever fighting a degenerating sense of "nobodiness"—then you will understand why we find it difficult to wait. There comes a time when the cup of endurance runs over, and men are no longer willing to be plunged into the abyss of despair. I hope, sirs, you can understand our **legitimate** and unavoidable impatience. You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. Since we so **diligently** urge people to obey the Supreme Court's decision of 1954 outlawing segregation in the public schools, at first glance it may seem rather paradoxical for us consciously to break laws. One may well ask: "How can you advocate breaking some laws and obeying others?" The answer lies in the fact that there are two types of laws: just and unjust. I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with St. Augustine that "an unjust law is no law at all."

8 ... I wish you had commended the Negro sit inners and demonstrators of Birmingham for their **sublime** courage, their willingness to suffer and their amazing discipline in the midst of great **provocation**. One day the South will recognize its real heroes. They will be the James Merediths, with the **noble** sense of purpose that enables them to face jeering and hostile mobs, and with the agonizing loneliness that characterizes the life of the pioneer. They will be old, oppressed, battered Negro women, symbolized in a seventy two year old woman in Montgomery, Alabama, who rose up with a sense of dignity and with her people decided not to ride segregated buses, and who responded with ungrammatical **profundity** to one who inquired about her weariness: "My feet is tired, but my soul is at rest." They will be the young high school and college students, the young ministers of the gospel and a host of their elders, courageously and nonviolently sitting in at lunch counters and willingly going to jail for conscience' sake. One day the South will know that when these disinherited children of God sat down at lunch counters, they were in reality standing up for what is best in the American dream and for the most sacred values in our Judaeo Christian heritage, thereby bringing our nation back to those great wells of democracy which were dug deep by the founding fathers in their formulation of the Constitution and the Declaration of Independence.

9 Never before have I written so long a letter. I'm afraid it is much too long to take your precious time. I can assure you that it would have been much shorter if I had been writing from a comfortable desk, but what else can one do when he is alone in a narrow jail cell, other than write long letters, think long thoughts and pray long prayers?

10 ... Let us all hope that the dark clouds of racial **prejudice** will soon pass away and the deep fog of misunderstanding will be lifted from our fear drenched communities, and in some not too distant tomorrow the radiant stars of love and brotherhood will shine over our great nation with all their **scintillating** beauty.

Yours for the cause of Peace and Brotherhood,

Martin Luther King, Jr.

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SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

2. **Craft and Structure (RI.9–10.4)** How do the allusions that King uses in his letter help the audience relate to him and what he is saying? To whom did King write this letter? What religious references does King make in his letter? Why might these be significant to his audience? What is interesting about the language and vocabulary that King uses in the letter?

3. **Integration of Knowledge and Ideas (RI.9–10.9)** What evidence does King give as to why he deserves to be in Birmingham? What reasons does King give as to why he was in Alabama? In King's mind, how are the events in Birmingham connected to events in Atlanta, even though they occurred in different states? To King, what does it mean to be a citizen of the United States?

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Second Read

- Reread the letter to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. Key Ideas and Details: What is the central purpose of Martin Luther King, Jr.'s letter?

The central purpose of Martin Luther King, Jr.'s letter is to respond to the criticism of eight white clergymen who criticized King for promoting disobedience of segregation laws. In his letter, he explains why breaking the law is necessary and what the lawbreakers were trying to accomplish. RI.9–10.2

2. Craft and Structure: How do the allusions that King uses in his letter help the audience relate to him and what he is saying?

Most of King's allusions reference the Bible. King compares himself to the Apostle Paul and other 8th century B.C.E. prophets. He mentions Saint Thomas Aquinas when speaking about just and unjust laws. King also references a Jewish philosopher to express the importance of equality. These, and other religious allusions, demonstrate King's high education and appeal to his "Fellow Clergymen." RI.9–10.4

3. Integration of Knowledge and Ideas: What evidence does King give as to why he deserves to be in Birmingham?

One of the criticisms that King addresses in his letter is that he is an "outside agitator" and that he has no right to be in Birmingham. Firstly, King explains that he was invited to Birmingham by a religious affiliate. He further suggests that all states are united, and therefore as an American citizen, he cannot be considered an outsider within the country's borders. RI.9–10.9

4. Key Ideas and Details: To King, what is the difference between just and unjust laws?

In his letter, King separates laws into two categories: just laws and unjust laws. Just laws are manmade laws that coincide with biblical laws. Unjust laws are manmade laws that do not align with biblical law. To King, unjust laws are not really laws at all, which is why he has no problem breaking them. RI.9–10.3

5. Integration of Knowledge and Ideas: How does this letter help summarize the atmosphere in Birmingham in the early 1960s?

In a few short sentences, King references the ever-present injustice and fear of segregation, racism, and murder. He uses children as examples of how this fear and disappointment affects black lives every day, leaving them no choice but to rise up and fight back against the system that holds them down. RI.9–10.9

6. Craft and Structure: What metaphor does King use to close the letter, and why is it appropriate?

At the end of the letter, King draws a strong image of clouds rolling away from the sky to reveal beautiful stars. This creates a metaphor of segregation as a storm that is blocking our view of natural beauty. When it is over, the natural beauty (of the stars and of racial harmony) will once again be visible. RI.9–10.6

My Notes

* possible to work in pairs to keep pace of unit moving

4 Based on the observations you made during the first reading, you may want to adjust the reading mode. For example, you may decide for the second reading to read aloud certain complex passages, or you may group students differently.

5 SECOND READ: During the second reading, students will be returning to the text to answer the text-dependent comprehension questions. You may choose to have students reread and work on the questions in a variety of ways:

- independently
- in pairs
- in small groups
- together as a class

6 Have students answer the text-dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

LT 1
LT 2

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

4. Key Ideas and Details (RI.9–10.3) To King, what is the difference between just and unjust laws? To King, what is unfair about the world? How is this imbalance reflected in the law? Why is it important for King to differentiate between just and unjust laws?

5. Integration of Knowledge and Ideas (RI.9–10.9) How does this letter help summarize the atmosphere in Birmingham in the early 1960s? What was everyday life like for black Americans at this time? What kind of emotions might black Americans have been feeling? Where do you see these emotions reflected in King's letter?

ACTIVITY 3.5 continued

7 Have students complete a SOAPStone analysis of “Letter from Birmingham Jail” using the graphic organizer. You might have students work on this individually or in pairs.

* Options for completion of this page

- divide class into groups of four to complete page

- Divide class into six different groups and have them ~~focus~~ focus on one area

- Create stations to allow kids to walk around to stations and get information to complete soapstone worksheet

- Have post-its at each station to allow students to add info

ACTIVITY 3.5 continued

A Time for Change

Working from the Text

7. Complete a SOAPStone analysis using the graphic organizer.

SOAPStone	Analysis	Textual Evidence
Speaker: Not just who is speaking but what kind of person he is	A minister; “patient and reasonable,” a religious leader fighting for justice	“fellow clergymen” “President of Southern Christian Leadership Conference”
Occasion: The circumstances surrounding the creation of this text	In jail and responding to those who think that what he is doing is wrong	“While confined here in the Birmingham city jail, I came across your recent statement calling my present activities ‘unwise and untimely.’” “I am in Birmingham because injustice is here.”
Audience: The intended audience and perhaps the larger audience	The eight white ministers (clergy) who had authored the statement All those who support unjust oppression	“My fellow clergymen”
Purpose: Why the author wrote this text	Possible response: To defend the civil rights demonstrations as a necessary step in the path to freedom	“... freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed.”
Subject: The topic of the text	Possible response: The use of civil disobedience as a morally righteous response to social and legal injustice	“... one has a moral responsibility to disobey unjust laws.”
Tone: The author’s attitude toward the subject	Reasonable, thoughtful, determined, passionate	“Let us all hope that the dark clouds of racial prejudice will soon pass away and the deep fog of misunderstanding will be lifted from our fear drenched communities”

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

6. **Craft and Structure (RI.9–10.6)** What metaphor does King use to close the letter, and why is it appropriate? What image does King create at the end of his letter? Look over each element of the image and decide what King might be referring to. Have you ever heard of this element referred to as something else? Consider figures of speech or sayings that include these elements.

8. Then, go back to the text and highlight words, phrases, clauses, or sentences that stand out as being **valid**, important, profound, and/or moving. Look for the following:
- examples of **rhetoric** and powerful diction, particularly words with strong connotations
 - imagery, sensory detail, and figurative language
 - rhetorical appeals to emotion, ethics, or logic
9. Revisit the photographs from Activity 3.2. Use your analysis of the photos to decide how quotations from Martin Luther King, Jr.'s letter could serve as captions for those photographs.
- What other words would you need to add to the caption in order to link the quotation to the image?

ACADEMIC VOCABULARY

“Letter from Birmingham Jail” is a blend of exposition, narrative, and argument. An analysis of King’s writing must determine whether he makes **valid** points. In this sense, **valid** refers to reasoning, examples, and facts that support a main point. Using rhetorical appeals is part of the art of **rhetoric**, or using words to persuade in writing or speaking.

My Notes

10. **Group Discussion:** With the members of your group, discuss responses to the following questions:
- How does King use rhetoric to achieve his purpose? Give specific examples of his rhetorical appeals to logic, emotion, and ethos.
 - How does he appeal to a specific audience with his language and details?
 - How can you use rhetoric and an awareness of your audience to enhance your oral presentation?

Check Your Understanding *Possible pair response*
Explain King’s purpose in writing this letter. What does he hope to achieve?

Writing to Sources: Argument

Martin Luther King, Jr. uses several rhetorical devices in “Letter from Birmingham Jail.” Choose the rhetorical device that you think is most effective. State King’s purpose for using this device and explain the effectiveness of the rhetorical device in achieving this purpose. Be sure to:

- Write a precise claim and support it with valid reasoning and relevant evidence from the text.
- Acknowledge counterclaims and refute evidence for those claims.
- Maintain a formal tone, vary sentence types, and use effective transitions.

Remind students this info can be used to assist in EA-1

** Quick think, pair, share to review LT 1+2*

3.6 can be done quickly to allow time to carry over 3.5

ACTIVITY 3.5 continued

8 To help students complete question 8 of this activity, **model** adding text to the quotes in order to create appropriate captions to use for a slide show, photo essay, or any multimedia presentation that uses a blend of text and images.

9 In preparation for the **group discussion** in question 9, have students create **word maps** for the Academic Vocabulary terms *rhetoric* and *rhetorical appeals* and add these to their Reader/Writer Notebooks. Ask students to reread the letter independently or in groups to **mark the text** for diction, imagery, and rhetorical appeals.

ASSESS

Identifying an author’s purpose is one of the most important skills in rhetorical analysis; Check Your Understanding serves as an assessment of the **SOAPStone** activity.

Another key element of rhetorical analysis is identifying ethos, pathos, and logos. The Writing to Sources prompt assesses students’ abilities to both identify King’s rhetorical appeals and to craft an argumentative paragraph or essay.

ADAPT

If students need additional help completing the Check Your Understanding activity, have them return to their SOAPStone analyses. If students have successfully identified the speaker, occasion, audience, and subject, they should be able to work out the purpose of the letter. If not, draw students’ attention to the last sentence of paragraph 2 where King justifies his presence in Birmingham. Then draw their attention to the transition that occurs in the first sentence of paragraph 3. Ask students how this transition suggests a larger purpose.

ACTIVITY 3.6

▶ PLAN

Materials: highlighters
Suggested Pacing: 1 50-minute class period

▶ TEACH

1 Read the Preview and Setting a Purpose for Reading sections with your students.

2 FIRST READ: Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:

- independent reading
- paired reading
- small group reading
- read aloud

3 As students are reading, monitor their progress. Be sure they are engaged with the text-annotating significant individuals, organizations, groups, places, and laws, and writing questions that could lead to further research. Evaluate whether the selected reading mode is effective.

ACTIVITY 3.6

Voices of Change

connect to LT's from 3.5 to show continued progression

LEARNING STRATEGIES:
Skimming/Scanning, Marking the Text, Drafting

Learning Targets

- Analyze a timeline to understand how social change occurred during the Civil Rights Movement.
- Make inferences and connections using multiple sources of information.

Define timeline to avoid confusion

Preview

In this activity, you will read a timeline of significant events that eventually led to the Civil Rights Act of 1968.

Review definition

Setting a Purpose for Reading

- Highlight the names of significant individuals, organizations, groups, events, places, and laws.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

Timeline

Civil Rights Timeline

1863 President Lincoln issues the Emancipation Proclamation.

1868 The 14th Amendment, which requires equal protection under the law to all persons, is ratified.

1870 The 15th Amendment, which bans racial discrimination in voting, is ratified.

1948 President Truman issues Executive Order 9981 outlawing segregation in the U.S. military.

1954 The Supreme Court declares school segregation unconstitutional in *Brown v. Board of Education of Topeka, Kansas*.

1955 Rosa Parks refuses to give up her seat on a Montgomery bus. Bus boycott begins and lasts for more than a year. Buses desegregated in 1956.

1957 The National Guard is called in to block "The Little Rock Nine" from integrating Little Rock High School. President Eisenhower sends in federal troops to allow the black students to enter the school.

1960 Four black college students begin sit-ins at the lunch counter of a Greensboro, North Carolina, restaurant where black patrons are not served.

To Kill a Mockingbird is published on July 11.

1961 CORE (Congress of Racial Equality) and SNCC (Student Nonviolent Coordinating Committee) sponsor "Freedom Rides," which bus student volunteers into Southern states to test new laws prohibiting segregation.

To Kill a Mockingbird wins the Pulitzer Prize for literature.

My Notes

COMMON CORE STATE STANDARDS

Focus Standards:

RI.9–10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.9–10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9–10.2a: Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Additional Standards Addressed:

RL.9–10.10; RI.9–10.10; W.9–10.2b; W.9–10.2d; W.9–10.9b; W.9–10.10; L.9–10.6

ACTIVITY 3.6 continued

- 1962** James Meredith becomes the first black student to enroll at the University of Mississippi. The Supreme Court rules that segregation is unconstitutional in all transportation facilities.
- 1963** Gregory Peck wins an Academy Award for best actor in the film *To Kill a Mockingbird*.
- 1964** Congress passes the Civil Rights Act, declaring discrimination based on race illegal.
- 1965** A march from Selma to Montgomery, Alabama, leads to the signing of a new Voting Rights Act.
- 1967** Thurgood Marshall becomes the first black Supreme Court justice. In *Loving v. Virginia*, the Supreme Court rules that prohibiting interracial marriage is unconstitutional.
- 1968** President Lyndon B. Johnson signs the Civil Rights Act of 1968, which prohibits discrimination in the sale, rental, and financing of housing.

Second Read

- Reread the timeline to answer these text-dependent questions.
- Write any additional questions you have about the text in your Reader/Writer Notebook.

1. Key Ideas and Details: What can you infer from this timeline about the context for the publication of *To Kill a Mockingbird*?

By skimming the timeline, it is possible to infer that To Kill a Mockingbird will be about the Civil Rights Movement. At the time of publication, the South was being desegregated, which was likely an emotionally heated process, with many white opponents. Sit-ins were common, suggesting that many black Americans were still fighting for equal rights. RI.9–10.2

2. Key Ideas and Details: Based on this timeline, what is suggested about how *To Kill a Mockingbird* was received by the public?

This timeline suggests that To Kill a Mockingbird was well received by the public. The novel won the Pulitzer Prize for literature. This suggests that the story was very popular and beloved. RI.9–10.2

Remind students the connection this has to EA-1

My Notes

4 Based on the observations you made during the first reading, you may want to adjust the reading mode. For example, you may decide for the second reading to read aloud certain complex passages, or you may group students differently.

5 SECOND READ: During the second reading, students will be returning to the text to answer the text-dependent comprehension questions. You may choose to have students reread and work on the questions in a variety of ways:

- independently
- in pairs
- in small groups
- together as a class

6 Have students answer the text-dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

7 Draw students’ attention to the Independent Reading Link on the next page. Ask students to make a connection between “Letter from Birmingham Jail” and an event in the timeline. Then explain that students should look for similar connections to the timeline in their independent reading. If they are not certain that one event caused another, they can make note to confirm the cause-and-effect relationships later.

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SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

1. Key Ideas and Details (RI.9–10.2) What can you infer from this timeline about the context for the publication of *To Kill a Mockingbird*? What was happening in the South around the time of *To Kill a Mockingbird*’s publication? How might this be reflected in the novel’s themes? How might these current events affect the public’s reaction to the novel?

2. Key Ideas and Details (RI.9–10.2) Based on this timeline, what is suggested about how *To Kill a Mockingbird* was received by the public? Where does the timeline reference the story *To Kill a Mockingbird* directly? Consider both the novel and film version of the story. What do these references suggest about the popularity and response to the story?

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ACTIVITY 3.6 continued

8 Remind students to respond to the writing prompt with evidence from the text in the previous activity.

Leveled Differentiated Instruction

In this activity, students may need support brainstorming cause-and-effect ideas that explain how the “Letter from a Birmingham Jail” influenced later historical events.

Ex and Em Have students in pairs or small groups use the **Cause and Effect** graphic organizer to generate ideas for their explanatory texts. Provide sentence frames to help students infer the effect of Dr. King’s letter: *Cause: In his letter, Dr. King encouraged _____ as a step in the path to freedom. Effect: In 1965, _____.* *Cause: Dr. King also encouraged people to disobey _____. Effect: In 1968, President Johnson _____.*

Br Give partners the **Cause and Effect** graphic organizer, and have them to use it to identify what Dr. King encouraged people to do in his letter and what they can infer about later historic events from the Civil Rights Timeline. Direct students to their responses to the SOAPSTone activity in Activity 3.5 to help them generate ideas.

Support Allow students to complete the **Cause and Effect** graphic organizer collaboratively as a prewriting activity for their essays. Encourage them to refer to the SOAPStone activity in Activity 3.5 to help them identify possible causes for the events in the Civil Rights Timeline.

Stretch Have students choose another Civil Rights leader, such as Malcolm X, Al Sharpton, or Thurgood Marshall. Have them conduct research to discover the effect Dr. King’s letter had on the leader they chose.

ASSESS

Use students’ responses to the Check Your Understanding prompt to serve as an assessment of their ability to make connections across texts and to identify possible cause-and-effect relationships.

Voices of Change

ACTIVITY 3.6 continued

My Notes

Working from the Text

Consider the following quotations by American presidents.

“Every segment of our population, and every individual, has a right to expect from his government a fair deal.” —Harry S. Truman, 1945

“The final battle against intolerance is to be fought—not in the chambers of any legislature—but in the hearts of men.” —Dwight D. Eisenhower, 1956

“There are no ‘white’ or ‘colored’ signs on the foxholes or graveyards of battle.” —John Fitzgerald Kennedy, 1963

“The vote is the most powerful instrument ever devised by man for breaking down injustice and destroying the terrible walls which imprison men because they are different from other men.” —Lyndon B. Johnson, 1965

What do they tell you about the progress toward equal rights for all races during this period of time in the United States?

Check Your Understanding

How do the quotes reflect what is happening on the timeline? What can you infer about the American Civil Rights Movement from this timeline?

Writing to Sources: Explanatory Text

Explain how Martin Luther King, Jr.’s letter relates to the Civil Rights Timeline. Which past events from the timeline does King reference? How did his letter influence the events that occurred after it was written? Be sure to:

- Begin with a clear thesis statement that states your position.
- Include multiple direct quotations from the text to support your claims.
- Include transitions between points and a statement that provides a conclusion.

* Possible to skip this writing if the EA will focus on presentation

INDEPENDENT READING LINK

Read and Connect

As you read the informational texts you have chosen, identify a cause-and-effect relationship between two significant events or situations. Write a sentence or two of commentary explaining the cause and effect.

The writing prompt requires students to apply cause-and-effect analysis. Students’ responses should clearly show how an event in the timeline led to the position King takes in his letter, and how his letter may have helped lead to an event in the timeline.

ADAPT

Have students who need more help with cause-and-effect analysis apply the

Somebody Wanted-But-So strategy (SWBS). Have students create 3-column graphic organizer with the headings *SW*, *B*, and *S*. Then ask them to place events in the timeline, together with references from King’s letter or their own reading, into the three columns to frame clear cause-and-effect relationships.

Historical Research and Citation

ACTIVITY
3.7

ACTIVITY 3.7

PLAN

Materials: computer lab with Internet access, index cards
Suggested Pacing: 2 50-minute class periods

TEACH

1 After students review the Embedded Assessment prompt, work as a class to co-construct one or more research questions that will guide them in the performance task. Post the question(s) for the class.

2 In their Reader/Writer Notebooks, have students create a word map **graphic organizer** for the Academic Vocabulary term annotated bibliography. Post the same word map on the Word Wall.

3 Introduce the example annotated bibliography by having students mark the text for the key elements:

- citation (Edmonds, Rick. "Jim Crow: Shorthand for Separation." FORUM Magazine. Summer 1999: 7)
- annotation: (entire paragraph below citation)
- information and details ("Edmonds reviews the origins. . . more politically correct.")
- evaluation of usefulness ("This source is useful . . . Civil Rights Movement.")
- source description ("This magazine article . . . *American Heritage Dictionary*.")

TEACHER TO TEACHER

Websites like www.bibme.org and www.citationmachine.net will automatically generate citations in any standard style such as APA or MLA. Typically the user inputs the name of the author and/or title of the work, and the website does the rest. If students use such tools, it's important that they double check the automatically generated citation for accuracy, and input page numbers, if required. Although these tools are a great way to generate a list of Works Cited, students still need to handwrite bibliographic information on their notecards.

LT 1
LT 2

Learning Targets

- Write research questions, conduct research to choose a focus for a historical investigation, and begin to gather evidence.
- Create an annotated bibliography that conforms to the guidelines of a style manual.

Writing Research Questions

- Review the first sentence of the assignment for Embedded Assessment 1: Historical Investigation and Presentation.

Your assignment is to research the historical, cultural, social, or geographical context of the novel *To Kill a Mockingbird* and investigate how individuals, organizations, and events contributed to change in the United States during the Civil Rights Movement.

Rewrite the sentence as a question (or questions) that could guide your research.

What is the context of the novel *To Kill a Mockingbird*?
How did individuals, organizations, and events contribute to change in the United States during the Civil Rights Movement?

Citing Sources

- An **annotated bibliography** is a tool for tracking and giving credit to sources used for your research. Entries typically consist of two parts: a *citation* that follows the guidelines of a style manual—such as MLA—for the source, and an *annotation* (a brief summary of and commentary about the source). Examine the following model entry. Then, mark the text to identify the key elements of an annotated bibliography entry: information and details, evaluation of usefulness, and source description.

Edmonds, Rick. "Jim Crow: Shorthand for Separation." FORUM Magazine. Summer 1999: 7.

Edmonds reviews the origins of the term Jim Crow and the significance of Jim Crow laws and customs as a social factor in the South. He also traces how awareness of the term's meaning has changed over time as our society has become more politically correct. This source is useful for understanding how racial attitudes led to the creation of the "separate but equal" laws that existed in the South before the Civil Rights Movement. This magazine article is a secondary source that draws from other reliable sources, such as the American Heritage Dictionary.

Connect to EA-1, students can include one slide that will show their sources

LEARNING STRATEGIES:

Graphic Organizer, Brainstorming, Drafting, Summarizing

Review terms

ACADEMIC VOCABULARY

A **bibliography** is a list of the sources used for research.

This list may also be called a works cited list.

An **annotated bibliography** includes comments about or summaries of each of the sources and the information found there.

My Notes

COMMON CORE STATE STANDARDS

Focus Standards:

W.9–10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9–10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.

ACTIVITY 3.7 continued

4 Have students work in pairs or small groups to complete the annotations for the other two texts they have studied in this unit.

Ask students why they think one citation on this page begins with a work's title and the other with the author's last name. (In most cases, a citation begins with the last name of the work's main author or editor; if there is no author then the citation begins with the name of the text). Point out that the entries are listed in alphabetical order here, which is how they would appear in an Annotated Bibliography.

ACTIVITY 3.7
continued

Historical Research and Citation

My Notes

LT 2

* IF EAI will be a powerpoint then explain how last slide will be their bibliography

3. Complete the **bibliography** that follows by annotating each of the sources listed. Explain how each of the texts you have analyzed in this unit so far could help you address the research question(s) that you just wrote. Under the citation, write a summary that includes the following:
- specific information learned from the source, including key details
 - an evaluation of the source's usefulness in answering the research question(s)
 - a description of the type of source, including its relevance and authority

"Jim Crow Laws," Martin Luther King Jr. National Historic Site. National Park Service. 21 July 2012. Web. 06 Aug. 2012. <http://www.nps.gov/malu/forteachers/jim_crow_laws.htm/index.htm>

Annotation:

King, Martin Luther, Jr. "Letter from Birmingham Jail." *The Norton Anthology of African-American Literature*. Eds. Henry Louis Gates, Jr. and Nellie Y. McKay. New York: Norton, 1997.

Annotation:

COMMON CORE STATE STANDARDS

L.9–10.3a: Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

Additional Standards Addressed:

RI.9–10.2, RI.9–10.9; W.9–10.2a; W.9–10.2b; W.9–10.10; SL.9–10.2; L.9–10.3a; L.9–10.6

4. Work with your class to brainstorm some of the people, organizations, and events that contributed to positive social change in the United States during the Civil Rights Movement. Write your notes in the following graphic organizer.

People	Organizations	Events
Martin Luther King, Jr.	Southern Christian Leadership Conference	"Bloody Sunday"
Thurgood Marshall	Congress of Racial Equality	Woolworth sit-ins
	The Supreme Court	"Brown v. Board of Education"

My Notes

Create similar handout to help students organize ideas for their assessment project

LT ↓

5. Explore a website about the Civil Rights Movement to identify more subjects and add them to your research list.
6. With a partner or group of three, choose a subject as the focus of your historical investigation and presentation. Generate at least three research questions to guide your investigation. (You can revise these later if needed.) Include at least one of each of the following:
 - a question that explores a **cause** by setting the context; for example, *What factors influenced what life was like for African Americans in Birmingham, Alabama, before the Civil Rights Movement?*
 - a question that explores your **subject**; for example, *What were sit-ins, and where did they take place?*
 - a question that explores an **effect** by evaluating the change; for example, *How did the "Freedom Riders" help enforce antisegregation laws?*

5 After students complete part 4 on this page, consider assigning part 5 as independent practice or for homework. Below is a list of suggested websites with reliable information about the Civil Rights Movement:

- www.history.com (search Civil Rights Movement)
- www.cnn.com (search MLK)
- www.infoplease.com (search Civil Rights Timeline)
- www.britannica.com (search American Civil Rights Movement)
- www.nps.gov (search Civil Rights)
- www.pbs.org (search American Experience, Eyes on the Prize)

6 To complete part 6 on this page, have students refer to the charts they completed in part 5. To help them generate three related questions, suggest that they create a cause-and-effect **graphic organizer** like the one below. In the organizer boxes, they can generate a question about the cause of their chosen subject, a question that expands the definition of the subject itself, and a question about the effect of the chosen subject.



ACTIVITY 3.7 continued

7 Have students continue to work with the same partners or groups to create their research proposals. As you evaluate research proposals, let students know right away if you think their research questions are too broad or too narrow, and guide them to understand why.

8 As students work on parts 8 and 9 on this page, provide guidance on evaluating research questions as needed. If questions are too narrow, students will have trouble finding sources of information or writing more than a sentence or two about it. If questions are too broad, such as “What caused the Civil Rights Movement?” students will be overwhelmed by the wealth of resources.

9 Review the Language and Writer’s Craft feature with students.

TEACHER TO TEACHER

Since many teachers prefer students to create a separate note card each time they paraphrase, summarize, or quote information from a source, you may wish to use an alternate method of documentation. Instead of the method in the student pages, you may choose to have students follow this method:

- Have students add to their Reader/Writer Notebooks an annotated bibliography entry for each source they plan to use. Then have them number the items in the bibliography.
- On each note card students create, they include the source number in the upper right corner rather than the entire bibliographic citation and annotation.
- Students should summarize, paraphrase, or—if necessary—directly quote the information from the source. Have students place a key word from the note (such as its topic) in the upper left corner of the card, and the source’s page number from which the note came in the bottom right corner.
- If students use a single source more than once, have them create separate note cards for each piece of information, with a different key word (but the same source number) on each card.

ACTIVITY 3.7 continued

Historical Research and Citation

My Notes

ACADEMIC VOCABULARY

When you **evaluate** something, you are making a judgment—one that most likely results from some degree of analysis about the value or worth of the information, idea, or object.

* place for MLA
handout to learn
proper citations
- or have students
use online source
ie. easybib.com to
become familiar with
citations

7. Write a research proposal that includes the following:

- your group members’ names
- the subject of your investigation
- at least three research questions

8. After your proposal is approved, assign a different research question to each group member. As you conduct research, think about the following questions:

- Is the research question too broad or too narrow? Revise if needed.
- Do the sources provide useful information to answer your question?
- Are you using both print and digital sources for research? Are they reliable?
- Does the initial information lead you to advanced research beyond your preliminary information?

9. **Evaluate** how well each source answers your questions. Then, complete a note card for each different source you use in your research, noting each site’s usefulness in answering the research questions. You will use these note cards to create your annotated bibliography.

Language and Writers Craft: Footnotes and Endnotes

As you learned in Activity 3.4, writers often use MLA (Modern Language Association) style for art- and literature-focused academic papers. MLA uses parenthetical citations rather than footnotes and endnotes to cite sources within a research paper. If you are writing to the MLA style, use footnotes and endnotes only when you want to refer your reader to other publications that may be informative or helpful. A less common use for footnotes is when you want to provide additional information that may digress from the main information in your paper.

If you are writing a research paper using the Chicago style (based on the Chicago Manual of Style), use footnotes and endnotes instead of parenthetical citations. To cite a source within your paper, add a superscript footnote¹ to the end of quotation or piece of information you are citing. The footnote should correspond to a bibliography entry at the bottom of that page of your paper or, as in MLA, refer to a separate document known as the Notes page. The Notes page is a list of all of the sources you used in the paper and comes before your Works Cited page. Your sources should be listed in the order in which they appear in the paper. Word processing programs such as Microsoft Word offer tools to manage footnotes and endnotes within your paper.

As with MLA style, there are specific formatting guidelines to the Chicago style. Be sure to read these guidelines closely if you are asked to write a research paper using this style. Ask your teacher if he or she has any specific style or citation requirements before starting your research paper.

Creating Research Note Cards

On one side of an index card, include the citation for each source, according to the MLA guidelines provided by your teacher or an appropriate guide such as the Purdue OWL (Online Writing Lab) website or the *MLA Handbook for Writers of Research Papers*.

ACTIVITY 3.7 continued

On the other side of the index card, include the following:

- quotes, paraphrases, and summaries of the information from the source
- a description of the type of source and an evaluation of its usefulness
- ideas for how to use the source in a presentation, including specific notes about integrating images and multimedia

10. Before creating your own note cards, work with your class to create a sample note card for the website “The Rise and Fall of Jim Crow” based on the notes you took during Activity 3.4.

Example

Front:

“The Rise and Fall of Jim Crow.” PBS. Educational Broadcasting Company, 2002. Web. 11 Aug. 2012. <<http://www.pbs.org/wnet/jimcrow/>>.

Back:

“Emancipation ended slavery, but not its legacy.”

Even though “Jim Crow” was a term that was coined in the South, racial inequality was a national problem.

The website uses timelines, maps, images, and other multimedia to show how Jim Crow laws and practices evolved and were eventually defeated. The information is useful in connecting the cause and effect of the struggle for racial equality and social justice. PBS is a reliable organization, and the website provides a mix of primary and secondary sources. Images or links to interactive tools could be incorporated into a digital presentation.

My Notes

Students can make note cards to go along with their presentations

10 Model how to complete a research note card using the website explored in Activity 3.4 as an example. Use either the method described on the previous student page or the alternative method described in that page’s Teacher to Teacher note. If using the Teacher to Teacher method, have students add the bibliographic information to their annotated bibliographies. Then have students create note cards for each key piece of information that they gathered from the website. Since webpages don’t have page numbers to place in the lower right corner of a note card, they should instead record the specific URL for each webpage from which they drew information.

11 Students should continue to complete research note cards on their own as independent practice or homework.

ASSESS

Check the “practice” annotated bibliographies as well as the research note cards to be sure that students are including all of the required elements as well as correct citations.

ADAPT

If needed, choose additional resources to examine as a class in order to model citing sources correctly and creating research note cards that include all of the elements of an annotated bibliography entry. You might choose to co-construct an annotated bibliography entry and research note card with the class on one of the multimedia sources you have used in this unit.

ACTIVITY 3.8

▶ PLAN

Materials: examples of photo essays, videos, and multimedia presentations
Suggested Pacing: 1 50-minute class period

▶ TEACH

1 Review the **graphic organizer** with students. Consider having students work with their presentation group by having each student **take notes** in one column at a time, then share out their notes with the group. Have them switch columns for each new presentation.

2 Show and discuss a variety of presentation types. Consider the following websites to find examples:

Photo Essay: *Time* magazine's website. Enter *Time* AND "From Emmet Till to Barack Obama"

Audio Slideshow: Many slideshows relating to Civil Rights can be downloaded from the Internet (see below). For an audio slideshow that your class can experience online, search "70 Years of Civil Rights Images" AND PBS

Video: History.com features many videos relating to the Civil Rights Movement. Search *history.com* AND video AND *civil rights*

Examples relating to the context for *To Kill a Mockingbird* are available online and can be found by searching "1930s Depression Era Southern U.S." or "Civil Rights Movement" along with the presentation type (Prezi, PowerPoint, PhotoEssay, YouTube, Vimeo, etc.)

* Option can be to group students so their focus is on one of the presentations

- Then students can share out and explain their responses

ACTIVITY 3.8

Reaching an Audience

LEARNING STRATEGIES:
 Graphic Organizer, Levels of Questions, Note-taking, Sharing and Responding

Learning Target

Review Ethos, Pathos, Logos

- Analyze photo essays, videos, and multimedia presentations in order to plan effective ways to reach an audience of my peers in a presentation.

Elements of Effective Presentations

- As you view at least three different types of presentations, take notes in the following graphic organizer to evaluate the effectiveness of each.

Subject and Type of Presentation (photo essay, video, multimedia, etc.)	Facts and Information (What claim was being made by the presenter? Was the reasoning convincing and the evidence relevant to the claim?)	Audio and Visual Components (How did the kind of media used determine which details were emphasized?)	Effectiveness of the Presentation (How engaging was the presentation? Did it grab and hold my attention? Did it feel relevant and important?)

My Notes

- Discuss: Which of the presentations were effective and why?

COMMON CORE STATE STANDARDS

Focus Standards:

RI.9–10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

SL.9–10.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9–10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Additional Standards Addressed:

RL.9–10.7; SL.9–10.1a; SL.9–10.1c; L.9–10.6

Remind students to use good strategies for their EA I Project

3. Based on your class discussion on the effectiveness of the presentations, work with your group to analyze an audience of your peers. Include answers to the following questions:

- What does my audience already know about my subject, and how is my presentation going to expand that knowledge?
- What audio and visual components appeal to my audience, and how will I use these in my presentation?
- What connections can I make between my subject and my target audience to make my presentation relevant to their lives?

4. Meet with another group to share and respond to each other's analysis of the audience. Consider suggestions for improvement.

5. Create guiding questions for your audience's note-taking during your presentation. You will incorporate these questions into the media you choose (for example, as titles of slides), write them clearly on a poster to display during your presentation, or make copies for the class.

Levels of Questions

6. Work with your group to write questions that will guide both the organization and the audience's note-taking on your presentation. Start with your research questions and generate at least two more questions for each, using a variety of levels.

Level 1 Questions: Literal (Questions of Fact)

Example: *In what ways did Jim Crow laws affect schools?*

For my subject:

Level 2 Questions: Interpretive (Questions of Meaning)

Example: *Why was Brown v. Board of Education such a landmark case?*

For my subject:

Level 3 Questions: Universal (Questions of Relevance)

Example: *Does everyone in the United States today receive the same quality education? In the world? What still needs to change to make that happen?*

For my subject:

My Notes

— several levels of questions

ACTIVITY 3.8 continued

3 Have students create a **word map** for the Academic Vocabulary term *audience analysis* and add this to their Reader/Writer Notebooks and the Word Wall.

4 Model expanding on and narrowing the focus of preliminary research questions to create more “guiding questions” for the audience’s **note-taking** using **levels of questions**. Urge students to consider questions that will help their listeners identify key information from their presentation, as well as questions that will lead to full class discussions and personal connections to content. They may revisit and use the original questions they generated with their group members, but they should move beyond these to develop questions that fully account for new information they have discovered.

5 When the group has identified its best questions, have them put each guiding question on a note card. They can then rearrange the note cards as **manipulatives** to find the order that flows most logically and most appeals to audience members.

6 Instruct the groups to **draft** an outline of questions to prompt listener note-taking.

TEACHER TO TEACHER

Decide if you want your students to use one standard method for distributing these questions to the audience (for example, you may want all of your students to display their questions on a poster). If not, allow them to choose the method that they think will work best for their media, subject, purpose, and audience.

7 Have students work with their research groups to complete the writing prompt on the following page.

8 Have students complete the Independent Reading Checkpoint on the following page either in class or for homework. You might also use the questions provided to conduct a class discussion.

ACTIVITY 3.8 continued

Leveled Differentiated Instruction

In this activity, students may need support generating ideas for an explanatory text about how an individual, organization, or event helped the Civil Rights Movement.

Em Provide students with the **Text Structure Stairs graphic organizer**. Suggest students discuss “Brown v. Board of Education,” although they may choose their own topic. Guide small group discussions of the Supreme Court decision toward the following steps on the graphic organizer: *First, schools were segregated. Then the Supreme Court heard a case that said they shouldn’t be. Next, the Supreme Court agreed, and it ruled against school segregation. Finally, this landmark case would help ensure all students got an equal education.*

Ex Provide the following possible essay topics: Martin Luther King, Jr. (individual), The Supreme Court (organization), or Woolworth sit-ins (event). Have students choose, and place them into small groups accordingly. Provide the **Text Structure Stairs** graphic organizer, and have students work collaboratively to identify the chronological order in which the events of their topic occurred.

Br Have students use the **Text Structure Stairs** graphic organizer as a prewriting activity to help them explain the chronological order in which the events of their topic occurred.

ASSESS

Check students’ guiding questions to be sure that the questions flow logically, that the focus is neither too narrow nor too broad, and that they include a variety of levels of questions.

ADAPT

If needed, model the creation of guiding questions for one of the exemplar presentations in this activity.

Reaching an Audience

ACTIVITY 3.8
continued

My Notes

Drafting the Embedded Assessment

Draft an explanatory text that explains how an individual, an organization, or an event facilitated the changes that occurred during the Civil Rights Movement. Remember to take the historical, cultural, social, and geographical context of *To Kill a Mockingbird* into account as you write. Be sure to:

- Identify the individual, organization, or event in your first sentence.
- Describe events in the correct chronological order.
- Include multiple direct quotations from the multimedia you used to support your claims.
- Provide a conclusion that summarizes your explanation.



Independent Reading Checkpoint

Review your independent reading. What have you learned and observed about the United States during the 1930s or 1960s? How did the events you read about connect to the texts you read? Were any of the events you read about also listed on the Civil Rights Timeline? Review any notes you took. How can you use what you have learned as you complete the writing prompt and the Embedded Assessment?

* students can plan out their Powerpoint on flash cards first or on a handout to assist in organizing ideas

Historical Investigation and Presentation

EMBEDDED
ASSESSMENT 1

ASSIGNMENT

Your assignment is to research the historical, cultural, social, or geographical context of the novel *To Kill a Mockingbird* and investigate how individuals, organizations, and events contributed to change in the United States during the Civil Rights Movement. You will work collaboratively to create an oral presentation of your findings with multimedia support and guiding questions for your audience.

Planning: Take time to plan, conduct, and record your research.

- What individual, organization, or event will your group investigate?
- What research questions will help you explore the subject and investigate your subject's contribution to change (cause and effect)?
- How will you record citations, information, and source evaluations as you gather answers and evidence?
- How will you record sources to create an alphabetized annotated bibliography?

Creating and Rehearsing: Collaborate with your group to create and prepare a multimedia oral presentation.

- How will you select the most relevant facts and sufficient details to develop your presentation for your audience?
- How will you organize your presentation to emphasize the cause-and-effect relationship between the 1930s context of the novel *To Kill a Mockingbird* and the Civil Rights Movement?
- How will you divide the speaking responsibilities and make smooth transitions between speakers?
- How will you collaborate to create an audience analysis and plan how to present your findings to your peers?
- How will you select and incorporate audio and visual components into your presentation? What is your plan for rehearsing your presentation delivery and getting feedback from your peers to revise and improve your presentation?

Presenting and Listening: Use effective speaking and listening as a presenter and audience member.

- How will you use notes for your talking points so that you can maintain eye contact with your audience?
- During your peers' presentations, how will you use the guiding questions to organize your notes on the subject of each presentation?

Reflection

As you read and study *To Kill a Mockingbird*, take notes on how your topic (or another that interests you more) surfaces in the novel. Record both textual evidence and personal commentary. After you have finished the novel, reflect on the following questions: How did the class presentations enhance your understanding and appreciation of the novel?

EMBEDDED ASSESSMENT 1

Suggested Pacing: 3 50-minute class periods

1 Planning: Students have already done some research and planning for this presentation. Have them review and evaluate their research, their proposal, and their levels of questions. If they need to do additional research or make changes, have them address those concerns now.

2 Creating and Rehearsing: Be sure each group has a plan for dividing the responsibilities fairly.

Remind students to keep their audience analysis in mind as they make choices and decisions.

3 Presenting and Listening: You may wish to set a minimum and maximum time. Have presenters distribute or post their guiding questions unless they have been incorporated into their chosen media; instruct listeners to **take notes** during the presentations.

Reflection After each group has presented, revisit the first Essential Question to deepen students' understanding and allow for self-reflection on what they have learned about the concept of historical, cultural, geographical, and social contexts. Be sure to remind them to continue reflecting on the presentations as they read *To Kill a Mockingbird*.

TEACHER TO TEACHER

The pacing for this Embedded Assessment will depend on how much work is done outside of class and how you arrange the presentations. It may be that you can set up Listening and Viewing stations around the room and have one member of the group facilitate the presentation for each of three days. Or perhaps the presentations can be completely digital. You may want to videotape some of the presentations to use as exemplars in Activity 3.8 the following year.

COMMON CORE STATE STANDARDS

Focus Standards:

W.9–10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9–10.8: Gather relevant information from multiple authoritative print and digital sources,

using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.

SL.9–10.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

EMBEDDED ASSESSMENT 1 continued

Portfolio Students should have kept ongoing work for this Embedded Assessment in their Reader/Writer Notebook and in a Working Portfolio. Now is the time to collect, review, and create a Table of Contents for the work preceding Embedded Assessment 1. Each student needs to be responsible for gathering all the work he or she has done during the research, drafting, and presenting of this Embedded Assessment. Once they have reviewed their work and answered the Reflection question, be sure they add it to their portfolio.

SCORING GUIDE

When you score this Embedded Assessment, you may wish to download and print copies of the Scoring Guide from SpringBoard Digital. In this way, you can have a copy to mark for each student's work.

To identify specific areas where your English learners could use additional support, see the English Language Development Rubric for Embedded Assessment 1 on page 278a.

* Rubric may need to be changed depending on what final product you want from your classes

EMBEDDED ASSESSMENT 1 continued

Historical Investigation and Presentation

Activity 3.1
LT2

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
Ideas	The presentation <ul style="list-style-type: none"> is thoughtful and well-organized demonstrates a comprehensive understanding of significant aspects of the topic and its relevance to the novel. 	The presentation <ul style="list-style-type: none"> is organized and displays a solid understanding of the topic clearly connects the topic and the novel for the audience. 	The presentation <ul style="list-style-type: none"> is somewhat organized contains information that shows a limited understanding of the topic or how it connects to the novel. 	The presentation <ul style="list-style-type: none"> is not well-organized and/or does not contain relevant content provides few or no clear facts and details to help the audience connect the topic and the novel.
Structure	The presentation <ul style="list-style-type: none"> skillfully uses a variety of audio/visual resources to keep the audience engaged includes media resources that are used creatively to enhance understanding of the topic includes a well-organized audience guide with thoughtful questions to focus information for the audience and adequate space for recording responses. 	The presentation <ul style="list-style-type: none"> uses audio/visual resources to engage the audience uses media effectively to support information about the topic and ideas connecting it to the novel. 	The presentation <ul style="list-style-type: none"> uses some audio/visual resources that do not engage the audience uses media choices that are distracting and do not serve the group's purpose. 	The presentation <ul style="list-style-type: none"> does not use audio/visual resources.
Use of Language	The presentation <ul style="list-style-type: none"> demonstrates accomplished oral communication skills and rehearsal to create a well-planned delivery includes participation by all group members. 	The presentation <ul style="list-style-type: none"> demonstrates adequate oral communication skills and rehearsal to plan the delivery includes participation by all group members, although some may present more than others. 	The presentation <ul style="list-style-type: none"> demonstrates inadequate oral communication skills and shows little evidence of rehearsal is delivered by only some of the group members. 	The presentation <ul style="list-style-type: none"> shows inadequate oral communication skills and no evidence of rehearsal is not delivered by all group members.

COMMON CORE STATE STANDARDS

SL.9–10.4: Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

SL.9–10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual,

and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9–10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

Additional Standards Addressed:

W.9–10.2a; W.9–10.2b; W.9–10.2c; W.9–10.2d; W.9–10.2f; W.9–10.6