


The SREB logo is displayed in a large, green, serif font on a solid blue background.

SREB

SREB Readiness Courses
Transitioning to college and careers

Literacy Ready

History Unit 1 . Civil Rights Movement

A large, open book is shown at the bottom of the page, with its pages fanning out. The left side of the book is on a blue background, and the right side is on a white background.

Southern
Regional
Education
Board

592 Tenth Street, NW
Atlanta, GA 30318
(404) 875-9211

www.sreb.org

Unit 1

Table of Contents

Course Overview.....	3
Pacing Guide	4
Lesson 1: What is History?	7
Lesson 2: Gateway Activity—Civil Rights	25
Lesson 3: Anchor Text and Essential Questions.....	40
Lesson 4: Project Development.....	52
Lesson 5: Reading and Annotating a Chapter.....	60
Lesson 6: Taking and Integrating Notes from Lecture	83
Lesson 7: Research Project: Identifying and Annotating Sources	94
Lesson 8: Identifying Historical Claims and Evidence	104
Lesson 9: Taking History Exams	117
Lesson 10: Analyzing Political Cartoons.....	127
Lesson 11: Writing a Historical Narrative.....	137
Lesson 12: Comparing Two Presidential Speeches	158
Lesson 13: Creating a Presentation.....	172
Lesson 14: Answering the Essential Question.....	182
References	193

Course Overview

Overview and Rationale:

This first unit involves students in reading about the Civil Rights Movement, with a special focus on the Freedom Rides. Students discover what we learn as history is not the story of what happened in the past, but historian's *interpretations* of what happened based upon artifacts, primary source and other documents and upon what other historians have said. The unit begins with exploring documents that have different points of view about the Little Rock Nine. Through the unit, students read textbooks and other documents including photographs, speeches, newspaper articles and political cartoons in order to answer the essential question. Students also do their own investigation of a topic related to the Civil Rights Movement, take a history test and write a historical account.

Unit Objectives

1. Students recognize the disciplinary constructs that influence how reading and writing take place in history classes.
2. Students will be provided with a guided approach to the critical thinking tasks that students will be expected to do independently in college or career environments.
3. Students will engage in close readings of complex texts. This involves identifying claims and evidence as well as the ability to read critically.
4. Students will find textual support or evidence for an author's and their own inferences/claims.
5. Students will annotate texts to organize information and their own ideas.
6. Students will read multiple texts, including non-print texts, and analyze how their content, style, genre and perspective help determine meaning.
7. Students will develop reading endurance, or the ability to read lengthy, complex texts independently.
8. Students will write an argumentative essay based on evidence referenced from assigned texts.

Essential Question

How did the Civil Rights Movement of the 1960s transform the concept and practice of liberty in America?

Sub-questions:

1. What changed? Was the change legal, social, political, economic or cultural?
2. Who was responsible?
3. What tactics were used? Were these legal, social, political, economic or cultural?
4. What challenges were faced?

Week 1

Lesson 1: What is History?

1. Students will learn what history is by reading four short documents about the Little Rock Nine in order to answer the question: What was Governor Faubus' motivation in trying to keep the nine African American students out of Central High School?
2. Students will consider the source and the context of each document and they will be seeing what is corroborated or not across documents.
3. Students will learn the difference between primary source documents and tertiary source documents.
4. Students will learn to use textual evidence to support their claim about Governor Faubus' motivation.
5. Students will review expectations for the essay assignment and elements of the scoring rubric.

Lesson 2: Gateway Activity—Civil Rights

1. Given a group of photographs depicting scenes from the Civil Rights Movement, students will use the National Archives and Records Administration process for analyzing a photograph.
2. Students will interpret photographs using information about context and source in addition to content.
3. Students will begin a timeline of the Civil Rights Movement using the photographs and prior knowledge of Civil Rights Movement events.
4. Students will be able to explain that sourcing, contextualization, corroboration and chronology are aspects of history reading.

Lesson 3: Anchor Text and Essential Questions

1. Students will demonstrate their understanding of the focus of the unit, the time period in which it takes place and the kinds of questions their reading will help answer.
2. Students will demonstrate that they are actively engaging in close reading of the textual material through their annotations and reading behaviors.
3. Students will show understanding of the targeted vocabulary.

Week 2

Lesson 4: Everything but the Paper: Introduction to the Research Project

1. Students will use primary and secondary sources in writing, demonstrating that they understand the implications of their differences.
2. Students will identify the perspective or bias of a text author and interpret the text in light of that perspective.
3. Students will take into account the context of a text (time period in which it was written, the audience for whom it was intended, etc.) when interpreting a text.
4. Students will evaluate the trustworthiness of various sources.

Lesson 5: Reading and Annotating a Chapter

1. Students will demonstrate their ability to engage in close reading by their interpretations of sentences from a history text.
2. Students will show through their annotations that they are identifying historically important information about the Civil Rights Movement from reading.

Week 3

Lesson 6: Taking and Integrating Notes from Lecture

1. Students will demonstrate that they have understood the lecture through their lecture notes.
2. Students will demonstrate the ability to synthesize two sources of information.
3. Students will show understanding of the targeted vocabulary words through an exit slip.

Lesson 7: Research Project—Identifying and Annotating Sources

1. Students will find five sources for their research project using their school's Internet sources.
2. Students will annotate the sources, summarize and evaluate them.
3. Students will follow MLA or other format for citing the sources.

Week 4

Lesson 8: Identifying Historical Claims and Evidence

1. Students will be able to identify both implicit and explicit claims made by the historians in the PBS special and describe the evidence for those claims.
2. Students will show their understanding of corroboration by identifying corroborating evidence in the PBS special.

Lesson 9: Taking History Exams

1. Students will utilize strategies to generate their own exam review questions.
2. Students will learn to ask and answer higher-level questions.
3. Students will learn to use group testing as a way to increase their ability to explain and understand history concepts.
4. Students will be able to evaluate their own exam performance.

Week 5

Lesson 10: Analyzing Political Cartoons

1. Students will describe the claim implicit in a political cartoon about the Civil Rights Movement.
2. Students will describe the techniques of exaggeration, labeling, analogy, and irony as they appear in political cartoons.
3. Students will use sourcing, contextual information and the cartoon content to describe the viewpoint of the cartoonist.

Lesson 11: Comparing Two Presidential Speeches

1. After reading two speeches and reading a portion of a textbook chapter, students will identify similarities and differences in the two speeches and explain them using information about sourcing and contextualization.
2. Students will determine whether or not they can explain the similarities and differences using the contextual information in the chapter or whether there is some other explanation.

Week 6

Lesson 12: Creating a Presentation

1. Students will complete an outline of their research project.
2. Students will complete a PowerPoint that discusses their research.
3. Students will present the PowerPoint to their peers.
4. Students will evaluate the PowerPoint presentations.

Lesson 13: Answering the Essential Question

1. Students will make a claim about the essential question and provide reasonable evidence using at least five sources from their readings.
2. Students will explain why they chose the sources and evidence.
3. Students will explain why they did not make an alternative claim, based on evidence.

Lesson 1

What is History?

Overview and Rationale:

Students *begin* to explore what history and history reading entails—how historians approach the reading of texts and how they use evidence from texts to make implicit as well as explicit arguments about events in history. This understanding about what historians do and how they approach reading is an important element of disciplinary reading. It recognizes an underlying belief, or epistemology of historians, that accounts of the past are not truth. Students learn that reading history means approaching texts as *historical arguments*, interpretations of history based upon historians' analyses of texts and artifacts. Students begin by writing what they think historians do before writing an historical account. They then read excerpts from two documents that differ in perspective and claim. From these documents, students are asked to make sense of the perspectives of the authors. Students are asked how historians decide what documents are credible to use as they write history. After the discussion, they revise their previous statements about what historians do. Finally, they read two more documents. They are asked to think about what this use of evidence says about the historian and revise their previous statements one more time. Through this activity, students are introduced to the historical reading strategies of sourcing and contextualization, and introduced to documents as text types. From this unit students will not only learn about the Civil Rights Movement from texts written by historians, they will analyze documents as evidence, approximating what historians do.

Tasks/Expected Outcomes:

1. Students will show they have refined their notions of history through changes in their writing about what historians do.
2. Students will show through their writing about what historians do, they have learned that *sourcing*, *contextualization* and *corroboration* are tools historians use to help them weigh the perspective and trustworthiness of documents from the time period they are studying.
3. Students will provide text-based reasons for their answer to the question: Why did Governor Faubus try to keep the Little Rock Nine from attending Central High School?
4. Students will review expectations for the essay assignment and elements of the scoring rubric.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.
- 8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Speaking and Listening Standards

- 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.
- 1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Throughout this course, only grade 11-12 standards are used.

LDC

Skills and Abilities List

The Learning Design Collaborative is a community of educators who create lessons using the LDC Framework, leading to significant writing products. Literacy Ready uses a modified version of this lesson framework. The Skills and Abilities for reading history shown below are modified from the more general reading skills in content area reading to recognize the unique challenges of history reading.

Skills Cluster 1: Preparing for the Task

1. Bridging Conversation

Ability to connect the task and new content to existing knowledge, skills, experiences, interests and concerns.

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions, and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

4. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry and to use self-regulation to engage in problem solving strategies to interpret text.

5. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis, and analysis.

(www.literacydesigncollaborative.org)

Materials:

- Document Excerpts
- Academic notebook

Timeframe:

100 minutes

Targeted Vocabulary:

Words that Help You Discuss the Discipline

- Sourcing
- Document
- Contextualization
- Corroboration

Activity One

Introduction (Approx. 15 minutes)

Pass out academic notebooks to students and explain these notebooks will be where they will record their thoughts and do their assignments as they complete a unit on the Civil Rights Movement. Recognize that students have probably already studied the Civil Rights Movement, but in this unit, students will be asked to change the way they read and think about historical accounts. In this way, they will be gaining a more sophisticated notion of the past and will be preparing for college level history classes and for becoming an informed citizen.

Ask students to turn to Lesson 1, Activity 1 (What Do Historians Do?) in their academic notebook page 5. Ask them to think for a moment and then in the space provided, write down what they think historians do (five minutes). The green boxes in the lessons show you what students see.

Ask students to share with the class some of the ideas they wrote down and record these as they write (on white board, Smart Board, chart paper, etc.).

Tell students you want them to remember their thoughts about what historians do as they complete the next assignment, because you are going to come back to this assignment (five minutes).

FROM THE STUDENT ACADEMIC NOTEBOOK p 5

In this lesson, you will...

- Reflect and write about what historians do.
- Read and annotate the kind of documents that historians read.
- Reflect and write again about what historians do.

Activity

1 What Do Historians Do?

Think about this question for a moment, and, based upon your past experiences reading and studying history, write for five minutes in the space provided to answer this question.

(space provided)

Activity Two

Examining Documents (Approx. 35 minutes)

College and Career Readiness Standards: History/SS Reading- 1, 2, 4, 6, 8, 9; Speaking and Listening- 1a, 1d, 2.

Read the first two texts.

Ask students to turn to Lesson 1, Activity 2, to the two short documents (page 6). Read the introductory paragraph together and ask students to restate the task. Be sure they understand that the documents they will read differ in perspective and the claim being made about Governor Faubus and his role in the integration of Central High School in Little Rock, Arkansas. The students' goal is to determine what each text says about Governor Faubus' motivation to keep the nine black students from entering the school in order for them to determine for themselves what they believe was his motivation.

Have students read in pairs and discuss the differences with their partner. Give them a time limit for reading and discussing together.

Students can write down their thoughts on the documents, but assure them they don't have to do this if they are uncertain about what to do. In a subsequent lesson, you will teach them an annotation technique. The point in this lesson is for them to notice the different points of view regarding the motivations of Governor Faubus. They can take notes in any way they wish.

For students who are not used to reading in class, consider modeling the process. That is, perhaps read the introductory text and stop at appropriate places to describe what you are thinking. For example, you might comment that you have heard about southern segregation before, that you remembered two court decisions, *Plessy v. Ferguson* and *Brown v. Board of Education*, that you are paying attention to the dates about when things happen, etc. These thoughts will help students know what to pay attention to as they read.

A word about academic vocabulary: Students may be struggling with some of the academic vocabulary words in these documents, especially if they are not used to reading in history. For example, the legalistic language in the first document may be something they have not read before (e.g. "WHEREAS"). They may also struggle with the following words:

- Imminent
- Breach
- Tumult
- Colored*
- Concerted
- Cognizant
- Vain
- Thwart

- Token
- Virulently
- Flouted
- Impunity

Except for the word “colored,” these words are part of an educated person’s academic vocabulary. In the context of these texts, they are key to the meaning of the documents. For example, if students didn’t understand that cognizant meant “aware,” they wouldn’t understand that Mayor Mann was accusing the governor of knowing about the riots ahead of time. And they wouldn’t understand that “at least was cognizant” meant that the Mayor was saying that Faubus may have not only been aware that the riots were taking place but may have encouraged or at least not discouraged them.

Thus, when students come to words they don’t know that keep them from understanding a key point, it is important for you to help them have some ways of finding out their meanings. These could include:

- Seeing if they can make a guess about the meaning from the surrounding text.
- Asking the students they are grouped with.
- Consulting a glossary or dictionary.
- Asking you, the teacher.
- Breaking words into meaningful parts, if appropriate.

As students are reading, go around the room to see how they are doing with vocabulary, helping to use the strategies just mentioned. If they find a good synonym for the word they are having difficulty with, ask them to write it above the word in the text. Choose a couple of words with which they had the most difficulty and rewrite the sentences on the board. Have students interpret the sentences to find the meaning of the vocabulary word.

The word “colored” might evoke some negative reactions from students, because this word is no longer considered appropriate when referring to African Americans. This is a good time to begin developing a sense of historical empathy—an understanding that *the past is interpreted in light of the ethics and norms of the time period being studied*, and that historians try very hard not to impose their own ethical and normative standards.

FROM THE STUDENT ACADEMIC NOTEBOOK p 6

Activity

2 Read Historical Documents

In the 1950s, the South was segregated. African Americans could not attend the same schools or drink from the same fountains as whites. Black schools did not have the same resources as white schools even though the Supreme Court had said that the schools must be equal. On September 4, 1957, after a court decision called for an end to school segregation, nine black students in Little Rock, Arkansas, tried to attend Central High—a formerly all white high school. The governor of Arkansas, Governor Faubus, ordered the State Militia to keep the students from entering the building. A judge required the governor to call off the militia, and on September 24, the Little Rock Police helped the nine students enter the school. When a mob gathered that same day, the students had to escape, again with the help of the police. It finally took federal troops ordered by President Eisenhower to get the students permanently placed in the school (on September 25). Why did Governor Faubus try to keep the African Americans out of Central High? Historians argue about his motivations. Your job is to decide why you think he ordered the guards to keep the students out.

You will read documents that differ in perspective and in the claim that is being made about Governor Faubus' actions in the integration of Central High School. Read each of them to determine what they are saying about him and how and why they differ. If you would like, you may take notes on the texts themselves to help you remember the key parts that are different. Historians refer to the documents written during the time period as *primary source documents*. They use primary source documents as evidence for their interpretations of what happened in the past; the first two documents are considered primary sources.

FROM THE STUDENT ACADEMIC NOTEBOOK p 7

Document #1: retrieved on 4/15/15
from: <http://scipio.uark.edu/cdm/compoundobject/collection/Civilrights/id/1254/rec/1>

Transcript:

TO ALL TO WHOM THESE
PRESENTS SHALL COME—
GREETINGS:

WHEREAS:

The Governor of the State of
Arkansas is vested with the authority
to order to active duty the Militia of
the State in case to tumult, riot, or
breach of the peace, or imminent
danger thereof; and

WHEREAS:

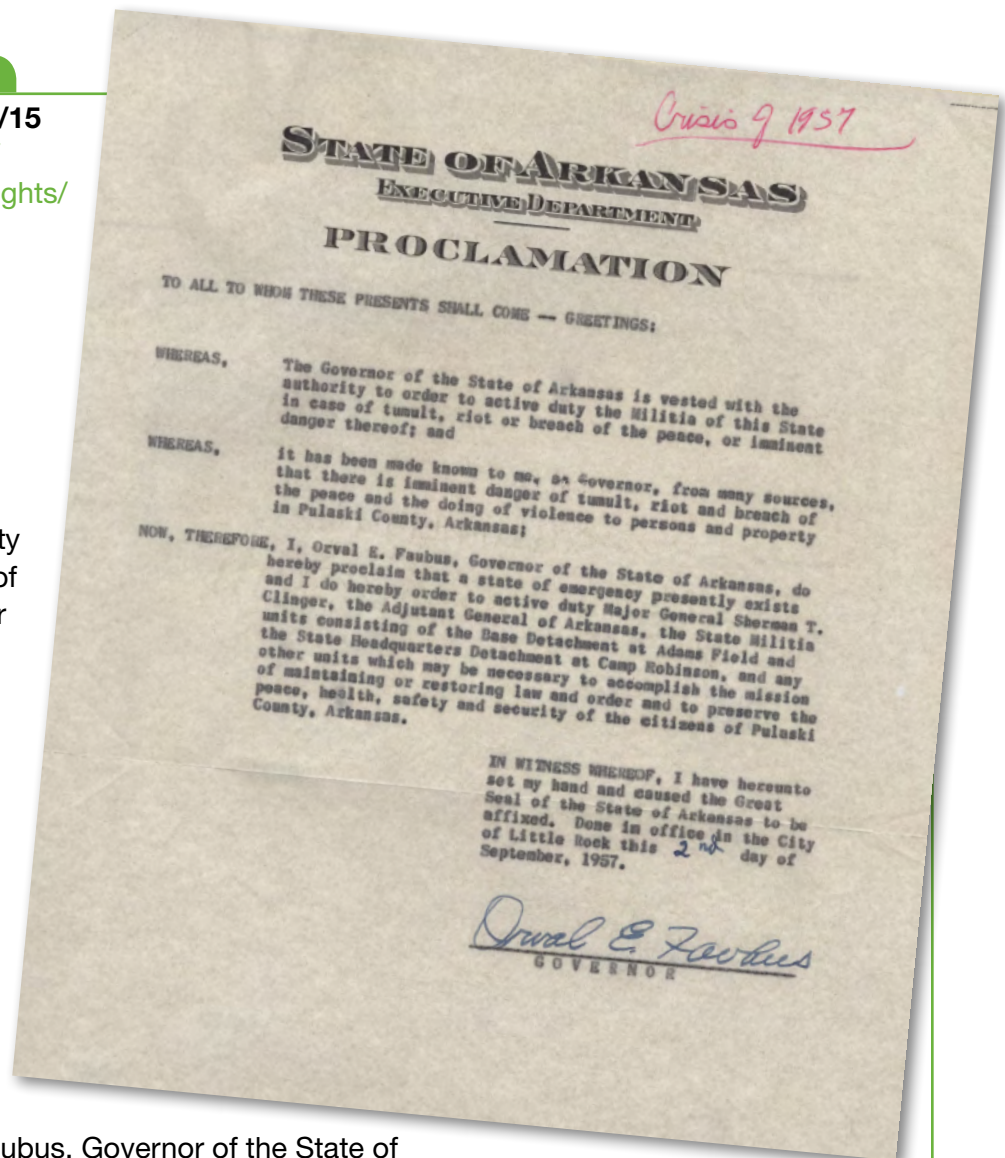
It has been made known to me
as Governor, from many sources,
that there is imminent danger of
tumult, riot, and breach of the
peace and the doing of violence
to persons and property in
Pulaski County,
Arkansas;

NOW, THEREFORE, I, Orval E. Faubus, Governor of the State of
Arkansas do hereby proclaim that a state of emergency presently exists and I do hereby order to
active duty Major General Sherman T. Clinger, the Adjutant General of Arkansas, the State Militia units
consisting of the Base Detachment at Adams Field and the State Headquarters Detachment at Camp
Robinson, and any other units which may be necessary to accomplish the mission of maintaining or
restoring law and order to preserve the peace, health, safety and security of the citizens of Pulaski
County, Arkansas.

IN WITNESS THEREOF, I have hereunto

Set my hand and caused the Great Seal of the
State of Arkansas to be affixed. Done in office
in the City of Little Rock this 2nd day of
September, 1957.

Orval E. Faubus (signature)
GOVERNOR



FROM THE STUDENT ACADEMIC NOTEBOOK p 8

Document 2: Retrieved on 1/5/13 from:
http://www.eisenhower.archives.gov/research/online_documents/civil_rights_little_rock/. 1957 09 23 Mann to DDE.pdf

Transcript:

WAC24PD
LITTLE ROCK ARK SEP 23 344PNC
THE PRESIDENT
THE WHITE HOUSE

THE CITY POLICE, TOGETHER WITH THE STATE POLICE, MADE A VALIANT EFFORT TO CONTROL THE MOB TODAY AT CENTRAL HIGH SCHOOL. IN THE FINAL ANALYSIS, IT WAS DEEMED ADVISABLE BY THE OFFICER ON THE GROUND AND IN CHARGE TO HAVE THE COLORED CHILDREN REMOVED TO THEIR HOMES FOR SAFETY PURPOSES.

THE MOB THAT GATHERED WAS NO SPONTANEOUS ASSEMBLY. IT WAS AGITATED, AROUSED, AND ASSEMBLED BY A CONCERTED PLAN OF ACTION.

ONE OF THE PRINCIPAL AGITATORS IN THE CROWD WAS A MAN BY THE NAME OF JIMMY KARAM, WHO IS A POLITICAL AND SOCIAL INTIMATE OF GOVERNOR FAUBUS, AND WHOSE WIFE IS NOW WITH THE GOVERNOR'S PARTY AT THE SOUTHERN GOVERNOR'S CONFERENCE. KARAM HAS A LONG RECORD OF EXPERIENCE IN STRIKE-BREAKING, AND OTHER ACTIVITIES SUCH AS HE ENGAGED IN TODAY.

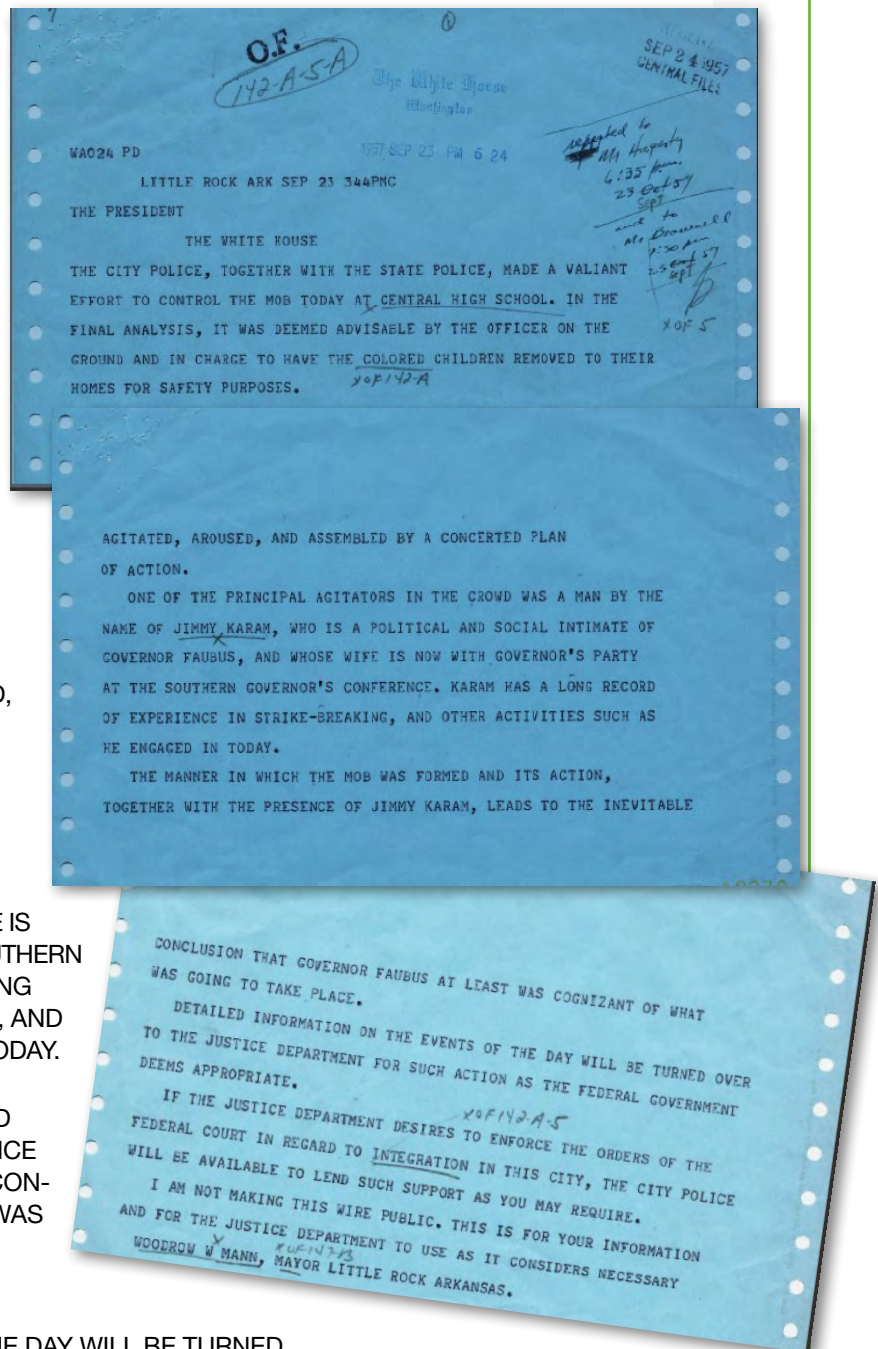
THE MANNER IN WHICH THE MOB WAS FORMED AND ITS ACTION, TOGETHER WITH THE PRESENCE OF JIMMY KARAM, LEADS TO THE INEVITABLE CONCLUSION THAT GOVERNOR FAUBUS AT LEAST WAS COGNIZANT OF WHAT WAS GOING TO TAKE PLACE.

DETAILED INFORMATION ON THE EVENTS OF THE DAY WILL BE TURNED OVER TO THE JUSTICE DEPARTMENT FOR SUCH ACTION AS THE FEDERAL GOVERNMENT DEEMS APPROPRIATE.

IF THE JUSTICE DEPARTMENT DESIRES TO ENFORCE THE ORDERS OF THE FEDERAL COURT IN REGARD TO INTEGRATION IN THIS CITY, THE CITY POLICE WILL BE AVAILABLE TO LEND SUCH SUPPORT AS YOU MAY REQUIRE.

I AM NOT MAKING THIS WIRE PUBLIC. THIS IS FOR YOUR INFORMATION AND FOR THE JUSTICE DEPARTMENT TO USE AT IT CONSIDERS NECESSARY.

WOODROW W MANN, MAYOR, LITTLE ROCK ARKANSAS.



Whole class discussion:

When students are finished reading, bring them back together for a class discussion. Emphasize that these documents—referred to by historians as *primary source documents*—were written at the time. Ask them what they discovered to help them answer the question. Listen to their answers, letting them do most of the talking until they have run out of things to say. Have them read parts of the texts that are helpful. At the point where they have run out of things to say, you could ask text-based questions such as the following, if the answers to these haven't already been addressed:

- *Who* wrote the documents?
- *When* did they write them?
- For *what purpose* were they written?
- To whom were the authors of these documents writing?
- What perspectives did these authors have?
- What claims did Governor Faubus make about his placement of troops at Central High School? What was Woodrow Mann's claim about that?
- Did they provide evidence for that claim? If so, what is it?

Note: During this discussion, refrain from dominating, and encourage students to share when their thoughts differ by talking to each other rather than you. Emphasize there is no one right answer, but if they can point to what in the text is leading them to say something, they are using the text as evidence, which adds to the case they are making.

It is especially important that students note the difference in the dates of the two documents. September 2nd was the first day of school, and Governor Faubus used the guards to keep the black students from entering Central High School.

Write the two sentences below (from the green box) on the board, overhead or PowerPoint—one from each of the documents—and have students explain their meaning. Students may have difficulty with words such as “imminent,” “tumult,” “breach (of the peace),” “cognizant,” and “inevitable.” This is a good time to reinforce strategies for determining the meaning of unknown words that you taught before reading. Once the class has agreed on appropriate synonyms, write each synonym by the word. (suggestions: imminent—immediate; tumult—chaos; breach—break; cognizant—aware; inevitable—unavoidable).

FROM THE STUDENT ACADEMIC NOTEBOOK pp 7-8

It has been made known to me, as Governor, from many sources, that there is imminent danger of tumult, riot, and breach of the peace and the doing of violence to persons and property in Pulaski County, Arkansas.

The manner in which the mob was formed, its action, together with the presence of Jimmy Karam, leads to the inevitable conclusion that Governor Faubus at least was cognizant of what was about to take place.

Have them determine who said each of the sentences. Interestingly, both statements point to the same conclusion—that Governor Faubus did, indeed, know of plans to disrupt the entry of the Little Rock Nine into Central High. Ask students to think about how this evidence is being used in each case. What is Governor Faubus claiming he had to do based upon the evidence? What is Jimmy Karam trying to convey about Governor Faubus?

Ask: How do historians decide what documents are credible to use as they write history? Explain that the questions they are answering and the thinking they are doing reflects what historians have to do as they study the documents they uncover in their research. They *source*—that is they find out about the author—they *contextualize*—pay attention to the time period in which it was written and the significance of that time period—and they *corroborate*—they look at the way the different documents agree and disagree in order to come up with a plausible historical account. Write these terms on an overhead, the board, a PowerPoint, or a piece of chart paper and tell them that they will be using these tools as they complete the unit.

Ask students to: (1) write down what they think Governor Faubus' motivations were in denying the nine students access to the school, and (2) take a look at what they originally wrote about what historians do and revise if necessary.

Activity Three

Read a Historical Account (Approx. 20 minutes)

College and Career Readiness Standards: History/SS Reading- 1, 2, 4, 6, 8, 9; Speaking and Listening- 1a, 1d, 2.

Ask students to read the third text, an excerpt taken from an account of Governor Faubus' life from the *Encyclopedia of Arkansas History and Culture* (page 11).

Students can also take notes on this excerpt in their academic notebook. They should pay attention to: (1) what the author believed about Governor Faubus' motivations, and (2) what evidence the author was using in writing this account.

Finally, have students read the following newspaper article from the Arkansas Gazette, the **day after the telegram was sent (page 12)**. Ask them to read this to answer the same questions. What did this author have to say about Faubus' motivations?

FROM THE STUDENT ACADEMIC NOTEBOOK p 12

Transcript:

Now We Face Federal Troops

The march of events in Little Rock over the last three weeks has now led to an inevitable climax.

Yesterday President Eisenhower made the hard and bitter decision he has sought to avoid. He will use federal troops to restore law and order to the City of Little Rock.

The president's language made his meaning unmistakable. To the White House reporters at Newport he read a statement in the numbered paragraphs of the old military man:

"I want to make several things very clear in connection with the disgraceful occurrences of today at Central High School in the city of Little Rock.

"1. The federal law and orders of a United States District Court implementing that law cannot be flouted with impunity by an individual or any mob of extremists.

"2. I will use the full power of the United States—including whatever force may be necessary to prevent any obstruction of the law and to carry out the orders of the federal court."

We can hope that we may yet escape the tragic spectacle of federal soldiers deployed on the streets of Little Rock for the first time since the post-Civil War period of Reconstruction.

The decision is up to the members of the riotous mob, which assembled yesterday at Central High School and finally passed beyond the control of the local police—who did their duty and did it well.

If these reckless men force the issue again this morning the federal troops will march—as they must march to restore order and end the intolerable situation in which this city now finds itself.

Arkansas Gazette, September 24, 1957

Now We Face Federal Troops

The march of events in Little Rock over the last three weeks has now led to an inevitable climax.

Yesterday President Eisenhower made the hard and bitter decision he has sought to avoid. He will use federal troops to restore law and order to the City of Little Rock.

The president's language made his meaning unmistakable. To the White House reporters at Newport he read a statement in the numbered paragraphs of the old military man:

"I want to make several things very clear in connection with the disgraceful occurrences of today at Central High School in the city of Little Rock.

"1. The federal law and orders of a United States District Court implementing that law cannot be flouted with impunity by an individual or any mob of extremists.

"2. I will use the full power of the United States—including whatever force may be necessary to prevent any obstruction of the law and to carry out the orders of the federal court."

We can hope that we may yet escape the tragic spectacle of federal soldiers deployed on the streets of Little Rock for the first time since the post-Civil War period of Reconstruction.

The decision is up to the members of the riotous mob which assembled yesterday at Central High School and finally passed beyond the control of the local police—who did their duty and did it well.

If these reckless men force the issue again this morning the federal troops will march—as they must march to restore order and end the intolerable situation in which this city now finds itself.

Hold a discussion about these texts. Ask what the author of the biography believed about Governor Faubus, and have students read places in the text that make them think that way (text-based activity). Have the same discussion regarding the newspaper article. At the end of the discussion, ask, “According to these authors, was Faubus merely trying to keep the public safe, was he determined to keep Central High School segregated for his own political purposes, or was he a racist?” Students might be asked to identify passages or terms used in the documents to support their conclusions.

Note that historians read not only from primary source documents, but also secondary sources—texts that have used primary source and secondary source documents as evidence—such as the biography. Discuss what evidence the authors seem to be drawing on and what opinion the authors had of Faubus. Ask, “Would you trust Roy Reed’s interpretation? *The Arkansas Gazette*’s interpretation? Why or why not?” As in the first discussion, encourage students to talk to each other and to present textual evidence for what they are saying.

Finally, ask what *they* believe about Faubus’ motivations, and to write their answers in their academic notebook page 13, along with at least three pieces of evidence for their decisions. (They can write a numbered list and use any of the four texts.)

Students have once again acted as historians by reading primary and secondary sources in order to *interpret* the past, relying on their judgment to figure out a story about the past that makes sense and having different opinions about the texts.

FROM THE STUDENT ACADEMIC NOTEBOOK p 13

After reading the four documents, what do *you* think Faubus’ motivations were for trying to keep the Little Rock Nine out of Central High School? Write down at least three key ideas from the texts that helped you come to that conclusion. You may write these in a numbered list.

Assessment:

Outcome 3:

Students’ can provide text-based reasons for their answers to the question: Why did Governor Faubus try to keep the Little Rock Nine from attending Central High School?

Evaluation Rubric			
Students state a reasonable claim about Faubus’ intentions.	No	Somewhat	Yes
Students write at least three ideas from the test.	No	Somewhat	Yes
Ideas come from more than one text.	No	Somewhat	Yes
Ideas provide clear support for the claim.	No	Somewhat	Yes
Total points = 8			

Activity Four

Vocabulary (Approx. 15 minutes)

College and Career Readiness Standards: History/SS Reading- 4

Remind them of what they learned by showing the words you have written on chart paper or in another visual aid. Add “primary source document” and “secondary source document” to the list. Let them know they will be returning to these words throughout the unit (page 14).

- Primary source document
- Secondary source document
- Sourcing
- Contextualization
- Corroboration

Assessment: see below

Activity Five

Returning to the Definition of What Historians Do (Approx. 15 minutes)

College and Career Readiness Standards: History/SS Reading- 10

Have students return to what they wrote about what historians do and revise based upon what they have learned from the lesson (page 15).

Assessment:

Outcome 1:

Students will show that they have refined their notions of history through changes in the writing about what historians do.

Outcome 2:

Students will show through their writing about what historians do, they have learned that *sourcing*, *contextualization* and *corroboration* are tools historians use to help them weigh the perspective and trustworthiness of documents considering the time period they are studying.

Evaluation Rubric			
History requires reading documents and other sources.	No	Somewhat	Yes
Historians have to interpret these documents.	No	Somewhat	Yes
Historians have to come up with a plausible story, given the materials they have read and studied.	No	Somewhat	Yes
Historians engage in sourcing, contextualization, and corroboration.	No	Somewhat	Yes
Total points = 8			

Have students read the short explanation of historical reading in their academic notebook for homework.

Activity Six

Orientation to the Task (Approx. 40 minutes)

College and Career Readiness Standards: History/SS, Science/Technical Writing- 1, 9

Have the students read the writing task instructions in their academic notebook page 16.

FROM THE STUDENT ACADEMIC NOTEBOOK p 16

How did concepts of liberty and equality change during the 1960's Civil Rights Movement?

After reviewing the texts in this unit, write an essay in which you argue the causes of the change, explain the way in which the changes took place, and explain why a counterclaim can be refuted. Support your discussion with evidence from the texts.

Throughout this unit you will be learning several strategies to read the important kinds of texts that a historian would read to develop a complete understanding of a time period in history. You began this process when we examined historical documents about desegregation in the Little Rock Schools in 1957. We learn from examining multiple sources of accounts from the same time period about what actually may have happened and gain insights to the perspectives of diverse authors. In this unit you will learn more about how historians examine and interpret texts. These strategies will help you to discover information about the time period to help you prepare your written assignment.

You will be developing an essential question graphic organizer throughout this unit to help you answer the essential question: **How did concepts of liberty and equality change during the 1960's Civil Rights Movement?**

There will be several sub-questions to answer along the way:

- 1. What changed? Was the change legal, social, political, economic, cultural?**
- 2. Who was responsible?**
- 3. What tactics were used? Were these legal, social, political, economic, cultural?**
- 4. What challenges were faced?**

In your essay you will:

- Cite at least 5 sources
- Point out key elements from each source
- Address the credibility and origin of the sources
- Include a bibliography

Reread the task above, and in a quick write, write your first reaction to the prompt. What things will you have to do to be successful on the task? What ideas do you have about a possible topic? What strategies will you use to help you pick? Be prepared to share your response.

You will be learning several reading and writing strategies during this unit to help you prepare this assignment, which will be due near the end of the unit. You will also be developing a timeline to help you plan your work to complete the assignment on time.

When the students have finished writing, ask several to share responses to the different components of the quick write (page 17). Chart a list of responses and ask students to add to their lists any additional ideas or strategies. Then make a list of the items that the students suggest to be successful on the assignment. Keep this list posted in the room. Make sure that students have included all the key success elements (number of sources, credibility of sources, bibliography, research, responses to the sub-questions, counterclaim, etc.) An additional activity could be to share the scoring rubric at this time, divide students into groups and assign each group to interpret and explain what a superior performance would look like according to their assigned indicator. Post the rubric (page 23, page 19 in the academic notebook) with student interpretations for the future reference.

Assessment:

Outcome 4:

Students will review expectations for the essay assignment and elements of the scoring rubric.

Evaluation Rubric			
Selects and provides reasons for writing topic	No	Somewhat	Yes
Works with a partner to generate and discuss topics	No	Somewhat	Yes
Participates in preliminary discussion	No	Somewhat	Yes
Total points = 6			

Rubric for Argumentative Essay

Scoring Elements	1 Not Yet	1.5	2 Approaches Expectations	2.5	3 Meets Expectations	3.5	4 Advanced
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. Makes no mention of counterclaims.		Establishes a claim Makes note of counterclaims.		Establishes a credible claim. Develops claim and counterclaims fairly.		Establishes and maintains a substantive and credible claim or proposal. Develops claims and counterclaims fairly and thoroughly.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components. I . . .

- ☐ 1. Introduced the academic notebook.
- ☐ 2. Asked students to write an answer to the question, “What do historians do?”
- ☐ 3. Set up and assigned reading of the first two texts.
- ☐ 4. Discussed vocabulary strategies and the changing connotations of words over time, using the word “colored” as an example (historical empathy).
- ☐ 5. Defined primary source document, secondary source document, sourcing, contextualization and corroboration, providing a visual for students to refer to as they continue the unit.
- ☐ 6. Engaged class in discussion of the two texts.
- ☐ 7. Asked students to discuss the meaning of the selected sentences.
- ☐ 8. Set up and assigned the next two texts.
- ☐ 9. Engaged class in discussion.
- ☐ 10. Asked students to refine their answer to the question, “What do historians do?”
- ☐ 11. Asked students to write their answer to the question, “What do *you* think Faubus’ motivations were for trying to keep the Little Rock Nine out of Central High School?” and provide at least three pieces of textual evidence that supports their answer.
- ☐ 12. Reviewed and discussed the writing task and the scoring rubric.

Lesson 2

Gateway Activity – Civil Rights

Overview and Rationale:

Students are introduced to the content of the unit as they engage in a photographic analysis. The photographs are designed to pique students' interest in the topic of the Civil Rights Movement while helping to build historical thinking skills they will use as they read in subsequent lessons. Sourcing and contextualization are two key skills that can begin to be taught through photographs. Students can learn to pay attention to where a picture came from and when it was taken in addition to identifying what the picture is showing. They can use this information to think about a *chronology* of events over time (one of the key ways that historians relate events to each other), and they can speculate about the purpose the photographer had in taking the picture. This speculation is akin to what historians do as they read primary source documents to construct a plausible narrative of events in history. They interpret documents in light of the perspective taken by the author, knowing that they get a deeper understanding of historical events if they have an understanding of the various perspectives that existed at the time. Students will also use the guidelines outlined by the National Archives and Records Administration to analyze the photographs.

Tasks/Expected Outcomes:

1. Given a group of photographs depicting scenes from the Civil Rights Movement, students will use the National Archives and Records Administration process for analyzing a photograph.
2. Students will interpret photographs using information about context and source in addition to their content.
3. Students will begin a timeline of the Civil Rights Movement using the photographs and prior knowledge of Civil Rights Movement events.
4. Students will explain that sourcing, contextualization, corroboration and chronology are aspects of history reading.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs and larger portions of the text contribute to the whole.
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.

Arts History/Social Studies, Science and Technical Subjects Standards: Writing

- 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.

Speaking and Listening Standards

- 1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Throughout this course, only grade 11-12 standards are used.

LDC

Skills and Abilities List

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. Relationships Among Events

Ability to interpret the relationship among events in depicting change over time. This includes determining if events have cause/effect or merely chronological relationships, determining if events can be categorized by frameworks such as political, social or economic, and making judgments about the relative significance of events.

4. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

(www.literacydesigncollaborative.org)

Materials:

- PowerPoint set of primary source photographs
- Academic notebook

Timeframe:

100 minutes

Targeted Vocabulary:

Words that Help You Discuss the Discipline

- Sourcing (reinforced from previous lesson)
- Contextualization (reinforced from previous lesson)
- Primary Source Document
- Chronology
- Timeline

Activity One

Preparing for the Lesson (Approx. 5 minutes)

Have students discuss what they think when they see photographs from the past. Ask students to consider the role that photographs play in providing historians with evidence. Ask: What can a photograph tell a historian? What can't it tell?

Activity Two

Analyzing Photographs (Approx. 20 minutes)

College and Career Readiness Standards: History/SS Reading- 1, 2, 5, 6; Speaking and Listening- 1c.

Explain to students they will begin the Civil Rights unit by studying primary source photographs, and show them the first PowerPoint slide (also in their academic notebook page 21). Ask them to analyze this photograph using the National Archives procedure on slides four, five, and six. Go over this procedure and **model one or two observations and the inferences they can make.** Answer any questions. Then, as a whole class, give students two minutes to look at the photograph. Ask them to describe items, people and actions while you write on the overhead, PowerPoint, Smart Board or chart paper, and (1) make three inferences about the photograph, (2) think of questions they have about it, and (3) speculate about what happened before and after the photograph was taken. In the discussion, encourage students to speculate about the time period and the perspective of the photographer (e.g., what was the photographer trying to show?) and the context in which the picture was taken (e.g., when do you think this picture was taken? What was happening in history at that time?).

Show students *source information* about the photograph and ask how that information adds to their understanding of the photograph. Entertain all answers and push for an understanding that the source can help you determine the perspective of the picture taker—who they are targeting and what they are trying to show. Remind them that thinking about the source of the document and what that means for interpretation is what historians call *sourcing*. Explain that when they think about what happened before and after, they are thinking of the context in which the photograph took place—something that historians call *contextualization*. Given the date of this photograph, what do they know about what was happening at the time? Historians use these strategies when they read history. These two terms and their definitions should already be placed on chart paper or some other medium and displayed in the room.

FROM THE STUDENT ACADEMIC NOTEBOOK p 21

Activity

2 Analyze Photographs

Photographs from the time period are considered *primary sources*.

Analyze this photograph using the steps following it.



Photo Analysis Worksheet

Complete the information on the worksheet for your assigned photograph(s).

Step 1. Observation

A. Study the photograph for two minutes. Form an overall impression of the photograph and examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

Photo title or number:

FROM THE STUDENT ACADEMIC NOTEBOOK p 22

B. Use the chart below to list people, objects and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

1. _____
2. _____
2. _____

FROM THE STUDENT ACADEMIC NOTEBOOK p 23

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to those questions?

Look at the source and contextual information for this photograph. How does this information add to your understanding of the photograph?

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408. Modified by J. Barger 9-9-12.

- **Title:** Drinking fountain on the county courthouse lawn, Halifax, North Carolina
- **Creator(s):** Vachon, John, 1914-1975, photographer
- **Date Created/Published:** 1938 Apr.

Retrieved from Library of Congress: <http://hdl.loc.gov/loc.pnp/pp.print>.

Activity Three and Four

Analyze Photographs in Groups and Reflect (Approx. 30 minutes)

College and Career Readiness Standards: History/SS Reading- 1, 2, 5, 6; Science/ Technical Subjects Writing- 10; Speaking and Listening- 1c

Divide the rest of the photographs among small groups and ask each group to analyze two photographs, including the source information, so that each photograph is analyzed by at least two groups. While students are working, help them notice discrepancies or things that cause them to question what they are seeing. Help them see the role of the photographer in framing what will be seen and to ask what is NOT being shown? Students should share some of these analyses in the whole group. Again, help students to discuss the source and the context of the photos. Have students reflect on the photographs, guided by the questions in student Activity 3, and discuss these reflections.

The rest of the photographs appear on the next page and in the academic notebook pages 24-26, and the source and context appear after the photographs are presented. There are also two Photograph Analysis worksheets in the academic notebook pages 27-30.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 24-26

- Interpret photographs using the National Archives process and information about context and source.
- Begin a timeline of the Civil Rights Movement.
- Explain the role sourcing, contextualization and chronology have in history reading.

Activity

3 Analyze Photographs in Groups

Analyze two more photographs. First conduct the National Archives analysis, then read about the source and context of the photograph in order to gain further insights.



Photo 1



Photo 2



Photo 3



Photo 4



Photo 5



Photo 6



Photo 7



Photo 8



Photo 9



Photo 10

Source and context of the photos (pages 31-22):

1. **Retrieved from America.gov:** http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/4.html.
Taken: September 4, 1957
Context: Elizabeth Eckford—one of nine black students attempting to attend Central High School, in Little Rock, Arkansas—is met with jeers and turned back by National Guard troops.
2. **Retrieved from Library of Congress:** http://www.loc.gov/rr/print/list/085_disc.html.
Taken: May, 1940, by Delano, photographer
Context: Durham, North Carolina. “At the Bus Station.” The segregation laws known as “Jim Crow” dominated the American South for three quarters of a century beginning in the 1890s. The laws affected almost every aspect of daily life, and included segregation of schools, parks, libraries, drinking fountains, restrooms, buses, trains and restaurants. “Whites Only” and “Colored” signs were constant reminders of the enforced racial order.
3. **Retrieved from Dallas News:**
<http://photographyblog.dallasnews.com/2013/05/today-in-photo-history-14-3.html/>.
Taken: May 14, 1961
Context: A Freedom Riders bus goes up in flames on May 14, 1961 after a firebomb was tossed through a window near Anniston, Alabama. The bus, which was testing bus station segregation in the south, had stopped because of a flat tire. Passengers escaped without serious injury (AP Photo).
4. **Retrieved from:**
http://biology.clc.uc.edu/fankhauser/society/freedom_rides/freedom_ride_dbf.htm.
Taken: May 21, 1961
Context: The surviving contingent of Freedom Riders took a bus from Birmingham to Montgomery, Alabama, protected by a contingent of the Alabama State Highway Patrol. However, when they reached the Montgomery city limits, the Highway Patrol abandoned them. At the bus station, a large white mob was waiting with baseball bats and iron pipes. The local police allowed them to viciously beat the Freedom Riders uninterrupted. Again, white Freedom Riders, branded “Nigger-Lovers,” were singled out for particularly brutal beatings.
5. **Retrieved from America.gov:** http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/4.html.
Taken: March 7, 1965
Context: John Lewis, the leader of Student Nonviolent Coordinating Committee, is beaten by a state trooper March 7, 1965, as he attempts to march with 600 others from Selma to Montgomery, Alabama, in a right-to-vote demonstration. The day is known as “Bloody Sunday.”
6. **Retrieved from America.gov:** http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/4.html.
Taken: November 1960
Context: US Deputy Marshals escort six year-old Ruby Bridges from William Frantz Elementary School in New Orleans in November 1960. The first grader was the only black child enrolled in the school.
7. **Retrieved from Library of Congress:** <http://www.loc.gov/pictures/item/2002709628/>.
Taken: 1961
Context: Interior of Freedom Riders’ Bus, with view through window of six police cars and soldiers lining pavement.
8. **Retrieved from America.gov:** http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/4.html.
Taken: 1960
Context: Members of the North Carolina Student Nonviolent Coordinating Committee sparked sit-ins by students across the South by sitting at segregated lunch counters.

9. **Retrieved from America.gov:** http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/4.html.

Taken: June 11, 1963

Context: Governor George Wallace prevents black students from registering at the University of Alabama in Tuscaloosa on June 11, 1963. At right, Nicholas Katzenbach, deputy attorney general of the United States listens to Wallace.

10. **Photograph shown by permission of Ken Guthrie (private photograph)**

Taken: April 9, 1968

Context: Martin Luther King funeral procession. The photograph shows a three-mile procession to Morehouse College, King's alma mater, for a public service from Ebenezer Baptist Church, where King and his father both served as senior pastors.

Activity

4 Reflecting on the Photographs

Think about the photographs you analyzed today. Answer the following questions:

What concepts of freedom and liberty are addressed in the photographs?

What tactics are individuals and groups using in the photographs?

What reactions do you have to the photographs?

Assessment:

Outcome 1:

Given a group of photographs depicting scenes from the Civil Rights Movement, students will use the National Archives and Records Administration process for analyzing a photograph, and

Outcome 2:

Students will interpret photographs using information about context and source as well as their content.

Evaluation Rubric (Circle the appropriate number of points)			
Student (in group) fully completed assignment.			
No 0	Some 1 2 3	Yes 4	
Students correctly distinguished between observations and inferences.			
No 0	Some 1 2 3	Yes 4	
Inferences were reasonable considering photograph observations.			
No 0	Some 1 2 3	Yes 4	
Student asked reasonable questions considering photograph observations.			
No 0	Some 1 2 3	Yes 4	
			Total possible points =16

Activity Five

Create a Timeline (Approx. 40 minutes)

Explain that the Civil Rights Movement is a topic many have studied before. **Ask students to brainstorm events that took place during the Civil Rights Movement and write these on chart, overhead or Smart Board (or have a student recorder do it).** Some of the photographs will represent the events they have remembered and students can match any of the pictures to the event. Then, ask students to choose among the list the five to ten most significant events—the events that stand out as having the most widespread effect—and decide which event came first, next and so on, numbering them so that the events (and pictures) are in the order in which students think they occurred. Explain that this is a chronology, an ordering by time, and that this **chronology** and their determinations of **significance** have been based upon their memory rather than on *evidence* they have at hand. They will have to verify, add to, and edit these events as they read about the Civil Rights Movement.

Have students turn to the blank timeline in their academic notebooks page 33 and place each event along the timeline. Explain that a timeline is one typical way historians depict change over time. Events following in chronological order do not mean necessarily that there is cause-effect relationship among events; it could be coincidence that one event follows another, but a chronology allows historians to make inferences about what kind of relationship there is. Then say that, as the unit unfolds, they will be making a timeline that includes the events they brainstormed as well as other events they are going to be reading about. Students may need to correct their chronology of the events they brainstormed as they go through the unit.

One adaptation to individual timelines is to construct a class timeline—a visual placed on the wall to which students can refer, supplement and edit as they learn about new events.

The timeline page from the academic notebook is on the next page.

Assessment:

Outcome 3:

Students will begin a timeline of the Civil Rights Movement using the photographs and prior knowledge of Civil Rights Movement events.

Informally note who completes or participates in the assignment and who does not. Since the timeline will continue to be developed, no formal assessment is given at this time.

FROM THE STUDENT ACADEMIC NOTEBOOK p 33

Activity

5 Create a Timeline

Return to the photographs and number in chronological order. Then, place the events depicted in the photographs on the timeline below. Add other dates that you remember. As you complete the unit, you will continue to add dates to this timeline.

1950	1951	1952	1953
1954	1955	1956	1957
1958	1959	1960	1961
1962	1963	1964	1965
1966	1967	1968	1969
1970	Notes:		

Activity Six

Exit Slip

Ask students to write an “exit slip” explanation of the following historical tools used in the lesson. Their explanation should include a definition and a description of what role each term played in their analysis of photographs (see below).

FROM THE STUDENT ACADEMIC NOTEBOOK p 34

Activity

6 Vocabulary

Define the following terms and write down the ways in which you used the following tools of historians in this lesson.

Sourcing:

Contextualization:

Primary source documents:

Secondary Source documents:

Chronology:

Assessment:

Outcome 4:

Students will be able to explain how sourcing, contextualization, and chronology are aspects of history reading (including the reading of photographs).

Evaluation Rubric			
Student showed knowledge of definition for each term.	No	Some	Yes
Student explained how he/she used sourcing and contextualization in reading the photographs.	No	Some	Yes
Students mentioned that a photograph was a primary source.	No	Some	Yes
Total points = 6			

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components. I . . .

- ☐ 1. Set up the activity by discussing, in general, how photographs might help a historian (what they can and can't tell someone trying to interpret the past).
- ☐ 2. Modeled making observations and inferences from the first photograph.
- ☐ 3. Discussed what the source information can add to the analysis (when and where it was taken and by whom).
- ☐ 4. Helped students to ask, "What was the photographer trying to show?" "What was he/she not showing?"
- ☐ 5. Engaged students in group practice using the first photograph.
- ☐ 6. Assigned groups to analyze two more photographs.
- ☐ 7. Discussed a subset of the photographs in the group.
- ☐ 8. Worked with students to construct a tentative timeline.
- ☐ 9. Reinforced vocabulary (chronology, sourcing, contextualization, timeline).

Lesson 3

Anchor Text and Essential Questions

Overview and Rationale:

An anchor text is a text that sets the stage and provides the context for the reading tasks that are to come. It fills in background knowledge that students need to help interpret the various texts they will encounter and it is based upon a rich history of research that shows the advantage to reading comprehension that prior knowledge provides. The essential question focuses readers on the key concepts with which they will grapple as they engage in historical inquiry while other questions allow teachers an opportunity to talk about the kinds of questions that are appropriate to the study of history. The lesson prepares students to engage in *close reading*—setting the stage for a classroom culture where the collaborative grappling with complex ideas in text is valued and expected.

This lesson asks students to read and think about background knowledge and ask questions about this unit. Concepts of close reading are introduced.

Read about close reading before teaching this lesson.

Tasks/Expected Outcomes:

1. Students will demonstrate their understanding of the focus of the unit, the time period in which this unit takes place and the kinds of questions their reading will help answer through annotation and the questions they generate.
2. Students will demonstrate that they are actively engaging in close reading of textual material through their annotations and reading behaviors.
3. Students will show understanding of the targeted vocabulary words through annotations and discussion.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Throughout this course, only grade 11-12 standards are used.

LDC

Skills and Ability List

Skills Cluster 2: Reading Process

2. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

4. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

5. Annotation/Note-taking

Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

(www.literacydesigncollaborative.org)

Close Reading in History

(From History Intervention Team Project READ!)

What is close reading in history?

Zeroing in on and carefully reading a small portion of text with particular questions in mind that reflect historical inquiry and using self-regulation to engage in problem solving strategies to interpret text.

What skills or strategies does close reading serve?

1. Knowing when to back off and when to dig in to understand a particular portion of text (depending on whether it helps develop understanding or helps answer historical inquiry questions).
2. Entertaining conjectures and hypotheses regarding historical inquiry questions while reading for answers to historical inquiry questions using historical knowledge frameworks.
3. Carefully considering an author's use of language and word choice.
4. Noticing differences in language with other subject matter discourses or informal discourse. Interpreting words and sentences in light of knowledge of historical discourse (e.g., dated terms and sentence structures, metaphorical meanings of words).
5. Synthesizing information in and across portions of texts to create a mental model about historical events and issues.
6. Using knowledge of historical thinking to interpret text: engaging in sourcing (looking for date, author, type of publication, intended audience, etc.), contextualizing the text to determine author/actor perspective and purpose and using that information to inform interpretation and evaluation of historical text.
7. Relating what is read in one part of the text to other parts of the text, to alternate texts and to what one already knows (corroboration).
8. Identifying an author's claims, the evidence for those claims and evaluating whether that evidence is complete and coherent.
9. Identifying evidence that will answer historical inquiry questions and evaluating that evidence based upon author/actor's perspective.

What do teachers need to do to encourage close reading?

1. Create participation structures and classroom norms that encourage students to grapple with text meaning alone and with others (this will take explanation, modeling, practice and feedback), and assess the participation of all students in reading and intellectual work.
2. Provide significant amounts of time for close reading.
3. Refrain from explaining text or meaning to students. Rather, allow students to determine meaning on their own and with other students.
4. Engage in formative assessment and reteaching. Circulate to provide timely support to students who are having difficulty (such as encouraging students to think of strategies they have at their disposal and guiding them through the use of those strategies). Use prompts such as the following to scaffold student problem solving:
 - What do you know/understand so far? How does this relate to the questions guiding the reading?
 - What have you tried so far? What else could you do?
 - Did you look at this part of the text? How does reading that help?

- Did anyone else have that question or confusion? What did they do?
 - Let's look at our reading strategies list to see what you might try.
 - When you've tried this out, let's talk about how that helped and what you figured out.
5. Use what you've learned from students' reading to frame instruction. For example, if students are interpreting events in light of today's norms and are unable to understand the context in which the events took place, provide more instruction that helps them understand the context (that is, use historical empathy).
 6. Teach students skills and strategies that are served by close reading (see Skills and Strategies list) using modeling and explanation, guided practice and independent practice feedback.
 7. Provide instructional supports such as comparison contrast charts, annotation guides, note-taking formats, etc., for students to use while engaging in close reading, and explain, model and provide guided practice, independent practice and feedback in using the support.

Close Reading Behaviors Checklist (CRBC)

What does it look like when students are engaged in close reading? (Observable behaviors)

1. Students are talking to each other about their interpretations of the text, entertaining hypotheses about what the text means and resolving problems and confusions in the word level and beyond.
2. Students are referencing and cross-referencing the text in these discussions, pointing to particular places in the text, reading particular words and sentences from the text, etc.
3. When students are reading alone or with others, they are annotating the text, taking notes in other forms, circling words, marking points of confusion, using instructional supports. These annotations, notes and instructional supports should indicate significant reader text interaction and attention to elements of historical reading (from the Skills and Strategies section).
4. Students develop their own text-based questions and discuss the textual evidence that answers those questions (in addition to grappling with the questions that are meant to guide the reading).
5. Students' notes and discussions include evidence of sourcing, contextualization, corroboration, author's use of language and other elements in the Skills and Strategies section.
6. In whole-class discussions, students participate actively and make comments that reference the texts and their notes. When others make interesting comments, they write notes about these comments and respond to them.

Materials:

- Anchor Text and Essential Questions
- Academic Notebook

Resources:

- Close Reading Checklist

Timeframe:

50 minutes

Targeted Vocabulary:

Discipline specific vocabulary

- Universal manhood suffrage
- Abolitionist
- Jim Crow Laws
- *Brown v. Board of Education*

Words that help you discuss the discipline

- Close Reading
- Annotation
- Anchor Text

General Academic Vocabulary

- Endowed
- Unalienable

Activity One:

Reading an Anchor Text (Approx. 50 minutes)

College and Career Readiness Standards: History/SS Reading- 1, 4

Instruct students that they have been preparing through the previous two lessons to read deeply about an era and a topic they have undoubtedly already studied and know something about. This time, however, they are going to be reading about this era and topic with the mindset of historians who understand that the history they have learned is really an *interpretation* of events. Because they know what they read is an interpretation, historians have to read carefully to not only learn what they can from primary documents, artifacts and historical accounts written by various authors; they also must question the truth of the interpretations they are reading—to weigh what they read based upon the *source* of information and the *context* in which it was written and to look for *corroborative* evidence that an interpretation is a plausible one. This *close reading* often entails paying attention to the word choices an author makes.

FROM THE STUDENT ACADEMIC NOTEBOOK p 36

Activity

1 Reading an Anchor Text

Read an *anchor* text and consider an essential question that will guide your reading of the unit. An anchor text sets the stage and provides the context for the reading you will be doing in the rest of this unit. The *essential question* will keep you focused on key issues as you read the texts in the unit. This lesson will also ask you to engage in *close reading*—reading the text carefully, interpreting the meaning of what you are reading at the word level and beyond, even if you experience difficulty. It is okay to struggle with meaning and to work your way through those struggles to arrive at the most precise interpretation you can muster.

- Read the following anchor text. Highlight or mark important parts of the text and key words or words you don't know.
- As you read, write your thoughts and questions in the margin.
- If you are reading with a partner or group, stop after each paragraph and share your difficulties, thoughts and questions.
- If you are reading with a partner or group, compile a master list of questions that you have.

Ask students to read the anchor text in groups of two to four (pages 36-37). First, set up the task by noting this anchor text is written by the unit authors and the purpose of the text is to help them get an idea of the context in which this particular unit is set. It will help them think about the kinds of questions that their reading of subsequent texts might answer. The anchor text will end with *Essential Questions*—ones they will return to throughout the entire unit and answer fully at the end of the unit, but that there are other questions they will think of as they read the anchor text, and these also should be noted. Students should read the text with a pen or pencil to mark or *annotate* important words (that they may or may not know), highlight key ideas, and to write their thoughts and questions in the margins. They will be reading this text closely—paying attention even at the word level. (In the next lesson, they will be learning a history-specific annotation method—this lesson is a lead-up to the next one.)

Students will need to see what you mean by close reading, and so you should model reading the excerpt of the Declaration of Independence closely, also showing how you would annotate it and ask questions about it. In Lesson 5, they will be refining their annotations to make them more specific to history. You may now just be getting them used to writing on their readings—especially if they haven't done this before and were hesitant to do it with the previous lessons. Discuss the meanings of the two highlighted words—endowed and inalienable. Go over your strategies for determining these word meanings.

When finished reading, ask students to share these annotations with their pairs or small groups and then with the whole class. They can add what others have annotated to their own if these other annotations help them understand and think about the text more fully. You will also have read and annotated the text and will share your thoughts with the group as well. (If this is a first or second pass at annotation, students will become better at it as time goes on and as they are exposed to various models of annotation and note-taking). Go over strategies for determining the meaning of unknown vocabulary. If they have asked their reading partners, looked at the context of the sentence, tried breaking the word into parts, or gone to a glossary or dictionary, and still do not know the meaning of the word, then that word is one they can bring up in the larger group.

Ask students to turn to the anchor text in the academic notebook. Tell them to write their annotations on the page. As they write and discuss, use the *Close Reading Checklist* to note the way students are engaged in close reading of the text.

Students read, annotate and discuss, ending with a list of questions. Compile a class list of interesting questions that students bring up.

(Anchor text is in the academic notebook *without* highlighted words.)

FROM THE STUDENT ACADEMIC NOTEBOOK pp 36-38

The Changing Concept of Liberty and Equality in the 60s: From the Freedom Rides to the War on Poverty

We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. – Thomas Jefferson, the Declaration of Independence (1776)

More than two centuries ago, our founding fathers created a new nation based on the principles discussed in this quote. Unfortunately, to many Americans, their words rang hollow. Unalienable rights were apparently meant only for white men of property. That, of course, would change over time—a long period of time. Could the first generation of Americans have predicted what the future would bring for the new republic they had forged? Perhaps. Jefferson became an advocate for the small farmer and the concept of universal manhood suffrage, and women like Abigail Adams and Phillis Wheatley spoke out for their gender and against the institution of slavery.

The 1820s and 30s became the “Age of the Common Man.” The abolitionist movement emerged to challenge slavery, and the bloody Civil War ended that institution in the 1860s. It led to the Fourteenth and Fifteenth Amendments that conferred citizenship on former slaves and denied the states from withholding the right to vote from any citizen on the basis of race, color or previous condition of servitude. But, in the South, an exploitive sharecropping system took the place of slavery, and the individual states passed a series of Jim Crow laws to segregate the races and deny equal rights to their black citizens. The South even got around the Fifteenth Amendment by resorting to poll taxes and literacy tests to keep blacks from voting. The long struggle for equal rights for blacks seemingly came to a successful conclusion with the 1954 case of *Brown v. Board of Education* in which the US Supreme Court declared school segregation to be unconstitutional. The following year Rosa Parks refused to give up her seat on a city bus in Montgomery, Alabama, and newly-ordained minister Dr. Martin Luther King, Jr. led a successful boycott to end segregation of the city bus system there. Black Americans were elated, believing that the Brown decision and the leadership of Dr. King in the South would quickly undermine the Jim Crow system. Yet, in 1960, most public schools remained segregated, most blacks were still forced to the back of the bus and a black citizen still could not sit down at a lunch counter and have a sandwich next to a white man. It would take a major civil rights movement emanating from the citizens themselves, mostly students and young people, to compel the federal government to enforce its own laws.

On June 11, 1963, President John F. Kennedy made his first major speech on Civil Rights in which he publicly embraced the standards of liberty and equality for which the young activists had strived. Almost a year later, President Lyndon B. Johnson delivered his “Great Society” speech at Ann Arbor, Michigan. These two speeches frame this Civil Rights unit and an era that some say was transformative for African Americans and others say was not.

Did the concept of liberty and equality change in the United States in the 1960? If so, how? If not, what kept change from happening?

1. If yes, what changed? Was the change legal, social, political, economic, or cultural? If no, which of these factors kept change from happening? Explain.

2. Who was responsible (for helping or hindering change)?

3. What tactics were used? Were these legal, social, political, economic or cultural?

4. What challenges were faced?

While seeking the answers to this question you will also address other questions. Take a moment to ask your own questions, then discuss.

After students have finished reading and discussing their thoughts in groups, ask each student to choose one word—a word that they think is most important in the text—and write that word on a chart on a wall in your room. As students finish, they should go to the chart and write their word with a marker you have supplied. Ask them to write the word big enough so that the students can see it from their seats.

Once students have finished reading and have written their word on the chart, have them choose two words they see on the chart that go together in some way (one does not have to be their word). Have them tell the other members of their group which two words they picked and how they think they go together in a meaningful way that has to do with what they just read. Then, have several students share out to the entire class.

Next, engage them in a discussion of the anchor text, asking an open-ended question, such as: “As you read this text, what stood out for you?” “What questions did you have as you read the text?” As they discuss their ideas, ask questions such as, “Where in the text did you find that?” “What in the text made you think that?” “What in the text made you ask that question?” The idea is to get students to dig back into the text to support their answers.

As students discuss their close reading of the text, ensure that target vocabulary is noted and discussed (as well as the other words that students bring up).

Continue to discuss the ways in which students can find word meanings as they read.

Students might have questions about the term, Jim Crow laws. If they do, you could take them to this website: <http://www.ferris.edu/jimcrow/who.htm>.

If there are still key ideas that have not been discussed, ask questions such as the following:

1. Here is a quote from the anchor text:

It would take a major Civil Rights Movement coming from the citizens themselves, mostly students and young people, to **compel** the federal government to enforce its own laws.

What claim is the author making? Why did the author make the claim that it took the citizens themselves to get the government to act? Upon what evidence in the text is he basing that statement? Do you agree with the statement? Why or why not?

2. What does *seemingly* mean in this sentence?

The long struggle for equal rights for blacks seemingly came to a successful conclusion with the 1954 case of *Brown v. Board of Education* in which the US Supreme Court declared school segregation to be unconstitutional.

Ensure that they understand the purpose of the guiding question(s). They do need to understand that historians analyze history through different lenses, and one way they think about what happened is to think in terms of social, economic, religious, political, legal or other categories. Looking for events, motives, causes/effects and so on with these categories in mind helps them make better interpretations of what happened in the past. If this is a new idea to students, take them back into the anchor text to find instances that represent political, social, economic and legal categories.

Start a “Discipline-Specific” word chart for the following words:

- Universal manhood suffrage
- Abolitionist
- Jim Crow laws
- *Brown v. Board of Education*

Assessments:

Outcome 1:

Students will demonstrate understanding the focus of the unit, the time period in which this unit takes place and the kinds of questions their reading will help answer through text markings, discussion and the questions they generate and through engagement in close reading.

Outcome 2:

Students will demonstrate actively engaging in close reading of textual material through their annotations and reading behaviors.

Use the Close Reading Behavior Checklist to informally assess the extent to which students are engaged with the text. Read about “Close Reading in History” below and use the checklist provided.

Outcome 3:

Students will show understanding of the targeted vocabulary words through annotations and discussion.

Informally assess what is being discussed, what questions students are raising, what they find challenging in the text and the words they identify. Consider keeping a class roster on hand and checking off the names of students who add to the discussion in order to determine who needs more support.

Ask students to define “endowed” and “inalienable” on an exit slip.

Score each column with a one to four rating, where:

1 = not evident; 2 = beginning; 3 = developing; 4 = proficient; provide commentary

Student Name	Talk	References to text	Use of supports	Questioning	Work products	Active participation

**Teacher
Checklist**

In this lesson, I . . .

- ☐ 1. Explained the definition of an anchor text.
- ☐ 2. Explained (and modeled) how students could mark the text as they read.
- ☐ 3. Placed students in pairs or small groups to read and discuss the anchor text and to ask questions.
- ☐ 4. Discussed students' questions.
- ☐ 5. Engaged in targeted discussion.
- ☐ 6. Focused on guiding question(s)—taking students back into the text to look at political, social, economic and legal aspects.

Lesson 4

Return to the Writing Assignment: Project Development

Overview and Rationale:

It is vital that students acquire basic research skills and be able to think thematically. Both of these elements of historical literacy are built into the writing assignment. In this series of research assignments, students will choose a topic of research relating to the theme of the unit, which is the changing perceptions of liberty in the United States during the 1960s, and generate a thesis statement that ties the topic to this overarching theme. This project gives students the opportunity to explore the Civil Rights Movement and the 1960s beyond the content covered in the course material itself. The instructor's role is to facilitate students with identifying topics outside of the course curriculum (i.e., sit-ins, voter registration, etc.) and to help them develop an appropriate historical argument using relevant sources. Students should use the reasoning sheets in their academic notebook to get started. Students will need assistance with proper source citation and annotation. While the assignment, as written, suggests the use of MLA or Turabian citation, the individual instructor can modify this to their department's preferred citation format (e.g., APA, Chicago, etc.). In addition, the instructor will be guiding students to develop an argumentative essay that is supported by textual evidence.

To accomplish these hefty tasks, the timeline for the unit allows for visits to the library so that students may complete their research. Students can use any free time that develops during the class for this project or complete it as a standing homework assignment. Again, the instructor's job is to facilitate the project so that it is completed on time and correctly. This project should be a significant element of the course assessment. Adapt the assignment directions to suit individual needs in terms of grades and due dates. The example assignments were purposefully designed using an entirely off-subject example so that students could see form and content for each assignment without being provided a document for simple replication.

This lesson plan lays out the first assignment of this paper as well as the extension assignment to develop a PowerPoint presentation based on their research.

Note to teachers: Once you have completed Lesson 4, several subsequent lessons provide instruction and activities to examine a variety of resources and note taking strategies. You may wish to allow students an opportunity to relate the new readings and learning to their final project. Review Lesson 14, “Answering the Essential Question,” which covers a series of activities along the way to guide students in the development of their final essay. You may wish to use activities from this lesson along the way, as appropriate, if students are ready to develop claims, cite sources, develop an outline and begin to draft the paper. Lesson 14 provides all of the steps in the writing process, but you need not wait until the end of the unit to introduce them. Use your professional judgment as to when students are ready to address these elements.

Tasks/Expected Outcomes (for the entire project):

Students will be able to:

1. Identify a topic and thesis statement for the project.
2. Use primary and secondary sources in writing, demonstrating that they understand the implications of their differences.
3. Identify the perspective or bias of a text author and interpret the text in light of that perspective.
4. Take into account the context of a text (time period in which it was written, who the intended audience was, etc.) when interpreting a text.
5. Evaluate the trustworthiness of various sources.
6. Make valid interpretations of complex historical sources in writing.
7. Identify the relationship among events (as contingent, coincidental, etc.).
8. Engage in historical inquiry by forming hypotheses, making historical claims and providing textual evidence across multiple sources to support the claims.
9. Cite appropriate sources in spoken and written arguments.

Assignment — Argumentative Essay and PowerPoint:

How did concepts of liberty and equality change during the 1960’s Civil Rights Movement? After reviewing the texts in this unit, write an essay in which you argue the causes for the change, explain the way in which the changes took place, and explain why a counterclaim can be refuted. Support your discussion with evidence from the text. Prepare a PowerPoint presentation that overviews your response to the assignment.

- Cite at least 5 sources
- Point out key elements from each source
- Address the credibility and origin of the sources
- Include a bibliography

College and Career Readiness Standards (CCRS)

History/Social Studies, Science and Technical Subjects Standards: Writing

- 1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience.
- 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.

Throughout this course, only grade 11-12 standards are used.

LDC

Skills and Ability List

Skills Cluster 1: Preparing for the Task

1. Bridging Conversation

Ability to connect the task and new content to existing historical knowledge, skills, experiences, interests and concerns.

2. Project Planning

Ability to plan so that the task is accomplished on time.

(www.literacydesigncollaborative.org)

Materials:

- Various

Resources:

- Close Reading Checklist

Timeframe:

20 minutes

Targeted Vocabulary:

Words that help you discuss the discipline

- Document
- Sourcing
- Contextualization
- Corroboration

Activity One

Introduction to the Assignment (Approx. 20 minutes)

College and Career Readiness Standards: History/SS; Science/Technical Writing-1a, 5, 7

Ask students to read the first assignment together. Explain that, even though they are required to create a thesis statement or overarching claim, their research may lead them in a different direction and they should understand that they could change this statement as they learn more about their topic.

FROM THE STUDENT ACADEMIC NOTEBOOK p 40

Assignment: Topic and Thesis Statement

Provide a topic of your choosing so long as it remains within the overall era of the American Civil Rights Movement of the 1960s and does not duplicate any of the topics being discussed in the normal course materials. For instance, you may use a topic related to sit-ins but should avoid topics related to the freedom riders since that is something we will examine in depth during the course.

In addition to a topic of research, you should also provide a thesis statement about the topic. The purpose of the thesis statement is to state the position you think you will be taking or the point you think you will be making in relation to your topic. Avoid large topics—the more specific the better. It may help to ask yourself a question about the topic. Your guess at an answer (your hypothesis) is your thesis statement (which may change as you gather evidence from what you read). If you have questions or need help finding a topic, please ask. Do not wait until the last minute to do this assignment as it will require you to spend some time in the library making sure there are plenty of relevant sources.

One final note: your topic and thesis statement should contribute in some way to the overarching theme of the course: the changing perceptions of liberty in this era.

Assignment 1 is due at the beginning of class on _____.

The assignment is worth _____ points.

See the following example on a topic in history that is not from the Civil Rights era. This example should help you write your thesis statement.

Example 1:

Topic: Discrimination against Japanese Americans in World War II.

Question about the topic: Why did the government allow discrimination against Japanese Americans during World War II?

Thesis: The government allowed discrimination against Japanese American's in World War II because it gave people an enemy to focus on.

Example 2:

Topic: African American Women in the South after Emancipation

Question about the topic: How did African American women in the South fare compared to men after emancipation?

Thesis: Although all freed slaves were better off after emancipation, African American women fared worse than men because of the unimportant role women typically played in free society at the time.

Discuss with students strategies for determining a research topic. These may include scanning the textbook chapter and other reading materials for topics that catch their interest, searching for topics on the internet, thinking of topics that they have been previously interested in, or other strategies students suggest.

Also, discuss the characteristics of the thesis statement example. The statement is in sentence form, and it not only includes the topic, but also makes an overarching claim about the topic. The claim, at this point (before research), is an educated guess, or hypothesis. The research done on the topic should help each student to decide if this thesis is supported or if another thesis might make more sense.

To many students, constructing a thesis statement may be a new experience. If this is the case, model the process and provide some guided practice before students finish this activity. To help them, you might have students note the difference between a topic and a thesis.

Below are some topics and some theses. Ask students to differentiate the two and tell you how they knew the difference (pages 42-44).

FROM THE STUDENT ACADEMIC NOTEBOOK p 42

1. Jazz music revolutionized music because it was one of the first forms of African-American music to cross into “mainstream” white society.
2. Eleanor Roosevelt
3. The influence of African Americans on jazz in the 1950s.
4. Eleanor Roosevelt recreated the role of the first lady by her active political leadership in the Democratic Party.
5. Lyndon B. Johnson and the Great Society.

Next, characterize what makes a thesis statement good. There are a number of websites that may be helpful. The following comes from: http://www.chicagohistoryfair.org/images/stories/pdfs/2_how_to_write_a_thesis_statement_easy.pdf.

FROM THE STUDENT ACADEMIC NOTEBOOK

Evaluate the thesis statements that follow. Ask these questions for each thesis:

1. Is it clear what the project will be about?
2. Is it arguable? Is there something that has to be proven?
3. Will research be necessary to prove the thesis?

Martin Luther King died in 1963.

☐ Strong ☐ Weak *Reasons:*

Artists in the South: 1960s

☐ Strong ☐ Weak *Reasons:*

The Juvenile Court system was established to remove children from the adult criminal justice system and help youth reform, but over the years it became a source of punishment and imprisonment.

☐ Strong ☐ Weak *Reasons:*

Pesticides kill thousands of farmworkers and must be stopped.

☐ Strong ☐ Weak *Reasons:*

How did *The Jungle* make an impact on the foods we eat?

☐ Strong ☐ Weak *Reasons:*

Also, provide a formula for writing a good thesis statement. Here's one:

1. Begin with a dependent clause (although...; even though...). (You may make this clause optional.)
2. Add your independent clause—this is the argument you are making or what you hope to prove.
3. Add a “because” clause—this will make your thesis more specific.

Example: *Although all freed slaves were better off after emancipation, African American women fared worse than men because of the unimportant role women typically played in free society at the time.*

Have students complete the assignment in the time frame agreed upon.

Assessment:

Outcome 1:

Students will be able to identify a topic and thesis statement for the project.

Evaluation Rubric			
Criteria			
Has a narrowly defined topic.	No	Some	Yes
Topic is within the correct historical time period.	No	Some	Yes
Topic is related to the overarching theme of the course.	No	Some	Yes
Thesis statement makes a point or takes a position on the topic.	No	Some	Yes
Thesis is something that can be researched.	No	Some	Yes
Thesis is grammatically correct.	No	Some	Yes
Total			

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components. I . . .

- ☐ 1. Re-introduced the overall project.
- ☐ 2. Discussed the examples.
- ☐ 3. Modeled writing a thesis statement.
- ☐ 4. Had students distinguish between topics and thesis statements.
- ☐ 5. Discussed the characteristics of thesis statements.
- ☐ 6. Had students evaluate good and bad thesis statements.
- ☐ 7. Modeled with students a thesis statement “formula.”

Lesson 5

Reading and Annotating a Chapter

Overview and Rationale:

Students will need to read various kinds of sources in order to gain a deep understanding of history. One of these, in college, will undoubtedly be a history textbook. Textbooks in history represent an important genre, in that they provide students with an overview of a particular topic. They are somewhat deceiving, however. Readers assume that what they are reading is absolutely true because the chapters are written mostly in narrative form, not in traditional argument form. Yet, the narratives are the creation of historians' analysis of other historians' writings and their interpretation of documents and other artifacts in relation to their own conjectures about how the past unfolded.

Statements that specify that causes were political, legal, social or that some events are more significant than others, for example, are not statements of fact but reasonable interpretations of historical information. Thus, historians know that history textbook chapters contain implicit *arguments*, or *claims* and that the source (author) and context in which a textbook is written is important. Interpretation is complicated by the fact that textbooks can be considered *tertiary* sources. That is, textbook authors are often relying on secondary sources of information (written by historians) rather than their own assessments of primary documents. Nevertheless, what they choose to emphasize and what they leave out, the claims they make, and the details they provide are *decisions*. Thus, two textbooks may treat the same topic differently. In later lessons, students will compare and contrast two textbook sections on the same topic so that they can understand this.

The first two sections of the textbook chapter in this unit present a somewhat chronological treatment of the Civil Rights Movement from 1939 to 1962. In addition, the chapter includes several features: guiding questions that prompt students to notice legal and political contributions to the movement and tactics or strategies used to further the cause of civil rights; headings and subheadings that specify different topics within the overarching chronological timeframe; photographs from the time period with captions; special topics inserts; lists of key topics; explanations of key terms; quick review facts; maps, and; excerpts from primary sources. Students need to consider all of these elements if they are going to understand what this source has to say.

Annotation is a way for students to mark the text while they are reading. Annotations can be used in *any* field, because *what* is annotated can be tailored to the specific requirements of the discipline. In history, they should focus on the elements of the text that are important to historians: events, people, places, policies and

documents; statements of cause and effect, chronology, significance; comparisons and contrasts; geographical, political, social, legal and other categorizations of events, and so on. Paying attention to these elements will help students to understand important historical information. At the same time, students need to pay attention to the source of this information, to identify claims the author is making, to find evidence for the claims and to question those claims and evidence.

This lesson focuses on understanding the information in the chapter sections, but it also extends the learning from previous lessons. Specifically, students add to their timeline and continue to study vocabulary, and they begin a process that will help them gather evidence across texts to answer the essential question.

Tasks/Expected Outcomes:

1. Students will demonstrate their ability to engage in close reading by their interpretations of sentences from a history textbook.
2. Students will show through their annotations that they are identifying historically important information about the Civil Rights Movement from reading.
3. Students will show their understanding of chronology and significance by adding to the Civil Rights timeline.
4. Students will increase their understanding of vocabulary, evidenced by the terms they annotate and the strategies they use when reading.
5. Students will begin to collect textual evidence that addresses the essential question.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 3 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of text contribute to the whole.
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

English Language Arts History/Social Studies Standards: Writing

- 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.
- 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 9 Draw evidence from informational texts to support analysis, reflection, and research.

English Language Arts Listening and Speaking

- 1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Throughout this course, only grade 11-12 standards are used.

LDC

Skills and Ability List

Skills Cluster 1: Preparing for the Task

1. Bridging Conversation

Ability to connect the task and new content to existing historical knowledge, skills, experiences, interests, and concerns.

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. Annotation/Note-taking

Ability to read purposefully and select information relative to the study of history; to summarize and/or paraphrase important historical information.

4. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

5. Close Reading

Ability to interpret portions of text with particular questions or focus in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

6. Relationships Among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events, and to categorize events using historical frameworks (political, social, economic, etc.).

7. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis and analysis.

(www.literacydesigncollaborative.org)

Materials:

- “The Origins of the Movement,” from Chapter 28 of Faragher’s *Out of Many* textbook.
- Academic notebook
- Annotation Evaluation
- Timeline

Timeframe:

205 minutes

Vocabulary:

Discipline specific vocabulary

Organizations:

- CORE
- NAACP

People:

- Thurgood Marshall
- President Truman
- President Eisenhower
- Earl Warren
- Governor Faubus

Documents:

- *Plessy v. Ferguson*
- *Brown v. Board of Education*
- Southern Manifesto

Places:

- Little Rock, Arkansas
- Birmingham, Alabama
- Montgomery, Alabama

Events:

- Segregation barred from Armed Forces
- Presidential election of 1948
- Major League baseball broke color barrier
- Creation of “bebop”

Other:

- The Doll Test

Words that Help You Discuss the Discipline:

- Annotation
- Cause-effect
- Claim
- Close reading
- Evidence
- Previewing
- Tertiary text

Activity One

Orientation to the Task (Approx. 20 minutes)

College and Career Readiness Standards: History/SS Reading- 5, 6

Remind students a textbook chapter can be a good source to help them decide what their research topic will be because it provides an *overview* of events and their interpretation. Also tell them that chapters are often the mainstay of college-level history courses and that reading them is good practice for much of the reading they will do in any postsecondary course. Students will begin reading a chapter, and while reading, should be thinking about their topics as well as constructing an understanding of the information in the chapter.

Sourcing: Instruct students to *SOURCE* the chapter by finding out about the author. Put the following description of the author on the board, overhead, Smart Board etc., and ask students to read about him.

FROM THE STUDENT ACADEMIC NOTEBOOK p 46

Who wrote this chapter?

The chapter is written by John Mack Faragher, a previous social worker and current history professor at Yale University who directs the Howard H. Lamar Center for the Study of Frontiers and Borders.

Ask students: “Is this information about the author important? Why or why not?”

After they have answered, follow up, if necessary, with the following questions: What influence might his social work background have on his interpretation of history? What do you know about Yale University that might tell you something about this author’s expertise or perspective? Is the study of frontiers and borders relevant?

Preview the chapter with students. Ask them to look at headings and subheadings and the extra features this chapter includes, and remind them that these features will aid their understanding of what Faragher has to say. (It is important to refer to the chapter as Faragher’s chapter, in order to remind students that the chapter has a source.) Ask them to turn to their academic notebook pages 46-47 and in the space provided, summarize from their preview the range of events in this chapter. If time allows, have students share their summary with a partner. Then discuss this preview with students, asking questions such as: Are there topics you know about that happened during this time period that Faragher is leaving out? Judging from the guiding questions, what do you think Faragher would like you to understand about the Civil Rights Movement? In looking at the map, what conjectures did Faragher want you to make about the movement?

FROM THE STUDENT ACADEMIC NOTEBOOK p 46

Preview this chapter by reading:

- Headings, subheadings,
- Graphics such as photographs, artwork, charts, diagrams, etc.,
- Marginal notes,
- Bold-faced and italicized portions of text,
- Information in insets, and
- Any other features of the chapter.

Based on this preview, what time period is being discussed?

In the space provided, summarize what this chapter is about.

Are there topics you know about that happened during this time period that Faragher is leaving out?

Judging from the guiding questions, what do you think Faragher would like you to understand about the Civil Rights Movement?

In looking at the map, what conjectures did Faragher want you to make about the movement?

(space provided)

Activity Two

Analyzing History Text (Close Reading) (Approx. 50 minutes)

College and Career Readiness Standards: History/SS Reading- 4; Speaking/Listening- 1b

Place this sentence on the board or overhead and ask students to engage in *close reading*. That is, you would like them to read the sentence very carefully to determine everything it might mean.

President Eisenhower ordered federal troops to Little Rock, Arkansas to ensure that the nine African American students could attend Central High School without the outbreak of violence.

Ask students what is important to know in that sentence. Entertain their conjectures. They should identify “President Eisenhower,” “Little Rock, Arkansas,” “Central High School” and information about what Eisenhower did and why he did it. Also important: “federal” (vs. state or local) and “ordered” (rather than requested).

Ask, “how did the author of this sentence know this happened?” Help them to see that, in order for this historian to say that sentence, he had to have some sort of evidence. This sentence is a *claim*, based upon *evidence*, but what this evidence actually is isn’t clear because it’s not stated. History textbooks make many of these kinds of claims in order to show us an unfolding story of the past. Sometimes they explain the evidence, but not always. Explain that history textbook authors often rely on the writings of other historians, and so they are thought of as *tertiary texts* (texts that are three times removed from the event itself) there are documents and artifacts from the times (*primary or first level documents*), historian’s interpretations of the documents

and artifacts (*secondary documents*), and historians' interpretations of historians' interpretations (*tertiary documents*). Add "tertiary documents" to the chart that includes sourcing, contextualization, corroboration and primary and secondary document.

Tell students that the information in history textbooks is important because the interpretations presented about the past are generally agreed upon by other historians. But that doesn't mean that students should take the interpretation to be the absolute truth or the only story that could be told about the past. So, in addition to learning the information, they also should question it.

Right now, however, students are going to focus on what information is important to pay attention to. Knowing that will help them with close reading. Return to what they said they should pay attention to in the sentence about President Eisenhower. Have them look at the following list in their academic notebook. You might wish to place them on chart paper somewhere in the room so that students can refer to the list, without having to always go back to the page in their academic notebook.

- Relationships among events—chronology, cause-effect.
- Actors—who (individuals or groups) is engaging in actions aimed at meeting goals.
- Actions—what the actors (are) doing, the tactics or methods they are using.
- Characteristics—of actions, actors, policies, movements, events.
- Motivations—the goals that lead the actors towards action.
- Categorizations of actions into political, social, economic, religious, cultural, etc.
- Comparison and Contrast—of interpretations of cause/effect, motivations, characteristics, etc.
- Vocabulary—use of words that signal intentions of the author or bias, words that describe key concepts and words that signal relationships among events.

Note that in narrative history writing, authors write about *actors* who engage in activities or *tactics* to meet their *goals* within a particular *time period* and *place* or in a particular *manner* (e.g., *swiftly*) that *cause* particular *consequences* or *effects*. Sometimes authors contend that these tactics or actions have political, social, cultural or other kinds of implications.

Repeat the notion that many of these important aspects of history, such as the relations among events and an actor's motivations are not necessarily known—these are *interpretations* by historians who have read a number of texts and artifacts. Therefore, when students read, they are reading confirmed facts such as dates, places and actors, but also interpretations of cause/effect, motivations and so on. Illustrate these points by studying the following sentences, taken from Faragher's chapter: (Text-based analysis)

The boom in wartime production spurred a mass migration of nearly a million black Southerners to northern cities.

Model the interpretation of this statement: A million black Southerners are the actors. Their goal was to engage in the boom in wartime production. To do that, they migrated from the South to northern cities (Where, presumably, this production was taking place). The manner in which they migrated was en masse.

Discuss that this sentence represents the first of a cause/effect chain. The boom in production *caused* black Southerners to move. The next sentence tells the *effect* of the move and the time frame in which this effect took place:

Forty-three northern and western cities saw their population double during the 1940s.

Ask students to read the next example sentence (page 48):

In the 1940s, African American musicians created a new form of jazz that revolutionized American music and asserted a militant black consciousness.

Look for and guide students to determine that African Americans were the actors. Their action was to create a new form of jazz. The time period was the 1940s. The effect of the action was a new *militant* black consciousness. Have students discuss why they think Faragher used the phrase *militant black consciousness* here. They could read the entire paragraph to get a better idea of Faragher's thinking. Ask if, after reading the paragraph and thinking about what they already know about this time period, they believe it to be the right phrase.

Have students work in pairs or small groups to read the following sentences (in their academic notebook pages 48-49). Tell them that they are engaging in close reading and that it is okay to struggle with interpreting the text.

In the late 1940s only about 10 percent of eligible southern black people voted, most of these in urban areas. A combination of legal and extralegal measures kept all but the most determined black people disenfranchised.

(Students should note the time period, note that the actors could be the unstated individuals who used the measures, or could be the southern black people. The goal of the measures is to keep black people from voting, the effect is that these measures kept blacks from voting and that the characteristics of the measures was that they were legal and extralegal. If they don't know the meanings of disenfranchised and extralegal, they should discuss plausible meanings.)

Regarding the social differences in the North and the South:

One black preacher neatly summarized the nation's regional differences this way: "In the South, they don't care how close you get as long as you don't get too big; in the North, they don't care how big you get as long as you don't get too close."

(Students should recognize this as a comparison/contrast statement rather than a cause/effect one, comparing the North and the South regarding how blacks and whites interacted.)

Regarding *Brown v. Board of Education*:

Since the late 1930s, the NAACP had chipped away at the legal foundations of segregation.

(Students should note, (1) the time frame, (2) the actor is the NAACP, (3) the action is "chipping away," and (4) chipping implies a manner in which the action takes place—a little at a time. The goal is to take away the legal foundations of segregation—to make it illegal.)

FROM THE STUDENT ACADEMIC NOTEBOOK pp 48-49

History writing tends to be about actors engaged in actions/tactics to meet goals within certain time periods. These actions have effects or consequences. Actors have particular motivations for pursuing their goals. Sometimes there are comparisons and contrasts between actors, goals, methods, etc.

1. *In the 1940s, African American musicians created a new form of jazz that revolutionized American music and asserted a militant black consciousness.*

Actor(s): _____

Time period(s): _____

Action(s): _____

Goal(s): _____

Effect(s): _____

Comparison/Contrast(s): _____

2. *In the late 1940s only about 10 percent of eligible southern black people voted, most of these in urban areas.*

Actor(s): _____

Time period(s): _____

Action(s): _____

Goal(s): _____

Effect(s): _____

Comparison/Contrast(s): _____

3. *A combination of legal and extralegal measures kept all but the most determined black people disenfranchised.*

Actor(s): _____

Time period(s): _____

Action(s): _____

Goal(s): _____

Effect(s): _____

Comparison/Contrast(s): _____

4. *Regarding the social differences in the North and the South... One black preacher neatly summarized the nation's regional differences this way: "In the South, they don't care how close you get as long as you don't get too big; in the North, they don't care how big you get as long as you don't get too close."*

Actor(s): _____

Time period(s): _____

Action(s): _____

Goal(s): _____

Effect(s): _____

Comparison/Contrast(s): _____

5. Regarding *Brown v. Board of Education*...Since the late 1930s, the NAACP had chipped away at the legal foundations of segregation.

Actor(s): _____

Time period(s): _____

Action(s): _____

Goal(s): _____

Effect(s): _____

Comparison/Contrast(s): _____

Debrief by having a whole class discussion of the meaning of these sentences.

Vocabulary:

As you debrief, discuss the fact that they may have encountered some difficult academic words, such as “extralegal,” “disenfranchised,” and “spurred.” Return to the sentences above and ask how students could go about determining their meaning. Spurred may be inferred from the context of the sentence. Extralegal and disenfranchised can be broken apart and their meanings built from the parts (extra = outside of; dis – not; (en)franchise = give a right to).

Assessment:

Outcome 1:

Students will demonstrate their ability to engage in close reading by their interpretations of sentences from a history textbook.

Listen to each group’s conversations to see that students are understanding the sentences at the targeted level. You can also use the Close Reading Checklist at the end of this lesson to note appropriate close reading behaviors. Finally, you can formally assign a grade to the work that is in the academic notebook.

Activity Three **Annotating the Text (Approx. 40 minutes)**

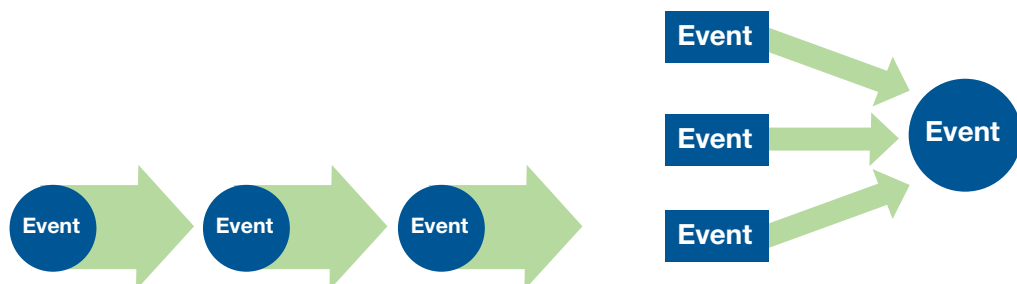
College and Career Readiness Standards: History/SS Reading- 1, 2, 3, 4, 6; Speaking/Listening- 1b

Explain to students the exercise they just completed will help them to engage in close reading of important parts of the chapter sections they are about to read, but they can't possibly talk about every sentence in every section that they read. What they can do to help them pay attention to meaning, however, is to annotate, or to take notes right on the textbook pages. If they have not annotated before, tell them that they can do a number of things to the words on the page. If you prefer for students not to write on text pages, you can provide sticky notes.

FROM THE STUDENT ACADEMIC NOTEBOOK p 50

When you annotate, you may:

- Circle key vocabulary words (discipline-specific, general words with discipline specific meanings, general academic vocabulary; words that signal bias or judgment, words that signal relationships).
- Underline or highlight key ideas (actors, actions, relationships among events, characteristics, comparison/contrast, etc.).
- Write key words or summarizing phrases in the margins.
- Define vocabulary words in the margins.
- Write your reactions to the text in the margins.
- Make connections and inferences in the margins (this is like “aha!!”).
- Draw cause-effect chains.



- Make Comparison-Contrast graphs or Venn diagrams.

Event 1	Event 2

- Make or add to a timeline.
- Make any other annotation that helps you understand and think about the information.

Model annotation of the first section of the chapter (*The Montgomery Bus Boycott*) and talk through the different kinds of annotations and their purpose.

Provide 20 minutes for students to read and annotate the first subsection (*Civil Rights after World War II*) of the assigned section of the chapter—*The Origins of the Movement*. The purposes for their reading are to:

- Determine what this author had to say about the significant actors at the beginning of the Civil Rights Movement, what goals they had, what tactics they used, where and when the events took place and how successful the actors were at meeting their goals as a result of these events.
- Practice the skill of annotating in history and building their capacity to read difficult history textbooks.
- Determine if one of the people, events or tactics is of interest to them to use as a topic of “Everything but the paper.”
- Determine if there is information in the reading that might help them answer the essential question that is being asked in this unit.

When they are done, have students tell you the kinds of things they annotated and provide feedback on their annotations. You can also put your annotations up and explain how other ways of annotating may also be acceptable.

Have students read and annotate the rest of the section.

You may have them work in pairs or small groups and divide up this section by the rest of the headings, so that students can practice on a smaller portion of the section, allowing them time to talk over what they are reading together. Have each group pick a spokesperson to explain their group’s portion of the chapter to the rest of the class or do a jigsaw, with a second grouping of students containing one person who read and annotated each section. The sections of the chapter are as follows:

- The Segregated South
- *Brown v. Board of Education*
- Crisis in Little Rock.

Jigsaw—a possible configuration: In a class of 30, five students could be in each of six groups, with two of the groups each assigned to a section in common. After annotating and discussing, 10 groups of three people each could be formed (one from each previous group) and each person would explain their part of the chapter to the others in the group, using their annotations as a guide.

Alternately, you could provide 30 minutes of time to read all three, then call on individuals to discuss what they annotated from each section. This may not be enough time for slower readers, and they may need to complete the rest for homework.

Assessment:

Outcome 2:

Students will show through their annotations that they are identifying historically important information about the Civil Rights Movement from reading.

When they are done reading and annotating, have students fill out the **Annotation Evaluation for History** that is in their academic notebooks page 51.

FROM THE STUDENT ACADEMIC NOTEBOOK p 51

When you are finished, please complete this checklist.

Annotation Evaluation for History

Check all the features of annotation that you used:

- ☐ 1. Information about the source
- ☐ 2. Information that signaled
 - ☐ a. Cause/effect
 - ☐ b. Comparison/contrast
 - ☐ c. Chronology (words signaling time)
 - ☐ d. Bias or judgment
 - ☐ e. Discipline-specific information and vocabulary
 - ☐ Other _____
- ☐ 3. Unknown general academic vocabulary
- ☐ 4. Key actors, actions, goals, and tactics, etc.
- ☐ 5. Political, social, economic, legal, or other characterizations of information
- ☐ 6. Marginal notations that show
 - ☐ a. summarizing
 - ☐ b. inferencing
 - ☐ c. reacting
 - ☐ d. connecting to other information
 - ☐ e. graphic or pictorial representations of information (e.g. cause-effect chains, time lines)

Evaluate your annotations

- 1. My annotations helped me to focus on the information. ☐ Yes ☐ No
- 2. My annotations would help me review the chapter for a test. ☐ Yes ☐ No
- 3. My annotations helped me understand the information better. ☐ Yes ☐ No
- 4. My annotations helped me to think critically. ☐ Yes ☐ No

What did you do well?

What could you improve?

You can use the assessment yourself to provide feedback to them about how they did. You can also assign a grade based upon the quality of their annotations.

Evaluation Rubric			
<input type="checkbox"/>	Annotations are complete	No	Some Yes
<input type="checkbox"/>	Annotations focus on more important information	No	Some Yes
<input type="checkbox"/>	Annotations have variety	No	Some Yes
<input type="checkbox"/>	Annotations have right amount of detail	No	Some Yes
<input type="checkbox"/>	Other _____	No	Some Yes
<input type="checkbox"/>	Amount of annotation is appropriate	No	Some Yes
<input type="checkbox"/>	Variety of annotations is appropriate	No	Some Yes
<input type="checkbox"/>	Annotations are paraphrased or key words are used	No	Some Yes
<input type="checkbox"/>	Other _____	No	Some Yes

Activity Four

Vocabulary (Approx. 30 minutes)

College and Career Readiness Standards: History/SS Reading- 4

Help students understand that there are different kinds of vocabulary words that are important when they read history. There are the words and phrases that make up the important content—consisting of people, places, events, etc. These are the kind of words that, if they can explain them, will prepare them for a test of the content. Pass out or show on a PowerPoint or overhead the list of content words at the beginning of this lesson. Ask them if they noted those terms in their annotations and if they could explain the author's view of their roles in the Civil Rights Movement. If time allows, have students work with each other, taking turns "talking through" or explaining each of the terms.

Other words help describe the processes they are learning. For this unit, they are adding new terms: *annotation*, *close reading*, *tertiary texts*, *cause-effect*, *claim* and *evidence*. Write these words on chart paper as you have done for sourcing, contextualization, corroboration and primary document and have students explain their meaning. Finally discuss the fact that some words are just difficult academic words, such as "extralegal," "disenfranchised" and "spurred."

Ask students for examples of other words (and the sentences they came in) they struggled with as they read the portion of the chapter. Discuss with the class the strategies used to determine meaning. Remind them of previous discussions of glossaries and dictionaries, getting help from other students or the teacher, trying to figure out words from context and now, breaking words down into their component parts.

Vocabulary: Add to the discipline-specific vocabulary chart the following words:

Discipline specific vocabulary

Organizations:

- CORE
- NAACP

People:

- Thurgood Marshall
- President Truman
- President Eisenhower
- Earl Warren
- Governor Faubus

Documents:

- *Plessy v. Ferguson*
- *Brown v. Board of Education*
- Southern Manifesto

Places:

- Little Rock, Arkansas
- Birmingham, Alabama
- Montgomery, Alabama

Events:

- Segregation barred from Armed Forces
- Presidential election of 1948
- Major League baseball broke color barrier
- Creation of “bebop”

Other:

- The Doll Test

Add to the chart, “Words that help you understand the discipline:”

- | | | |
|-----------------|------------|-----------------|
| • Annotation | • Claim | • Previewing |
| • Cause-effect | • Evidence | • Tertiary text |
| • Close reading | | |

Tell students to use the discipline specific words to test their understanding of the key events in history, and the “words that help you understand the discipline” to talk about the strategies they are using when reading and writing.

Assessment:

Outcome 4:

Students will increase their understanding of vocabulary, evidenced by the terms they annotate and the strategies they use when reading.

As you read students' annotations, note what words they have identified and whether or not they have thought of appropriate synonyms. Also, have students write the definitions of "words that help you understand the discipline" on an exit slip and if time allows, have pairs of students explain to each other what five of the discipline-specific words mean.

After Reading Questions:

To ensure students are thinking deeply about the chapter excerpt they just read, ask discussion-starting questions. When they answer, it's important to insist that they tell you what text information they are basing the answers on.

1. This chapter section describes the civil rights movement after World War II. What was happening culturally? Why was this important?
2. Besides cultural changes, what other kinds of changes does this author describe (political/economic)? What was the author saying happened with these? Why were these important?
3. Agree or disagree with the following statement:

The Court system (e.g., Brown v. Board of Education) played the most important role in the crisis in Little Rock.

What evidence is there in the text that makes you think this statement is true?

What evidence is there in the text that makes you think this statement is false?

4. Remember the author of this text—he is a professor at Yale who is interested in frontiers and borders and a former social worker. Can you find any evidence in the text that he was influenced by these factors?
5. Here is an excerpt taken from the section, A Crisis in Little Rock:

But Governor Orval Faubus, facing a tough reelection fight, decided to make a campaign issue out of defying the court order. He dispatched Arkansas National Guard troops to Central High School to prevent nine black students from entering. For three weeks, armed troops stood guard at the school. Screaming crowds, encouraged by Faubus, menaced the black students, beat up two black reporters, and chanted "Two, four, six, eight, we ain't going to integrate."

Remember when we read documents about the Little Rock Nine? We had to decide Faubus' motivations—if he was just trying to prevent violence, only trying to get reelected or if he was a racist. What position on that question do you think this author takes? Why? What in this excerpt would make you think that?

Activity Five

Adding to the Timeline (Approx. 15 minutes)

College and Career Readiness Standards: History/SS Reading- 7

Ask students what events they think are significant enough to add to the timeline (page 52) and ask them to defend their suggestions with reasoning. Add these to the wall timeline and make any corrections that need to be made given the information in the chapter.

Significance: It will help if you discuss what makes something significant, so students don't just add *all* of the events they read. You might try one of these strategies to get them to make choices about significance:

- Limit the number of items they can add to three to five.
- Make more than one timeline (e.g., one on top of the other). For example, you could make a timeline for cultural events, political events, economic events, etc.
- Limit significance to national versus local significance.

Notions of significance are important to historians. They cannot write everything, so they are *always* making choices about what to put into a historical narrative and what to leave out. Students are acting as historians when they make these choices. As they work through these choices, they are developing *criteria* for significance. **Be explicit to students that they are acting as historians when they determine significance,** and help them determine the criteria (you might write their thoughts on an overhead or whiteboard).

It will be helpful to have the timeline on a wall in your room. Students can refer to it throughout the unit, and keep coming back to add significant events.

FROM THE STUDENT ACADEMIC NOTEBOOK p 52

As you complete the unit, you will continue to add dates to this timeline.

1950

1954

1958

1962

1966

1970

1951

1955

1959

1963

1967

Notes:

1952

1956

1960

1964

1968

1953

1957

1961

1965

1969

Assessment: (Informal)

Outcome 3:

Students will show understanding of chronology and significance by adding to the Civil Rights timeline.

Check students' answers and provide feedback about their reasoning. Note which students are having difficulty picking significant events and consider providing instruction on that concept. For example, students might be asked to think about the most significant event that took place during their summer vacation and to explain why it was significant. Events in history are determined to be significant by historians who have to make judgments of significance based upon what their effects are. Significant events have long lasting and/or widespread effects.

Activity Six

Returning to the Essential Questions (Approx. 50 minutes)

College and Career Readiness Standards: History/SS Reading- 6; Writing- 7, 8, 9

Have students return to the essential question in the academic notebook page 53:

FROM THE STUDENT ACADEMIC NOTEBOOK p 53

Here is the essential question and some related ones:

How did the concept of liberty and equality change in the United States in the 1960s as a result of the Civil Rights Movement?

Offer these related questions:

Did the concept of liberty and equality change?

If so, what changed? Was the change legal? Social? Economic? Political? Cultural?

If no, which of these factors kept change from happening?

Who was responsible for helping or hindering the change?

What tactics were used? Were these legal, social, political, economic or cultural?

What challenges did civil rights activists face?

What have you read that helps you begin to think about this information?

Explain why breaking down the question in this way can develop a better understanding of how to answer, and find evidence for answers to these questions as students complete the unit so they can answer the larger question at the end. Ask if there is anything they have found in this chapter or in the texts they have read previously that addresses these questions. Give some time to return to the section in Chapter 28 and identify at least one piece of information. If necessary, provide this model:

African American communities led these fights, developing a variety of tactics, leaders and ideologies. With white allies, they engaged in direct-action protests such as boycotts, sit-ins and mass civil disobedience, as well as strategic legal battles in state and federal courts.

What questions above can be addressed in this text excerpt?

Who was responsible? African Americans.

What tactics? Civil disobedience—boycotts, sit-ins and legal battles in state and federal courts.

Remind students what they read encompasses only the first few years of the 60s. As they complete the unit, they should be able to draw comparisons and contrasts with the beginning of the movement to the end of the movement and to be able to describe changes along the way of how American's thought of liberty and equality.

Have students review the evidence chart graphic organizer in their academic notebook pages 54-56. Ask them to refer to their annotations and to use the graphic organizer to record what they found in this text section that addresses answers to the essential question. Because they will be coming back to this section a number of times during the unit, have them mark the page in some way so they can come back to it. It might be hard to write in the small spaces, so you might also consider putting it on chart paper.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 54-56

Name of text: Faragher, Chapter 28, "Origins of the Movement"

What time period did this text section cover?

What was the concept of liberty and equality at that time?

Were the influences during the time period political, economic or cultural?

Who were the major figures?

What were their goals?

What tactics were used? Were these legal, social, political, economic or cultural?

What challenges were faced?

Name of text: Faragher, Chapter 28, "No easy road to freedom"

What time period did this text section cover?

What was the concept of liberty and equality at that time?

Were the influences during the time period political, economic or cultural?

Who were the major figures?

What were their goals?

What tactics were used? Were these legal, social, political, economic or cultural?

What challenges were faced?

(space provided)

Text	Author/ Source	Context	Author Perspective	Trustworthiness
Faragher, Chapter 28	Author: Faragher, a historian and Yale, former social worker. This is a tertiary document.	Last edited in 2009	High school students who are taking AP American history.	

(space provided)

Provide students approximately 20 minutes to work on this graphic organizer. Engage in a discussion of the things they wrote down.

Some interesting discussions might occur regarding whose America is being discussed. In other words, some students might observe that African Americans would have a different answer than white Americans. This is a very interesting observation, because it makes a point that historians really want students to make—one's interpretation of events depends on one's perspective.

Assessments:

Outcome 5:

Students will begin to collect textual evidence to address the essential question.

You can assess this outcome by looking at the graphic organizer in the academic notebooks. Evaluate the organizer for reasonable answers and use of textual evidence.

Close Reading Behaviors Checklist

- ☐ 1. Students are talking to each other about their interpretations of the text, entertaining hypotheses about what the text means and resolving problems and confusions at the word level and beyond.
- ☐ 2. Students are referencing and cross-referencing the text in these discussions, pointing to particular places in the text, reading particular words and sentences from the text, etc.
- ☐ 3. When students are reading alone or with others, they are annotating the text, taking notes in other forms, circling words, marking points of confusion, using instructional supports. These annotations, notes, and instructional supports should indicate significant reader text interaction and attention to elements of historical reading (from the Skills and Strategies section).

- ☐ 4. Students develop their own text-based questions and discuss the textual evidence that answers those questions (in addition to grappling with the questions that are meant to guide the reading).
- ☐ 5. Students' notes and discussions include evidence of sourcing, contextualization, corroboration, author's use of language, and other elements in the Skills and Strategies section.
- ☐ 6. In whole class discussions, students participate actively and make comments that reference the texts and their notes about them. When others make interesting comments, they write notes about these comments and respond to them.

Score each on a scale of 1-4.

0 = not evident; 1 = beginning; 2 = developing; 3 = proficient; provide commentary

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components. I . . .

- ☐ 1. Introduced the text author, John Mack Faragher.
- ☐ 2. Helped students to preview the chapter.
- ☐ 3. Analyzed sentences from the text.
- ☐ 4. Modeled and provided guided practice for annotations.
- ☐ 5. Had students annotate the rest of the section and complete the annotation checklist.
- ☐ 6. Added new words to charts that help students describe the processes they are learning: annotation, close reading, tertiary texts, cause-effect, claim and evidence.
- ☐ 7. Helped students talk through the content words.
- ☐ 8. Discussed difficult academic words.
- ☐ 9. Asked discussion questions.
- ☐ 10. Added "significant" events to the timeline.
- ☐ 11. Began working on the essential question using the graphic organizer.

Lesson 6

Taking and Integrating Notes from Lecture

Overview and Rationale:

In college, students will be required to take notes on course lectures and synthesize the information from the lecture with information from the textbook and other readings to gain a full understanding of the topic. The synthesis of ideas across different sources of information is a skill often not taught and is the source of some confusion and struggle for students.

In the discipline of history, synthesis is complicated by the fact that two or more sources (e.g., lecture, textbook, document) may contradict one another or present information from different perspectives. When this happens, the tendency is for students to dismiss the contradictory information or to not recognize or think about the disparity. However, noting the contradiction and reflecting on issues of perspective or bias is part of what one does as a historian. The idea that history is both contested and contestable is at the core of historians' beliefs.

In this lesson, students learn to take notes from a lecture and combine the notes with information from the textbook chapter in order to study for a test on the information. In completing this lesson, students will note disparities between the notes and the lecture and will have to resolve these disparities.

Tasks/Expected Outcomes:

1. Students will demonstrate understanding of the lecture through their lecture notes.
2. Students will demonstrate the ability to synthesize two sources of information.
3. Students will show understanding of the targeted vocabulary words in an exit slip.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Throughout this course, only grade 11-12 standards are used.

LDC

Skills and Ability List

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

4. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

5. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis and analysis.

6. Annotation/Note-taking

Ability to read/listen purposefully and select relevant information; to summarize and/or paraphrase.

(www.literacydesigncollaborative.org)

Materials:

- PowerPoint Lecture
- Academic notebook

Timeframe:

105 minutes

Targeted Vocabulary:

Discipline Specific Vocabulary

Events/legislation:

Jim Crow Laws
Plessy v. Ferguson
Great Migration
Brown v. Board of Education
Columbia Race Riot

People:

Julias Blair
James and Gladys Stephenson
Lynn Bomar
Thurgood Marshall
Alexander Looby
Linda Brown
President Truman
President Eisenhower
Governor Orval Faubus

Activity One

Modified Cornell Notes (Approx. 15 minutes)

College and Career Readiness Standards: History/SS Reading- 2

Explain to students the necessity of taking notes on history professors' lectures in college courses. Today they will practice note-taking using a PowerPoint presentation as the "lecture." Review the list of important things to annotate from the previous days. These are important when reading any historical text.

They will be learning to take notes using a modified Cornell Notes method. That is, taking notes on a part of the pages leaving a margin on each page to return to later. Have them turn to their academic notebooks to see what the note-page looks like. Also have them read the instructions for this kind of note-taking.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 58-64

Activity

1 Modified Cornell Notes

Take notes on a lecture by your instructor using only one column on the page below.

- Because the lecture will be fast, you will need to paraphrase rather than write notes word-for-word.
- Don't use complete sentences and don't try to copy down every word from the text or the lecture.
- Use abbreviations whenever possible. Develop a shorthand of your own, such as using "&" for the word "and", w/ for with, b/c for because, and so on.
- Using a laptop? No problem; make yourself a template using the 'tables' feature and mark off the lines for each page using the line in the appropriate feature on your toolbar, just as you would on a sheet of notebook paper. Type your notes in the boxes.

Name:		Date:
Topic:		
Lecture	Chapter	

Review with students the importance of taking notes on one side of the page only, because later they will be adding information from their chapter reading.

Also remind them not to try to copy every word from the lecture, but use phrases or “paraphrase” and abbreviations whenever possible. Ask them to think about developing a short way to write certain words that re-occur, such as “&” for the word “and,” “w/” for “with,” “b/c” for “because,” and so on. (This is where their texting skills might come in handy!)

Use the PowerPoint: The Civil Rights Movement. Model the activity, using the first slide. Show the slide and talk through the decisions you make as you write the important points down about this slide. Then lecture using the second slide and have students practice taking notes. Debrief with the whole class.

Activity Two

Examining Documents (Approx. 35 minutes)

College and Career Readiness Standards: History/SS Reading- 2

You can use the “notes” at the bottom of each slide as you lecture, or you can download the audio version of the PowerPoint. When showing actual PowerPoint pages, discourage students from copying down exact words.

When the lecture is finished, ask students to work with a partner, comparing notes (page 64). Teacher sample notes can also be shared.

Assessment:

Outcome 1:

Students will demonstrate that they have understood the lecture through their lecture notes.

	No	Some	Yes
Notes capture significant information (People, events, motivations/goals, tactics, etc.)	No	Some	Yes
Notes paraphrase rather than copy	No	Some	Yes
Notes use symbols and/or abbreviations	No	Some	Yes
Notes are accurate	No	Some	Yes

Activity Three

Integrating Lecture and Chapter Notes (Approx. 40 minutes)

College and Career Readiness Standards: History/SS Reading- 2, 7, 9

Ask students to return to their annotated pages of Faragher. Ask: What did Faragher discuss that the lecture also discussed? What in the lecture was new? What did Faragher discuss that was not discussed in the lecture? You could list the topics in three columns, as shown below:

Only in Lecture

literacy tests & poll taxes,
districting, laws, purpose:
to keep black southerners
from property ownership
and

In Both

Jim Crow

Only in Faragher

(The major addition in the lecture notes up to the incident in Little Rock was the Columbia Race Riot of 1945, which the lecturer said was the major incident that led the nation to realize discrimination had to change! Why is it omitted from the chapter?)

Ask students to compare the following statements from the lecture and the chapter (page 65):

- **Lecture:** *Once in the North, black Americans found they could vote, but they often faced the same residential and educational segregation they had experienced in the South.*
 - **Chapter:** *With the growth of African American communities in northern cities, black people gained significant influence in local political machines in cities such as New York, Chicago, and Detroit. Within industrial unions such as the United Automobile Workers and the United Steel Workers, white and black workers learned the power of biracial unity in fighting for better wages and working conditions.*
-
- **Lecture:** *Ike reluctantly became the first president since Radical Reconstruction to use troops in support of black rights.*
 - **Chapter:** *At first, President Eisenhower tried to intervene quietly, gaining Faubus' assurance that he would protect the nine black children. But when Faubus suddenly withdrew his troops, leaving the black students at the mercy of the white mob, Eisenhower had to move.*

Discuss the disparities between the two texts. What differences may have been due to the source of the information (history instructor versus historian)? Thinking about the lecture, what do you think the lecturer's perspective might be?

Ask students to write information from the chapter in the space next to the topic of the lecture notes. In the space at the bottom, have students summarize the most important information from both texts. If there are differences in perspective, tell students to use words such as “on the other hand,” “in contrast,” “alternately.”

FROM THE STUDENT ACADEMIC NOTEBOOK p 64

When completed with taking notes, look at the topics the lecture covered. Then look at Faragher, Chapter 28. If that topic was covered in the same way or it was not covered, or it said the same thing but not as completely, do not write notes from Faragher. If Faragher added information or added another topic or insight—write notes from Faragher on the right side of the paper, next to the related topic in the lecture. In this way, you are integrating the two sets of notes. This will be helpful when studying this information for a test.

When students are finished summarizing, have them share their summaries in pairs or small groups. If time permits, have each group choose the best summary to share with the class. Use this opportunity to discuss what a good summary should include.

Assessment:

Outcome 2:

Students will demonstrate the ability to synthesize two sources of information.

- Lecture notes

Notetaking Integration Rubric

Notes include relevant information from both sources	No	Some	Yes
Summary includes information from both sources	No	Some	Yes
Information is accurate	No	Some	Yes

Activity Four

Vocabulary (Approx. 15 minutes)

College and Career Readiness Standards: History/SS Reading- 4, 5

Ask students to discuss the vocabulary with which they had difficulty. Help them decide if these are content words or general academic words and think about the ways they have already learned to figure out word meaning (context, breaking a word into meaningful parts, consulting reading partners, a dictionary or glossary, etc.). Some likely general academic words may be:

- Accommodations
- Intolerable
- Assertiveness
- Altercation
- Subservient
- Intimidation
- Confrontation
- Confiscated
- Vandalized
- Defaced
- Dispatched
- Acquitted
- Catalyst
- Intimidate

Divide these words into four or five groups. Assign groups of students to find out the meanings in context of one of the groups of words. For each word the group should follow this procedure:

FROM THE STUDENT ACADEMIC NOTEBOOK p 66

Word:

--

Rate my understanding + ✓ -

1. Context (Write the phrase or sentence where you found this word, including page number):

2. Dictionary definition (pay attention to context and choose the one best definition):

What does that mean? (Put the definition in your own words.)

3. Write a synonym for this word:

4. Write an antonym for this word:

5. If the word is an adjective or adverb, put the word on a continuum compared to its synonym. (Put an x along the line where you think it lies between each of the opposites.)

Slow ————— Fast

Negative ————— Positive

Weak ————— Strong

5. How does this word help you understand the text you just read?

When students have finished, have each of the groups present their words and definitions. It should clearly be stated that at the end of the day, each student will be asked to define one of the words from each group, so everyone needs to pay attention to the words presented.

Next, have students pay attention to the content words (people, places, events, legislation) they may need to remember. (Possibilities are at the top.)

Add these to the chart of words displayed in the room.

Assessment:

Outcome 3:

Students will show understanding of the targeted vocabulary words through the definitions they write in their academic notebooks.

Choose, at random, one general academic vocabulary word from each of the groups and three content vocabulary words. Have students define these on an exit slip.

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components. I . . .

- ☐ 1. Introduced note-taking task.
- ☐ 2. Modeled note-taking using one slide.
- ☐ 3. Had students practice note-taking using another slide.
- ☐ 4. Lectured using PowerPoint, having students take notes.
- ☐ 5. Discussed differences and similarities in lecture and chapter.
- ☐ 6. Had students write chapter information on note-taking pages.
- ☐ 7. Had students write summary of both the chapter and the lecture.
- ☐ 8. Discussed discipline-specific and general academic vocabulary and made lists.
- ☐ 9. Assigned groups of students to determine meanings of identified academic vocabulary using format.
- ☐ 10. Asked students to define a subset of these words on an exit slip.

Lesson 7

Research Project – Identifying and Annotating Sources

Overview and Rationale:

This is the second phase of the research project—finding, reading and annotating, summarizing and evaluating at least five sources that address each students' topic and thesis statement. In this phase, students will practice using the skills learned in previous lessons; it is important, for example, to look at sourcing information, especially since they will be using the Internet to find sources. Sources will need to be identified as trustworthy and address the topic they are studying within the context they are studying it. Students will also have to determine if the source corroborates their thesis statement. If the source provides contradictory information to what they claimed, they will have to decide what to do—if the source is credible, they may need to change their claim in order to incorporate the source.

Once students have identified good sources, they need to read and annotate them. Because they are looking for specific kinds of information (information that addresses the topic), their annotations will need to be focused on that information. That is, they should not get off track by paying attention to information that is extraneous. After reading and annotating, students will need to summarize what each of the sources says in relation to the topic. Summarizing is sometimes difficult for students to do, and some will need models and guidance in choosing what to include and what to leave out of the summary.

Finally, students will need to use MLA, Turabian or other format to write the citation for each source. Using this format will help prepare students for history courses in college.

Tasks/Expected Outcomes:

1. Students will find five sources for their research project using their school's Internet sources.
2. Students will annotate, summarize, and evaluate the sources.
3. Students will follow MLA, Turabian or other format for citing the sources.
4. Students will define at least five vocabulary words from their readings.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 8 Evaluate an author's premises, claims and evidence by corroborating or challenging them with other information.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

History/Social Studies, Science/Technical Subjects Standards: Writing

- 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.
- 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
- 9 Draw evidence from informational texts to support analysis, reflection and research.

Throughout this course, only grade 11-12 standards are used.

LDC

Skills and Ability List

Skills Cluster 1: Preparing for the Task

1. Bridging Conversation

Ability to connect the task and new content to the historical reading skills learned in interpreting photographs and other documents.

2. Task Analysis

Ability to understand and explain the task's prompt and rubric.

3. Project Planning

Ability to plan so that the task is accomplished on time.

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to determine the perspective of the author.

3. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

4. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

5. Annotation/Note-taking

Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

6. Relationship Among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events, and to categorize events using historical frameworks (political, social, economic, etc.).

7. Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis and analysis.

8. Single Texts

Ability to identify key ideas related to a particular historical purpose for reading and to summarize these key ideas in a way that addresses that purpose.

Skills Cluster 3: Transition to Writing

1. Bridging Conversation

Ability to transition from reading or researching phase to the writing phase.

(www.literacydesigncollaborative.org)

Materials:

- Various
- Academic notebook
- Writing rubric

Timeframe:

150 minutes

Targeted Vocabulary:

- Various

Activity One

Pre-Reading (Approx. 30 minutes)

College and Career Readiness Standards: History/SS Reading- 1, 2, 6, 7, 8, 9; History/SS, Science/Technical Subjects/Writing- 7, 8, 9

Ask students to take out the thesis statement or claim they originally wrote for their research project.

Ask students to read the directions for the next phase of their research project in the academic notebook page 68.

FROM THE STUDENT ACADEMIC NOTEBOOK p 68

Assignment Identifying and Annotating Sources

The next assignment for your research project is to supply five sources. Please follow MLA format or a format approved by your instructor when citing your sources. You are welcome to use Internet sources; however, remember to use the websites sanctioned by the school library rather than random Internet sources. If you have any doubts about whether a website is appropriate or not, please ask for assistance. In this course, we will spend time with the librarians on campus discussing the resources available in the library and in the online databases. A librarian can quickly bring you up to speed on the resources available online and on appropriate search techniques.

In addition, you will be required to annotate your sources. After annotating you will write a brief summary and an evaluation of each of your sources. Following each of your MLA citations, add a paragraph about the source's content and evaluate the author's perspective, the time period of writing and the source's relevance to your research topic.

This assignment is worth _____ and is due _____ at the beginning of class. Late assignments will not be accepted.

Do not hesitate to ask if you have questions.

FROM THE STUDENT ACADEMIC NOTEBOOK p 69

Example:

Topic: African American Women in the South after Emancipation

Question about the topic: How did African American women in the South fare compared to men after emancipation?

Thesis: Although all freed slaves were better off after emancipation, African American women fared worse than men because of the unimportant role women typically played in free society at the time.

Tolman, Tristan L. "The Effects of Slavery and Emancipation on African-American Families and Family History Research." Crossroads (March 2011): 6. Database you used, Your School Library Name, Your City. dd Mon.yyyy <internet URL>

Tolman says that, after emancipation, most black mothers quit working in the fields, even though some white planters tried to keep them working, according to the Freedmen's Bureau in Georgia. But they didn't stay at home for long. According to a journalist from the time period, because there was so much poverty, women and their children had to help out their husbands who rented land or were sharecroppers.

Credibility: Somewhat to very credible

Tolman is a genealogist writing in a journal from Missouri Southern State University fairly recently (2011). One reason for writing the article is to discuss how to find out about African American genealogy (which can be hard because of slavery). Because she is a genealogist, she is careful to write based upon evidence. Every time she makes a statement, she tells what her sources of information are. For example, she found out that land owners tried to keep African American women in the fields from the Freedmen's Bureau in Georgia, and she quoted a journalist from 1875 as her source that women had to return to the fields. Therefore, I think that what she says is as trustworthy as it can be, given her sources. That is, I'm not sure how trustworthy a journalist might be, but that may have been the only information she had. Also, she seems to paint a positive picture of African American life, saying at one point that, "The evidence testifies in favor of the resilience of the African-American family."

This article doesn't really say that women's lives were harder than men's, except that many had to work in the fields AND take care of their households.

Discuss these directions, resolving confusions and answering questions. Take a moment to discuss writing a summary, since this task has not been required in this unit before now. Because this summary is directed towards a specific research claim, the summary should focus on the information that is pertinent to that claim.

Show the example of the summary/discussion in the academic notebook page 69 and discuss the different parts that fulfill the assignment (the summary, the discussion of the source, time of writing, perspective and relevance). You may want to show how the summary of the content was derived from the actual text. Here is the actual text:

Parents and children were more often able to live under the same roof, and by 1870, a large majority of blacks lived in two parent households. Newly freed blacks reaffirmed their commitment to God and religion by organizing churches that sunk deep roots in Southern soil.

After emancipation, most black mothers quit working in the fields and became full-time homemakers. Some white planters lamented this loss in the labor force, and one planter even appealed to the head of the Freedmen's Bureau in Georgia for measures to require black women to return to the fields. Nevertheless, black women almost universally withdrew from field labor, sending a clear message that their families came first. Unfortunately, the opportunity for black women to remain at home was often short-lived. The dire poverty of most black families made it necessary for fathers and mothers to contribute to the family income. One journalist, Charles Nordhoff, explained in 1875, "Where the Negro works for wages, he tries to keep his wife at home. If he rents land, or plants on shares, the wife and children help him in the field." Even if they worked in the fields, however, freed women continued to fulfill their housekeeping roles as well.

After the class discussion, if students need more practice, choose a short document and have students work together in pairs to create a summary. Share the following checklist to guide their work.

FROM THE STUDENT ACADEMIC NOTEBOOK p 70

Checklist for Writing a Summary in History

- ☐ 1. Summary begins with main point or claim from reading related to topic or question.
- ☐ 2. Summary includes major support for the claim.
- ☐ 3. Summary does not include smaller details or unrelated topics or facts.
- ☐ 4. Summary is in your own words—no quotes (these can be identified in your annotations).
- ☐ 5. When reading your summary, it makes sense—it is coherent and logical.
- ☐ 6. Citation uses MLA or teacher approved format.

Review the features of MLA format.

Activity Two

Identifying, Reading, and Annotating Sources (Approx. 85 minutes)

College and Career Readiness Standards: History/SS Reading- 1, 2, 6, 7, 8, 9; History/SS, Science/Technical Subjects Writing- 7, 8, 9

Spend some time in the library or computer lab (or if you have computers for students in your classroom, in your classroom) helping students find five sources for their topic. If they are having difficulty finding information that matches their thesis statement or claim, help students to revise their claim, and remind them it is just a hypothesis they could confirm or disconfirm through their reading. That is, it is okay to revise their claim throughout the research process based upon what they have read. And, if they read conflicting information, they can even decide to make a claim that acknowledges the conflict (e.g., historians disagree about whether...) or they can decide to support one position based upon the preponderance of evidence.

Students can organize their research in one of two ways—find a good source, read, annotate, summarize and evaluate it and then look for another source, or find all of the sources at once and then read, annotate, summarize and evaluate. In the end, students may have to read more sources than five because some of the sources are not trustworthy or some may not really address the topic. Explain that it will be more efficient to source and contextualize each text first. If it appears to be credible—that is, the author seems to have some knowledge and is relying on evidence rather than conjecture, the context about which the author is writing matches the context students are studying, the author doesn't belong to a group with obvious bias, etc.—then and only then should a student spend the time it takes to do close reading/annotating. When reading the text, a student may recognize bias in the argument through an evaluation of evidence or language, but are less likely to if they vet the article first.

After reading each text, have students write a summary using the chart in the academic notebook shown on the next page (page 71) to fulfill the assignment. Students are to fill out this chart for every source used in their research project.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 70-75

Activity

2 Identify, Read and Annotate Sources

- Evaluate your source and context before you decide a source is worthwhile.
- Make sure it provides information about your topic.
- Once you've identified a trustworthy source, annotate it, paying attention to the information that addresses your topic.
- After reading and annotating your source, fill out the following chart.

Reading 1 Citation

Summary:

Credibility:

Rate the text's credibility: 1 = not credible; 2 = somewhat credible; 3 = very credible

1

2

3

Explain:

Relevance: Describe how this text addresses your research topic.

Assessments:

Outcome 1:

Students will find five sources for their research project using their school's Internet sources.

Outcome 2:

Students will annotate, summarize and evaluate the sources.

Outcome 3:

Students will follow MLA format for citing each source.

Use the summary checklist as an evaluation tool.

Activity Three

Vocabulary (Approx. 20 minutes)

College and Career Readiness Standards: History/SS Reading- 4

Ask students to fill out the vocabulary chart for at least five words from their readings (pages 76-80).

FROM THE STUDENT ACADEMIC NOTEBOOK p 76

Word:

Rate my understanding + ✓ -

1. Context (Write the phrase or sentence where you found this word, including page number):

2. Dictionary definition (Pay attention to context and choose the one best definition):

What does that mean? (Put the definition in your own words.)

3. Write a synonym for this word:

4. Write an antonym for this word:

5. If the word is an adjective or adverb, put the word on a continuum compared to your synonym (put an x along the line where you think it lies between each of the opposites):

Slow ————— Fast

Negative _____ Positive

Weak — — — — — Strong

6. How does this word help you understand the text you just read?

Assessment:

Outcome 4:

Students will define at least five vocabulary words from their readings.

Activity Four

Essential Question (Approx. 15 minutes)

If time allows and if appropriate given sources, ask students to add pertinent information from these sources to their essential question graphic organizer (from Lesson 5 page 53). That is, if their readings help them answer the question about the changes in the civil rights movement, students should add these sources to their essential question chart. Help students determine if their readings address the question or not. Remind them that their readings may not talk about change, but mention a particular time period and describe what the Civil Rights Movement was like during that time period. By writing that information in the graphic organizer, they can compare the information to information from other dates to see if there were changes or not.

Assessment:

Check the essential question graphic organizers to see if students added information from their readings. If not, help them to review their materials to see if any of the sources could address the question.

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components. I . . .

- ☐ 1. Asked students to look at their original thesis statement and read the directions for the next phase of their research.
- ☐ 2. Showed the example of the summary/discussion that is in the academic notebook.
- ☐ 3. Reviewed the features of the MLA format.
- ☐ 4. Gave students time to find sources for their topics.
- ☐ 5. Asked students to evaluate their sources, using the chart in their academic notebooks.
- ☐ 6. Asked students to learn the meanings of five unknown words from their readings, using the vocabulary format in their notebooks.
- ☐ 7. Had students add information to their essential question graphic organizer from lesson 5.

Lesson 8

Identifying Historical Claims and Evidence

Overview and Rationale:

Another source commonly used by history professors in college classrooms is the video. As with other sources, students should realize that this is a compilation of claims and evidence. In the case of the PBS special seen here, the evidence comes from interviews of those who were freedom riders, historians, and photographers; photographs of the events themselves; and documentary evidence such as newspaper reports and telegrams, and some video. Those who are interviewed tell the story of the Freedom Rides chronologically (with the days being the source of “chapter” changes, while video and photographs are shown). This special provides an opportunity to discuss corroboration, claims, and evidence in history. Historians are more inclined to believe corroborated versions of a story. That is, when the photographs and the different story tellers all seem to be telling the same story, they are more likely to trust it, especially if people who have different perspectives and biases point to the same conclusions. In this PBS special, for example, a video segment shows Bull Connor forcefully advocating white supremacy, which adds credence to the claim of those fighting for integration that Bull Connor did nothing to stop a mob attack on people at a bus stop.

Tasks/Expected Outcomes:

1. Students will be able to identify both implicit and explicit claims made by the historians in the PBS special and describe the evidence for those claims.
2. Students will show their understanding of corroboration by identifying corroborating evidence in the PBS special with information about the Freedom Riders in the Faragher chapter and the lecture.
3. Students will add to their discipline specific vocabulary.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No.10).
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims reasoning and evidence.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

English Language Arts History/Social Studies Standards: Writing

- 1 Write arguments focused on discipline-specific content.
 - a Introduce precise, knowledgeable claims, establish the significance of claims
 - b Develop claims and counterclaims fairly and thoroughly, supplying the most relevant data and evidence.

Throughout this course, only grade 11-12 standards are used.

LDC

Skills and Ability List

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

4. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

5. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis and analysis.

6. History Argumentation

Ability to identify an implicit or explicit claim in historical writing, to identify evidence that supports the claim, and to evaluate the trustworthiness and appropriateness of the evidence.

Skills Cluster 3: Transition to Writing

1. Ability to identify a claim and the evidence that supports it.
2. Ability to evaluate the evidence that supports the claim.

(www.literacydesigncollaborative.org)

Materials:

- PBS special on the Freedom Riders: <http://video.pbs.org/video/1925571160>.
- Faragher Chapter: “Freedom Rides,” pages 1021-1023
- Lecture PowerPoint: Slides 45-50
- Academic Notebook

Timeframe:

200 minutes

Targeted Vocabulary:

Discipline-Specific Vocabulary:

People:

- James Farmer
- Jim Peck
- J. Edgar Hoover
- Robert Kennedy
- Governor John Patterson
- Governor Ross Barnett
- Bull Connor
- Diane Nash
- CORE
- Nashville student movement
- John Lewis

Events:

- Birmingham violence (CORE buses)
- Montgomery violence—second wave
- First Baptist Church attack
- Mississippi arrests
- Parchman Prison

Words that Help You Discuss the Discipline:

- claim
- evidence
- corroboration
- argument

Activity One

Orientation to the Task (Approx. 5 minutes)

Ask students to take a few minutes to think about what they could say about the Freedom Riders based upon what they have read and heard and to write three of these observations down in their academic notebooks page 82 in complete sentences. If you would prefer, let them work with a partner. Students may come up with sentences such as, “The Freedom Riders were brave,” or “The Freedom Riders overcame great obstacles.” Ask students to share these and make a list (on the board, whiteboard or chart paper), consolidating similar statements.

FROM THE STUDENT ACADEMIC NOTEBOOK p 82

Activity

1 Orientation to the Task

Write down three observations about the Freedom Riders.
(space provided)

Tell students that these are *claims* based upon what they have read and heard. Ask what evidence they used to come to those claims. Because they have not yet read about the Freedom Rides, they may not have such evidence at hand. If they don't have any evidence, have them think about and discuss the kind of evidence they would need to back up those claims.

Explain that, in the same vein, historians make claims about the topics they study based upon evidence found during their research. When making these claims and supporting them with evidence, they are putting forth an *argument*. Write on the board, whiteboard or chart paper: *Argument = claim + evidence*.

A good argument is one in which the claim is supported by *trustworthy* evidence. In other words, one has to have good reasons for using a piece of evidence to support a claim. Not everything historians read leads to the same conclusions. They have to make judgments about what evidence is trustworthy and what is not to know what claims have enough support. Corroborated evidence is thought to be more trustworthy than non-corroborated evidence. It is especially compelling if two or three people who have different beliefs and biases tell the same story or provide evidence supporting the same interpretation.

For example, if there were four people in the room when an ugly argument broke out, but only one person in the room will talk about it afterwards, the story is not corroborated. The person who is telling the story could be lying or at least slanting it for his or her own advantage. If another person in the room independently tells the same story, that corroboration lends credence to the story. If they were on the same side of the argument, however, they might have slanted the story in the same way, and it still might not be accurate. But if a third person, one on the other side of the argument independently tells the same story, it is more likely the story is accurate. Historians look for that kind of corroboration before making a strong claim. Write **corroboration** on the board and tell them it means *support with evidence or to make more certain*.

Activity Two

Argumentation (Approx. 70 minutes)

College and Career Readiness Standards: History/SS Reading- 1, 2, 4, 6, 8, 9

Point students to the Faragher chapter and the section discussing the Freedom Rides. On the board, write these sentences from that section.

By creating a crisis, the Freedom Rides had forced the Kennedy administration to act. But they also revealed the unwillingness of the federal government to fully enforce the law of the land.

Tell students to read and annotate this section, especially looking for evidence that supports or does not support the claim written above. They can read in pairs or small groups if this support is needed.

FROM THE STUDENT ACADEMIC NOTEBOOK p 83

In your Faragher textbook chapter, pages 1021-1023, find evidence for the following claim:

By creating a crisis, the Freedom Rides had forced the Kennedy administration to act. But they also revealed the unwillingness of the federal government to fully enforce the law of the land.

Some possibilities that students might choose:

- *It also informed the Justice Department and the Federal Bureau of Investigation of its plans, but received no reply.*
- *FBI agents observed (the Birmingham attack) and took notes but did nothing.*
- *Stranded and frightened, they reluctantly boarded a special flight to New Orleans arranged by the Justice Department.*
- *Newspapers in Europe, Africa, and Asia denounced the hypocrisy of the federal government.*
- *A hastily assembled group of 400 US marshals, sent by Robert Kennedy, barely managed to keep the peace.*
- *In exchange for a guarantee of safe passage through Mississippi, the federal government promised not to intervene with the arrest of the Freedom Riders in Jackson. (More than 300 arrested.)*
- *The Justice Department eventually petitioned the Interstate Commerce Commission to issue clear rules prohibiting segregation on interstate carriers.*

Note that the last paragraph of the section ends with the claim, and emphasizes that sometimes a claim can appear after the evidence.

Questions:

1. What words signaled support for the statement? For example, “a **hastily** assembled group,” “the Justice Department **eventually** petitioned.” Why did the author of the text choose these words?
2. Was the author supporting the statement when he said that the Justice Department had arranged a special flight to get stranded freedom riders out of New Orleans? Why or why not?

3. Why do you think the Justice Department was so reluctant to help?

To answer this last question, you may want students to read the section prior to the Freedom Ride section in Faragher. The author in this section says that Kennedy had to walk a tightrope because of the close 1960 presidential election and his fear of losing white southern votes.

Show students another claim:

At the same time, (the Freedom Riders) reinforced white resistance to desegregation.

Ask students if they can find evidence for that claim. There isn't really any direct evidence. Use that finding to suggest to students that not all claims have explicit evidence.

FROM THE STUDENT ACADEMIC NOTEBOOK p 84

When you are finished and have discussed your evidence in class, find evidence for this claim:

At the same time, (the Freedom Riders) reinforced white resistance to desegregation

Also, help students understand that some claims are implicit or not stated. For example, if a historian provided the following evidence, what claim is s/he implicitly making about Bull Connor?

A video clip of Bull Connor (Birmingham police chief) denouncing integration.

A picture of Bull Connor ordering his troops to attack marchers.

Finally, provide students with the lecture from the PowerPoint that covers the Freedom Riders. This is a historian's college lecture material on the Freedom Rides. Ask students to take notes to see if any of the material in the lecture corroborates the text they just read, following the directions in their academic notebook. Explain again that corroborated evidence is more likely to be believed. For example, the video clip and picture of Bull Connor provide corroboration that Bull Connor was a racist. To determine if something is corroborated or not, historians have to find agreements and disagreements across sources.

When they are finished listening and taking notes about the lecture, ask the class for their ideas about the similarities and differences between the text and lecture.

FROM THE STUDENT ACADEMIC NOTEBOOK p 84

Listen to the lecture your teacher presents (from a PowerPoint). Take notes. If the information was the same as in the textbook section you just read, mark it with a check mark. If it adds to the information in the textbook, mark it with a plus sign. If it disagrees with the textbook, mark it with a minus sign. Then list at least two pieces of information in the textbook that are not in the lecture.

Lecture Notes	Similarities/Differences

Possible answers:

- James Farmer and CORE started the rides – in both.
- Purpose of the rides (to induce a crises) – in both.
- Places where Freedom Riders encountered violence in both (text says windows were smashed and tires were slashed; lecture only mentions tires).
- Lecture does not mention flight of Freedom Riders—just says they “disbanded).
- John Lewis and Jim Zwerg mentioned in both.
- Text has more detail.
- Lecture: ***But the courage of the riders induced President Kennedy to announce that he had issued an executive order directing the ICC to ban segregation in all interstate travel facilities.***
- Text: ***By creating a crisis, the Freedom Rides had forced the Kennedy administration to act.***

The last bullet point is a contrast of two claims about the motivation of the historical actor, Kennedy. Ask students to discuss the differences in these two claims and their ideas about why they are different (different sources, different evidence, etc).

Activity Three

Watch the PBS Special (Approx. 80 min)

College and Career Readiness Standards: History/SS Reading- 1, 2, 6, 8, 9

Show students a portion of a PBS special on the Freedom Riders, and instruct them to take notes using the format in the academic notebook pages 84-88. While watching the special, they should try to identify and write down any claims the historians are making about the Freedom Riders, President Kennedy, Governor Patterson (Governor of Alabama), or Martin Luther King, Jr. and also write down what kind of evidence they are using to back up the claims. Remind them that these claims can be implicit.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 84-86

Watch and take notes on the PBS special on the Freedom Riders. Try to identify claims the historians are making and the evidence they are using to back up those claims.

Notes	Claims	Evidence

Questions:

Have students watch “Chapters” three through six and nine through 11, or approximately one hour and 20 minutes if stretched for time. If you have more time, they could watch the entire special (it is just short of two hours long). It’s worth the entire watch—the first and last parts of the special make some claims and draw conclusions. If students have access to the Internet in their homes they could watch some of this at home.

When students have finished watching those sections of the special, have them review their notes in pairs or small groups.

Ask students what claims are being made about the Freedom Riders, President Kennedy, Governor Patterson, and Martin Luther King, Jr.

Write these on the board, chart paper, Smart Board, etc., and discuss the evidence used to make these claims.

If students do not come up with claims, supply them with the following claims and ask them to decide if they were being made by the special, and if so, what evidence was used.

1. President Kennedy did not care about the Freedom Riders until the violence became embarrassing internationally. *(Robert Kennedy did not initially get involved, and neither did the FBI. The FBI knew there would be violence in Birmingham but didn’t tell Kennedy and did nothing. Kennedy didn’t provide protection until after Montgomery (state troopers, National Guardsmen). Later, in Mississippi, he allowed freedom riders to get arrested to prevent violence. Evidence was in the form of interviews (e.g., Julian Bond, historian Raymond Arsenault), newspaper clippings, video and pictures).*
2. Martin Luther King, Jr. was not a supporter of the Freedom Riders. *(He was not until violence occurred in Montgomery, Alabama.) Same evidence types as above.*
3. Governor Patterson at first did nothing to protect Freedom Riders. Later, he did so reluctantly. *When asked by Kennedy to protect Freedom Riders, he did, but previously said he wouldn’t offer protection because that would get the Freedom Riders to stop. Same evidence types as above.*
4. The Freedom Riders showed great courage in continuing the freedom rides.

Some points to make:

- Documentaries are a particular kind of “text.” The documentarian acts like an author in that he/she makes decisions about what to show and what not to show, makes claims and provides evidence.
- Corroboration is shown in different ways:
 - Interview technique: One interviewee starts with a story that is continued by someone else—as one continuous story. The assumption is that they have the same story.
 - More than one historian makes the same claim; a claim is corroborated by the testimony of Freedom Riders who were interviewed, newspaper clippings, pictures and video.

Assessments:

Outcome 1:

Students will be able to identify both implicit and explicit claims made by the historians in the PBS special and describe the evidence for those claims.

Outcome 2:

Students will show their understanding of corroboration by identifying corroborating evidence used in the PBS special.

Student's notes identified multiple claims.	No	Some	Yes
Evidence was noted for claims.	No	Some	Yes
Student was able to identify types of evidence used to support claims.	No	Some	Yes
Student looked for corroboration across sources and across evidence.	No	Some	Yes

Activity Four

Writing an Argument Paragraph (Approx. 15 min.)

College and Career Readiness Standards: History/SS Reading- 2, 7, 8; History/SS Writing- 1a, 1b

Each student should pick one claim (perhaps one they wrote) and the evidence for it—one argument. In pairs, they should each write the claim and at least three pieces of evidence, then discuss how strong the argument is given the evidence. For each piece of evidence, they should be asking: *Is this a trustworthy piece of evidence? Is it compelling? Why or why not?*

FROM THE STUDENT ACADEMIC NOTEBOOK p 89

Identify one claim from the PBS special and the evidence provided for the claim. Rate the trustworthiness of the evidence on a one to four scale (1 = not at all trustworthiness; 4 = extremely trustworthy), and explain your rating.

Claim and Evidence 1:

Rating: 1 2 3 4

Explanation:

Have students discuss their ratings of claims and evidence.

Have students discuss various aspects of the types of evidence used in the sources—photographs, interviews of people who were there, video-clips, documents such as newspaper stories and telegrams and comments and narrative accounts of historians. Discuss how effective or compelling this presentation of evidence was.

FROM THE STUDENT ACADEMIC NOTEBOOK p 90

List the various sources used in the PBS special:

1.

2.

3.

4.

5.

Ask students to use one of the claims they identified in the video to write a short summary (page 91) of the argument that is being made. Model the kind of summary you are expecting.

Bull Connor was responsible for the Birmingham riot (Claim). Based upon a video clip of his speaking to a crowd, we know that he already established himself as a rabid segregationist (Evidence 1). Photographs of the riot itself showed that policemen were not on hand to protect the Freedom Riders when they reached Birmingham (Evidence 2), and we know that Bull Connor was in charge of the police. Also, Governor Patterson, in an interview, claimed that Bull Connor had given the Ku Klux Klan 15 minutes to do whatever they wanted (Evidence 3), and this claim was supported by the recollections of the current Alabama governor, a historian, and Gary Thomas Rowe, an FBI informant (Evidence 4).

FROM THE STUDENT ACADEMIC NOTEBOOK p 90-91

Write a summary of the argument you identified previously. Remember an argument consists of a claim and evidence. The evidence has to be reasonable and put into a context that makes sense. Pay attention to the model your teacher provided.

Assessment:

Assign a grade for the work by assigning points for, (1) writing a claim, and (2) providing evidence for the claim.

Activity Five

Return to the Essential Question Charts (Approx. 10 min)

College and Career Readiness Standards: History/SS Reading- 7, 8, 9

Have students add the PBS special to their essential question charts.

Activity Six

Add to the Timeline: (Approx. 10 min)

College and Career Readiness Standards: History/SS Reading- 9

Add significant events to the timeline in the room.

(The telling is chronological and days are highlighted. You can also find a timeline at <http://www.pbs.org/wgbh/americanexperience/freedomriders/timeline>.)

Possible Dates for Timeline:

May 4-8	Planning for Freedom Rides (CORE)
May 9-13	Travel to Atlanta
May 14	Firebombing in Anniston, Alabama
May 15-18	Birmingham riots—CORE ends Freedom Rides
May 19-12	First Baptist Church attack, Birmingham, Federal Troops assigned
May 24	Jackson, Mississippi arrests

FROM THE STUDENT ACADEMIC NOTEBOOK p 92

What events regarding the Freedom Riders are significant enough to add to the timeline? Discuss this in class and have a rationale for adding each event.

Activity Seven

Vocabulary (Approx. 10 min)

College and Career Readiness Standards: History/SS Reading- 4

Have students brainstorm words that should be added to the discipline-specific word chart (see words at the beginning of the lesson). Give students time to discuss these words in pairs. Add *corroboration*, *argument*, *claim* and *evidence* to the list of words used to talk about the discipline, discussing each one.

FROM THE STUDENT ACADEMIC NOTEBOOK p 92

As a class, determine which discipline-specific words to add to the discipline-specific word list. Also, talk through with a partner the meaning of the following words that help you talk about the discipline:

Corroboration

Claim

Evidence

Argument

Assessment:

Outcome 3:

Students will add to their discipline-specific vocabulary.

Choose two words at random from the discipline-specific word list and have students write down what role this word had in the Freedom Rides and why it is significant. Also have them write a definition of corroboration.

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components. I . . .

- ☐ 1. Had students write three observations about the Freedom Riders.
- ☐ 2. Taught that an argument consists of claims and evidence.
- ☐ 3. Introduced students to the term “corroboration.”
- ☐ 4. Had students annotate the Freedom Riders section of the Faragher chapter for evidence for a written claim.
- ☐ 5. Had students listen to and take notes to lecture slides 45-50 about the Freedom Riders, looking for corroboration.
- ☐ 6. Showed portions of the PBS Special on the Freedom Rides, looking for claims and evidence.
- ☐ 7. Had students write an argument paragraph after viewing an example paragraph.
- ☐ 8. Had students add information to the essential question organizer.
- ☐ 9. Added significant Freedom Ride events to the timeline.
- ☐ 10. Had students determine discipline-specific words worth understanding.
- ☐ 11. Asked students to tell the meanings of *corroboration*, *claim*, *evidence* and *argument*.

Lesson 9

Taking History Exams

Overview and Rationale:

Students will learn to prepare for, take and learn from a history exam. Students will generate their own exam review by thinking about the types of questions teachers ask, the amount of material they need to know and the strategies that will help them master the material. By creating their own exam review rather than relying on the teacher to supply a review, students must be able to select the information to be learned and create a way to learn it. In this lesson, they will learn two strategies to help them generate effective exam reviews. Students will take an exam that asks mainly higher-level questions. They will take the exam twice: individually and collaboratively. The purpose of the collaborative, or group, exam is not to make the job easier for students. Rather, the group exam is used to get students talking about and debating history information. Research has indicated that collaborative exams promote comprehension, improve test-taking skills and provide an opportunity for all students to participate in discussion.

Note to Teachers: This lesson does not have a bearing on the progress of the unit for the development of the written essay and the PowerPoint. As an option, you could move this lesson to the end of the unit as a final activity and continue with class and homework assignments by going on to Lesson 9. Or, you can proceed with the classroom activities for Lesson 8 while students work on their research and development of their written/PowerPoint projects at home.

Tasks/Expected Outcomes:

1. Students will utilize strategies to generate their own exam reviews.
2. Students will learn to ask and answer higher-level questions.
3. Students will learn to use group testing as a way to increase their ability to explain and understand history concepts.
4. Students will be able to evaluate their own exam performance.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

History/Social Studies/Science and Technical Subjects: Writing

- 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.

English Language Arts Standards: Speaking and Listening

- 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Throughout this course, only grade 11-12 standards are used.

LDC

Skills and Ability List

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

3. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

4. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis and analysis.

5. Annotation/Note-Taking

Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

6. Relationships Among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events and to categorize events using historical frameworks (political, social, economic, etc.).

(www.literacydesigncollaborative.org)

Materials:

- Academic notebook
- Faragher Chapter 28
- Video: *Freedom Riders*
- *Freedom Riders* exam

Timeframe:

170 minutes

Targeted Vocabulary:

Discipline-Specific Vocabulary from chart in room

Activity One

Orientation to the Task (Approx. 5 minutes)

College and Career Readiness Standards: History/SS Reading- 1, 2, 3, 7, 9

Introduce the concept of group exams to students with instructions like the following:

In this class, you will take a short exam. However, this exam may work a little differently than you are used to. First, you will take the exam individually and turn it in. Your individual exam will count for two-thirds of your total exam score.

Then, you will retake the same exam with a group of students.

In your group, you need to discuss each question and come to a consensus regarding the appropriate answer in order to fill out a single answer sheet that you will submit as a group. The group exam scores will count up to one-third of your total exam score.

To encourage everyone to participate and to prevent “freeloading” during the group exam, you will be asked to evaluate the other members of your group on how well they contributed to group functioning. This evaluation will be used to determine how many group exam points each student will receive. For example, if a student receives an average score of 80 percent from their peers, that student would receive 80 percent of their group’s test points. (Of course, the instructor reserves the right to overrule any peer evaluation score if it appears to be inaccurate or inappropriate such as when evaluations have been biased because of personality conflicts.)

Activity Two

Exam Preparation (Approx. 85 minutes – broken into one session of 35 minutes and one session of 50 minutes)

College and Career Readiness Standards: History/SS Reading- 1, 2, 3, 7, 9

Explain to students that prior to taking the exam they will generate their own exam review. Rather than using a teacher-generated review, they will work together to create a review that covers the textbook reading, the video and other reading they have done up to this point. They can use their Cornell notes with integrated information across sources. Tell students to use two strategies to help them create the review: talk-throughs and reciprocal questioning. If students have completed prior science or English units, these strategies will be familiar to them, except that they will be using them in a new subject area context. Ask them to read about the two strategies in their academic notebooks page 94.

FROM THE STUDENT ACADEMIC NOTEBOOK p 94

The Talk-Through

A talk-through is a method of preparing and reviewing for an exam that involves practicing and rehearsing aloud the key ideas of a text or events in history. A talk-through is very similar to a lecture that you would give someone. In fact, when giving a talk-through, you should imagine being an instructor giving a lecture to students who know very little about the topic you are teaching. Use your notes and the texts as prompts to help you say the information out loud, but when you are doing the talk-through, you should not be looking at your notes. Refer to them only when you get stuck.

Reciprocal Questioning

In this strategy, you will use the history information you have learned so far to create 10 questions. Use these questions to quiz classmates over the material as a way to prepare for the exam, and they will use their questions to quiz you. You should remember to include questions from the textbook, documents and videos.

Ask students to use the following guidelines to create questions.

Guidelines for Creating Questions:

- Avoid definition questions. Ask higher-level questions using words such as *why*, *how*, *explain*, or *compare* and *contrast*. For example, it is much better to ask a question/give an instruction such as “*Compare and contrast the strategies used by MLK to those used by Malcolm X*” or, “*Explain the arguments used by southern states to defy Brown v. Board of Education,*” rather than “*What is Brown v. Board of Education?*”
- Think about what you know is important to understand in history and create questions that get at those understandings: *cause/effect, chronology, or other relationships among events; analysis of actors, goals, and methods; perspective taking (which requires a focus on sourcing and contextualization), etc.*
- Predict short answer and essay items (even if you are taking multiple-choice tests) because it will help you check your knowledge of an entire concept, rather than one small part.
- Ask questions that require application, analysis, or interpretation of ideas. These are the types of questions you will be asked on the exam.
- Rather than focus on dates, focus on chronology and cause/effect.
- Ask questions that make people really think about history.

(General hint: if it takes more words to ask the question than to answer it, ask a tougher question).

- Talk-throughs. Have students meet in pairs and talk through their notes and textbook annotations. The partner should ask clarifying questions and make sure students’ talk-throughs are accurate and that inferences are reasonable, given the evidence. Students will trade partners several times to hear as many talk-throughs as possible (they can do this as homework).

FROM THE STUDENT ACADEMIC NOTEBOOK p 95

Activity Two: Engage in the talk-through

First, engage in the talk-through. Using notes, the chapter, and other materials, take turns talking through the information with a partner. As you talk (without looking), your partner will monitor what you are saying for accuracy and completeness. When your partner talks, you will monitor the information.

- Give students time to create 10 questions that are broad enough to cover the material.

Activity Three

Create Questions and Quiz Each Other (Approx. 30 minutes)

College and Career Readiness Standards: Speaking and Listening- 4

The group can work together to respond. Then another student should ask a question using the same process. This continues until each student has asked at least one question. Then students will regroup to ask questions with a new set of peers.

FROM THE STUDENT ACADEMIC NOTEBOOK p 95

Second, using your notes, chapter and other materials, create 10 questions and answer them. Then use these questions to quiz people in your group.

(space provided)

Reciprocal Questioning: Place students in small groups (four to six students). Tell one student to ask a predicted question and the rest of the group to try to answer it without looking at their notes or text.

Assessments:

Outcome 1:

Students will utilize strategies to generate their own exam reviews.

Outcome 2:

Students will learn to ask and answer higher-level questions.

- Predicted questions and answers

Provide points using the following criteria.

Contains at least 10 questions and answers.	No	Some	Yes
Questions come from all the sources used so far.	No	Some	Yes
Questions are at inferential and applied levels.	No	Some	Yes
Answers include accurate chronology and description of events, actors, actions, legislation.	No	Some	Yes
Student participates in the discussion.	No	Some	Yes
Adds meaningful information or insights.	No	Some	Yes

Activity Four

Taking the Exam (Approx. 30 minutes)

College and Career Readiness Standards: History/SS Reading-1, 2, 3, 7, 9

Take the best questions from the ones your students generated and use these for the exam. Be sure to pick those that require not just knowledge of details, but ask students to engage in reasoning.

Have students take the exam in both individual and group format (page 96).

Assessment:

Outcome 3:

Students will learn to use group testing as a way to increase their ability to explain and understand historical information.

- Exam Performance

Provide points using the following criteria.

	No	Some	Yes
Student contributes to group exam.	No	Some	Yes
Group performance is higher than average single performance.	No	Some	Yes

Activity Five

Evaluation of Exam Performance (Approx. 10 minutes)

Evaluation of the exam: before students do this, have students read and discuss these directions in the academic notebook page 97.

FROM THE STUDENT ACADEMIC NOTEBOOK p 97

Group Exam Evaluation

The purpose of this evaluation is to help you learn from your experience preparing for and taking the exam. Think about how you felt about your level of preparation before the exam, where you focused your effort and how you felt taking both the individual and group portions of the exam.

What went right? Analyze the exam to discuss what you did well and what helped your thinking about this information.

What went wrong? Analyze the exam to discuss areas you might want to work on. In this analysis:

Think about the errors you made and diagnose the nature of your difficulties as they relate to the information, higher level thinking expected, or your beliefs about history and history learning. Note: don't just describe a difficulty; you need to analyze your thinking. (For example, a poor diagnosis would be "I was confused" or "I picked the wrong answer." A good diagnosis would provide a reason for the errors; "I thought that the Civil Rights Act of 1964 was the Voting Rights Act.")

What will I do differently next time? Conduct an overall assessment of your exam performance. This is where you will look for patterns to your errors, think about

particular aspects of the exam that may have been difficult for you, types of questions you missed, general concepts that were difficult, etc. In your assessment, write about how understanding these issues will impact your history exam taking in the future.

Activity Six

Peer Evaluation (Approx. 10 minutes)

Explain to students that it is time to do evaluations. Have them read and discuss peer evaluations.

Assessment:

Outcome 4:

Students will be able to evaluate their own exam performance.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 98-99

Peer Evaluations

This is an opportunity to evaluate the contributions of your teammates to group exams. Please write the names of your teammates in the spaces below and give them the scores that you believe they earned. You will have 10 points available to distribute for each member of your group, not counting yourself (e.g., if you are in a group of six people, you each will have 50 points to distribute, a group of five would have 40 points, etc.). If you believe everyone contributed equally, then you should give everyone 10 points. If everyone in the group feels the same way, you will all have an average of 10 points and receive 100 percent of the group score. An average of nine would receive 90 percent of the group exam score, etc. Be fair and accurate in your assessments. If someone in your group didn't contribute adequately (i.e., had not studied, didn't communicate with the rest of the group) give him or her fewer points. If someone worked harder than the others, you have the option of giving that person a larger share of the points.

There are some rules that you must observe in assigning points.

- This is not a popularity contest. Don't give anyone a grade they don't deserve (high or low) for personal reasons or otherwise.
- Contributing to the group does not simply mean someone gave the most correct answers. Asking good questions, challenging the group, etc., are also ways to contribute.
- You cannot give anyone in your group more than 15 points.
- You do not have to assign all of your group points, but you cannot assign more than the total number of points allowed for each group (i.e., number of group members minus one times 10 points).

Period (include period, time and day):

Name:

Group Member:

Score:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Indicate why you gave someone more than 10 points.

Indicate why you gave someone less than 10 points.

If you were to give yourself a score, what would it be? Why?

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components. I . . .

- ☐ 1. Introduced the idea of group exams and group preparation of exam review.
- ☐ 2. Had students read about talk-throughs, reciprocal questioning and guidelines for creating questions.
- ☐ 3. Had students engage in talk-throughs using notes, the chapter and other materials.
- ☐ 4. Had students create 10 questions covering material.
- ☐ 5. Placed students in small groups and had them question each other, using their created questions.
- ☐ 6. Had students take the exam.
- ☐ 7. Helped students to evaluate their exam performance (and their peers).

Lesson 10

Analyzing Political Cartoons

Overview and Rationale:

Political cartoons are often an anathema to students who lack the knowledge of context that it takes to interpret them. Yet, we often use political cartoons as a source. When considered as a group, they can provide insight into varying public opinions (from the viewpoint of the cartoonists) at the time an event occurred, if students know enough about the event the cartoon is portraying. For that reason, they are part of this unit but are not introduced until after students are given several opportunities to learn about the events from the chapter reading, the lecture and the video.

Students should understand the purpose for political cartoons. Beginning in the 1500s, political cartoons were used to convey a message without relying on someone's ability to read. Political cartoons convey messages by using pictures portraying publicly understood symbols. In addition to using symbolism, political cartoonists also use exaggeration, labeling, analogy and irony. These elements need to be taught to students in order for them to better understand political cartoons.

Tasks/Expected Outcomes:

1. Students will be able to describe the claim implicit in a political cartoon about the Civil Rights Movement.
2. Students will be able to describe the techniques of exaggeration, labeling, analogy and irony as they appear in political cartoons.
3. Students will be able to use sourcing and contextual information and the political cartoon to describe the viewpoint of the cartoonist.
4. Students will learn to analyze cartoons for the techniques of symbolism, exaggeration, irony, labeling and analogy.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Throughout this course, only grade 11-12 standards are used.

LDC

Skills and Ability List

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

4. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

5. History Argumentation

Ability to identify an implicit or explicit claim in historical writing, to identify evidence that supports the claim, and to evaluate the trustworthiness and appropriateness of the evidence.

(www.literacydesigncollaborative.org)

Materials:

- Civil Rights political cartoons
- Academic notebook

Timeframe:

50 minutes

Targeted Vocabulary:

Discipline-Specific Vocabulary

- Exaggeration
- Labeling
- Analogy
- Irony
- Symbolism

Activity One

Orientation to the Task (Approx. 10 minutes)

Project the information about Bill Mauldin and the following political cartoon for your students. Explain to students that political cartoons are considered artifacts that historians study to learn about the various opinions people had at the time about the events they are studying. Also, mention that these cartoons are meant to persuade the public (e.g., newspaper readers) to take on certain opinions about current topics. Be sure to mention political cartoons have been around since the 1500s, used at first to get messages across to people who couldn't read.

Ask students to pay attention to the political cartoon on the screen, or students can turn to their academic notebooks page 101. Have them read about the cartoonist, Bill Mauldin.

FROM THE STUDENT ACADEMIC NOTEBOOK p 101

These photographs show Bill Mauldin, a political cartoonist; the first photograph is from World War II, and the second is in 1945, when, at the age of 23, he won his first Pulitzer Prize. The third is from 1965.



Bill Mauldin began drawing cartoons as a teenager growing up in New Mexico. He joined the US Army at age 19 and fought on the European front during World War II. In 1944, Mauldin, who had been producing cartoons for his unit's 45th Division News, became a full-time cartoonist for Stars and Stripes, a military newspaper. His work on that newspaper won him a Pulitzer Prize. Bill Mauldin was a champion of the oppressed. Soon after his return to the United States in 1945, he began attacking segregationists and the Ku Klux Klan. By the 1960s, when the Civil Rights Movement gathered momentum, he had further honed his skills as a cartoonist. Bill Mauldin never left his readers in doubt about his opinions, and on the issue of race relations in the United States he was forceful. While he tackled a number of issues as a political cartoonist, Mauldin would say in an interview at his retirement: "The one thing that meant the most to me and that I got involved in was the whole civil rights thing in the sixties."



"Let that one go. He says he don't wanna be mah equal." March 2, 1960

Look at this cartoon. Before you analyze the cartoon itself, describe what was happening at the time the cartoon was created. You may review your annotations, timelines and other materials for help.

Ask students what they already know about sourcing and context that they could use in determining the claim this cartoon is making. They should be able to note the data and look on their timelines for what might have been happening at that time.

The Greensboro Lunch Counter sit-ins were in February, 1960, and on April 10, Eisenhower's Civil Rights bill was passed allowing for federal oversight of elections. On April 15, the Student Non-Violent Coordinating Committee (SNCC) had its first meeting. The Montgomery Bus Boycott, and the desegregation of Central High School had already taken place during the 1950s and sit-ins were continuing. Students should also be able to determine Mauldin's viewpoint from the short bio and the cartoon itself.

Activity Two

Identifying a Claim in a Political Cartoon (Approx. 40 minutes)

College and Career Readiness Standards: History/SS Reading- 1, 2, 4, 7, 8

Ask the students what claim they think Mauldin is making, and do a “think-pair-share.” That is, have students think about it, talk to a partner and then choose several pairs to share with the group. Ask, “What evidence led you to make that interpretation?” Some possible questions to further the discussion are:

- What can be inferred about the men in the cartoon from their appearance and language?
- What is ironic about the speaker’s statement?
- What is the attitude of the speaker toward the unseen civil rights activist?
- What is the attitude of the unseen civil rights activist?

FROM THE STUDENT ACADEMIC NOTEBOOK p 102

- What claim is Mauldin making in the above cartoon?
- What evidence led you to identify that claim?
- What can be inferred about the men in the cartoon from their appearance and language?
- What is ironic about the speaker’s statement?
- What is the attitude of the speaker toward the unseen civil rights activist?
- What is the attitude of the unseen civil rights activist?

Explain to students there are certain questions that are good to ask about political cartoons. According to the Library of Congress, cartoonists use several techniques to get their points across. Have them refer to the cartoon analysis guide in their academic notebooks. In addition to asking questions about the source and the context of the cartoon, it would be a good idea to ask questions about the items in this guide.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 102-104

Political cartoonists use particular techniques to make their points. Read the following cartoon analysis guide, provided by the Library of Congress.

Political Cartoon Analysis Guide	
Symbolism	Cartoonists use simple objects, or symbols , to stand for larger concepts or ideas. After you identify the symbols in a cartoon, think about what the cartoonist means each symbol to stand for.
Exaggeration	Sometimes cartoonists overdo, or exaggerate , the physical characteristics of people or things in order to make a point. When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.
Labeling	Cartoonists often label objects or people to make it clear exactly what they stand for. Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object clearer?
Analogy	An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light. After you've studied a cartoon for a while, try to decide the cartoon's main analogy. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.
Irony	Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue. When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?

In addition to identifying the persuasive techniques, thinking about the source and context of the cartoon, ask these questions:

What issue is this political cartoon about?

What do you think is the cartoonist's opinion or claim about this issue?

What other opinion can you imagine another person having on this issue?

Did you find this cartoon persuasive? Why or why not?

Ask the students what techniques Bill Mauldin used in this cartoon (e.g., irony, exaggeration).

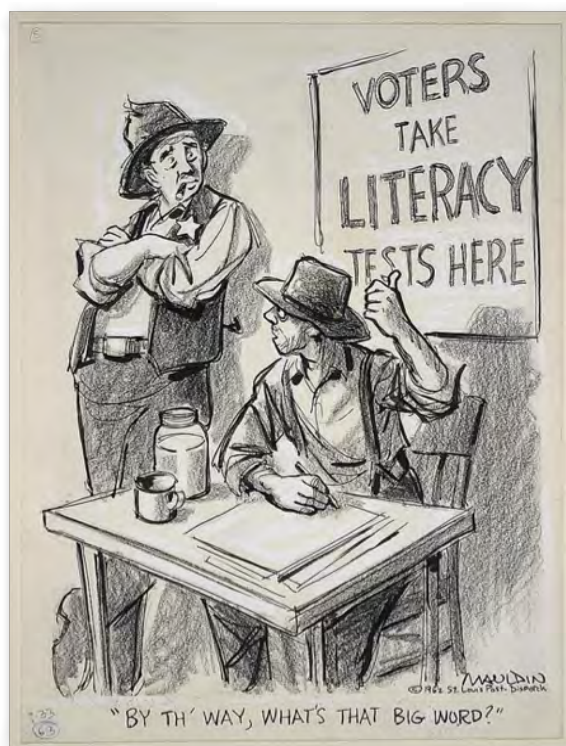
FROM THE STUDENT ACADEMIC NOTEBOOK p 105

What techniques did Bill Mauldin use the in above political cartoon?

Analyze one or two of the following cartoons by Bill Mauldin using the graphic organizer at the bottom of the cartoons.

Ask the students to work in pairs or small groups to analyze the rest of the cartoons (pages 105-106). You can have a group do one or two photographs, and then share out with the whole group, so that all of the class sees all of the photos, but less time is used. Have students use the graphic organizer in their academic notebooks to aid in the analysis of the photographs.

Cartoon 1:		Cartoon 2:
Who is the cartoonist and in what context was this cartoon written?	The cartoonist will be the same, but the date may be different, so context may change.	
Who was the cartoonist's audience?		
For what purpose was this cartoon made? What reaction from the audience is he seeking?		
What is this cartoon about?		
What persuasive techniques did the cartoonist use?		
What claim is the cartoonist making? (What opinion is he stating? What is his attitude?)		
What evidence do you have that this is his claim?		
What other opinions might people from that time period have?		
Does this cartoon help you to understand the Civil Rights Movement better? Why or why not?		



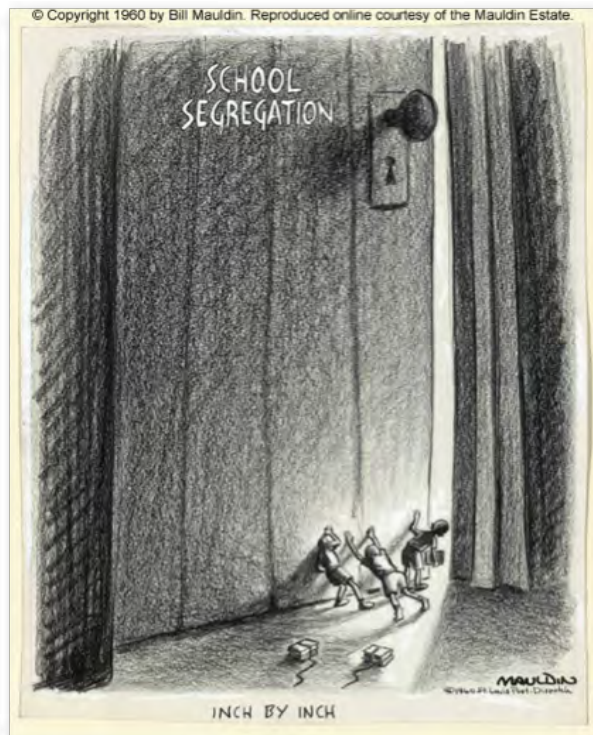
1962. St. Louis Post-Dispatch



1962. Chicago Sun Times



1963. Chicago Sun Times



1960. Mauldin Estate

In the discussion, help students to provide evidence from the cartoon, from Bill Mauldin's short biography or from the context of the period that supports their interpretations.

Assessments:

Outcome 4:

Students will learn to analyze cartoons for the techniques of symbolism, exaggeration, irony, labeling and analogy.

Outcome 3:

Students will be able to use sourcing information and the context of the time period to describe the viewpoint of the cartoonist.

Outcome 1:

Students will be able to describe the claim implicit in a political cartoon about the Civil Rights Movement.

Outcome 2:

Students will be able to describe the techniques of exaggeration, labeling, analogy and irony as they appear in political cartoons.

- Informal monitoring of student whole class and group conversations.
- What to look for in discussions:

Discussions show that ...			
1. Students have used references to determine what might have prompted the cartoon (chapter, timeline, notes, etc.).	No	Some	Yes
2. Students can identify persuasive techniques used in the cartoon.	No	Some	Yes
3. Students can identify the claim.	No	Some	Yes

- Evaluation of the graphic organizers they have prepared.

Determine a score for each of the nine elements of the graphic organizer used when viewing each cartoon. There are nine questions and each one can be scored on a three-point scale, as follows:

- 0 No answer/Completely unsupported answer.
- 1 Incomplete/Partially supported answer.
- 2 Sufficient/Supported but without elaboration.
- 3 Proficient/Supported with elaboration.

Thus, if a student analyzed two cartoons, the score could range from zero to 81.

Here are some possible answers for the question: "What persuasive techniques did the cartoonist use?" (Accept any other reasonable answers.)

1. “Voters take literacy tests here”

Irony: The ones who enforce literacy laws can’t read.

Symbolism: Marshall’s badge symbolizes someone who ensures that laws are followed.

2. “And you incited those innocent rioters to violence”

Irony: Juxtaposition of innocent and rioters/US Marshall is the one injured when he’s supposed to ensure everyone’s safety.

Labeling: “Mississippi Grand Jury” and US Marshall.

3. “What do you mean, not so fast?”

Symbolism: • Thorny Rose bush symbolizes the difficulty of the journey.

• Rose symbolizes equality.

• Two dead roses—failures?

Exaggeration: Thorny rose bush is much bigger than the person (as is the rose).

Labeling: The rose is labeled “equality” so you know what the rose symbolizes.

4. “Inch by Inch”

Exaggeration: Door is huge, and very hard to push open, and students can’t reach the doorknob.

Symbolism: Door symbolized an entryway to school integration.

Labeling: School segregation.

Irony: Two students have to put their books down in order to get the door open. This could mean that, in the effort to integrate, some students lost out on their education.

**Analogies were not a part of these cartoons. Help students to see that Bill Mauldin did not use this technique in this set of cartoons, or if they find it, be able to explain their reasoning.*

Teacher
Checklist

Use this list to ensure that you have completed all of the lesson components. I . . .

- ☐ 1. Showed information about Bill Mauldin and political cartoons and discussed purpose of political cartoons.
- ☐ 2. Had students determine context for the first cartoon, then analyzed the claim and provided evidence for analysis.
- ☐ 3. Read and discussed with students the way cartoons are analyzed.
- ☐ 4. Had students analyze two cartoons in pairs or small groups, using the guide.

Lesson 11

Writing a Historical Narrative

Overview and Rationale:

Students in this lesson get a chance to act like newspaper reporters—to read two documents and come up with a reasonable newspaper report or article. In so doing, they will have to engage in the activities of historians—sourcing, contextualization, and corroboration—and they will have to determine the significance and relations among events.

Students will describe the violence in Anniston/Montgomery that took place during the Freedom Rides. After reading *two primary documents*, they will write a newspaper article that integrates information from both documents. Students will also explain their reasoning in choosing particular kinds of evidence in determining the chronology they will tell.

This assignment also presents an opportunity to introduce to students the acronym, SOAPS or SOAPStone. This acronym is used to help students remember some of the main techniques historians use when they approach a reading in history.

- | | | |
|------------|------------|-----------|
| • Speaker | • Audience | • Subject |
| • Occasion | • Purpose | • Tone |

Tasks/Expected Outcomes:

1. Students will read the two primary documents about the Anniston/Birmingham violence during the Freedom Rides.
2. Students will use what they know about sourcing, contextualization, corroboration, chronology, causation, the categorizations of historical information (e.g., political, social), and other concepts about history to interpret and synthesize the documents.
3. Students will create a newspaper account of the Anniston/Birmingham account that uses information from both of these documents.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 3 Analyze how ideas and beliefs emerge, develop and influence events, based on evidence in the text.
- 4 Interpret the meanings of words in a text, including how an author uses and refines the meaning of a key term over the course of a text.
- 5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

History/Social Studies Standards: Writing

- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 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.

History/Social Studies, Science and Technical Subjects Writing Standards

- 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- 2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- 2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- 2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- 2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9 Draw evidence from informational texts to support analysis, reflection and research.

Throughout this course, only grade 11-12 standards are used.

LDC

Skills and Ability List

Skills Cluster 1: Preparing for the Task

1. Bridging Conversation

Ability to connect the task and new content to the historical reading skills learned in interpreting photographs and other documents.

2. Task Analysis

Ability to understand and explain the task's prompt and rubric.

3. Project Planning

Ability to plan so that the task is accomplished on time.

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to determine the perspective of the author.

3. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

4. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

5. Annotation/Note-taking

Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

6. Relationships Among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events and to categorize events using historical frameworks (political, social, economic, etc.).

7. Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis and analysis.

Skills Cluster 3: Transition to Writing

1. Bridging Conversation

Ability to transition from reading or researching phase to the writing phase.

Ability to identify and incorporate key elements from a model of writing to the writing assignment.

Skills Cluster 4: Writing Process

1. Initiation of Task

Ability to draw conclusions from the documents and identify key events in a chronology.

2. Planning

Ability to develop a line of thought and text structure appropriate to a historical account.

3. Development

Ability to construct an initial draft with an emerging line of thought and structure.

4. Revision

Ability to apply revision strategies to refine development of information or explanation, including line of thought, language usage, and tone as appropriate to audience and purpose.

5. Editing

Ability to apply editing strategies and presentation applications.

(www.literacydesigncollaborative.org)

Materials:

- James Farmer, telegram to President John F. Kennedy, 14 May 1961, Leaders in the Struggle for Civil Rights, John F. Kennedy Library and Museum, <http://www.jfklibrary.org/Asset-Viewer/x6Nf7QL6FEavCAYE0y9Byw.aspx> k.
- Charles Anthony Pearson, statement to the Federal Bureau of Investigations, 17 May 1961, The Martin Luther King, Jr. Papers Project, http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/statement_of_charles_anthony_person/.
- Academic notebook
- Writing rubric

Timeframe:

100 minutes

Targeted Vocabulary:

Words that Help You Discuss the Discipline

- Cause-effect
- SOAPStone

Activity One

Pre-Reading (Approx. 10 minutes)

College and Career Readiness Standards: History/SS, Science/Technical Subjects Writing- 2, 9

Show students a statement of the task and have them read it.

FROM THE STUDENT ACADEMIC NOTEBOOK p 108

Read this explanation of your task:

You will use two primary documents to write an newspaper account of the attack at Anniston and Birmingham and draw some conclusions about these events. To do this, imagine that you are a newspaper reporter who has been given these documents during your research into the story, and you must now interpret them with the intent of telling the public what happened.

*You should: 1) read the documents carefully while annotating each document, 2) analyze the documents and use important information to create an account of the events, and 3) write the story in a way that will get the attention of your newspaper's readership. **Remember that you should use information that is trustworthy (e.g., from reliable sources, corroborated).***

Prompt: Using the two primary documents as sources of information, describe the events that occurred during the Anniston/Birmingham attacks. Include the names of figures identified by the documents and draw conclusions about what was happening in this period of time based upon the evidence.

Have students explain to a partner what they are supposed to be doing during this activity. Listen to these explanations and help students understand what they will have to do.

Help students create a plan for completing this activity. That is, tell them how much time there is and then help them break up the parts of this assignment (reading and annotating, using the graphic organizers, planning the story, writing and revising) and to set reasonable goals for completion of each part of the task.

FROM THE STUDENT ACADEMIC NOTEBOOK p 108

Create a timeline for completing this task.

Due _____

- | | |
|--------------------------------------|-------------------------------|
| 1. Reading and annotating text. | Completed at what time? _____ |
| 2. Completing graphic organizer. | Completed at what time? _____ |
| 3. Planning your historical account. | Completed at what time? _____ |
| 4. Writing the account. | Completed at what time? _____ |
| 5. Getting feedback from peers. | Completed at what time? _____ |
| 6. Revising your account. | Completed at what time? _____ |

Activity Two

Reading and Annotate the Documents (Approx. 20 minutes)

College and Career Readiness Standards: History/SS Reading- 1, 7, 9

Tell students that there is an acronym they can use to remind them of how they should be approaching a reading in history: SOAPStone. Have them read the different parts of the acronym in their academic notebooks page 109. Ask them to tell you what they should be looking for as you review together the first document and read the first paragraph (James Farmer telegram to President Kennedy).

FROM THE STUDENT ACADEMIC NOTEBOOK p 109

SOAPStone Document Analysis Method

SOAPStone was developed by the College Board (the Advanced Placement folks) and is a method for examining and interpreting a document. Often documents contain complex language or symbolism, which makes determining the meaning and significance of the document more difficult. Utilization of this method will help in unwrapping the meaning of the document.

Speaker – Who is the author (speaker) of this piece? Do you know anything about the person's background? For example, is the person a public figure with a known agenda or title? A speech from a president would have different implications than that of a minister or on-looker.

Occasion – What is the time and place of the document? What was going on at the time that prompted the person to write this piece?

Audience – To whom is this piece directed? What kind of document is this—newspaper article, speech, diary entry, letter, etc.? Was it an editorial piece in a local newspaper? Can any assumptions be made about the audience? Do you know why the document was created? What kind of language does the document contain?

Purpose – What was the purpose or meaning behind the text? Is the speaker trying to provoke some reaction from the audience? How does s/he try to accomplish this?

Subject – What is the subject of the document? What is the general topic or idea of the piece?

Tone – What is the attitude of the speaker based on the content of the piece? Does s/he use humor, sarcasm, irony, fear or an objective tone? Is there any bias to what s/he is saying?

Use the title and the first few lines of the first document to model SOAPStone and the process of annotating.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 109-110

As you finish reading each of the documents below, fill out the chart that follows it. This graphic organizer uses SOAPStone. It should help you make sense of the document and how you will use it to create a newspaper account of the events.

- Document 1: James Farmer, telegram to President John F. Kennedy, 14 May 1961, Leaders in the Struggle for Civil Rights, John F. Kennedy Library and Museum, <http://www.jfklibrary.org/Asset-Viewer/x6Nf7QL6FEavCAYE0y9Byw.aspx>.

U.S. White House
Washington

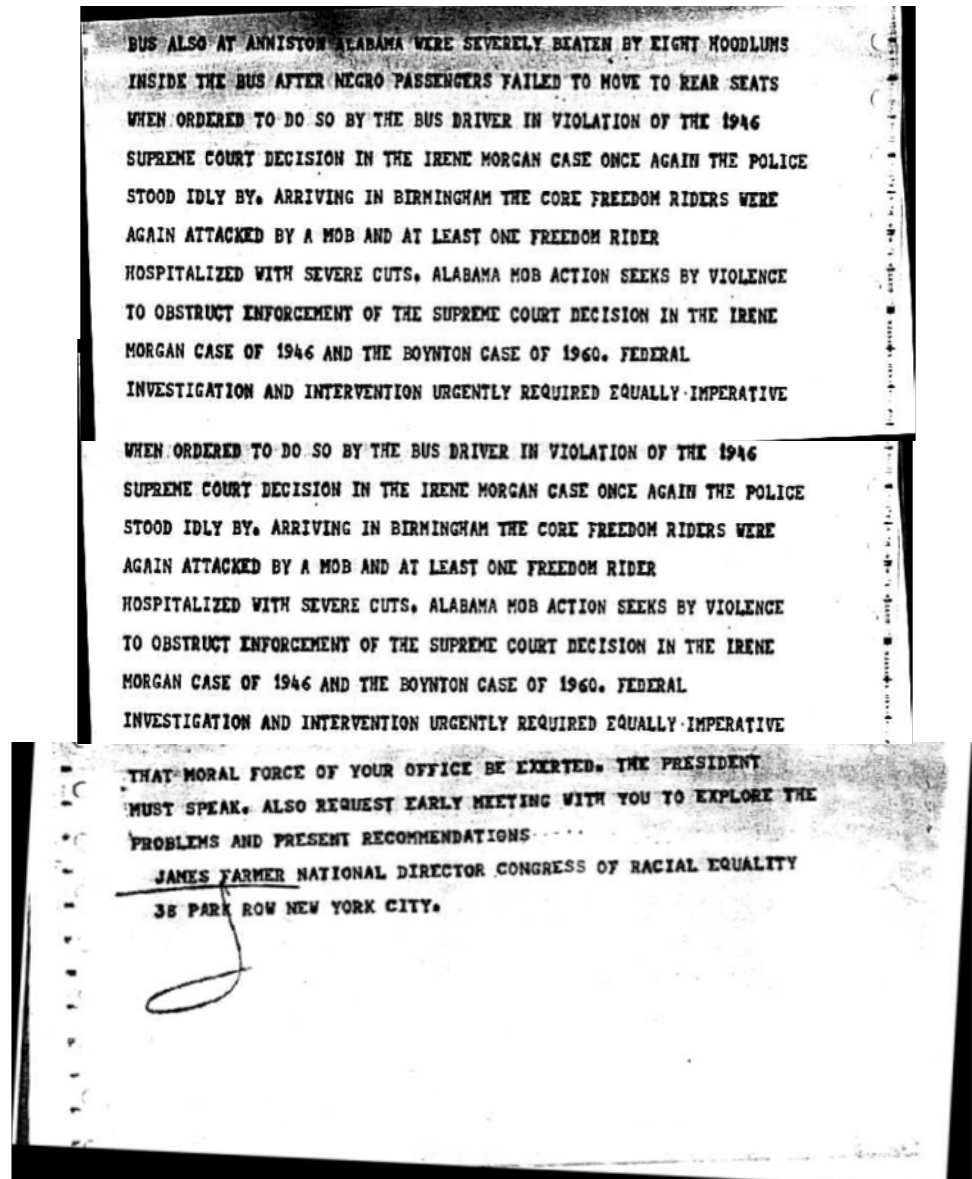
original
to Mr. Farmer

WAGG1 NL PD AR 1 1961 MAY 15 AM 12 13
WASHINGTON DC 14

THE PRESIDENT
THE WHITE HOUSE WASHDC

TODAY MAY 14TH ALABAMA MOBS DEFIED THE SUPREME COURT AND THE INTERSTATE COMMERCE COMMISSION, AND SERVED NOTICE THAT NEGRO INTER STATE BUS PASSENGERS MAY NOT TRAVEL WITH DIGNITY IN PARTS OF OUR COUNTRY EXCEPT AT RISK OF LIFE AND LIMB. ALABAMA LAW ENFORCEMENT OFFICIALS STOOD IDLY BY WHILE WHITE MOBS OVER RULED THE LAW OF THE LAND AND DESECRATED THE FATE OF OUR NATION BEFORE THE WORLD. TODAY A

GREYHOUND BUS TRAVELING FROM ATLANTA TO BIRMINGHAM WAS AMBUSHED OUTSIDE OF ANNISTON ALABAMA BY FIFTY WHITE MEN, ITS TIRES SLASHED, WINDOWS SMASHED, TEAR GAS HURLED INSIDE AND THE BUS FINALLY SET AFIRE AND GUTTED BY FLAMES. AMONG THE PASSENGERS WERE SEVEN FREEDOM RIDERS, NEGRO AND WHITE, TRAVELING THROUGH THE SOUTH UNDER THE SPONSORSHIP OF THE CONGRESS OF RACIAL EQUALITY NON VIOLENTLY SEEKING UNSEGREGATED USE OF ALL FACILITIES CONNECTED WITH INTERSTATE BUS TRAVEL. IN ACCORDANCE WITH THE BOYNTON CASE DECISION OF THE SUPREME COURT ALL SEVEN FREEDOM RIDERS REQUIRED HOSPITALIZATION.



Transcription:

The White House

Washington

WAGO1 NL PD AR

1961 May 15 AM 12 13

WASHINGTON DC 14

THE PRESIDENT

THE WHITE HOUSE WASHDC

TODAY MAY 14TH ALABAMA MOBS DEFIED THE SUPREME COURT AND THE
INTERSTATE COMMERCE COMMISSION, AND SERVED NOTICE THAT NEGRO
INTERSTATE BUS PASSENGERS MAY NOT TRAVEL WITH DIGNITY IN PARTS OF
OUR COUNTRY EXCEPT AT RISK OF LIFE AND LIMB. ALABAMA LAW ENFORCE-
MENT OFFICIALS STOOD IDLY BY WHILE WHITE MOBS OVER RULED THE LAW
OF THE LAND AND DESECRATED THE FATE OF OUR NATION BEFORE THE
WORLD. TODAY A GREYHOUND BUS TRAVELING FROM ATLANTA TO BIRMINGHAM
WAS AMBUSHED OUTSIDE OF ANNISTON ALABAMA BY FIFTY WHITE MEN,
ITS TIRES SLASHED, WINDOWS SMASHED, TEAR GAS HURLED INSIDE AND THE

BUS FINALLY SET AFIRE AND GUTTED BY FLAMES. AMONG THE PASSENGERS WERE SEVEN FREEDOM RIDERS, NEGRO AND WHITE, TRAVELING THROUGH THE SOUTH UNDER THE SPONSORSHIP OF THE CONGRESS OF RACIAL EQUALITY NON VIOLENTLY SEEKING UNSEGREGATED USE OF ALL FACILITIES CONNECTED WITH INTERSTATE BUS TRAVEL. IN ACCORDANCE WITH THE BOYNTON CASE DECISION OF THE SUPREME COURT ALL SEVEN FREEDOM RIDERS REQUIRED HOSPITALIZATION. ONE HOUR LATER, SEVEN OTHER INTERSTATE FREEDOM RIDERS ON A TRAILWAYS BUS ALSO AT ANNISTON ALABAMA WERE SEVERELY BEATEN BY EIGHT HOODLUMS INSIDE THE BUS AFTER NEGRO PASSENGERS FAILED TO MOVE TO REAR SEATS WHEN ORDERED TO DO SO BY THE BUS DRIVER IN VIOLATION OF THE 1946 SUPREME COURT DECISION IN THE IRENE MORGAN CASE ONCE AGAIN THE POLICE STOOD IDLY BY. ARRIVING IN BIRMINGHAM THE CORE FREEDOM RIDERS WERE AGAIN ATTACKED BY A MOB AND AT LEAST ONE FREEDOM RIDER HOSPITALIZED WITH SEVERE CUTS. ALABAMA MOB ACTION SEEKS BY VIOLENCE TO OBSTRUCT ENFORCEMENT OF THE SUPREME COURT DECISION IN THE IRENE MORGAN CASE OF 1946 AND THE BOYNTON CASE OF 1960. FEDERAL INVESTIGATION AND INTERVENTION URGENTLY REQUIRED EQUALLY IMPERATIVE THAT MORAL FORCE OF YOUR OFFICE BE EXERTED. THE PRESIDENT MUST SPEAK. ALSO REQUEST EARLY MEETING WITH YOU TO EXPLORE THE PROBLEMS AND PRESENT RECOMMENDATIONS.

JAMES FARMER NATIONAL DIRECTOR CONGRESS OF RACIAL EQUALITY
35 PARK ROW NEW YORK CITY.

As you talk through this information, students can be writing notes on the document.

Speaker – James Farmer, Director of CORE

Occasion – After the CORE freedom rides to Birmingham

Audience – President Kennedy

Purpose – To bring Kennedy’s attention to what happened

Subject – Violence in Anniston and Birmingham

Tone – Outrage (“Defied the Supreme Court,” “Desecrated the fate of the nation.”)

(May 21, Robert Kennedy orders federal Marshals to protect interstate commerce—after other attacks in Montgomery, but then does not ask them to deploy in Mississippi.)

In modeling of annotations, note the loaded words. Show strategies for determining the meaning of **desecrated** (to treat with violent disrespect—with the idea that what is disrespected is holy or reverent). Also, rather than just state the SOAPStone information, discuss what it might mean.

Ask students to remember the reading strategies they have learned in previous lessons. Have them turn to the organizational charts for this activity in their academic notebooks and begin reading and annotating the documents.

Document 2 (pages 112-114):

- Charles Anthony Pearson, statement to the Federal Bureau of Investigations, 17 May 1961, The Martin Luther King, Jr. Papers Project, http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/statement_of_charles_anthony_pearson/.

THE MARTIN LUTHER KING, JR. PAPERS PROJECT
FBI File # 44-38861-1000
FBI File # 44-38861-1000
FEDERAL BUREAU OF INVESTIGATION
Date May 17, 1961

CHARLES ANTHONY PEARSON, [REDACTED] 7C
[REDACTED] He provided
the heretofore not fully signed statement:
"New Orleans, Louisiana May 16, 1961
"I, CHARLES ANTHONY PEARSON, do hereby furnish
this free and voluntary statement to [REDACTED] 7C
and [REDACTED] who have identified themselves
to me to be Special Agents of the Federal Bureau of
Investigation. [REDACTED]
[REDACTED] 7C
[REDACTED] 7C
"Around the middle of April, 1961, I read an
open letter from CORE, addressed to LONNIE KING,
Chairman in Atlanta, Ga., for the Committee on Appeal
for Human Rights. This letter related to "Freedom
Riders". They asked for applicants and I filed an
application. I was accepted and arrived in Washington,
D. C., May 1, 1961. After three days of training, two
buses departed from Washington, enroute to New Orleans,
Louisiana. One was a greyhound bus and one was a
trailways bus, on which I rode. There were 22 persons
in my bus, 8 were negroes and 14 were white persons.
Three of these white persons were "Freedom Riders",
as well as 4 of the negroes. The balance of the
persons were negro and white newspaper reporters.
"On 5/14/61, my bus arrived at the trailways bus
terminal, Birmingham, Ala., 4:15 P.M. As I alighted
from the bus I looked around the terminal and noted
that there were a number of people, most of whom were
white. I planned to go into the terminal, but before
doing so, I wanted to see if there was going to be any
trouble. As it appeared to be quiet, JAMES PECK and I
entered the terminal and went into the "so called
[REDACTED]
On 5/16/61 at New Orleans, Louisiana File # NO 149-50
by SA [REDACTED] and 7C /is Date dictated 5/17/61
This document contains neither recommendations nor conclusions of the FBI. It is the property of the FBI and is loaned to
your agency; it and its contents are not to be distributed outside your agency.
23

FROM THE STUDENT ACADEMIC NOTEBOOK pp 113-114

Federal Bureau of Investigation

Date: May 17, 1961

CHARLES ANTHONY PERSON (print redacted) He provided the hereinafter set from signed statement

New Orleans Louisiana

"May 16, 1961

I, CHARLES ANTHONY PERSON do hereby furnish this free and voluntary statement to (print redacted) and. (print redacted) who have identified themselves to me to be Special Agents of the Federal Bureau of Investigation.

<Paragraph Redacted>

"Around the middle of April, 1961, I read an open letter from CORE, addressed to LONNIE KING, Chairman in Atlanta, Ga., for the Committee on Appeal for Human Rights. This letter related to "Freedom Riders". They asked for applicants and I filed an application. I was accepted and arrived in Washington, D.C., May 1, 1961. After three days of training, two buses departed from Washington, enroute to New Orleans, Louisiana. One was a greyhound bus and one was a trailways bus, on which I rode. There were 22 persons. Three of these white persons were "Freedom Riders", as well as 4 of the negroes. The balance of the persons were negro and white newspaper reporters.

On 5/14/61, my bus arrived at the trailways bus terminal, Birmingham, Ala., 4:15 P.M. As I alighted from the bus I looked around the terminal and noted that there were a number of people, most of whom were white. I planned to go into the terminal, but before doing so, I wanted to see if there was going to be any trouble. As it appeared to be quiet, JAMES PECK and I entered the terminal and went into the "so called white waiting room. Upon entering the room PECK and I noted 20 to 30 white males standing all around the walls. All immediately started to converge on us, even though neither one of us had said or done anything at this point. Those men huddled us into one corner of the room near the pin-ball machine. I was then grabbed by a white man by both arms. PECK was also grabbed by a white man by both arms. We were then forcefully (sic) pushed to the direction of the entrance of the terminal leading to the parking area. As we approached this entrance a white male, who I recall to be 25; ruddy complexioned, husky build, with sandy hair and with a tattoo on his arm, and whom I may be able to identify, shouted "hit him". No one hit me. The fellow who was in front of me at the entrance, did nothing. He is described as best I can remember, short, dark, dark hair, well tanned, dark complexioned and who did not look like a white man. I believe I may be able to identify this man if I saw him again. At this point the fellow holding me shoved me to the white male who in turn shoved me to several more, none of whom I can describe or identify.

"At about this time I was facing the entrance of the hallway and I saw a group of men, about six, run up to the entrance. A large white man of this group, who I can only say was wearing khaki clothes, hit me with his fist and knocked me down. I cannot identify this man. I was knocked into a corner at which time a number of white men, whom I cannot identify, started hitting me with their fists, on my face and the back of my neck. All of this time I did not attempt to defend myself in any manner. During this time I was shoved forward and someone hit me on the back of the head with a hard object. Who did it and what instrument was used, I do not know.

This blow knocked me to the floor. I got up and immediately left the terminal and I was not molested further. I got outside and got on a city bus, rode a couple blocks and got off.

“At the time, I was grabbed in the waiting room of the bus terminal, I noted that PECK was also grabbed but what happened to him thereafter, I do not know.

“After this incident in Birmingham, I was treated for the wound in my head by a nurse named CLARK, who attends Reverend Shuttleworth’s Baptist Church. After leaving the bus terminal I tried to contact several doctors in the area, however, I did not get to see any. The nurse CLARK, after looking at my scalp wound, suggested that I have 2 or 3 stitches taken in it but I told her I did not want any. The only other mark that I have on my body, as a result of the beating I took, is a small ½” cut scar high on my left cheek bone which required no medical treatment.

“I would like to state, that when I reported there were 22 people on the bus that I was riding in, I had reference to persons on the bus from Anniston, Ala., to Birmingham, Ala.

“I have read the above statement of this and one other page and it is all correct and true to the best of my knowledge.

“/s/Charles Person

“Witnessed

“/s/ (print blacked out) Special Agent, F. B. I., New Orleans, La. May 16, 1961

“/s/ (print blacked out) Special Agent, F. B. I., New Orleans, La., May 16, 1961

From observation and interrogation, PERSON is described as follows

Name	CHARLES ANTHONY PERSON
Sex	(Print redacted)
Race	
Age	
Date of birth	
Place of birth	
Nationality	
Residence	
Length of residence	
Height	

Ask the students to remember to identify key words or phrases as they read and define them in context of the passage, use the strategies they have learned to help them figure out the meanings of these words, and write synonyms or definitions in the margins.

Have students turn to the documents in their notebooks, read and annotate them, using the graphic organizer (page 115) for clues about the information for which they are looking. If they do not finish, assign for homework.

Assessment:

Outcome 1:

Students will read the two primary documents about the Anniston/Birmingham violence during the Freedom Rides.

What to look for in reading: (Score these on a scale of zero to four, with zero being “not present,” one being “minimally present,” and four being “extremely present.”)

1. Students annotate source information.
2. Students annotate contextual information (date, audience, occasion, etc.).
3. Students annotate loaded words.
4. Students show that they have determined meaning of unknown vocabulary.
5. Students annotate major events—their causes and effects and other relationships among events.

Activity Three

Using the Graphic Organizer (Approx. 15 minutes)

College and Career Readiness Standards: History/SS Reading- 7, 9; History/SS, Science/Technical Subjects Writing- 2b, 9

Have students organize their notes from the two documents on the graphic organizer that is in their academic notebook page 115 (shown on the next page). Help the students to understand the kinds of information they should be putting into this organizer.

FROM THE STUDENT ACADEMIC NOTEBOOK p 115

	Telegram to President Kennedy	Person Interview with FBI
Speaker - Who is the author (speaker) of this piece? Do you know anything about the person's background?		
Occasion - What is the time and place of the document? What was going on at the time that prompted the author to write this piece?		
Audience - To whom is this piece directed? What kind of document is this—newspaper article, speech, diary entry, letter, etc.? Can any assumptions be made about the audience?		
Purpose - What was the purpose or meaning behind the text? Is the speaker trying to provoke some reaction from the audience? How does s/he try to accomplish this?		
Subject - What is the subject of the document? What is the general topic or idea of the piece?		
Tone - What is the attitude of the speaker based on the content of the piece? Does s/he use humor, sarcasm, irony, fear or an objective tone. Is there any bias to what s/he is saying?		
What information is important to your newspaper story?		
What claim can you make about this information?		
On what evidence is this claim based? Is there a connection between your claim and the evidence in the texts?		

Assessment:

Outcome 2:

Students will use what they know about sourcing, contextualization, corroboration, chronology, causation, the reading of historical information (e.g., political, social), and other concepts about history to interpret and synthesize the documents.

What to look for in graphic organizer: (You can score these on a scale of zero to four, with zero being “not present,” one being “minimally present,” and four being “extremely present.”)

1. Notes are complete.
2. Students identify and reason about elements of SOAPStone.
3. Students choose important information to include in newspaper story.
4. Students make a reasonable claim from information in the both documents.
5. Students articulate an explanation of their claim.

Activity Four

Transitioning to Writing: (Approx. 15 minutes)

College and Career Readiness Standards: History/SS Reading- 3, 5, 6

Students will need to be reminded of the characteristics of newspaper accounts before they write one. This example from the Miami Herald on May 24, 1961, relays a story about the arrests in Mississippi, 10 days after the Birmingham violence.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 116-117

To get a sense of a newspaper article, read the following article from the Miami News from May 24, 1961 (10 days after the Anniston/Birmingham event). While reading, think about the characteristics of newspaper accounts.

Freedom Riders Head for Mississippi

Montgomery, Al AP. One group of “Freedom Riders” ignoring warnings from Mississippi Governor Ross Barnett left by bus for Jackson, Miss. this morning. A second group was to leave later today. Wyatt Walker, Executive director of the Southern Christian Leadership Conference, said they hoped to stop in Jackson, and the Rev. Martin Luther King Jr. said the riders would make the trip to New Orleans.

More Groups

Meanwhile, Negro leaders announced that new groups of “Freedom Riders” were arriving by plane and car to join the movement against bus segregation that has sparked almost two weeks of sporadic mob violence in this Deep South state.

“We’re still recruiting people,” one spokesman said, announcing that Negro students and ministers were coming from Charlotte, N.C. and Nashville, Tennessee to reinforce the group that was twice the target of angry mobs here.

On Alert

“My office has contacted many, many groups. They are on the alert—we call them reserves,” said Ed King of Atlanta, Executive Secretary of the Student Non-Violent Coordinating Committee.

National Guardsmen, ruling Montgomery under Gov. John Patterson’s’ edict of qualified martial law, still patrolled the streets and guarded the Greyhound bus station where the first group of “Freedom Riders” was beaten unmercifully by rioters on Saturday.

CORE too

James Bevel, who identified himself as a Nashville student, said he drove here with four other students last night to join the Freedom Riders and that five Nashville ministers had also left the Tennessee city to join the movement. The Congress of Racial Equality (CORE) announced previously that six of its members are here to take part in the freedom rides.

The Rev. King said both white and Negro Freedom Riders would attempt to leave here for New Orleans, but the only known white Freedom Rider still on hand is Jim Zwerg, recovering in a hospital from the serious beating he received at the hands of the mob.

No Marshals

Two white girls returned to Nashville after Saturday’s riot.

Gov. Barnett told US Attorney General Robert Kennedy that Mississippi doesn’t want any of the approximately 500 marshals here to aid in keeping the peace.

“You will do a great disservice to the agitators and the people of the United States if you do not advise the agitators to stay out of Mississippi” he said in a telegram to Kennedy.

Kennedy’s chief assistant, Deputy Attorney General Byron (Whizzer) White, said on return from an overnight trip to Washington that there is no plan for any of the marshals and deputies he supervises here to escort the riders on their trip to New Orleans. He said the federal government assumed that Mississippi and Louisiana authorities would protect the buses. White declined to say when the marshals might leave this area.

In Washington, Atty. Gen. Robert Kennedy urged Alabama, Mississippi and the freedom riders today “to weight their actions carefully”—especially now that President Kennedy is heading for a summit conference with Soviet Premier Khrushchev.

Atty. Gen. Kennedy said “the evidence at this time” is that Alabama and Mississippi state and local officials intend to maintain order and control any outbreaks of mob violence.

Have students discuss the characteristics of the news story. For example, does it tell a story that may be chronological but tries to show different perspectives by the use of quotes? Ask if news stories are ever biased or are they always objective. If they “sourced” this document before reading it, would they have suspected bias? Why or why not? After having read it, do they believe it was biased? Why or why not?

Activity Five

Planning Writing (Approx. 10 minutes)

College and Career Readiness Standards: History/SS, Science/Technical Subjects Writing- 2, 2a, 2b, 2e, 9

Students will need to make a claim about the Anniston/Birmingham violence and defend it using text evidence, as they did in their note organizer (page 118).

Ask students to decide how they will structure and write their written newspaper account. Remind them of the structure and writing of the newspaper example.

Provide students time to develop the story they will write and remind them to have good reasons for tying the evidence to their historical claim. They can use a regular outline or the following graphic organizer:

FROM THE STUDENT ACADEMIC NOTEBOOK p 118

Make an outline or use this graphic organizer to help you plan your writing.

First paragraph, including claim.	
Events you will discuss.	
Cause/effect relationships you will highlight.	
Actors and motivations you will discuss.	
How will you conclude.?	
What will you title your story?	








Refer students to the writing rubric (page 119) – point out demands and qualities of performance. Students should have good reasons for tying the evidence to their historical claim. They can use a regular outline or the following writing rubric:

FROM THE STUDENT ACADEMIC NOTEBOOK p 119

Writing Rubric – Newspaper Account

Scoring Elements

1 = Not Yet 2 = Approaches Expectations 3 = Meets Expectations 4 = Exceeds Expectations

		1 -----	2 -----	3 -----	4
Claim	Attempts to establish, but not clearly written.				Has a strong claim that is maintained throughout.
Attention to Audience	Writing is not aimed at a newspaper audience.				Writing is consistently appropriate for a newspaper audience.
Content	Story contains incomplete or inaccurate information.				Title or headline accurately depicts story and draws attention.
Organization	Attempts to organize, but structure isn't appropriate for newspaper story.				Organization appropriate to a newspaper story is evident throughout.
Title or headline	Title or headline is inaccurate, given story, or lacks interest.				Title or headline accurately depicts story and draws attention.
Development of evidence to support claim	Development of ideas is illogical or has gaps.				Information is complete and accurate given the two documents.
Mechanics	Writing has errors of grammar, punctuation, spelling, word use, etc.				Writing is completely free from errors of grammar, punctuation, spelling, word use, etc.

Activity Six

Writing (Approx. 30 minutes)

College and Career Readiness Standards: History/SS, Science/Technical Subjects Writing- 2, 2a, 2b, 2c, 2d, 2e, 4, 9

Ask students to use the notes organizer as the information they will use for the story, but tell them to also refer back to the documents if needed.

Ask students to write an initial draft with multiple paragraphs (page 120) to include: (1) the opening paragraph, (2) development of the story, including a specification of the actors and their motivations and the causal or other relationships among events, and (3) a closing paragraph.

Have students return to the writing rubric and analyze their own drafts based upon this rubric, then rewrite based upon their analysis for homework.

If you have time, let students share their essays in small groups and compare and contrast.

FROM THE STUDENT ACADEMIC NOTEBOOK p 119

Write an initial draft with *multiple paragraphs* to include: (1) the opening paragraph, (2) development of the story, including a specification of the actors and their motivations and the causal or other relationships among events, and (3) a closing paragraph.

Once you have written this draft, read it over and analyze it based upon the following rubric. Revise your draft to address your assessment.

Assessments:

Outcome 3:

Students will create a newspaper account of the Anniston/Birmingham account that uses information from both of these documents.

Use the writing rubric above.

Add SOAPStone to the vocabulary chart “to help discuss the discipline” that is in the room.

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components. I . . .

- ☐ 1. Had students read explanation and prompt for the activity, explaining prompt to their peers.
- ☐ 2. Used SOAPStone on first document (overall and first paragraph) as group practice.
- ☐ 3. Had students read and annotate the documents.
- ☐ 4. Had students use graphic organizer to organize notes.
- ☐ 5. Had students make a claim about the event.
- ☐ 6. Had students plan their writing.
- ☐ 7. Had students use the writing rubric to analyze their own writing and revise.

Lesson 12

Comparing Two Presidential Speeches

Overview and Rationale:

This lesson asks students to read from multiple texts in order to make sense of the changes taking place in the Civil Rights Movement. The two texts are primary documents, both speeches—Kennedy’s Civil Rights Address and Lyndon Johnson’s Great Society speech. In order to make sense of the differences in these speeches, students will read a portion of a textbook chapter. The task is to identify and explain the similarities and differences in the two speeches. This activity will prepare them for answering the essential question at the end of this unit.

In completing the task, students will need to practice many of the skills they have already learned: sourcing, contextualization, corroboration, taking notes from film, annotating text, organizing notes into a graphic organizer, close reading and argumentation. They will find the task clearer, too, if they can think about frameworks such as social, legal, political and economic.

Tasks/Expected Outcomes:

1. After reading two speeches and reading a portion of a textbook chapter, students will identify similarities and differences in the two speeches and explain them.
2. Students will determine whether or not they can explain the differences and the similarities in the speeches using the contextual information in the chapter or whether there is some other explanation for the differences.
3. Students will add information to the essential question organizer from the chapter excerpt.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

English Language Arts Speaking and Listening Standards

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own
- 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Throughout this course, grade 11-12 standards are used.

LDC

Skills and Ability List

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to determine the perspective of the author.

3. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

4. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

5. Annotation/Note-taking

Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

6. Relationship Among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events, and to categorize events using historical frameworks (political, social, economic, etc.).

7. Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis, and analysis.

8. History Argumentation

Ability to identify an implicit or explicit claim in historical writing, to identify evidence that supports the claim and to evaluate the trustworthiness and appropriateness of the evidence.

(www.literacydesigncollaborative.org)

Materials:

- Kennedy's Civil Rights Address of June 11, 1963
- YouTube video of Kennedy's speech: <http://www.youtube.com/watch?v=rS4Qw4Ilckg&feature=related>.
- Lyndon Johnson's "Great Society" speech
- YouTube video of Johnson's War on Poverty
- Faragher's *Out of Many*, Chapter 28, "The Movement at High Tide," pages 19-30

Timeframe:

155 minutes

Targeted Vocabulary:

General academic vocabulary (possibilities)

- | | |
|------------------------|--------------|
| • unequivocal | • repressive |
| • public accommodation | • equity law |
| • partisan | • arbitrary |
| • oppression | • harassment |
| • redress | • unbridled |

Discipline-specific vocabulary

Events/Legislation:

- Children's Crusade
- March on Washington
- Civil Rights Act of 1964
- Civil Rights Act of 1965
- Freedom Summer

Places:

- Selma
- Birmingham
- Washington, DC
- Mississippi

People:

- Bull Connor
- MLK
- Medgar Evers
- John Lewis
- Bob Moses
- Fanny Lou Hamer
- Malcolm X
- Elijah Muhammad and the Nation of Islam

Vocabulary used to talk about the discipline

- | | |
|--|-----------------|
| • Political, social, economic, legal, frameworks for categorizing historical information | • political |
| • G-SPRITE | • religious |
| • geographical | • intellectual |
| • social | • technological |
| | • economic |

Activity One

Pre-reading (Approx. 30 minutes)

College and Career Readiness Standards: History/SS Reading- 1, 3, 5, 7, 9; Speaking and Listening- 1, 2, 3

Show students a statement of the task and have them read it:

After reading two speeches, and reading a portion of a textbook chapter, you will identify similarities and differences in the two speeches and explain the similarities and differences using information about sourcing and contextualization. Determine whether or not you can explain the differences and the similarities in the speeches using the contextual information in the documents or whether there is some other explanation for the differences.

Explain to students that this is the first time they have read speeches. Ask them what might be important to understand about a speech. Have them write their initial thoughts in the box provided in their academic notebook and talk to a partner. Then elicit responses from students that show they understand sourcing, contextualization, corroboration and other historical reading strategies such as looking for claims and evidence, cause-effect, chronology, etc.

FROM THE STUDENT ACADEMIC NOTEBOOK p 124

You are about to read two speeches by two different presidents: John F. Kennedy and Lyndon B. Johnson. To what kind of information will you need to pay attention?
(Space provided)

Tell students that another historical reading strategy is called G-SPRITE. G-SPRITE helps students look at some of the categories historians use to analyze events, their causes and effects and the motivations of historical actors. The letters represent an acronym to help them remember those categories. Have them turn in their academic notebooks page 125 to read about G-SPRITE.

FROM THE STUDENT ACADEMIC NOTEBOOK p 125

G-SPRITE

You will use a strategy called G-SPRITE as you complete the reading of the materials in this lesson. It should help you keep the essential questions in mind as you read from the various sources. G-SPRITE helps you pay attention to some of the different categorizations of historical information that historians use (political, social, economic, and so on). Review this strategy and think about what you have already learned. Can you think about in what category an action like *Brown v. Board of Education* can be placed? How did technology affect the Civil Rights Movement? What kinds of tactics did the Civil Rights activists use? Were they political? Social? Religious?

Were they a combination of these things?

G-SPRITE

Geography: (human interactions with the environment) Includes the physical location of civilizations, how geographical features influence people, how people adapted to the geographical features, demography and disease, migration, patterns of settlement.

Social: Includes living conditions, gender roles and relations, leisure time, family and kinship, morals, racial and ethnic constructions, social and economic classes—and ways these are changing or being challenged.

Political: Includes political structures and forms of governance, laws, tax policies, revolts and revolutions, military issues and nationalism.

Religious: Includes belief systems, religious scriptures, the church/religious body, religious leaders, the role of religion in this society, impact of any religious divisions/sects within the society.

Intellectual: Includes thinkers, philosophies and ideologies, scientific concepts, education, literature, music, art and architecture, drama/plays, clothing styles—and how these products reflect the surrounding events.

Technological: (anything that makes life easier) Includes inventions, machines, tools, weapons, communication tools, infrastructure (e.g., roads, irrigation systems)—and how these advances changed the social and economic patterns.

Economic: Includes agricultural and pastoral production, money, taxes, trade and commerce, labor systems, guilds, capitalism, industrialization—and how the economic decisions of leaders affected the society.

Ask students to watch the first two minutes or so of Kennedy's speech to identify any of these categories. When they have watched the beginning of the speech, ask them to express what they noticed. Also, ask what other information would be important to notice—for example, the SOAPStone information.

Then show a minute or two of the Johnson speech. Ask students to talk about the same information but also to note any similarities and differences. On a Smart Board, chalkboard or overhead, write these down.

Have students locate the chapter and the speeches in their academic notebooks and explain they should read the chapter excerpt first to help them think about Faragher's portrayal of what was happening and what changes were taking place in the intervening time between the two speeches. Have students read the directions in their academic notebooks.

Activity Two

Reading the Chapter Excerpt (Approx. 40 minutes)

College and Career Readiness Standards: History/SS Reading- 1, 3, 5, 7, 9; Speaking and Listening- 1, 2, 3

For the textbook excerpt, assign groups of students to read one of the sections and either have these groups present the information to the class (using white-board or chart paper) as a whole or exchange information in a jigsaw. (Your better readers should tackle the longer sections.) How you handle the length of this reading assignment depends upon the reading level and persistence of your students. If you are dividing up the sections, make sure they are noting relevant information regarding the ultimate purpose to determine the changes in the movement across the 60s. The essential questions graphic organizer should assist.

As students are reading/annotating and working on their essential question organizers from Lesson 5, circulate around the room and guide students in their thinking without providing answers.

FROM THE STUDENT ACADEMIC NOTEBOOK p 126

Read a new portion of the Faragher chapter. Later read the two speeches. As you read the chapter excerpt, consider what was happening in the intervening time between the two speeches. Later, as you read the two speeches for similarities and differences, you will be asked to decide whether or not you can explain the similarities and differences in the two speeches by using the contextual information you read in the chapter, or whether there is some other explanation for the differences.

- Annotate as you read.
- Use G-SPRITE as a strategy—that is, read to identify geographical, social, political, religious, intellectual, technological, and economic forces.
- Use SOAPStone as an analysis tool.
- Pay attention to vocabulary, analyzing words in context and supplying synonyms for unknown words.
- Add information to the essential question chart from the chapter excerpt.
- Complete the similarities/differences chart using information from the two speeches.
- Remember that the ultimate purpose for reading these texts is to determine how the Civil Rights movement changed during the 60s.

Consider using the “Close Reading Checklist” to monitor student performance as they are reading. This checklist identifies what behaviors to look for as students are reading together and annotating the text.

The reading is long because the chapter covers 11 pages of dense text. The reading encompasses seven sections. These are:

- Birmingham (approximately three pages).
- JFK and the March on Washington (approximately one and a half pages, or two and a half if including the timeline of legislation).
- Civil Rights Act of 1964 (less than one page).
- Mississippi Freedom Summer (approximately one and a half pages).
- Malcolm X and Black Consciousness (one page).
- Selma and the Voting Rights Act of 1965 (approximately one and a half pages).

Activity Three

Considering the Text (Approx. 20 minutes)

**College and Career Readiness Standards: History/SS Reading- 1, 3, 5, 7, 9;
Speaking and Listening- 1, 2, 3**

Ask students what information you should add to the timeline (in the room) now that they have read about the events after the Freedom Rides. Ask them to provide a rationale for why it is significant enough to add to the timeline. Their rationale should mention the way this event effected the Civil Rights Movement:

Have an open discussion about what students thought was important in their readings. Ask the following questions to ensure close reading:

1. Who were the historical actors in each of these events? What issue were they trying to address according to Faragher? What tactics did he say they used? Were they successful? What evidence from the text do you have to prove they were (or weren't) from Faragher's perspective? From the perspective of MLK or other historical actors? How do they (or you) define “success?”

Use a chart. That is, choose one event, put the actors on one axis and put goals and tactics on another. For example, in the Birmingham marches, Bull Connor's goal might be to keep segregation intact, using the tactics of arresting, clubbing and intimidating. MLK's goals might be to end segregation in Birmingham, using the tactic of marches that included youth. Make sure that students are referring back to the text and their notes.

2. Determine how you would categorize these tactics using G-SPRITE. Put those elements in another column.
3. Display these sentences from the text (especially if students had difficulty identifying changes in the movement):

The black unemployed and working poor who joined in the struggle brought a different perspective from that of the students, professionals and members of the religious middle class who had dominated the movement before Birmingham.

They cared less about the philosophy of nonviolence and more about immediate gains in employment and housing and an end to police brutality.

While President Johnson and his liberal allies won the congressional battle for the new civil rights bill, activists in Mississippi mounted a far more radical and dangerous campaign than any yet attempted in the South.

Frustrated with the limits of nonviolent protest and electoral politics, younger activists within SNCC found themselves increasingly drawn to the militant rhetoric and vision of Malcolm X.

Ask students what these three excerpts from the text say about the changes in the civil rights movement. Encourage them to point out specific wording that helps them identify those changes. Ask them to find other sentences that point to changes in the movement.

4. **Vocabulary:** Have students identify words that are still troublesome to them after reading. With the class, develop consensus about the meanings of these words. Add disciplinary terms to the chart in your room.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 126-131

As you read and after, consider the answers to the following questions:

1. What events that you read about are significant enough to add to a timeline? What makes them important?
2. What goals did the historical actors in these events have? What issue were they trying to address? What tactics did they use according to Faragher? Were these tactics successful? How do you define success?
3. Using G-SPRITE, how would you categorize each of the tactics?
4. After reading the chapter excerpt and using the essential question organizer, did the Civil Rights Movement change during the 60s? If so, how? What evidence from this chapter excerpt do you have that the movement changed?
5. Read three excerpts. What do these three excerpts say about changes in the Civil Rights movement?
6. What words did you struggle with as you read? Are there any words you are still unsure about that need to be brought to the attention of the class?

Activity Four

Reading Two Presidential Speeches (Approx. 15 minutes)

**College and Career Readiness Standards: History/SS Reading- 1, 3, 5, 7, 9;
Speaking and Listening- 1, 2, 3**

If desired, have students read the two speeches in pairs or small groups so that they can help each other with confusions, vocabulary or comprehension difficulties (pages 132-139). Direct them to the similarities/differences chart in the academic notebook page 140 and ask them to complete this when they are finished reading and annotating the speeches.

When students are finished and have completed the similarities/differences chart, have them share their chart responses, writing these down on a board, overhead, Smart Board, etc.

Activity Five

Considering What Was Read (Approx. 50 minutes)

College and Career Readiness Standards: History/SS Reading- 1, 3, 5, 7, 9; Speaking and Listening- 1, 2, 3

Instruct students to look for similarities and differences in the two speeches. (Some fields may remain blank. These are important.) The following similarities/differences chart is in the academic notebook. Walk around the room to provide support.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 140-141

Speaker	JFK Speech	LYB Speech
Occasion		
Audience		
Perspective		
Subject(s)		
Tone		
Geographical		
Social		
Political		
Religious		
Intellectual		
Technological		
Economic		
Summary Similarities Differences <i>(space provided)</i>		

Close Reading Questions (pages 142-143. Questions do not match the academic notebook exactly):

1. What are the differences between the two speeches? Ask students to provide evidence for the differences they found (e.g., quotes or paraphrases from the speeches).
2. What thought provoking sentences did you find in these two speeches? Share a sentence with the class. How did you interpret it? What made this sentence particularly meaningful?

3. What categories of information do the two presidents use in their speeches?

Students should note when the presidents reference geographical, social, political, religious, intellectual, technological and/or economic issues.

4. Compare and contrast these excerpts from the speeches:

It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color. In short, every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated. But this is not the case.

The Negro baby born in America today, regardless of the section of the Nation in which he is born, has about one-half as much chance of completing a high school as a white baby born in the same place on the same day, one-third as much chance of completing college, one-third as much chance of becoming a professional man, twice as much chance of becoming unemployed, about one-seventh as much chance of earning \$10,000 a year, a life expectancy which is seven years shorter, and the prospects of earning only half as much.

The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning.

The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents. It is a place where leisure is a welcome chance to build and reflect, not a feared cause of boredom and restlessness. It is a place where the city of man serves not only the needs of the body and the demands of commerce but the desire for beauty and the hunger for community.

5. Can the similarities and differences in the two speeches be explained by the context—the events that took place between them? What is the evidence that it can be explained by the intervening events? What evidence is there that other factors might explain the differences (such as differences in the audience, the purpose for the speeches and other factors noted in G-SPRITE).

FROM THE STUDENT ACADEMIC NOTEBOOK p 144

In the chart, write down what you have learned from the chapter on the intervening years that could explain the differences in the speeches in the “Evidence for Yes” column. In the “Evidence for No” column, write down the evidence for any other factors that might explain the differences. These two columns represent evidence and counter-evidence. By paying attention to both, you can make a better decision about which side to believe.

Chapter Events Explain Difference in Speeches

Evidence for Yes	Evidence for No

Consider having students do the above assignment in pairs, come to a consensus (on whether the answer is “Yes” or “No” then join another pair. If the two pairs disagree, they should use evidence to come to consensus. If the two pairs agree, they should determine the best evidence. Students can then have a whole class discussion.

Check to see that students added the information they just read to their essential question graphic organizer in their academic notebooks pages 145-146.

Vocabulary: Like with the chapter reading, have a discussion about the vocabulary words and add any disciplinary vocabulary to the list in the room. You might consider having students work in groups to determine the meanings in context of the words, using the same strategies as in previous lessons.

Here are some possibilities for general words:

- unequivocal
- public accommodation
- partisan
- oppression
- redress
- repressive
- repressive
- equity law
- arbitrary
- harassment
- unbridled

Assessments:

Outcomes 1 and 2:

After reading two speeches and reading a portion of a textbook chapter, students will identify similarities and differences in the two speeches and explain those differences using as evidence information from the textbook chapter, G-SPRITE and SOAPStone.

- Organizational charts
- Annotations
- Discussion

The student:	No	Some	Yes
Identifies and explains what is geographical, social, political, religious, intellectual, technology and economic in the texts read.			
Infers the influence of GSPRITE factors in events.			
Identifies and explains the elements of SOAPStone.			

The student:	No	Some	Yes
Infers the influence of SOAPStone factors on author perspective.			
Explains the differing contexts surrounding the two speeches.			
Explains the similarities and differences in the two speeches in terms of their perspective, using SOAPStone, the context surrounding when the speeches were given, using the chapter, and the various GSPRITE factors that influenced the context.			

Outcome 3:

Students will add information to the essential question organizer from the chapter excerpt.

This essential question graphic organizer can be graded, using the following criteria:

Essential Question Organizer	No	Some	Yes
Information from all relevant readings is present on the charts.			
Student paraphrases, uses quotes, or references locations in the text.			
Paraphrases make sense and include important information.			
Student draws text-based conclusions from the information in charts.			
Student identifies author perspective, source, and context and uses that information to make judgments about trustworthiness.			
A progression of time is clear in the charts. The student can make judgments about changes over time from reading the chart information.			
Overall, the graphic organizer is useful as a tool for thinking about the essential questions.			

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components. I . . .

- ☐ 1. Had students read prompt, write initial thoughts and talk to a partner.
- ☐ 2. Introduced G-SPRITE Strategy.
- ☐ 3. Modeled and had students practice G-SPRITE strategy and practiced SOAPStone with beginnings of speeches.
- ☐ 4. Had students read instructions for reading and annotating.
- ☐ 5. Allowed students time to read and annotate chapter excerpt.
- ☐ 6. Added to the timeline in the room as a group activity.
- ☐ 7. Held discussion and asked students questions.
- ☐ 8. Discussed vocabulary and disciplinary terms added to the chart.
- ☐ 9. Had students read and annotate two presidential speeches and complete the chart.
- ☐ 10. Asked students close reading questions.
- ☐ 11. Had students fill out evidence chart.
- ☐ 12. Discussed vocabulary.

Lesson 13

Creating a Presentation

Overview and Rationale:

This lesson marks the first of two lessons for the ending point of the unit. Students have been engaged in a research project over the course of the unit. In this lesson, they will complete a PowerPoint, Prezi or other presentation format that presents their research to the class. Students will evaluate each other's presentations and revise based upon peer feedback. You may decide, depending on the ability of the students in your class and the time you have left for this unit, to have students also write the actual essay. After developing their outline, this essay should be relatively easy to write.

The presentation represents an attempt to make a historical argument and back up a claim with evidence from multiple sources of information. The task requires them to evaluate the sources and analyze and synthesize across sources, similar to the activities of historians who write an argument rather than embed an argument into a narrative structure.

Tasks/Expected Outcomes:

1. Students will complete an outline of their research project.
2. Students will complete the presentation about their research project.
3. Students will present the presentation to their peers.
4. Students will evaluate the presentations.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

History/Social Studies, Science and Technical Subjects Standards: Writing

- 1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons and evidence.
- 2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- 3 Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

- 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 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.
- 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 9 Draw evidence from informational texts to support analysis, reflection, and research.

English Language Arts: Speaking and Listening

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- 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.

Throughout this course, only grade 11-12 standards are used.

LDC

Skills and Ability List

Skills Cluster 1: Preparing for the Task

1. Bridging Conversation

Ability to connect the task and new content to existing historical knowledge, skills, experiences, interests, and concerns.

2. Task Analysis

Ability to understand and explain the task's prompt and rubric.

3. Project Planning

Ability to plan so that the task is accomplished on time.

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts.

4. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

5. Annotation/Note-taking

Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

6. Relationship Among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events, and to categorize events using historical frameworks (political, social, economic, etc.).

7. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast (corroboration), synthesis and analysis.

8. History Argumentation

Ability to identify an implicit or explicit claim in historical writing, to identify evidence that supports the claim, and to evaluate the trustworthiness and appropriateness of the evidence.

Skills Cluster 3: Transition to Writing

1. Bridging Conversation

Ability to transition from reading or researching phase to the writing phase.

Skills Cluster 4: Writing

1. Initiation of Task

Ability to draw conclusions from the documents and identify key events appropriate to the topic.

2. Planning

Ability to develop a line of thought and text structure appropriate to a presentation.

3. Development

Ability to construct an initial draft with an emerging line of thought and structure.

4. Revision

Ability to apply revision strategies to refine development of information or explanation, including line of thought, language usage, and tone as appropriate to audience and purpose.

5. Editing

Ability to apply editing strategies and presentation applications.

(www.literacydesigncollaborative.org)

Materials:

- Academic notebook

Targeted Vocabulary:

None

Timeframe:

150 minutes

Activity One**Orientation to the Task (Approx. 15 minutes)**

College and Career Readiness Standards: History/SS Reading- 3, 6, 7, 8, 9; History/SS, Science/Technical Subjects Writing- 1, 2, 3, 6, 7, 8, 9; Speaking and Listening-1, 2, 4, 5

Ask students to take out the materials for their research paper. Remind them their ending task is to report their research in the form of a presentation. To prepare for this task, they will create an outline of their paper. Review these instructions on creating the outline (in their academic notebook) together. Answer questions and help the class to engage in group problem-solving for problems they may have encountered.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 148-149

Directions for Creating an Outline

Prepare an outline for your “paper” that includes a complete introduction and conclusion along with key points that you would cover. Follow the formatting of the example below. Remember that you cannot have a “point 1” without a “point 2,” or a “point A” without a “point B,” etc. It is also required that you insert a relevant quote from each of your sources into the outline where appropriate. In the example below, areas that would be ideal for inserting a quote are indicated to assist you in developing your outline.

This assignment is worth _____ points and is due _____ at the beginning of class. Late assignments will not be accepted.

Example:**I. Introduction:**

Before the Civil War, life was difficult for African American families who were slaves. But once the slaves were freed, the expectation was that life would be better for both men and women. This was only true to some extent. Whereas African American men were able to in some cases own land or in others to engage in sharecropping, women had to not only take care of their families but also work in the fields beside their husbands. They were not granted the same freedoms as their husbands—they couldn’t own land or vote, for example. Therefore, although all freed slaves were better off after emancipation, African American women fared worse than men because of the unimportant role women typically played in free society at the time.

II. Life for women before the Civil War

A. Lives of slave women

1. Families disrupted and children often taken from parents' home.
2. Slave women not allowed to become educated.
3. Slave women expected to work for their masters.

B. Lives of white women

1. Women denied the vote.
2. Women denied property ownership.
3. Education was not as important for women.
4. Women were considered property of their husbands.
5. Women did not hold positions of authority, but depending on their resources, were sometimes able to spend lives of comparative leisure.

III. Lives for women after the Civil War

A. Lives of slave women

1. Women often had to search for their children and husbands.
2. Women were expected to take care of their husbands and children.
3. Women had to work in the fields with their husbands.
4. Women were considered property of their husbands.
5. Women were not allowed to own property.
6. Women were not allowed to vote.
7. Because of their economic circumstances, they were unable to engage in leisure activities.

B. Lives of white women same as before the war

IV. Conclusion

In summary, African American women who had been slaves did not gain the same freedom as African American men after they were emancipated. They still had to exist in a society that did not allow women to participate fully in the democracy. At the same time, they were not afforded the leisure of many white women who had better economic circumstances, and were expected to work alongside their husbands as well as take care of their families. African American women, then, were worse off than everyone else in American society.

Students should be guided to notice that the outline is actually building an *argument—consisting of claims and evidence.*

Help students to see that, in using their sources, they will have to make decisions about what information they should use to build the argument. Some information may be more trustworthy than other information. Some information may be more closely tied to the argument they are trying to make while other information could be irrelevant or misleading. Students should be able to articulate the reasons for using

the information that takes these elements into account. As they are working on their outlines, circulate around the room and help students use reasoning to tie the best evidence to their claims.

Some evidence may go against their claim. Discuss with students what they should do with that evidence. This evidence may support a counterclaim—one that is different, even opposite, from the one they created. If there is such evidence and the evidence is credible, they may need to change their claim to take that evidence into account. If it lacks credibility they may want to refute the claim. That is, they could write something like, “although some historians believe... the majority of evidence suggests that...” Depending on the readiness of your students for argument writing, you might spend time helping students who have contradictory evidence change their claim or refute counterclaims.

Activity Two

Prepare the Outline (Approx. 30 minutes)

College and Career Readiness Standards: History/SS Reading- 3, 6, 7, 8, 9; History/SS, Science/Technical Subjects Writing- 1, 2, 3, 6, 7, 8, 9; Speaking and Listening- 1, 2, 4, 5

Give students time in class to prepare the outline and to “talk through” the outline (page 150) with another classmate. While they work, circulate around the room to help them solve problems.

Activity Three

Create the Presentation (Approx. 50 minutes in class)

College and Career Readiness Standards: History/SS Reading- 3, 6, 7, 8, 9; History/SS, Science /Technical Subjects Writing- 1, 2, 3, 6, 7, 8, 9; Speaking and Listening- 1, 2, 4, 5

Most students, by the time they are in high school, are familiar with media presentations like PowerPoint. If not, schedule time in the computer lab for them to learn about them.

Ask them to follow these simple guidelines for the presentations (page 152):

- No more than eight slides.
- Must use at least five sources.
- Must use at least three quotes.
- First slide: Thesis.
- Seventh slide: Conclusion.
- Eighth slide: Sources.
- At least one slide should use graphics: photograph, chart, figure, etc.

Give students time at the computer lab or with personal computers (if they are in the classroom) to prepare slides. They may have to finish as homework.

Activity Four

Get Feedback and Revise (Approx. 50 minutes)

**College and Career Readiness Standards: History/SS Reading- 3, 6, 7, 8, 9;
History/SS, Science/Technical Subjects Writing- 1, 2, 3, 6, 7, 8, 9;
Speaking and Listening- 1, 2, 4, 5**

Have students give presentations in groups of three and four, if circumstances allow. If not, they can present them to the whole class, but you will have to limit the time they can spend, and you may not have time for everyone to present.

By this time, you should have created a climate in your class that ensures respectful and thoughtful feedback by peers. If you are still experiencing difficulty with students on this dimension, you could model such feedback.

While students are making their presentations, the audience should use the following form to provide feedback:

FROM THE STUDENT ACADEMIC NOTEBOOK p 153

	No	Some	Yes
Thesis (Claim) is clear.			
Evidence clearly supports claim.			
Evidence is integrated—not just listed or dropped in.			
The graphic element added to the overall presentation.			
The presentation seemed trustworthy.			

Activity Five

Revision and Editing (To be completed as homework)

After students give presentations in class, have them use the received peer feedback form to edit and revise their presentations as homework.

Assessments:

Outcome 1:

Students will complete an outline of their research project.

- Research Project Outline

Suggested criteria:

1. Outline consists of introduction, outline and conclusion.
2. Claim makes conceptual sense, given information in outline.
3. Evidence in outline is coherent.

Outcome 2:

Students will complete the presentation about their research project.

Outcome 3:

Students will present the presentation to their peers.

Outcome 4:

Students will evaluate the other's presentations.

- Presentation

Use the same criteria as the students use to grade this assignment.

Teacher
Checklist

Use this list to ensure that you have completed all of the lesson components. I . . .

- ☐ 1. Had students read directions for creating an outline and example.
- ☐ 2. Discussed assignment with students.
- ☐ 3. Provided time to prepare the outline and to “talk through” it with another classmate.
- ☐ 4. Explained the creation of a presentation.
- ☐ 5. Allowed time for students to create presentations.
- ☐ 6. Had students give presentation in groups, using feedback form.
- ☐ 7. Gave students time to revise and edit presentations.

Lesson 14

Answering the Essential Question

Overview and Rationale:

This lesson marks the ending point of the unit. In this lesson, students will return to their essential question, review the evidence they have gathered over the course of the semester, create a claim that will provide a reasonable answer to the question based upon the evidence, and create an opposing claim that could be refuted by the evidence. They will then choose the best evidence they have for their claim and explain in writing why they chose the sources and evidence they did and why the evidence does not support the counterclaim. Finally, they will write an essay that states a claim, presents evidence, and refutes a counterclaim.

This lesson prepares students to create an argument that is based upon a careful review of evidence rather than opinion; in other words the way historians create arguments. Evidence that is corroborated comes from trustworthy sources and is balanced in perspective trumps evidence that is not. If evidence comes from a biased source, historians look for corroboration from a number of sources, especially those sources that may be biased in an opposite direction. For example, if someone who was a proponent of school integration had the same story about the Little Rock Nine as someone who was against school integration, the story would be considered more reliable than if two people against school integration had the same story.

Tasks/Expected Outcomes:

1. Students will make a claim about the essential question and provide reasonable evidence for the claim using at least five sources from their readings.
2. Students will explain why they chose the sources and evidence they chose.
3. Students will explain why they did not make an alternative claim, based upon evidence.
4. Students will plan an essay.
5. Students will write an essay.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

History/Social Studies, Science and Technical Subjects Standards: Writing

- 1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons and evidence.
- 1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- 1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reason and evidence, and between claim(s) and counterclaims.
- 1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 1e Provide a concluding statement or section that follows from and supports the argument presented.
- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 9 Draw evidence from informational texts to support analysis, reflection, and research.

Throughout this course, only grade 11-12 standards are used.

LDC

Skills and Ability List

Skills Cluster 1: Preparing for the Task

1. Bridging Conversation

Ability to connect the task and new content to existing historical knowledge, skills, experiences, interests and concerns.

2. Task Analysis

Ability to understand and explain the task's prompt and rubric.

3. Project Planning

Ability to plan so that the task is accomplished on time.

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

3. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

4. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

5. Annotation/Note-taking

Ability to read purposefully and select relevant information; to summarize and/or paraphrase.

6. History Argumentation

Ability to identify an implicit or explicit claim in historical writing, to identify evidence that supports the claim, and to evaluate the trustworthiness and appropriateness of the evidence.

7. Relationships Among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events, and to categorize events using historical frameworks (political, social, economic, etc.).

Skills Cluster 4: Writing

1. Initiation of Task

Ability to understand and explain the task.

2. Planning

Ability to develop a line of thought and text structure appropriate to historical account.

3. Development

Ability to explain the choice of claim and evidence, using standards of quality in history.

(www.literarydesigncollaborative.org)

Materials:

- Academic notebook

Timeframe:

75 minutes

Targeted Vocabulary:

None

LDC Task

How did concepts of liberty and equality change during the 1960's Civil Rights Movement?

After reviewing the texts in this unit, write an essay in which you argue the causes of the change, explain the way in which the changes took place, and explain why a counter-claim can be refuted. Support your discussion with evidence from the text.

Activity One

Orientation to the Task (Approx. 15 minutes)

College and Career Readiness Standards: History/SS Reading- 3, 6, 7, 8, 9; History/SS, Science/Technical Subjects Writing- 1, 9

Have students read the following instructions in their academic notebook page 155.

FROM THE STUDENT ACADEMIC NOTEBOOK p 155

How did concepts of liberty and equality change during the 1960's Civil Rights Movement?

After reviewing the texts in this unit, write an essay in which you argue the causes of the change, explain the way in which the changes took place, and explain why a counterclaim can be refuted. Support your discussion with evidence from the text.

Refer to your essential question graphic organizer to help you answer this question and the sub-questions. To remind you, the essential question is:

How did the concept of liberty and equality change in the United States in the 1960s as a result of the Civil Rights Movement?

The sub-questions are:

- 1. What changed? Was the change legal, social, political, economic, cultural?**
- 2. Who was responsible?**
- 3. What tactics were used? Were these legal, social, political, economic, cultural?**
- 4. What challenges were faced?**

At this point, you should have some idea about what changed during the 60s in the Civil Rights Movement. There could have been legal changes, social changes, political changes, etc. There could have been a change in who took leadership positions. There could have been changes in the tactics that were used, and in the challenges faced. What did liberty and equality mean before 1960? (To whites? To African-Americans?) What did it mean at the end of the 60s to whites? To African-Americans?

Study the evidence you have read and choose the strongest evidence. What claim does the evidence support? Write a claim that states what changes took place in the concept of liberty and equality and how those changes took place. Then, write another claim—a counterclaim.

Ask students to refer to the essential question page in Lesson 5 in their academic notebook page 53.. Explain to them that their last activity in this unit is to do what they have been preparing to do for the entire unit—to answer that question.

On an overhead, whiteboard, or chart, have students read the following task prompt:

- You will make a claim about the essential question and provide reasonable evidence for the claim using at least five sources from your readings.
- You will explain why you chose the sources you did, why you chose the evidence you did, and why you chose this claim rather than another one, based upon the evidence you have gathered over the semester.

After they have read it, entertain their questions and discuss the idea that they should be studying their evidence before they decide what claim they want to make.

- *Success in a presidential campaign most often depends upon the likability of the candidate.*
- *Success in a presidential campaign most often depends upon the amount of money that is spent.*

Discuss what kinds of evidence might be the best for each of these claims.

Discuss the concepts of sourcing, context, and corroboration in light of this assignment.

Have students turn to a partner and explain to the partner what they will be doing.
Circulate to see that each student understands what has to be done.

Activity Two

Creating a Claim and Identifying Evidence (Approx. 30 minutes)

**College and Career Readiness Standards: History/SS Reading- 3, 6, 7, 8, 9;
History/SS, Science/Technical Subjects Writing- 1, 1a, 1b, 9**

Give students time to work on this task in class. Ask them to use the chart below.

FROM THE STUDENT ACADEMIC NOTEBOOK p 157

Claim: *(space provided)*

Source Citation:

1.

2.

3.

4.

5.

Summary of Evidence
(space provided)

Counterclaim:
(space provided)

Source Citation:

1.

2.

3.

4.

5.

Summary of Evidence *(space provided)*

Activity Three

Explaining Choices (Approx. 30 minutes)

**College and Career Readiness Standards: History/SS Reading- 3, 6, 7, 8, 9;
History/SS, Science/Technical Subjects Writing- 1, 9**

Have students write an explanation of their choices, using the format below:

FROM THE STUDENT ACADEMIC NOTEBOOK p 159-161

For each source and piece of evidence supporting the claim you are making, explain **why** it is a compelling source and give support for the claim.

1. Why a good source?

Why good evidence?

2. Why a good source?

Why good evidence?

etc.

(space provided)

Explain on the next page, using a discussion of the evidence, why the claim you chose is better than the counterclaim you made.

(space provided)

Assessments:

Outcome 1:

Students will make a claim about the essential question and provide reasonable evidence for the claim using at least five sources from their readings.

The Claim/Evidence Chart	No	Some	Yes
Chart has reasonable claim and counterclaim.			
Evidence is from at least five sources.			
Citation of source is accurate.			
Evidence is tied to claim.			

Outcome 2:

Students will explain why they chose the sources and evidence they chose.

Answer to Question:	No	Some	Yes
Provides reasonable explanation for choosing source (trustworthy, corroborated, etc.).			
Provides reasonable explanation for why evidence is good (related to the source; trustworthy).			

Outcome 3:

Students will explain why they did not make an alternative claim, based upon evidence.

Answer to Question:	No	Some	Yes
Explanation includes reasons such as the evidence wasn't corroborated, the evidence was untrustworthy, there wasn't a preponderance of evidence.			

Activity Four

Preparing to Write the Essay

College and Career Readiness Standards: History/SS, Science/Technical Subjects Writing- 1, 1a, 8, 9

Explain to students that even though they have already written a claim and counterclaim in the actual essay, these are likely to change, because they will need to be combined in some way and students will need to acknowledge in their claim both (a) what changed, and (b) why. Ask them to review the various models of how these claims could be structured and to rewrite their claims.

FROM THE STUDENT ACADEMIC NOTEBOOK p 162

Writing the claim: Some ways to structure the claim you are making are below. Use these models as guidelines for writing your claim.

America's concept of liberty and equality became (more, less) _____ during the 1960's Civil Rights Movement. Although some argue that the Civil Rights Movement changed because of _____, the evidence points to _____ (or a combination of _____, _____, and _____).

By the end of the 1960's Civil Rights Movement, America's concept of liberty and equality had changed from _____ to _____. There were many reasons for that change, but the most significant one(s) was (were) _____.

The 1960's Civil Rights Movement changed the way Americans thought about liberty and equality. At the beginning of the 1960's, Americans believed _____ (or Americans were divided because _____). At the end of the 1960's, Americans believed _____ (or Americans were divided because _____).

Although many believe that _____ was the reason for these changes in belief, the most significant reason(s) was/were that _____.

Discuss these templates, then have them reconstruct their claims. They do not have to use the templates exactly, and you will need to provide guidance as students attempt to write them.

FROM THE STUDENT ACADEMIC NOTEBOOK p 162

Write your claim

Then help them plan their essays. Have them read the outline form in the academic notebook and discuss it with them so that they understand what each part of the essay is accomplishing. Remind them that they have to say how conceptions of liberty and equality changed and why, and that their essays should provide evidence from the texts they read. When the outline has been discussed, ask students to complete the form in the academic notebook that structures their essay.

FROM THE STUDENT ACADEMIC NOTEBOOK p 165

Now you will plan your essay. Begin with how you will structure it. A reasonable way to structure the essay is shown in the graphic organizer below.

1. Introductory Paragraph, ending with claim: This paragraph introduces the audience to the topic and states the position you are taking.
2. Supporting Paragraph 1: This paragraph begins to introduce the evidence you have for your claim. This evidence might be cause-effect in nature. That is, an event, key individual, political or legal action, technological reality, etc. caused changes to take place.
3. Supporting Paragraph 2: Same as above

Continue until you have used all of your best evidence. DO NOT present evidence text by text. Rather, combine the evidence for the same reason across texts.

4. Counterclaim: Tell why the opposing claim is not as good as yours.
5. Conclude: End by summarizing what you just said and explaining “so what.” Why should your audience care?

Fill in this template with the parts of your essay.

1. Introductory Paragraph, ending with claim. (Write this completely.)
2. Supporting paragraphs. (Outline these.)

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

Etc.

Refutation of Counterclaim:

Concluding Paragraph

Again, circulate around the room, providing support, as needed.

Before they actually write the essay, ask them to look at the rubric by which the essay will be evaluated. Discuss this rubric with them.

Assessment

Outcome 4:

- The essay template planning guide

Use the following criteria to evaluate your students' work.

	No	Some	Yes
Claim included what changes took place and why.			
Paragraphs used evidence from the text about what caused changes to take place.			
Counterargument rebuttal included made sense.			
Conclusion both summarized and indicated significance of argument.			

Activity Five

Writing the Essay

College and Career Readiness Standards: History/SS, Science/Technical Subjects Writing- 1, 1a, 1b, 1c, 1d, 1e, 4, 5, 8, 9

Have students write a first draft of their essay (pages 167-169). Once that is completed, have them evaluate their essays using the rubric (page 166) and, if time allows, engage in peer review by having another student read and evaluate the essays. They should discuss their peer reviews with the other student, then use the feedback and their own evaluation to revise them.

Assessment

Outcome 5:

Student will write an essay.

Use the evaluation rubric students used to evaluate their essays.

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components. I . . .

- ☐ 1. Had students read and discuss instructions and the prompt for essential questions answer.
- ☐ 2. Discussed claims and counterclaims, evidence, sourcing, context and corroboration in this assignment.
- ☐ 3. Had students create claim/evidence chart.
- ☐ 4. Had students explain why they chose the claim and the evidence they did.
- ☐ 5. Prepared students to write essay.
- ☐ 6. Had students write essay.
- ☐ 7. Had students evaluate essay.

Unit 1

References

Lesson 1

State of Arkansas Governor's Office. "Gov. Orval Faubus Declares a State of Emergency." *Orval Faubus Papers*, University of Arkansas Libraries, 1957 — <http://scipio.uark.edu/cdm/compoundobject/collection/Civilrights/id/1254/rec/1>.

Mann, Woodrow Wilson. Telegram from Little Rock Mayor Mann to Dwight D. Eisenhower. The Eisenhower Archives, Dwight D. Eisenhower Presidential Library. Retrieved from — http://static.squarespace.com/static/50f5d7aae4b07b2d709694cc/t/512a67f1e4b0fd698ec13543/1361733617132/1957_09_24_Mann_to_DDE.pdf.

Reed, Roy. "Faubus, Orval Eugene (1910-1994)." Encyclopedia of Arkansas History and Culture, Updated 2011 — http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID_102.

Reed, Roy. *The Life and Time of an American Prodigal*. University of Arkansas Press, 1997.

Ashmore, Harry. *Arkansas Gazette* (September 24, 1957). "Now We Face Federal Troops." P. 4.

Lesson 2

Education Staff. *Photo Analysis Worksheet*. National Archives and Records Administration, retrieved September 26, 2013 — http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf.

Vachon, John. *Drinking Fountain on the County Courthouse Lawn*, Halifax, North Carolina. Library of Congress: [publisher, 1938 — url.] — <http://www.loc.gov/pictures/item/fsa1997003218/PP/>.

Elizabeth Eckford. 1957. Photograph. National Park Service through America.gov — http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/4.html.

Delano, Jack. *At the Bus Station*, 1940. Photograph. Library of Congress Prints and Photographs Reading Room — http://www.loc.gov/rr/print/list/085_disc.html.

Associated Press. *A Freedom Riders Bus Goes up in Flames*, 1961. Photograph. Dallas News — <http://photographyblog.dallasnews.com/2013/05/today-in-photo-history-14-3.html/>.

(1961, May 21). Jim Zwerg in hospital. Retrieved from — http://biology.clc.uc.edu/fankhauser/society/freedom_rides/freedom_ride_dbf.htm 9-26-13.

John Lewis, the leader of Student Nonviolent Coordinating Committee is beaten by a state trooper, 1965. Photograph. Library of Congress through America.gov — http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/15.html.

US Deputy Marshals escort 6-year-old Ruby Bridges from William Frantz Elementary School in New Orleans, 1960. Photograph. AP Images through America.gov — http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/1.html.

Literacy Ready . History Unit 1

Interior of Freedom Riders' Bus, with view through the window of line of six police cars and soldiers lining pavement, 1961. Photograph. The Library of Congress — <http://www.loc.gov/pictures/item/2002709628/>.

Members of the North Carolina Student Non-Violent Coordinating Committee at the Tottle House Lunch Counter, Atlanta, 1960. Photograph. The Library of Congress through America.gov — http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/6.html.

(1963, June 11). *Governor George Wallace prevents students from registering at the University of Alabama*. Photo #10. Retrieved from America.gov — http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/6.html 9-26-13.

Guthrie, Ken. *Martin Luther King Funeral Procession*, 1968. Photograph. Duplicated with permission from Ken Guthrie.

Lesson 4

Hinchey, Cheryl. *How to Write A Thesis Statement*. Worksheet. Chicago Metro History Education Center, no date — http://www.chicagohistoryfair.org/images/stories/pdfs/2_how_to_write_a_thesis_statement_easy.pdf.

Lesson 5

Faragher, J. M., J. M. Buhle, S. H. Armitage, and D. H. Czitrom. *Out of Many: A History of the American People*, 5th ed. Pearson Education, 2011.

Lesson 6

Tolman, Tristan L. "The Effects of Slavery and Emancipation on African-American Families and Family History Research." *Crossroads*, March 2011 — http://www.leavefamilylegacy.com/African_American_Families.pdf.

Lesson 7

"Freedom Riders." *American Experience*. Video. Public Broadcasting System, 2012 — <http://video.pbs.org/video/1925571160/>.

Lesson 8

"Freedom Riders," *ibid*.

Faragher, *op cit*.

Lesson 10

Cartoon Analysis Guide. The Library of Congress, Education Division — <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/cag.html>.

Mauldin, Bill. Cartoons. Papers of Bill Mauldin, The Library of Congress, 1960 — <http://www.loc.gov/pictures/item/acd1999000571/PP/>.

Mauldin, Bill. Cartoons. The Library of Congress, Prints and Photographs, 1960-1968 — <http://www.loc.gov/rr/print/swann/mauldin/mauldin-cartoonist.html>.

"Bill Mauldin Beyond Willie and Joe." The Library of Congress, Prints and Photographs, 2012 — <http://www.loc.gov/rr/print/swann/mauldin/mauldin-cartoonist.html>.

"Bill Mauldin." Photographs. Wikipedia, 2013 — http://en.wikipedia.org/wiki/Bill_Mauldin.

Lesson 11

Faragher, *op cit*.

Kennedy, John F. “Address on Civil Rights.” Speech, June 11, 1963. Miller Center, University of Virginia — <http://www.youtube.com/watch?v=rS4Qw4Ilckg&feature=related>.

Kennedy, John F. “Address on Civil Rights (June 11, 1963).” Transcript. Miller Center, University of Virginia — <http://millercenter.org/scripps/archive/speeches/detail/3375>.

Johnson, Lyndon Baines. “The University of Michigan, May 22, 1964.” a.k.a. “Great Society Speech” Video — <http://www.youtube.com/watch?v=x4Qc1VM80aQ>.

Johnson, Lyndon Baines. “Remarks at the University of Michigan (May 22, 1964).” Miller Center, University of Virginia — <http://millercenter.org/scripps/archive/speeches/detail/3383>.

SREB Readiness Courses
Transitioning to college and careers

Literacy Ready

History Unit 1

The Academic Notebook

Name



Unit 1

Table of Contents

Course Overview.....	3
Lesson 1: What is History?	4
Lesson 2: Gateway Activity – Civil Rights.....	20
Lesson 3: Anchor Text and Essential Questions.....	36
Lesson 4: Project Development.....	40
Lesson 5: Reading and Annotating a Chapter.....	46
Lesson 6: Taking and Integrating Notes from Lecture	58
Lesson 7: Research Project – Identifying and Annotating Sources	68
Lesson 8: Identifying Historical Claims and Evidence	82
Lesson 9: Taking History Exams.....	94
Lesson 10: Analyzing Political Cartoons.....	101
Lesson 11: Writing a Historical Narrative.....	108
Lesson 12: Comparing Two Presidential Speeches	124
Lesson 13: Creating a Presentation.....	148
Lesson 14: Answering the Essential Question.....	155

Course Overview

Welcome! You are enrolled in the first history unit of the SREB Readiness Course-Literacy Ready. What does historical literacy mean? Historical literacy is the ability to read and determine meaning from historical sources whether they are primary, secondary or tertiary sources. In this course, you will take part in several activities to improve your historical literacy. While the content covered in this course is important, a principal purpose is to equip you with the tools necessary to be more successful in college coursework. To that end, the creators of the course have developed this academic notebook.

Purposes of the Academic Notebook

The academic notebook has two roles in this course. The first role of the notebook is to provide you with a personal space to record your work. The academic notebook is where you should record your thoughts about materials you are reading. For example, if you are hearing a lecture, take notes in this notebook. Use the tools in the notebook to assist you in organizing your notes.

The second role of the notebook is that of an assessment tool. Your instructor may periodically collect the notebooks and review your work to insure that you are remaining on task and to assist with any material that is causing difficulty. Your instructor may also assign tasks to be completed in the notebook, such as in-class writing assignments. At the end of this six-week unit, your instructor will review the contents of this notebook as part of your overall grade. Thus, it is important that you work seriously as this notebook becomes the (historical) record of your activity in this course.

Essential Question

The following essential question for the entire six-week unit should be used to guide your thinking when analyzing the materials presented in this class. When taking notes, come back to the question and consider how the historical sources you are analyzing help to answer these questions. The question is especially important as it represents the theme of the course. In the back of your mind, in every task you complete, you should consider this question. This is partly how historians work, and it is important for you to realize that up front. Historians, like all scientists, approach a problem and try to hypothesize a solution to the problem. Therefore, historians think thematically as they work through source material, which helps account for why two tertiary sources on the same topic may have two different perspectives on the event being studied.

How did the Civil Rights Movement of the 1960s transform the concept and practice of liberty in America?

Sub-questions:

1. What changed? Was the change legal, social, political, economic or cultural?
2. Who was responsible?
3. What tactics were used? Were these legal, social, political, economic or cultural?
4. What challenges were faced?

Lesson 1

What is History?

In this lesson, you will . . .

- Reflect and write about what historians do.
- Read and annotate the kind of documents that historians read.
- Reflect and write again about what historians do.

Activity

1 What Do Historians Do?

Think about this question for a moment, and, based upon your past experiences reading and studying history, write for five minutes in the space provided to answer this question.

[illegible]

Keep what you wrote in mind as you complete the next activities. You will get a chance to revise your statement at the end of this lesson.

FROM THE STUDENT ACADEMIC NOTEBOOK

Activity

2 Read Historical Documents

In the 1950s, the South was segregated. African Americans could not attend the same schools or drink from the same fountains as whites. Black schools did not have the same resources as white schools even though the Supreme Court had said that the schools must be equal. On September 4, 1957, after a court decision called for an end to school segregation, nine black students in Little Rock, Arkansas, tried to attend Central High—a formerly all white high school. The governor of Arkansas, Governor Faubus, ordered the State Militia to keep the students from entering the building. A judge required the governor to call off the militia, and on September 24, the Little Rock Police helped the nine students enter the school. When a mob gathered that same day, the students had to escape, again with the help of the police. It finally took federal troops ordered by President Eisenhower to get the students permanently placed in the school (on September 25). Why did Governor Faubus try to keep the African Americans out of Central High? Historians argue about his motivations. Your job is to decide why you think he ordered the guards to keep the students out.

You will read documents that differ in perspective and in the claim that is being made about Governor Faubus' actions in the integration of Central High School. Read each of them to determine what they are saying about him and how and why they differ. If you would like, you may take notes on the texts themselves to help you remember the key parts that are different. Historians refer to the documents written during the time period as *primary source documents*. They use primary source documents as evidence for their interpretations of what happened in the past; the first two documents are considered primary sources.

Document #1: retrieved on 4/15/15 from:

<http://scipio.uark.edu/cdm/compoundobject/collection/Civilrights/id/1254/rec/1>

Transcript:

TO ALL TO WHOM THESE PRESENTS SHALL COME—GREETINGS:

WHEREAS: The Governor of the State of Arkansas is vested with the authority to order to active duty the Militia of the State in case to tumult, riot, or breach of the peace, or imminent danger thereof; and

WHEREAS: It has been made known to me as Governor, from many sources, that there is imminent danger of tumult, riot, and breach of the peace and the doing of violence to persons and property in Pulaski County, Arkansas;

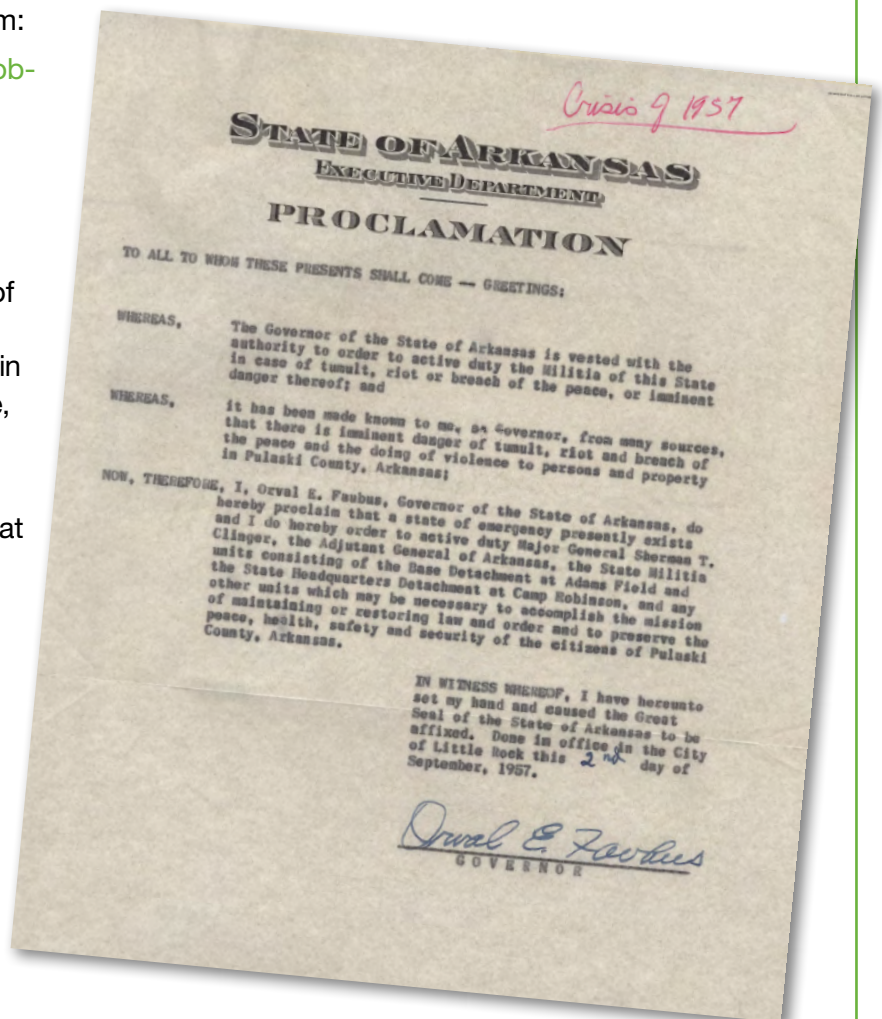
NOW, THEREFORE, I, Orval E. Faubus, Governor of the State of Arkansas do hereby proclaim that a state of emergency presently exists and I do hereby order to active duty Major General Sherman T. Clinger, the Adjutant General of Arkansas, the State Militia units consisting of the Base

Detachment at Adams Field and the State Headquarters Detachment at Camp Robinson, and any other units which may be necessary to accomplish the mission of maintaining or restoring law and order to preserve the peace, health, safety and security of the citizens of Pulaski County, Arkansas.

IN WITNESS THEREOF, I have hereunto Set my hand and caused the Great Seal of the State of Arkansas to be affixed. Done in office in the City of Little Rock this 2nd day of September, 1957.

Orval E. Faubus (signature)

GOVERNOR



Document 2: Retrieved on 1/5/13 from:

http://www.eisenhower.archives.gov/research/online_documents/civil_rights_little_rock/.

TRANSCRIPT:

WAC24PD
LITTLE ROCK ARK WEP 23 344PNC
THE PRESIDENT
THE WHITE HOUSE

THE CITY POLICE, TOGETHER WITH THE STATE POLICE, MADE A VALIANT EFFORT TO CONTROL THE MOB TODAY AT CENTRAL HIGH SCHOOL. IN THE FINAL ANALYSIS, IT WAS DEEMED ADVISABLE BY THE OFFICER ON THE GROUND AND IN CHARGE TO HAVE THE COLORED CHILDREN REMOVED TO THEIR HOMES FOR SAFETY PURPOSES.

THE MOB THAT GATHERED WAS NO SPONTANEOUS ASSEMBLY. IT WAS AGITATED, AROUSED, AND ASSEMBLED BY A CONCERTED PLAN OF ACTION.

ONE OF THE PRINCIPAL AGITATORS IN THE CROWD WAS A MAN BY THE NAME OF JIMMY KARAM, WHO IS A POLITICAL AND SOCIAL INTIMATE OF GOVERNOR FAUBUS, AND WHOSE WIFE IS NOW WITH GOVERNOR'S PARTY AT THE SOUTHERN GOVERNOR'S CONFERENCE. KARAM HAS A LONG RECORD OF EXPERIENCE IN STRIKE-BREAKING, AND OTHER ACTIVITIES SUCH AS HE ENGAGED IN TODAY.

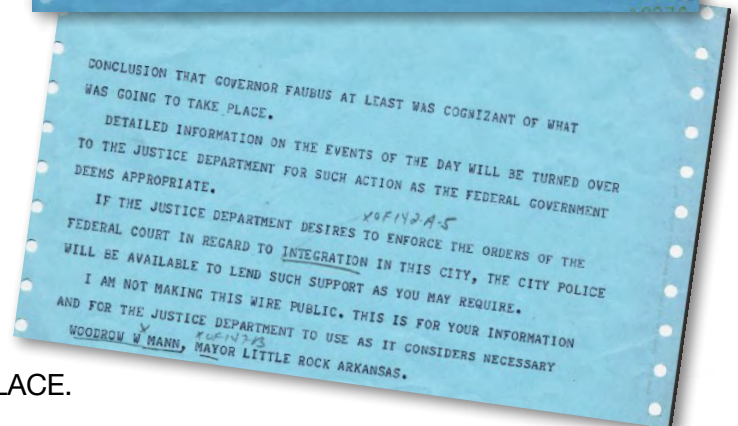
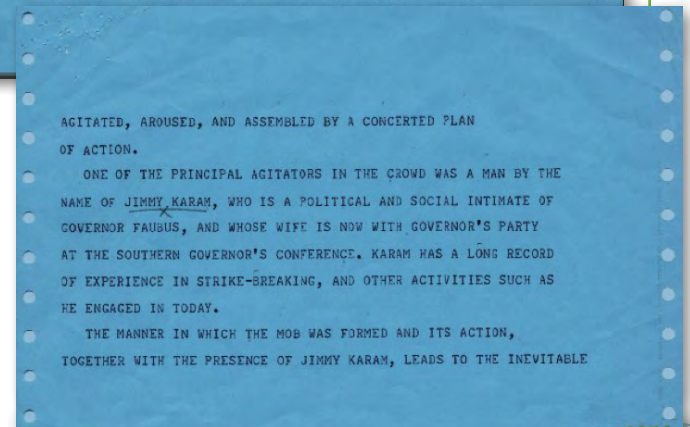
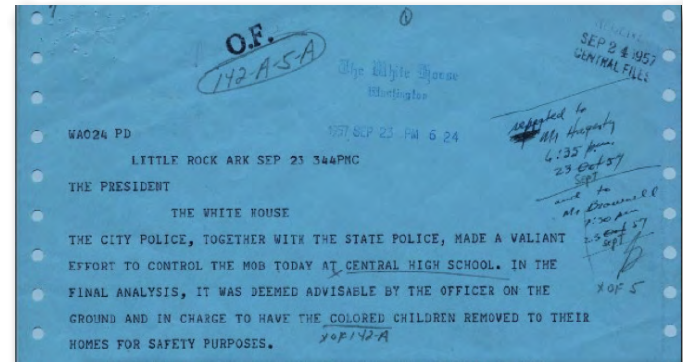
THE MANNER IN WHICH THE MOB WAS FORMED AND ITS ACTION, TOGETHER WITH THE PRESENCE OF JIMMY KARAM, LEADS TO THE INEVITABLE CONCLUSION THAT GOVERNOR FAUBUS AT LEAST WAS COGNIZANT OF WHAT WAS GOING TO TAKE PLACE.

DETAILED INFORMATION ON THE EVENTS OF THE DAY WILL BE TURNED OVER TO THE JUSTICE DEPARTMENT FOR SUCH ACTION AS THE FEDERAL GOVERNMENT DEEMS APPROPRIATE.

IF THE JUSTICE DEPARTMENT DESIRES TO ENFORCE THE ORDERS OF THE FEDERAL COURT IN REGARD TO INTEGRATION IN THIS CITY, THE CITY POLICE WILL BE AVAILABLE TO LEND SUCH SUPPORT AS YOU MAY REQUIRE.

I AM NOT MAKING THIS WIRE PUBLIC. THIS IS FOR YOUR INFORMATION AND FOR THE JUSTICE DEPARTMENT TO USE AT IT CONSIDERS NECESSARY.

WOODROW W MANN, MAYOR, LITTLE ROCK ARKANSAS.



Think about answers to the following questions:

Who wrote the documents?

When did they write them?

For what purpose were they written?

To whom were the authors of these documents writing?

What perspectives do these authors have?

What is the claim Governor Faubus is making about his placement of troops at Central High School?

What is Woodrow Mann's claim about that?

Do they provide evidence for that claim? If so, what is it?

These are questions that historians ask as they try to make sense of the past. They ask questions about the source, they consider the time period in which they were written, and they corroborate—look at the agreements and disagreements across documents.

Activity

3 Read a Historical Account

Read the third text, an excerpt (and a secondary source) taken from an account of Governor Faubus' life taken from the Encyclopedia of Arkansas History and Culture. Determine: (1) what evidence the author was using in writing this account, and (2) what he believed about Governor Faubus. Was Faubus merely trying to keep the public safe or was he determined to keep Central High School segregated for his own political purposes? You can take notes.

Document 3: History Text Excerpt

On September 2, 1957, Faubus called out the **National Guard** to block the admission of nine black pupils to Central High School. His justification was that violence threatened and he had to preserve the peace. A federal judge ordered the guardsmen removed. The students, known as the **Little Rock Nine**, returned to the school but were met by a mob of enraged segregationists. The local police, unable to control the crowd, spirited the Nine out of the building. President Dwight D. Eisenhower federalized the National Guard and dispatched Army troops to restore order and enforce the court's ruling. The troops stayed through the school year. Little Rock voted to **close its high schools** the following year in a vain attempt to thwart further integration. Then, stung by bad publicity and facing economic decline, the city voted to reopen them with token integration.

Faubus lost the battle with Eisenhower, but his actions ensured his election as governor four more times. He left office undefeated in 1967 after knocking off one opponent after another, including former governor Sid McMath, the millionaire **Winthrop Rockefeller**, and Congressman Dale Alford—all one-time allies who had turned against him.

He accumulated unprecedented power over Arkansas politics. His followers remained loyal even after the race conflict subsided. He was opposed by a substantial coalition of **African Americans** and white liberals and moderates, led by the **Arkansas Gazette**, from 1957 until he left office. During his later years in office, he reached out to black voters and won substantial support there.....

Catering to the clamors of white supremacists seemed out of character for Faubus, a figure of pronounced country dignity and unusual public reserve. His personal convictions at the time were not virulently racist; indeed, his administration had favored the black minority in several instances. For example, he hired a number of black people in state government and saw to it that historically black colleges and other institutions received financial support. He joined a fight to abolish the discriminatory **poll tax** and replace it with a modern voter registration system. And the voters who repeatedly returned him to office were apparently driven by something more than the obvious motive of racism. They seemed in part to be applauding their governor for standing up to an all-powerful federal government.

By Roy Reed, Hogeys, Arkansas in The Encyclopedia of Arkansas History and Culture, retrieved at: <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=102> on Nov 4, 2012.

Roy Reed also wrote a biography of Faubus: *The Life and Time of an American Prodigal*. Fayetteville, AR: University of Arkansas Press, 1997, and was a writer and reporter for the Arkansas Gazette. One can read about him at:

<http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=1051>.

This entry, originally published in *Arkansas Biography: A Collection of Notable Lives*, appears in the *Encyclopedia of Arkansas History & Culture* in an altered form. *Arkansas Biography* is available from the University of Arkansas Press.

**Document 4: *Arkansas Gazette* editorial
September 24, 1957**

The march of events in Little Rock over the last three weeks has now led to an inevitable climax.

Yesterday President Eisenhower made the hard and bitter decision he has sought to avoid. He will use federal troops to restore law and order to the City of Little Rock.

The president's language made his meaning unmistakable. To the White House reporters at Newport he read a statement in the numbered paragraphs of the old military man:

"I want to make several things very clear in connection with the disgraceful occurrences of today at Central High School in the city of Little Rock.

"1. The federal law and orders of a United States District Court implementing that law cannot be flouted with impunity by an individual or any mob of extremists.

"2. I will use the full power of the United States—including whatever force may be necessary to prevent any obstruction of the law and to carry out the orders of the federal court."

We can hope that we may yet escape the tragic spectacle of federal soldiers deployed on the streets of Little Rock for the first time since the post-Civil War period of Reconstruction.

The decision is up to the members of the riotous mob, which assembled yesterday at Central High School and finally passed beyond the control of the local police—who did their duty and did it well.

If these reckless men force the issue again this morning the federal troops will march—as they must march to restore order and end the intolerable situation in which this city now finds itself.

Arkansas Gazette, September 24, 1957

Now We Face Federal Troops

The march of events in Little Rock over the last three weeks has now led to an inevitable climax.

Yesterday President Eisenhower made the hard and bitter decision he has sought to avoid. He will use federal troops to restore law and order to the City of Little Rock.

The president's language made his meaning unmistakable. To the White House reporters at Newport he read a statement in the numbered paragraphs of the old military man:

"I want to make several things very clear in connection with the disgraceful occurrences of today at Central High School in the city of Little Rock.

"1. The federal law and orders of a United States District Court implementing that law cannot be flouted with impunity by an individual or any mob of extremists.

"2. I will use the full power of the United States—including whatever force may be necessary

to prevent any obstruction of the law and to carry out the orders of the federal court."

We can hope that we may yet escape the tragic spectacle of federal soldiers deployed on the streets of Little Rock for the first time since the post-Civil War period of Reconstruction.

The decision is up to the members of the riotous mob which assembled yesterday at Central High School and finally passed beyond the control of the local police—who did their duty and did it well.

If these reckless men force the issue again this morning the federal troops will march—as they must march to restore order and end the intolerable situation in which this city now finds itself.

After reading the four documents, what do *you* think Faubus' motivations were for trying to keep the Little Rock Nine out of Central High School? Write down at least three key ideas from the texts that helped you come to that conclusion. You may write these in a numbered list.

1.

2.

3.

Activity

4 Vocabulary

Can you explain the meaning of these words? These words will help you talk about history the way historians do.

Primary Source Document

Secondary Source Document

Sourcing

Contextualization

Corroboration

Activity

5 Returning to the Definition of What Historians Do

Revise your definition of what historians do!

This image shows a single sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Read about how historians read in the appendix of this notebook.

Activity

6 Orientation to the Task

How did concepts of liberty and equality change during the 1960's Civil Rights Movement?

After reviewing the texts in this unit, write an essay in which you argue the causes of the change, explain the way in which the changes took place, and explain why a counterclaim can be refuted. Support your discussion with evidence from the texts.

Throughout this unit you will be learning several strategies to read the important kinds of texts that a historian would read to develop a complete understanding of a time period in history. You began this process when we examined historical documents about desegregation in the Little Rock Schools in 1957. We learn from examining multiple sources of accounts from the same time period about what actually may have happened and gain insights to the perspectives of diverse authors. In this unit you will learn more about how historians examine and interpret texts. These strategies will help you to discover information about the time period to help you prepare your written assignment.

You will be developing an essential question graphic organizer throughout this unit to help you answer the essential question: **How did concepts of liberty and equality change during the 1960's Civil Rights Movement?**

There will be several sub-questions to answer along the way:

- 1. What changed? Was the change legal, social, political, economic, cultural?**
- 2. Who was responsible?**
- 3. What tactics were used? Were these legal, social, political, economic, cultural?**
- 4. What challenges were faced?**

In your essay you will:

- Cite at least 5 sources
- Point out key elements from each source
- Address the credibility and origin of the sources
- Include a bibliography

Reread the task above, and in a quick write, write your first reaction to the prompt. What things will you have to do to be successful on the task? What ideas do you have about a possible topic? What strategies will you use to help you pick? Be prepared to share your response.

You will be learning several reading and writing strategies during this unit to help you prepare this assignment, which will be due near the end of the unit. You will also be developing a timeline to help you plan your work to complete the assignment on time.

This image shows a single sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Week-by-week timeline for the project:

Week 1: Topic and proposed “thesis statement” (or claim).

Week 2: Find at least five sources on topic addressing your claim.

Week 3: Read, annotate, and take organized notes on the sources and create an outline for your PowerPoint.

Week 4: Create a first draft, seek input from others, and revise

Week 5: Present revised PowerPoint to class.

What are the benefits of having a step-by-step timeline?

What challenges will you face?

Literacy Design Collaborative Rubric

Scoring Elements	1 Not Yet	1.5	2 Approaches Expectations	2.5	3 Meets Expectations	3.5	4 Advanced
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. Makes no mention of counterclaims.		Establishes a claim Makes note of counterclaims.		Establishes a credible claim. Develops claim and counterclaims fairly.		Establishes and maintains a substantive and credible claim or proposal. Develops claims and counterclaims fairly and thoroughly.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage and mechanics. Sources are used without citation		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Lesson 2

Gateway Activity–Civil Rights

In this lesson, you will . . .

- Interpret photographs using the National Archives process and information about context and source.
- Begin a timeline of the Civil Rights Movement.
- Explain the role that sourcing, contextualization and chronology have in history reading.

Activity 1 will be led by your teacher in class.

Activity

2 Analyze Photographs

Photographs from the time period are considered *primary sources*.

Analyze this photograph using the steps on the next page.



Photo Analysis Worksheet

Complete the information on the worksheet for your assigned photograph(s).

Step 1. Observation

A. Study the photograph for two minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

Photo title or number:

B. Use the chart below to list people, objects and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

1.

2.

3.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Here is the source and contextual information for this photograph:

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408. Modified by J. Barger 9-9-12.

How does this information add to your understanding of the photograph?

Activity

3 Analyze Photographs in Groups

Analyze two more photographs in assigned groups. First conduct the National Archives analysis, then read about the source and context of the photograph in order to gain further insights.



Photo 1



Photo 2



Photo 3



Photo 4



Photo 5



Photo 6



Photo 7



Photo 8



Photo 9



Photo 10

Analysis #1

A. Study the photograph for two minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

Photo title or number

B. Use the chart below to list people, objects and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

1.

2.

3.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Analysis #2

A. Study the photograph for two minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

Photo title or number

B. Use the chart below to list people, objects and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

1.

2.

3.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Source and context of the photos:

- 1. Retrieved from America.gov:** http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/4.html.
Taken: September 4, 1957
Context: Elizabeth Eckford – one of nine black students attempting to attend Central High School, in Little Rock, Arkansas – is met with jeers and turned back by National Guard troops.
- 2. Retrieved from Library of Congress:** http://www.loc.gov/rr/print/list/085_disc.html.
Taken: May, 1940, by Delano, photographer
Context: Durham, North Carolina. “At the Bus Station.” The segregation laws known as “Jim Crow” dominated the American South for three quarters of a century beginning in the 1890s. The laws affected almost every aspect of daily life, and included segregation of schools, parks, libraries, drinking fountains, restrooms, buses, trains, and restaurants. “Whites Only” and “Colored” signs were constant reminders of the enforced racial order.
- 3. Retrieved from Dallas News:**
<http://photographyblog.dallasnews.com/2013/05/today-in-photo-history-14-3.html/>.
Taken: May 14, 1961
Context: A Freedom Riders bus goes up in flames on May 14, 1961 after a firebomb was tossed through a window near Anniston, Alabama. The bus, which was testing bus station segregation in the south, had stopped because of a flat tire. Passengers escaped without serious injury. (AP Photo)
- 4. Retrieved from:**
http://biology.clc.uc.edu/fankhauser/society/freedom_rides/freedom_ride_dbf.htm.
Taken: May 21, 1961
Context: The surviving contingent of Riders took a bus from Birmingham to Montgomery, Alabama, protected by a contingent of the Alabama State Highway Patrol. However, when they reached the Montgomery city limits, the Highway Patrol abandoned them. At the bus station, a large white mob was waiting with baseball bats and iron pipes. The local police allowed them to viciously beat the Freedom Riders uninterrupted. Again, white Freedom Riders, branded “Nigger-Lovers,” were singled out for particularly brutal beatings.
- 5. Retrieved from America.gov:** http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/4.html.
Taken: March 7, 1965
Context: John Lewis, the leader of Student Nonviolent Coordinating Committee, is beaten by a state trooper March 7, 1965, as he attempts to march with 600 others from Selma to Montgomery, Alabama, in a right-to-vote demonstration. The day is known as “Bloody Sunday.”
- 6. Retrieved from America.gov:** http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/4.html.
Taken: November 1960
Context: US Deputy Marshals escort 6-year-old Ruby Bridges from William Frantz Elementary School in New Orleans in November 1960. The first grader was the only black child enrolled in the school.
- 7. Retrieved from Library of Congress:** <http://www.loc.gov/pictures/item/2002709628/>.
Taken: 1961
Context: Interior of Freedom Riders’ Bus, with view through window of six police cars and soldiers lining pavement.
- 8. Retrieved from America.gov:** http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/4.html.
Taken: 1960
Context: Members of the North Carolina Student Nonviolent Coordinating Committee, sparked sit-ins by students across the South by sitting at segregated lunch counters.

9. **Retrieved from America.gov:** http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/4.html.

Taken: June 11, 1963

Context: Governor George Wallace prevents black students from registering at the University of Alabama in Tuscaloosa on June 11, 1963. At right, Nicholas Katzenbach, deputy attorney general of the United States listens to Wallace.

10. **Photograph shown by permission of Ken Guthrie (private photograph)**

Taken: April 9, 1968

Context: Martin Luther King funeral procession. The photograph shows a three-mile procession to Morehouse College, King's alma mater, for a public service from Ebenezer Baptist Church, where King and his father both served as senior pastors.

Activity

4 Reflecting on the Photographs

Think about the photographs you analyzed today. Answer the following questions:

What concepts of freedom and liberty are addressed in the photographs?

Based on what you have observed above, list three things you might infer from this photograph.

1.

2.

3.

What tactics are being used by individuals and groups in the photographs?

What reactions do you have to the photographs?

Activity

5 Create a Timeline

Return to the photographs and number them in chronological order. Then, place the events depicted in the photographs on the timeline below. Add other dates that you remember. As you complete the unit, you will continue to add dates to this timeline.

1950	1951	1952	1953
1954	1955	1956	1957
1958	1959	1960	1961
1962	1963	1964	1965
1966	1967	1968	1969
1970	Notes:		

Activity

6 Vocabulary

Define the following terms and write down the ways in which you used the following tools of historians in this lesson.

Sourcing:

Contextualization:

Primary source documents:

Secondary source documents:

Chronology:

Lesson 3

Anchor Text and Essential Questions

In this lesson, you will...

- Show that you understand the focus of the unit, the time period in which this unit takes place, and the kinds of questions your reading will answer through the annotations you make and the questions you ask.
- Engage in close reading of the text.
- Show that you understand targeted vocabulary.

Vocabulary:

Discipline specific vocabulary

- Universal manhood suffrage
- Abolitionist
- Jim Crow Laws
- *Brown v. Board of Education*

Words that help you discuss the discipline

- Close Reading
- Annotation
- Anchor Text

General academic vocabulary

- Endowed
- Unalienable

Activity

1 Reading an Anchor Text

Read an *anchor* text and consider an essential question that will guide your reading of the unit. An anchor text sets the stage and provides the context for the reading you will be doing in the rest of this unit. The *essential question* will keep you focused on key issues as you read the texts in the unit. This lesson will also ask you to engage in *close reading*—reading the text carefully, interpreting the meaning of what you are reading at the word level and beyond, even if you experience difficulty. It is okay to struggle with meaning and to work your way through those struggles to arrive at the most precise interpretation you can muster.

- Read the following anchor text. Highlight or mark important parts of the text and key words or words you don't know.
- As you read, write your thoughts and questions in the margin.
- If you are reading with a partner or group, stop after each paragraph and share your difficulties, thoughts, and questions.
- If you are reading with a partner or group, compile a master list of questions that you have.

The Changing Concept of Liberty and Equality in the 60s: From the Freedom Rides to the War on Poverty

We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.

– Thomas Jefferson, *the Declaration of Independence* (1776)

More than two centuries ago, our founding fathers created a new nation based on the principles discussed in this quote. Unfortunately, to many Americans, their words rang hollow. Unalienable rights were apparently meant only for white men of property. That, of course, would change over time – a long period of time. Could the first generation of Americans have predicted what the future would bring for the new republic they had forged? Perhaps. Jefferson became an advocate for the small farmer and the concept of universal manhood suffrage, and women like Abigail Adams and Phillis Wheatley spoke out for their gender and against the institution of slavery.

The 1820s and 30s became the “Age of the Common Man.” The abolitionist movement emerged to challenge slavery, and the bloody Civil War ended that institution in the 1860s. It led to the Fourteenth and Fifteenth Amendments that conferred citizenship on former slaves and denied the states from withholding the right to vote from any citizen on the basis of race, color, or previous condition of servitude. But, in the South, an exploitive sharecropping system took the place of slavery, and the individual states passed a series of Jim Crow laws to segregate the races and deny equal rights to their black citizens. The South even got around the Fifteenth Amendment by resorting to poll taxes and literacy tests to keep blacks from voting. The long struggle for equal rights for blacks seemingly came to a successful conclusion with the 1954 case of *Brown v. Board of Education* in which the US Supreme Court declared school segregation to be unconstitutional. The following year Rosa Parks refused to give up her seat on a city bus in Montgomery, Alabama, and newly-ordained minister Dr. Martin Luther King, Jr. led a successful boycott to end segregation of the city bus system there. Black Americans were elated, believing that the Brown decision and the leadership of Dr. King in the South would quickly undermine

the Jim Crow system. Yet, in 1960, most public schools remained segregated, most blacks were still forced to the back of the bus, and a black citizen still could not sit down at a lunch counter and have a sandwich next to a white man. It would take a major civil rights movement emanating from the citizens themselves, mostly students and young people, to compel the federal government to enforce its own laws.

On June 11, 1963, President John F. Kennedy made his first major speech on Civil Rights in which he publicly embraced the standards of liberty and equality for which the young activists had strived. Almost a year later, President Lyndon B. Johnson delivered his “Great Society” speech at Ann Arbor, Michigan. These two speeches frame this Civil Rights module and an era that some say was transformative for African Americans and others say was not.

Did the concept of liberty and equality change in the United States in the 1960s?

If so, how?

If not, what kept change from happening?

- While seeking the answers to this question you will also address other questions. Take a moment to ask your own questions, then discuss.

Lesson 4

Returning to the Writing Assignment: Project Development

In this project, you will . . .

- Use primary and secondary sources in writing, demonstrating that you understand the implications of their differences.
- Identify the perspective or bias of a text author and interpret the text in light of that perspective.
- Take into account the context of a text (time period in which it was written, who the intended audience was, etc.) when interpreting a text.
- Evaluate the trustworthiness of various sources.
- Make valid interpretations of complex historical sources in writing.
- Identify the relationship among events (as contingent, coincidental, chronological, etc.).
- Engage in historical inquiry by forming hypotheses, making historical claims and providing textual evidence across multiple sources to support the claims.
- Cite appropriate sources in spoken and written arguments.

In this lesson, you will...

- Provide a topic and thesis statement for the project.

Your task:

How did your research topic influence changes in the concept of liberty and equality during the Civil Rights Movement of the 1960s? After researching various sources on your topic, you will create a PowerPoint that showcases your topic and explains how their topic relates to question.

- Cite at least 5 sources
- Point out key elements from each source
- Address the credibility and origin of the sources
- Include a bibliography

Targeted Vocabulary:

- Document
- Sourcing
- Contextualization
- Corroboration

Activity

1 Introduction to Assignment

Assignment: Topic and Thesis Statement

Provide a topic of your choosing so long as it remains within the overall era of the American Civil Rights Movement of the 1960s and does not duplicate any of the topics being discussed in the normal course materials. For instance, you may use a topic related to sit-ins but should avoid topics related to the Freedom Riders since that is something we will examine in depth during the course.

In addition to a topic of research, you should also provide a thesis statement about the topic. The purpose of the thesis statement is to state the position you think you will be taking or the point you think you will be making in relation to your topic. Avoid large topics—the more specific the better. It may help to ask yourself a question about the topic. Your guess at an answer (your hypothesis) is your thesis statement (which may change as you gather evidence from what you read). If you have questions or need help finding a topic, please ask. Do not wait until the last minute to do this assignment, as it will require you to spend some time in the library making sure there are plenty of relevant sources.

One final note: your topic and thesis statement should contribute in some way to the overarching theme of the course—the changing perceptions of liberty in this era.

Assignment 1 is due at the beginning of class on _____.

The assignment is worth _____ points.

See the following examples on a topic in history that is not from the Civil Rights era. This example should help you write your thesis statement.

Example 1:

Topic: Discrimination against Japanese Americans in World War II.

Question about the topic: Why did the government allow discrimination against Japanese Americans during World War II?

Thesis: The government allowed discrimination against Japanese Americans in World War II because it gave people an enemy to focus on.

Example 2:

Topic: African American Women in the South after emancipation

Question about the topic: How did African American women in the South fare compared to men after emancipation?

Thesis: Although all freed slaves were better off after emancipation, African American women fared worse than men because of the unimportant role women typically played in free society at the time.

What strategies will you use to determine your research topic?

Below are some topics and some theses. Differentiate the two and tell you how you knew the difference.

1. Jazz music revolutionized music because it was one of the first forms of African-American music to cross into “mainstream” white society.
2. Eleanor Roosevelt
3. The influence of African American’s on jazz in the 1950s
4. Eleanor Roosevelt recreated the role of the first lady by her active political leadership in the Democratic Party.
5. Lyndon B. Johnson and the Great Society

[illegible]

Evaluate the thesis statements that follow. Ask these questions for each thesis:

1. Is it clear what the project will be about?
2. Is it arguable? Is there something that has to be proven?
3. Will research be necessary to prove the thesis?

Martin Luther King died in 1963.

☐ Strong ☐ Weak *Reasons:*

Artists in the South: 1960s

☐ Strong ☐ Weak *Reasons:*

The Juvenile Court system was established to remove children from the adult criminal justice system and help youth reform, but over the years it became a source of punishment and imprisonment.

☐ Strong ☐ Weak *Reasons:*

Pesticides kill thousands of farmworkers and must be stopped.

☐ Strong ☐ Weak *Reasons:*

How did *The Jungle* make an impact on the foods we eat?

☐ Strong ☐ Weak *Reasons:*

Notes:

Lesson 5

Reading and Annotating a Chapter

In this lesson, you will...

- Demonstrate your ability to engage in close reading by the way you analyze sentences in a history textbook chapter.
- Show through your annotations that you are identifying historically important information about the Civil Rights Movement from reading.
- Show your understanding of chronology and significance by adding to your Civil Rights timeline.
- Increase your understanding of vocabulary.
- Collect textual evidence that addresses the essential question.

Activity

1 Orientation to the Task

Who wrote this chapter?

The chapter is written by John Mack Faragher, a previous social worker and current history professor at Yale University who directs the Howard H. Lamar Center for the Study of Frontiers and Borders.

Preview this chapter by reading:

- Headings, subheadings,
- Graphics such as photographs, artwork, charts, diagrams, etc.,
- Marginal notes,
- Bold-faced and italicized portions of text,
- Information in insets, and
- Any other features of the chapter.

Based on this preview, what time period is being discussed?

Summarize the range of topics/events in this chapter.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Are there topics you know about that happened during this time period that Faragher is leaving out?

Judging from the guiding questions, what do you think Faragher would like you to understand about the Civil Rights Movement?

In looking at the map, what conjectures did Faragher want you to make about the movement?

Activity

2 Analyzing History Text (Close Reading)

History writing tends to be about *actors engaged in actions/tactics to meet goals within certain time periods. These actions have effects or consequences. Actors have particular motivations for pursuing their goals. Sometimes there are comparisons and contrasts between actors, goals, methods, etc.*

Engage in close reading by analyzing the following sentences to identify actors, tactics, goals, motivations and effects. (You may not find every element in every sentence.)

1. In the 1940s, African American musicians created a new form of jazz that revolutionized American music and asserted a militant black consciousness.

Actor(s): _____

Time period(s): _____

Action(s): _____

Goal(s): _____

Effect(s): _____

Comparison/Contrast(s): _____

2. In the late 1940s, only about 10 percent of eligible southern black people voted, most of these in urban areas.

Actor(s): _____

Time period(s): _____

Action(s): _____

Goal(s): _____

Effect(s): _____

Comparison/Contrast(s): _____

3. A combination of legal and extralegal measures kept all but the most determined black people disenfranchised.

Actor(s): _____

Time period(s): _____

Action(s): _____

Goal(s): _____

Effect(s): _____

Comparison/Contrast(s): _____

4. Regarding the social differences in the North and the South...

One black preacher neatly summarized the nation's regional differences this way: *"In the South, they don't care how close you get as long as you don't get too big; in the North, they don't care how big you get as long as you don't get too close."*

Actor(s): _____

Time period(s): _____

Action(s): _____

Goal(s): _____

Effect(s): _____

Comparison/Contrast(s): _____

5. Regarding *Brown v. Board of Education*—Since the late 1930s, the NAACP had chipped away at the legal foundations of segregation.

Actor(s): _____

Time period(s): _____

Action(s): _____

Goal(s): _____

Effect(s): _____

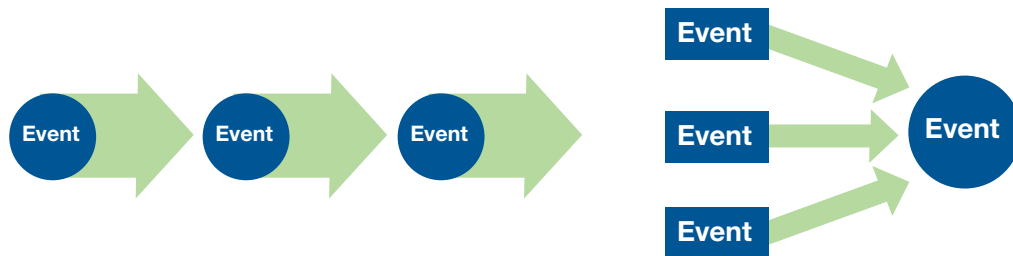
Comparison/Contrast(s): _____

Activity

3 Annotating the Text

When you annotate, you may:

- Circle key vocabulary words (discipline-specific, general words with discipline specific meanings, general academic vocabulary; words that signal bias or judgment, words that signal relationships).
- Underline or highlight key ideas (actors, actions, relationships among events, characteristics, comparison/contrast, etc.).
- Write key words or summarizing phrases in the margins.
- Define vocabulary words in the margins.
- Write your reactions to the text in the margins.
- Make connections and inferences in the margins (like aha!!).
- Draw cause-effect chains.



- Make Compare-Contrast graphs or Venn diagrams.

Event 1	Event 2

- Make or add to a timeline.
- Make any other annotation that helps you understand and think about the information.

Activity 4 is vocabulary review in class.

Annotate *Origins of the movement*.

When you are finished, please complete this checklist.

Annotation Evaluation for History

Check all the features of annotation that you used:

- ☐ 1. Information about the source.
- ☐ 2. Information that signaled:
 - ☐ a. cause/effect
 - ☐ b. comparison/contrast
 - ☐ c. chronology (words signaling time)
 - ☐ d. bias or judgment
- ☐ 3. Unknown general academic vocabulary.
- ☐ 4. Key actors, actions, goals and tactics, etc.
- ☐ 5. Political, social, economic, legal or other characterizations of information.
- ☐ 6. Marginal notations that show:
 - ☐ a. summarizing
 - ☐ b. inferencing
 - ☐ c. reacting
 - ☐ d. connecting to other information
 - ☐ e. graphic or pictorial representations of information (e.g., cause-effect chains, timelines)

Evaluate your annotations

- 1. My annotations helped me to focus on the information. ☐ Yes ☐ No
- 2. My annotations would help me review the chapter for a test. ☐ Yes ☐ No
- 3. My annotations helped me understand the information better. ☐ Yes ☐ No
- 4. My annotations helped me to think critically. ☐ Yes ☐ No

What did you do well?

What could you improve?

Activity

5 Adding to the Timeline

As you complete the unit, you will continue to add dates to this timeline.

1950

1951

1952

1953

1954

1955

1956

1957

1958

1959

1960

1961

1962

1963

1964

1965

1966

1967

1968

1969

1970

Notes:

Activity

6 Returning to the Essential Questions

Here is the essential question and some related ones:

How did the concept of liberty and equality change in the United States in the 1960s as a result of the Civil Rights Movement?

Did the concept of liberty and equality change?

If so, what changed? Was the change legal? Social? Economic? Political? Cultural?

Who was responsible for the change?

What tactics were used?

What challenges did civil rights activists face?

What have you read that helps you begin to think about this information?

This image shows a single sheet of white paper with horizontal green lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Graphic Organizer

Collect textual evidence that addresses the essential question. Use these graphic organizers to help you keep track of the evidence in each of your readings to help you answer the above question. It will help if you reference the page number(s) or other identifying information that can lead you back to sections of text that helped you answer the questions.

Name of text: Faragher, Chapter 28, "Origins of the Movement"

What time period did this text section cover?

What was the concept of liberty and equality at that time?

Were the influences during the time period political, economic or cultural?

Who were the major figures?

What were their goals?

What tactics were used?
Were these legal, social, political, economic or cultural?

What challenges were faced?

Name of text: Faragher, Chapter 28, "No easy road to freedom"	
What time period did this text section cover?	
What was the concept of liberty and equality at that time?	
Were the influences during the time period political, economic or cultural?	
Who were the major figures?	
What were their goals?	
What tactics were used? Were these legal, social, political, economic or cultural?	
What challenges were faced?	

Text	Author/Source	Context	Author Perspective	Trustworthiness
Faragher, Chapter 28	Author: Faragher, a historian and Yale, former social worker. This is a tertiary document.	Last edited in 2009	High school students who are taking AP American history.	

Lesson 6

Taking and Integrating Notes from Lecture

In this lesson, you will . . .

- Take lecture notes from a PowerPoint lecture.
- Synthesize your lecture notes with your chapter annotations.
- Add to your vocabulary knowledge.

Activity

1 Modified Cornell Notes

Take notes on a lecture by your instructor using only one column on the page below.

- Because the lecture will be fast, you will need to paraphrase rather than write notes word-for-word.
- Don't use complete sentences, and don't try to copy down every word from the text or the lecture.
- Use abbreviations, whenever possible. Develop a shorthand of your own, such as using "&" for the word "and," "w/" for "with," "b/c" for "because," and so on.
- Using a laptop? No problem: make yourself a template using the 'tables' feature and mark off the lines for each page using the line in the appropriate feature on your toolbar, just as you would on a sheet of notebook paper. Type your notes in the boxes.

Name:

Date:

Topic:

Lecture

Chapter

Name:		Date:
Topic:		
Lecture	Chapter	

Name:		Date:
Topic:		
Lecture	Chapter	
<p>When you have completed the notes, take a look at the topics that the lecture covered. Then look at Faragher, Chapter 28. If that topic was covered in the same way or it was not covered, or it said the same thing but not as completely, you do not have to write notes from Faragher. If Faragher added information or added another topic or insight—write notes from Faragher on the right side of the paper, next to the related topic in the lecture. In this way, you are integrating the two sets of notes. This will be helpful to you when you study this information for a test.</p>		

Read the following statements and compare and contrast them.

Lecture: *Once in the North, black Americans found they could vote, but they often faced the same residential and educational segregation they had experienced in the South.*

Chapter: *With the growth of African American communities in northern cities, black people gained significant influence in local political machines in cities such as New York, Chicago, and Detroit. Within industrial unions such as the United Automobile Workers and the United Steel Workers, white and black workers learned the power of biracial unity in fighting for better wages and working conditions.*

Lecture: *Ike reluctantly became the first President since Radical Reconstruction to use troops in support of black rights.*

Chapter: *At first, President Eisenhower tried to intervene quietly, gaining Faubus' assurance that he would protect the nine black children. But when Faubus suddenly withdrew his troops, leaving the black students at the mercy of the white mob, Eisenhower had to move.*

How are they different?

What accounts for the difference?

Activity

4 Vocabulary

Word:

--

Rate my understanding + ✓ -

1. Context (Write the phrase or sentence where you found this word, including page number):

2. Dictionary definition (pay attention to context and choose the one best definition):

What does that mean? (Put the definition in your own words.)

3. Write a synonym for this word:

4. Write an antonym for this word:

4. Write an antonym for this word:

5. If the word is an adjective or adverb, put the word on a continuum. (Put an x along the line where

5. If the word is an adjective or adverb, put the word on a continuum. (Put an x along the line where you think it lies between each of the opposites.)

Slow ————— Fast

Negative _____ Positive

Weak _____ Strong

6. How does this word help you understand the text you just read?

Lesson 7

Research Project– Identifying and Annotating Sources

In this lesson, you will . . .

- Find five sources for your research project using the school's Internet sources.
- Annotate the sources, summarize and evaluate them.
- Follow MLA format for citing the source.

Activity

1 Pre-reading

1. Refer to your thesis statement or claim. Revise it, if you wish.
2. Read the directions for this next part of your research project.

Assignment: Identifying and Annotating Sources

The next assignment for your research project is to supply five sources. Please follow MLA format when citing your sources. You are welcome to use Internet sources; however, remember to use the websites sanctioned by the school library rather than random Internet sources. If you have any doubts about whether a website is appropriate or not, please ask for assistance. In this course, we will spend time with the librarians on campus discussing the resources available in the library and in the online databases. A librarian can quickly bring you up to speed on the resources available online.

In addition, you will be required to annotate your sources. After annotating you will write a brief summary and an evaluation of each of your sources. Following each of your MLA citations, add a paragraph about the source's content and evaluate the author's perspective, the time period of writing, and the source's relevance to your research topic.

**This assignment is worth _____ and is due _____
at the beginning of class. Late assignments will not be accepted.**

Do not hesitate to contact me if you have questions.

Example:

Topic: African American Women in the South after Emancipation.

Question about the topic: How did African American women in the South fare compared to men after emancipation?

Thesis: Although all freed slaves were better off after emancipation, African American women fared worse than men because of the unimportant role women typically played in free society at the time.

Tolman, Tristan L. "The Effects of Slavery and Emancipation on African-American Families and Family History Research." Crossroads (March 2011): 6. Database you used, Your School Library Name, Your City. dd Mon.yyyy <internet URL>.

Tolman says that after Emancipation, most black mothers quit working in the fields even though some white planters tried to keep them working, according to the Freedmen's Bureau in Georgia. But they didn't stay at home for long. According to a journalist from the time period, there was so much poverty, women and their children had to help out their husbands who rented land or were sharecroppers.

Credibility: Somewhat to very credible

Tolman is a genealogist writing in a journal from Missouri Southern State University fairly recently (2011). One reason for writing the article is to discuss how to find out about African American genealogy (which can be hard because of slavery). Because she is a genealogist, she is careful to write based upon evidence. Every time she makes a statement, she tells what her sources of information are. For example, she found out that land owners tried to keep African American women in the fields from the Freedmen's Bureau in Georgia, and she quotes a journalist from 1875 as her source. Therefore, I think that what she says is as trustworthy as it can be, given her sources. I'm not sure how trustworthy a journalist might be, but that may have been the only information she had. Also, she seems to paint a positive picture of African American life, saying at one point that, "The evidence testifies in favor of the resilience of the African-American family."

This article doesn't really say that women's lives were harder than men's, except that many had to work in the fields AND take care of their households. Here is the actual text from which this summary was created.

Parents and children were more often able to live under the same roof, and by 1870, a large majority of blacks lived in two parent households. Newly freed blacks reaffirmed their commitment to God and religion by organizing churches that sunk deep roots in Southern soil.

After emancipation, most black mothers quit working in the fields and became full-time homemakers. Some white planters lamented this loss in the labor force, and one planter even appealed to the head of the Freedmen's Bureau in Georgia for measures to require black women to return to the fields. Nevertheless, black women almost universally withdrew from field labor, sending a clear message that their families came first. Unfortunately, the opportunity for black women to remain at home was often short-lived. The dire poverty of most black families made it necessary for fathers and mothers to contribute to the family income. One journalist, Charles Nordhoff, explained in 1875, "Where the Negro works for wages, he tries to keep his wife at home. If he rents land, or plants on shares, the wife and children help him in the field." Even if they worked in the fields, however, freed women continued to fulfill their housekeeping roles as well.

Evaluate your summary.

Checklist for Writing a Summary in History:

- ☐ 1. Summary begins with main point or claim from reading related to topic or question.
- ☐ 2. Summary includes major support for the claim.
- ☐ 3. Summary does not include smaller details or unrelated topics or facts.
- ☐ 4. Summary is in your own words—no quotes (these can be identified in your annotations).
- ☐ 5. When you read your summary, it makes sense—it is coherent and logical.
- ☐ 6. Citation uses MLA or teacher approved format.

Activity

2 Identify, Read and Annotate Sources

- Evaluate your source and context before you decide a source is worthwhile.
- Make sure it provides information about your topic.
- Once you've identified a trustworthy source, annotate it, paying attention to the information that addresses your topic.
- After reading and annotating your source, fill out the chart on the following pages.

Reading 1 Citation

Summary:

Credibility:

Rate the text's credibility: 1 = not credible; 2 = somewhat credible; 3 = very credible

1

2

3

Explain:

Relevance: Describe how this text addresses your research topic.

Reading 2 Citation

Summary:

Credibility:

Rate the text's credibility: 1 = not credible; 2 = somewhat credible; 3 = very credible

1

2

3

Explain:

Relevance: Describe how this text addresses your research topic.

Reading 3 Citation

Summary:

Credibility:

Rate the text's credibility: 1 = not credible; 2 = somewhat credible; 3 = very credible

1

2

3

Explain:

Relevance: Describe how this text addresses your research topic.

Reading 4 Citation

Summary:

Credibility:

Rate the text's credibility: 1 = not credible; 2 = somewhat credible; 3 = very credible

1

2

3

Explain:

Relevance: Describe how this text addresses your research topic.

Reading 5 Citation

Summary:

Credibility:

Rate the text's credibility: 1 = not credible; 2 = somewhat credible; 3 = very credible

1

2

3

Explain:

Relevance: Describe how this text addresses your research topic.

Your next work in class on this research project will be in a future lesson.

Activity

3 Vocabulary

- Complete the vocabulary exercise.

Reading 1 Vocabulary

Word:

Rate my understanding + ✓ -

1. Context (Write the phrase or sentence where you found this word, including page number):

2. Dictionary definition (pay attention to context and choose the one best definition):

What does that mean? (Put the definition in your own words.)

3. Write a synonym:

4. Write an antonym:

4. Write an antonym:

5. If the word is an adjective or adverb, put the word on a continuum (put an x along the line where you

5. If the word is an adjective or adverb, put the word on a continuum (put an x along the line where you think it lies between each of the opposites) compared to your synonym, then compared to your antonym:

Slow ————— Fast

Negative ————— Positive

Weak ————— Strong

6. How does this word help you understand the text you just read?

Reading 2 Vocabulary

Word:

Rate my understanding + ✓ -

1. Context (Write the phrase or sentence where you found this word, including page number):

2. Dictionary definition (pay attention to context and choose the one best definition):

What does that mean? (Put the definition in your own words.)

3. Write a synonym:

4. Write an antonym:

4. Write an antonym:

5. If the word is an adjective or adverb, put the word on a continuum (put an x along the line where

5. If the word is an adjective or adverb, put the word on a continuum (put an x along the line where you think it lies between each of the opposites), compared to your synonym, then your antonym:

Slow ————— Fast

Negative ————— Positive

Weak ————— Strong

6. How does this word help you understand the text you just read?

Reading 3 Vocabulary

Word:

Rate my understanding + ✓ -

1. Context (Write the phrase or sentence where you found this word, including page number):

2. Dictionary definition (pay attention to context and choose the one best definition):

What does that mean? (Put the definition in your own words.)

3. Write a synonym:

4. Write an antonym:

4. Write an antonym:

5. If the word is an adjective or adverb, put the word on a continuum (put an x along the line where

5. If the word is an adjective or adverb, put the word on a continuum (put an x along the line where you think it lies between each of the opposites), compared to your synonym, then your antonym:

Slow ————— Fast

Negative — — — — — Positive

Weak ————— Strong

6. How does this word help you understand the text you just read?

Reading 4 Vocabulary

Word:

Rate my understanding + ✓ -

1. Context (Write the phrase or sentence where you found this word, including page number):

2. Dictionary definition (pay attention to context and choose the one best definition):

What does that mean? (Put the definition in your own words.)

3. Write a synonym:

4. Write an antonym:

4. Write an antonym:

5. If the word is an adjective or adverb, put the word on a continuum (put an x along the line where

5. If the word is an adjective or adverb, put the word on a continuum (put an x along the line where you think it lies between each of the opposites), compared to your synonym, then your antonym:

Slow ————— Fast

Negative — — — — — Positive

Weak ————— Strong

6. How does this word help you understand the text you just read?

Reading 5 Vocabulary

Word:

--

Rate my understanding + ✓ -

1. Context (Write the phrase or sentence where you found this word, including page number):

2. Dictionary definition (pay attention to context and choose the one best definition):

What does that mean? (Put the definition in your own words.)

3. Write a synonym:

4. Write an antonym:

4. Write an antonym:

5. If the word is an adjective or adverb, put the word on a continuum (put an x along the line where

5. If the word is an adjective or adverb, put the word on a continuum (put an x along the line where you think it lies between each of the opposites), compared to your synonym, then your antonym:

Slow ————— Fast

Negative ————— Positive

Weak ————— Strong

6. How does this word help you understand the text you just read?

Lesson 8

Identifying Historical Claims and Evidence

In this lesson, you will . . .

- Identify implicit and explicit claims made by historians in a PBS special video.
- Describe the evidence for those claims.
- Corroborate evidence.
- Develop a sense of argumentation in history.
- Add to your essential question organizer.
- Add to your discipline-specific vocabulary.

Activity

1 Orientation to the Task

Write down three observations that you inferred about the Freedom Riders.

1.

2.

3.

Activity

2 Argumentation

- In your Faragher textbook chapter, pages 1021-1023, find evidence for the following claim:

By creating a crisis, the Freedom Rides had forced the Kennedy administration to act. But they also revealed the unwillingness of the federal government to fully enforce the law of the land.

- When you are finished and have discussed your evidence in class, find evidence for this claim:

At the same time, (the Freedom Riders) reinforced white resistance to desegregation.

1. What words signaled support for the statement? For example, “a **hastily** assembled group,” “the Justice Department **eventually** petitioned.” Why did the author of the text choose these words?
2. Was the author supporting the statement when he said that the Justice Department had arranged a special flight to get stranded freedom riders out of New Orleans? Why or why not?
3. Why do you think the Justice Department was so reluctant to help?

Listen to the lecture your teacher presents (from a PowerPoint) and take notes. If the information was the same as in the textbook section you just read, mark it with a check mark, if it adds to the information in the textbook, mark it with a plus sign, if it disagrees with the textbook, mark it with a minus sign. Then list at least two pieces of information in the textbook that is not in the lecture.

[illegible]

Activity

3 Watch the PBS Special

Watch and take notes on the PBS Special on the Freedom Riders. Try to identify claims the historians are making and the evidence they use to back up those claims.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Activity

4 Writing an Argument Paragraph

Identify one claim from the PBS special and the evidence provided for the claim. Rate the trustworthiness of the evidence on a one to four scale (1 = not at all trustworthy; 4 = extremely trustworthy), and explain your rating.

Claim and Evidence 1:

Rating: 1 2 3 4

Explanation:

Claim and Evidence 2:

Rating: 1 2 3 4

Explanation:

Claim and Evidence 3:

Rating: 1 2 3 4

Explanation:

List the various sources used in the PBS special:

1.

2.

3.

4.

5.

On the next page, write a summary of the argument you identified previously. Remember an argument consists of a claim and evidence. The evidence has to be reasonable and put into a context that makes sense. Pay attention to the model your teacher provided.

This image shows a single sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Activity

6 Add to the Timeline

What events about the Freedom Riders are significant enough to add to the timeline? Discuss this in class and have a rationale for adding each event.

Activity

7 Vocabulary

As a class, determine which discipline-specific words to add to the discipline-specific word list. Also, talk through with a partner the meaning of the following words that help you understand the discipline:

Corroboration

Claim

Evidence

Argument

Lesson 9

Taking History Exams

In this lesson, you will . . .

- Generate your own exam reviews.
- Learn to ask and answer higher-level questions.
- Use group testing as a way to increase your ability to explain and understand history concepts.
- Evaluate your own exam performance.

Activity

2 Exam Preparation

Read about two test preparation strategies.

The Talk-Through

A talk-through is a method of preparing and reviewing for an exam that involves practicing and rehearsing aloud the key ideas of a text or events in history. A talk through is very similar to a lecture that you would give someone. In fact, when giving a talk through, you should imagine being an instructor giving a lecture to students who know very little about the topic you are teaching. Use your notes and the texts as prompts to help you say the information out loud, but when you are doing the talk-through, you should not be looking at your notes. Refer to them only when you get stuck.

Reciprocal Questioning

In this strategy, you will use the history information you have learned so far to create 10 questions. Use these questions to quiz classmates over the material as a way to prepare for the quiz, and they will use their questions to quiz you. You should remember to include questions from the textbook, documents and videos.

Use the following guidelines to create questions.

- Avoid definitional questions. Ask higher-level questions using words such as *why*, *how*, *explain*, or *compare* and *contrast*. For example, it is much better to ask a question such as “*Compare and contrast the strategies used by MLK to those used by Malcolm X*” or, “*Explain the arguments used by southern states to defy Brown v. Board of Education,*” rather than “*What is Brown v. Board of Education?*”
- Think about what you know is important to understand in history and create questions that get at those understandings: *cause/effect*, *chronology*, or *other relationships among events*; *analysis of actors, goals and methods*; *perspective taking (which requires a focus on sourcing and contextualization)*, etc.
- Predict short answer and essay items (even if you are taking multiple-choice tests) because it will help you check your knowledge of an entire concept, rather than one small part.
- Ask questions that require application, analysis or interpretation of ideas. These are the types of questions you will be asked on the exam.
- Rather than focusing on dates, focus on chronology and cause/effect.
- Ask questions that make people really think about history.

(General hint: if it takes more words to ask the question than to answer it, ask a tougher question.)

Activity

2 Engage in the Talk-Through

First, engage in the talk-through. Using notes, the chapter and other materials, take turns talking through the information with a partner. As you talk (without looking), your partner will monitor what you are saying for accuracy and completeness. When your partner talks, you will monitor the information.

Activity

3 Create Questions and Quiz Each Other

Second, using your notes, chapter and other materials, create 10 questions and answer them. Then use these questions to quiz people in your group.

Questions:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Write answers on the next page.

Activity

4 Taking the Exam

Exam Answers:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Activity

5 Evaluation of Exam Performance

Group Exam Evaluation

The purpose of this evaluation is to help you learn from your experience preparing for and taking the exam. Think about how you felt about your level of preparation before the exam, where you focused your effort and how you felt taking both the individual and group portions of the exam.

- a. What went right? Analyze the exam to discuss what you did well and what helped your thinking about this information.

- b. What went wrong? Analyze the exam to discuss areas you might want to work on. In this analysis, think about the errors you made and diagnose the nature of your difficulties as they relate to the information, higher level thinking expected or your beliefs about history and history learning. Note: Do not just describe a difficulty; you need to analyze your thinking. (e.g., a poor diagnosis would be “I was confused” or “I picked the wrong answer;” a good diagnosis would provide a reason for the errors “I thought that the Civil Rights Act of 1964 was the Voting Rights Act”).

- c. What will I do differently next time? Conduct an overall assessment of your exam performance. This is where you will look for patterns to your errors, think about particular aspects of the exam that may have been difficult for you, types of questions you missed, general concepts that were difficult, etc. In your assessment, write about how understanding these issues will impact your history exam taking in the future.

Activity

6 Peer Evaluation

This is an opportunity to evaluate the contributions of your teammates to group exams. Please write the names of your teammates in the spaces below and give them the scores that you believe they earned. You will have 10 points available to distribute for each member of your group, not counting yourself (e.g., if you are in a group of six people, you each will have 50 points to distribute, a group of five would have 40 points, etc.). If you believe everyone contributed equally, then you should give everyone 10 points. If everyone in the group feels the same way, you will all have an average of 10 points and receive 100 percent of the group score. An average of nine would receive 90 percent of the group exam score, etc. Be fair and accurate in your assessments. If someone in your group didn't contribute adequately (i.e., had not studied or didn't communicate with the rest of the group) give him or her fewer points. If someone worked harder than the others you have the option of giving a larger share of the points.

There are some rules that you must observe in assigning points:

- This is not a popularity contest. Don't give anyone a grade that they don't deserve (high or low) for personal reasons or otherwise.
- Contributing to the group does not simply mean they gave the most correct answers. Asking good questions, challenging the group, etc., are also ways to contribute.
- You cannot give anyone in your group more than 15 points.
- You do not have to assign all of your group points, but you cannot assign more than the total number of points allowed for each group (i.e., (number of group members minus one) times 10 points).

Period (include period, time and day):

Name:

Group Member:

Score:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Indicate why you gave someone more than 10 points.

Indicate why you gave someone less than 10 points.

If you were to give yourself a score, what would it be? Why?

Lesson 10

Analyzing Political Cartoons

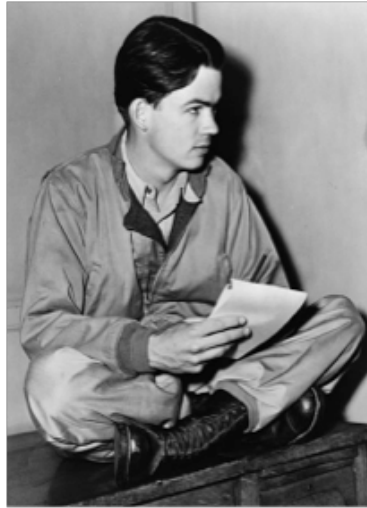
In this lesson, you will . . .

- Describe the claims implicit in political cartoons.
- Describe the techniques used in political cartoons.
- Use sourcing to help you describe the viewpoint of the cartoonist.
- Learn to analyze cartoons for the techniques of symbolism, exaggeration, irony, labeling and analogy.

Activity

1 Orientation to the Task

These photographs show Bill Mauldin, a political cartoonist; the first photograph is World War II, and the second is in 1945, when, at the age of 23, he won his first Pulitzer Prize. The third is from 1965.



Bill Mauldin began drawing cartoons as a teenager growing up in New Mexico. He joined the US Army at age 19 and fought on the European front during World War II.

In 1944, Mauldin, who had been producing cartoons for his unit's 45th Division News, became a full-time cartoonist for *Stars and Stripes*, a military newspaper. His work on that newspaper won him a Pulitzer Prize. Bill Mauldin was a champion of the oppressed. Soon after his return to the United States in 1945, he began attacking segregationists and the Ku Klux Klan. By the 1960s, when the Civil Rights movement gathered momentum, he had further honed his skills as a cartoonist. Bill Mauldin never left his readers in doubt about his opinions, and on the issue of race relations in the United States he was forceful. While he tackled a number of issues as a political cartoonist, Mauldin would say in an interview at his retirement: "The one thing that meant the most to me and that I got involved in was the whole civil rights thing in the sixties."

Look at this cartoon. Before you analyze the cartoon itself, describe what was happening at the time the cartoon was created. You may review your annotations, timelines and other materials for help.



"Let that one go. He says he don't wanna be mah equal." March 2, 1960

Activity

2 Identifying a Claim in a Political Cartoon

- What claim is Mauldin making in the above cartoon?
- What evidence led you to identify that claim?
- What can be inferred about the men in the cartoon from their appearance and language?
- What is ironic about the speaker's statement?
- What is the attitude of the speaker toward the unseen civil rights activist?
- What is the attitude of the unseen civil rights activist?

Political cartoonists use particular techniques to make their points. Read the following cartoon analysis guide provided by the Library of Congress.

Political Cartoon Analysis Guide	
Symbolism	Cartoonists use simple objects or symbols to stand for larger concepts or ideas. After you identify the symbols in a cartoon, think about what the cartoonist means each symbol to stand for.
Exaggeration	Sometimes cartoonists overdo, or exaggerate , the physical characteristics of people or things in order to make a point. When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.
Labeling	Cartoonists often label objects or people to make it clear exactly what they stand for. Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object clearer?
Analogy	An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light. After you've studied a cartoon for a while, try to decide what the cartoon's main analogy. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.
Irony	Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue. When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?

In addition to identifying the persuasive techniques and thinking about the source and context of the cartoon, ask these questions:

What issue is this political cartoon about?

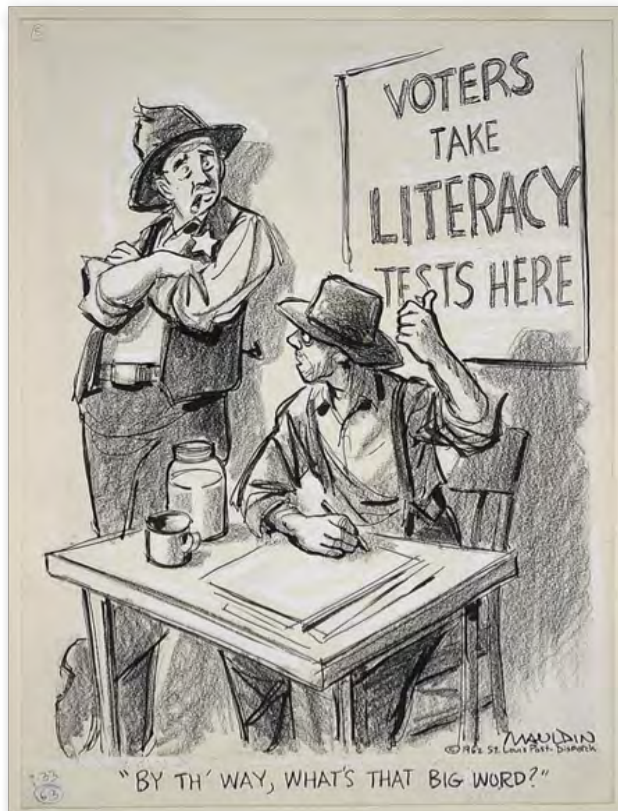
What do you think is the cartoonist's opinion or claim about this issue?

What other opinion can you imagine another person having on this issue?

Did you find this cartoon persuasive? Why or why not?

What techniques did Bill Mauldin use the in above political cartoon?

Analyze one or two of the following cartoons by Bill Mauldin using the graphic organizer on the next page.



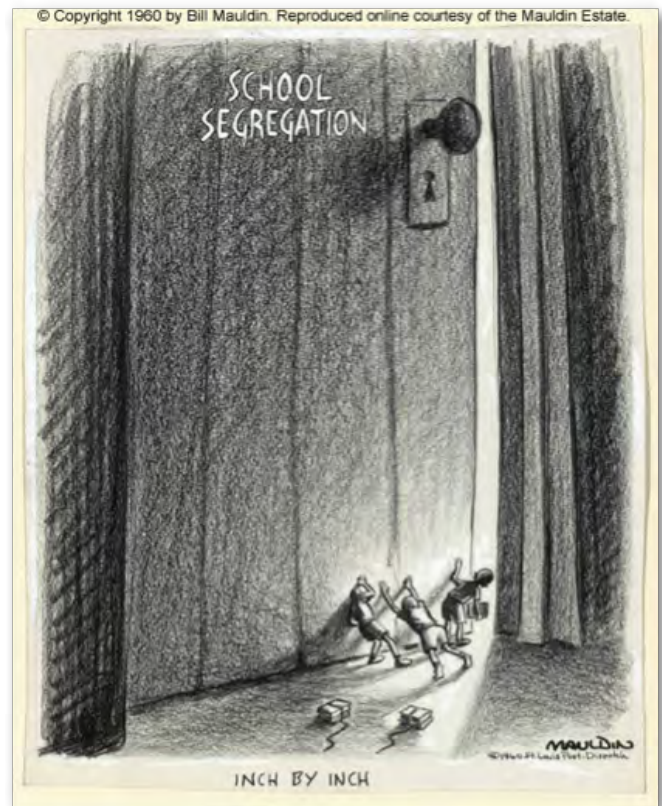
1962. St. Louis Post-Dispatch



1962. Chicago Sun Times



1963. Chicago Sun Times



1960. Mauldin Estate

	Cartoon 1:	Cartoon 2:
Who is the cartoonist and in what context was this cartoon written?		
Who was the cartoonist's audience?		
For what purpose was this cartoon made? What reaction from the audience is he seeking?		
What is this cartoon about?		
What persuasive techniques did the cartoonist use?		
What claim is the cartoonist making? (What opinion is he stating? What is his attitude?)		
What evidence do you have that this is his claim?		
What other opinions might people from that time period have?		
Does this cartoon help you to understand the Civil Rights Movement better? Why or why not?		

Lesson 11

Writing a Historical Narrative

In this lesson, you will . . .

- Read two primary documents about the Anniston/Birmingham violence during the Freedom Rides.
- Use what you know about sourcing, contextualization, corroboration, chronology, causation, the categorizations of historical information (e.g., political, social), and other concepts about history to interpret and synthesize the documents.
- Create a newspaper account of the Anniston/Birmingham violence that uses information from both of these documents.

Activity

1 Pre-reading

Read this explanation of your task:

You will use two primary documents to write an account of the attack at Anniston and Birmingham and to draw some conclusions about these events. To do this, imagine that you are a newspaper reporter who has been given these documents during your research into the story, and you must now interpret them with the intent of telling the public what happened.

How do newspaper reporters develop articles based on varied accounts of an event? After reading two primary source documents on the attack at Anniston and Birmingham, write a newspaper account of the events in which you relate them. Support your account with evidence from the texts.

- Read the documents closely and annotate them.
- Analyze the documents and use the important information in your account.
- Write the newspaper account in a way that captures the reader's attention.
- Remember to use information that is trustworthy (e.g. from reliable sources and corroborated).
- Draw conclusions about what was happening.

Prompt: Using the two primary documents as sources of information, describe the events that occurred during the Anniston/Birmingham attacks, include the names of figures identified by the documents and draw conclusions about what was happening in this period of time based upon the evidence.

Turn to a partner and explain to them what you are supposed to do during this activity. Have that person explain it back to you.

Create a timeline for completing this task:

Due _____

- | | |
|--------------------------------------|-------------------------------|
| 1. Reading and annotating text. | Completed at what time? _____ |
| 2. Completing graphic organizer. | Completed at what time? _____ |
| 3. Planning your historical account. | Completed at what time? _____ |
| 4. Writing the account. | Completed at what time? _____ |
| 5. Getting feedback from peers. | Completed at what time? _____ |
| 6. Revising your account. | Completed at what time? _____ |

Activity

2 Read and Annotate the Documents

You will use an acronym to remind you of how you should approach reading in history: SOAPStone.

SOAPStone Document Analysis Method

SOAPStone was developed by the College Board (the Advanced Placement folks) and is a method for examining and interpreting a document. Often, documents contain complex language or symbolism, which makes determining the meaning and significance of the document more difficult. Utilization of this method will help in unwrapping the meaning of the document.

Speaker – Who is the author (speaker) of this piece? Do you know anything about the person's background? For example, is the person a public figure with a known agenda or title? A speech from a president would have different implications than that of a minister or bystander.

Occasion – What is the time and place of the document? What was going on at the time that prompted the person to write this piece?

Audience – To whom is this piece directed? What kind of document is this—newspaper article, speech, diary entry, letter, etc.? Was it an editorial piece in a local newspaper? Can any assumptions be made about the audience? Do you know why the document was created? What kind of language does the document contain?

Purpose – What was the purpose or meaning behind the text? Is the speaker trying to provoke some reaction from the audience? How does s/he try to accomplish this?

Subject – What is the subject of the document? What is the general topic or idea of the piece?

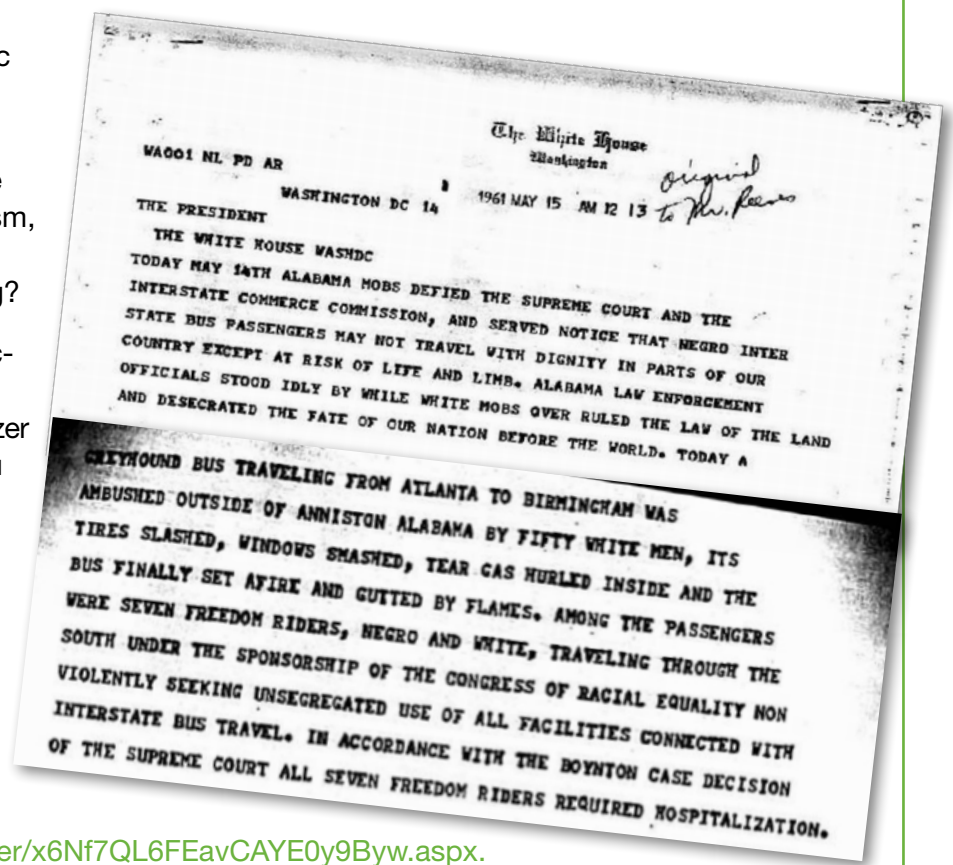
Tone – What is the attitude of the speaker based on the content of the piece? Does s/he use humor, sarcasm, irony, fear or an objective tone? Is there any bias to what s/he is saying?

As you finish reading each of the documents, fill out the graphic organizer chart that follows. This graphic organizer uses SOAPStone. It should help you make sense of the document and how you will use it to create a newspaper account of the events.

Document 1:

James Farmer, telegram to President John F. Kennedy, 14 May 1961, Leaders in the Struggle for Civil Rights, John F. Kennedy Library and Museum,

<http://www.jfklibrary.org/Asset-Viewer/x6Nf7QL6FEavCAYE0y9Byw.aspx>.



BUS ALSO AT ANNISTON ALABAMA WERE SEVERELY BEATEN BY EIGHT HOODLUMS
INSIDE THE BUS AFTER NEGRO PASSENGERS FAILED TO MOVE TO REAR SEATS
WHEN ORDERED TO DO SO BY THE BUS DRIVER IN VIOLATION OF THE 1946
SUPREME COURT DECISION IN THE IRENE MORGAN CASE ONCE AGAIN THE POLICE
STOOD IDLY BY. ARRIVING IN BIRMINGHAM THE CORE FREEDOM RIDERS WERE
AGAIN ATTACKED BY A MOB AND AT LEAST ONE FREEDOM RIDER
HOSPITALIZED WITH SEVERE CUTS. ALABAMA MOB ACTION SEEKS BY VIOLENCE
TO OBSTRUCT ENFORCEMENT OF THE SUPREME COURT DECISION IN THE IRENE
MORGAN CASE OF 1946 AND THE BOYNTON CASE OF 1960. FEDERAL
INVESTIGATION AND INTERVENTION URGENTLY REQUIRED EQUALLY IMPERATIVE

BUS ALSO AT ANNISTON ALABAMA WERE SEVERELY BEATEN BY EIGHT HOODLUMS
INSIDE THE BUS AFTER NEGRO PASSENGERS FAILED TO MOVE TO REAR SEATS
WHEN ORDERED TO DO SO BY THE BUS DRIVER IN VIOLATION OF THE 1946
SUPREME COURT DECISION IN THE IRENE MORGAN CASE ONCE AGAIN THE POLICE
STOOD IDLY BY. ARRIVING IN BIRMINGHAM THE CORE FREEDOM RIDERS WERE
AGAIN ATTACKED BY A MOB AND AT LEAST ONE FREEDOM RIDER
HOSPITALIZED WITH SEVERE CUTS. ALABAMA MOB ACTION SEEKS BY VIOLENCE
TO OBSTRUCT ENFORCEMENT OF THE SUPREME COURT DECISION IN THE IRENE
MORGAN CASE OF 1946 AND THE BOYNTON CASE OF 1960. FEDERAL
INVESTIGATION AND INTERVENTION URGENTLY REQUIRED EQUALLY IMPERATIVE

THAT MORAL FORCE OF YOUR OFFICE BE EXERTED. THE PRESIDENT
MUST SPEAK. ALSO REQUEST EARLY MEETING WITH YOU TO EXPLORE THE
PROBLEMS AND PRESENT RECOMMENDATIONS.....
JAMES FARMER NATIONAL DIRECTOR CONGRESS OF RACIAL EQUALITY
38 PARK ROW NEW YORK CITY.

Transcription:

The White House Washington
WAGO1 NL PD AR 1961 May 15 AM 12 13
WASHINGTON DC 14
THE PRESIDENT
THE WHITE HOUSE WASHDC

TODAY MAY 14TH ALABAMA MOBS DEFIED THE SUPREME COURT AND THE INTERSTATE COMMERCE COMMISSION, AND SERVED NOTICE THAT NEGRO INTERSTATE BUS PASSENGERS MAY NOT TRAVEL WITH DIGNITY IN PARTS OF OUR COUNTRY EXCEPT AT RISK OF LIFE AND LIMB. ALABAMA LAW ENFORCEMENT OFFICIALS STOOD IDLY BY WHILE WHITE MOBS OVER RULED THE LAW OF THE LAND AND DESECRATED THE FATE OF OUR NATION BEFORE THE WORLD. TODAY A GREYHOUND BUS TRAVELING FROM ATLANTA TO BIRMINGHAM WAS AMBUSHED OUTSIDE OF ANNISTON, ALABAMA BY FIFTY WHITE MEN, ITS TIRES SLASHED, WINDOWS SMASHED, TEAR GAS HURLED INSIDE AND THE BUS FINALLY SET AFIRE AND GUTTED BY FLAMES. AMONG THE PASSENGERS WERE SEVEN FREEDOM RIDERS, NEGRO AND WHITE, TRAVELING THROUGH THE SOUTH UNDER THE SPONSORSHIP OF THE CONGRESS OF RACIAL EQUALITY NON VIOLENTLY SEEKING UNSEGREGATED USE OF ALL FACILITIES CONNECTED WITH INTERSTATE BUS TRAVEL. IN ACCORDANCE WITH THE BOYNTON CASE DECISION OF THE SUPREME COURT ALL SEVEN FREEDOM RIDERS REQUIRED HOSPITALIZATION. ONE HOUR LATER, SEVEN OTHER INTERSTATE FREEDOM RIDERS ON A TRAILWAYS BUS ALSO AT ANNISTON ALABAMA WERE SEVERELY BEATEN BY EIGHT HOODLUMS INSIDE THE BUS AFTER NEGRO PASSENGERS FAILED TO MOVE TO REAR SEATS WHEN ORDERED TO DO SO BY THE BUS DRIVER IN VIOLATION OF THE 1946 SUPREME COURT DECISION IN THE IRENE MORGAN CASE ONCE AGAIN THE POLICE STOOD IDLY BY. ARRIVING IN BIRMINGHAM THE CORE FREEDOM RIDERS WERE AGAIN ATTACKED BY A MOB AND AT LEAST ONE FREEDOM RIDER HOSPITALIZED WITH SEVERE CUTS. ALABAMA MOB ACTION SEEKS BY VIOLENCE TO OBSTRUCT ENFORCEMENT OF THE SUPREME COURT DECISION IN THE IRENE MORGAN CASE OF 1946 AND THE BOYNTON CASE OF 1960. FEDERAL INVESTIGATION AND INTERVENTION URGENTLY REQUIRED EQUALLY IMPERATIVE THAT MORAL FORCE OF YOUR OFFICE BE EXERTED. THE PRESIDENT MUST SPEAK. ALSO REQUEST EARLY MEETING WITH YOU TO EXPLORE THE PROBLEMS AND PRESENT RECOMMENDATIONS.

JAMES FARMER NATIONAL DIRECTOR CONGRESS OF RACIAL EQUALITY
35 PARK ROW NEW YORK CITY.

Document 2: Charles Anthony Pearson, statement to the Federal Bureau of Investigation, 17 May 1961, The Martin Luther King, Jr. Papers Project, http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documententry/statement_of_charles_anthony_person/.

THE MARTIN LUTHER KING, JR. PAPERS PROJECT
FBI FILE NO. 100-441111
FEDERAL BUREAU OF INVESTIGATION
Date May 17, 1961

CHARLES ANTHONY PEARSON, [REDACTED] 7C
[REDACTED] He provided
the herinafter set forth signed statement:

"New Orleans, Louisiana "May 16, 1961

"I, CHARLES ANTHONY PEARSON, do hereby furnish
this free and voluntary statement to [REDACTED] 7C
and [REDACTED] who have identified themselves
to me to be Special Agents of the Federal Bureau of
Investigation.

[REDACTED] 7C

"Around the middle of April, 1961, I read an
open letter from CORE, addressed to LORMIE KING,
Chairman in Atlanta, Ga., for the Committee on Appeal
for Human Rights. This letter related to "Freedom
Riders". They asked for applicants and I filed an
application. I was accepted and arrived in Washington,
D. C., May 1, 1961. After three days of training, two
buses departed from Washington, enroute to New Orleans,
Louisiana. One was a greyhound bus and one was a
trailways bus, on which I rode. There were 22 persons
in my bus, 8 were negroes and 14 were white persons.
Three of these white persons were "Freedom Riders",
as well as 4 of the negroes. The balance of the
persons were negro and white newspaper reporters.

"On 5/14/61, my bus arrived at the trailways bus
terminal, Birmingham, Ala., 4:15 P.M. As I alighted
from the bus I looked around the terminal and noted
that there were a number of people, most of whom were
white. I planned to go into the terminal, but before
doing so, I wanted to see if there was going to be any
trouble. As it appeared to be quiet, JAMES PECK and I
entered the terminal and went into the "so called

On 5/16/61 at New Orleans, Louisiana File # NO 149-50
by SA [REDACTED] and 7C /18 Date dictated 5/17/61

This document contains neither recommendations nor conclusions of the FBI. It is the property of the FBI and is loaned to your agency; it and its contents are not to be distributed outside your agency.

23

Federal Bureau of Investigation

Date: May 17, 1961

CHARLES ANTHONY PERSON (print redacted) He provided the hereinafter set from signed statement
New Orleans Louisiana "May 16, 1961

I, CHARLES ANTHONY PERSON do hereby furnish this free and voluntary statement to (print redacted) and. (print redacted) who have identified themselves to me to be Special Agents of the Federal Bureau of Investigation.

<Paragraph Redacted>

"Around the middle of April, 1961, I read an open letter from CORE, addressed to LONNIE KING, Chairman in Atlanta, Ga., for the Committee on Appeal for Human Rights. This letter related to "Freedom Riders". They asked for applicants and I filed an application. I was accepted and arrived in Washington, D.C., May 1, 1961. After three days of training, two buses departed from Washington, enroute to New Orleans, Louisiana. One was a greyhound bus and one was a Trailways bus, on which I rode. There were 22 persons. Three of these white persons were "Freedom Riders", as well as 4 of the negroes. The balance of the persons were negro and white newspaper reporters.

On 5/14/61, my bus arrived at the Trailways bus terminal, Birmingham, Ala., 4:15 P.M. As I alighted from the bus I looked around the terminal and noted that there were a number of people, most of whom were white. I planned to go into the terminal, but before doing so, I wanted to see if there was going to be any trouble. As it appeared to be quiet, JAMES PECK and I entered the terminal and went into the "so called white waiting room. Upon entering the room PECK and I noted 20 to 30 white males standing all around the walls. All immediately started to converge on us, even though neither one of us had said or done anything at this point. Those men huddled us into one corner of the room near the pin-ball machine. I was then grabbed by a white man by both arms. PECK was also grabbed by a white man by both arms. We were then forcefully (sic) pushed to the direction of the entrance of the terminal leading to the parking area. As we approached this entrance a white male, who I recall to be 25; ruddy complexioned, husky build, with sandy hair and with a tattoo on his arm, and whom I may be able to identify, shouted "hit him." No one hit me. The fellow who was in front of me at the entrance, did nothing. He is described as best I can remember, short, dark, dark hair, well tanned, dark complexioned and who did not look like a white man. I believe I may be able to identify this man if I saw him again. At this point the fellow holding me shoved me to the white male who in turn shoved me to several more, none of whom I can describe or identify.

"At about this time I was facing the entrance of the hallway and I saw a group of men, about six, run up to the entrance. A large white man of this group, who I can only say was wearing khaki clothes, hit me with his fist and knocked me down. I cannot identify this man. I was knocked into a corner at which time a number of white men, whom I cannot identify, started hitting me with their fists, on my face and the back of my neck. All of this time I did not attempt to defend myself in any manner. During this time I was shoved forward and someone hit me on the back of the head with a hard object. Who did it and what instrument was used, I do not know. This blow knocked me to the floor. I got up and immediately left the terminal and I was not molested further. I got outside and got on a city bus, rode a couple blocks and got off.

"At the time, I was grabbed in the waiting room of the bus terminal, I noted that PECK was also grabbed but what happened to him thereafter, I do not know.

"After this incident in Birmingham, I was treated for the wound in my head by a nurse named CLARK, who attends Reverend Shuttleworth's Baptist Church. After leaving the bus terminal I tried to

contact several Doctors in the area, however, I did not get to see any. The nurse CLARK, after looking at my scalp wound, suggested that I have 2 or 3 stitches taken in it but I told her I did not want any. The only other mark that I have on my body, as a result of the beating I took, is a small ½" cut scar high on my left cheek bone which required no medical treatment.

"I would like to state, that when I reported there were 22 people on the bus that I was riding in, I had reference to persons on the bus from Anniston, Ala., to Birmingham, Ala.

"I have read the above statement of this and one other page and it is all correct and true to the best of my knowledge."

"/s/Charles Person

"Witnessed

"/s/ (print blacked out) Special Agent, F. B. I., New Orleans, La. May 16, 1961

"/s/ (print blacked out) Special Agent, F. B. I., New Orleans, La., May 16, 1961

From observation and interrogation, PERSON is described as follows

Name	CHARLES ANTHONY PERSON
Sex	(Print redacted)
Race	
Age	
Date of birth	
Place of birth	
Nationality	
Residence	
Length of residence	
Height	

Activity

3 Using the Graphic Organizer

	Telegram to President Kennedy	Personal Interview with FBI
Speaker - Who is the author (speaker) of this piece? Do you know anything about the person's background?		
Occasion - What is the time and place of the document? What was going on at the time that prompted the author to write this piece?		
Audience - To whom is this piece directed? What kind of document is this – newspaper article, speech, diary entry, letter, etc.? Can any assumptions be made about the audience?		
Purpose - What was the purpose or meaning behind the text? Is the speaker trying to provoke some reaction from the audience? How does s/he try to accomplish this?		
Subject - What is the subject of the document? What is the general topic or idea of the piece?		
Tone - What is the attitude of the speaker based on the content of the piece? Does s/he use humor, sarcasm, irony, fear or an objective tone? Is there any bias to what s/he is saying?		
What information is important to your newspaper story?		
What claim can you make about this information?		
On what evidence is this claim based? Is there a connection between your claim and the evidence in the texts?		

Activity

4 Transitioning to Writing

To get a sense of a newspaper article, read the following article from the Miami News from May 24, 1961 (10 days after the Anniston/Birmingham event). While reading, think about the characteristics of newspaper accounts.

Freedom Riders Head for Mississippi

Montgomery, Al a. AP. One group of “Freedom Riders” ignoring warnings from Mississippi Governor Ross Barnett left by bus for Jackson, Miss. this morning. A second group was to leave later today. Wyatt Walker, Executive director of the Southern Christian Leadership Conference, said they hoped to stop in Jackson, and the Rev. Martin Luther King Jr. said the riders would make the trip to New Orleans.

More Groups

Meanwhile, Negro leaders announced that new groups of “Freedom Riders” were arriving by plane and car to join the movement against bus segregation that has sparked almost two weeks of sporadic mob violence in this Deep South state.

“We’re still recruiting people,” one spokesman said, announcing that Negro students and ministers were coming from Charlotte, N.C. and Nashville, Tennessee to reinforce the group that was twice the target of angry mobs here.

On Alert

“My office has contacted many, many groups. They are on the alert—we call them reserves,” said Ed King of Atlanta, Executive Secretary of the Student Non-Violent Coordinating Committee.

National Guardsmen, ruling Montgomery under Gov. John Patterson’s edict of qualified martial law, still patrolled the streets and guarded the Greyhound bus station where the first group of “Freedom Riders” was beaten unmercifully by rioters on Saturday.

CORE too

James Bevel, who identified himself as a Nashville student, said he drove her with four other students last night to join the Freedom Riders and that five Nashville ministers had also left the Tennessee city to join the movement. The Congress of Racial Equality (CORE) announced previously that six of its members are here to take part in the freedom rides.

The Rev. King said both white and Negro Freedom Riders would attempt to leave here for New Orleans, but the only known white Freedom Rider still on hand is Jim Zwerg, recovering in a hospital from the serious beating he received at the hands of the mob.

No Marshals

Two white girls returned to Nashville after Saturday’s riot.

Gov. Barnett told US Attorney General Robert Kennedy that Mississippi doesn’t want any of the approximately 500 marshals here to aid in keeping the peace.

“You will do a great disservice to the agitators and the people of the United States if you do not advise the agitators to stay out of Mississippi,” he said in a telegram to Kennedy.

Kennedy’s chief assistant, Deputy Attorney General Byron (Whizzer) White, said on return from an overnight trip to Washington that there is no plan for any of the marshals and deputies he supervises here to escort the riders on their trip to New Orleans. He said the federal government assumed that Mississippi and Louisiana authorities would protect the buses. White declined to say when the marshals might leave this area.

In Washington, Atty. Gen. Robert Kennedy urged Alabama, Mississippi and the freedom riders today “to weigh their actions carefully” – especially now that President Kennedy is heading for a summit conference with Soviet Premier Khrushchev.

Atty. Gen. Kennedy said, “the evidence at this time” is that Alabama and Mississippi state and local officials intend to maintain order and control any outbreaks of mob violence.

What characteristics of newspaper stories can you identify?

Activity

5 Planning Writing

Make an outline or use this graphic organizer to help you plan your writing.

First paragraph, including claim.	
Events you will discuss.	
Cause/effect relationships you will highlight.	
Actors and motivations you will discuss.	
How will you conclude?	
What will you title your story?	

Write Your Story, Review and Revise








Write an initial draft with multiple paragraphs to include: (1) the opening paragraph, (2) development of the story, including a specification of the actors and their motivations and the causal or other relationships among events, and (3) a closing paragraph.

Once you have written this draft, read it over and analyze it based upon the following rubric. Revise your draft to address your assessment.

Writing Rubric – Newspaper Account

Scoring Elements

1 = Not Yet 2 = Approaches Expectations 3 = Meets Expectations 4 = Exceeds Expectations

		1 -----	2 -----	3 -----	4
Claim	Attempts to establish, but not clearly written.				Has a strong claim that is maintained throughout.
Attention to Audience	Writing is not aimed at a newspaper audience.				Writing is consistently appropriate for a newspaper audience.
Content	Story contains incomplete or inaccurate information.				Account is entirely complete and accurate.
Organization	Attempts to organize, but structure isn't appropriate for newspaper story.				Organization appropriate to a newspaper story is evident throughout.
Title or headline	Title or headline is inaccurate, given the story, or lacks interest.				Title or headline accurately depicts story and draws attention.
Development of evidence to support claim	Development of ideas is illogical or has gaps.				Information is complete and accurate given the two documents.
Mechanics	Writing has errors of grammar, punctuation, spelling, word use, etc.				Writing is completely free from errors of grammar, punctuation, spelling, word use, etc.

Draft of Writing

This image shows a single sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Draft Revisions

[illegible]

Draft Revisions

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 12

Comparing Two Presidential Speeches

In this lesson, you will . . .

- Identify similarities and differences in the two speeches and explain them.
- Determine whether or not you can explain the differences and the similarities in the speeches using the contextual information in the chapter or whether there is some other explanation for the differences.
- Add information to your essential questions organizer from the chapter excerpt.

Activity

1 Pre-reading

You are about to read two speeches by two different presidents: John F. Kennedy and Lyndon B. Johnson. To what kind of information will you need to pay attention?

This image shows a single sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

G-SPRITE

You will use a strategy called G-SPRITE as you complete the reading of the materials in this lesson. It should help you keep the essential questions in mind as you read from the various sources. G-SPRITE helps you pay attention to some of the different categorizations of historical information that historians use (political, social, economic, and so on. Review this strategy and think about what you have already learned. Can you think about in what category an action like *Brown v. Board of Education* can be placed? How did technology affect the Civil Rights Movement? What kinds of tactics did the Civil Rights activists use? Were they political? Social? Religious? Were they a combination of these things?

G-SPRITE

Geography: (human interactions with the environment) Includes the physical location of civilizations, how geographical features influence people, how people adapted to the geographical features, demography and disease, migration, patterns of settlement.

Social: Includes living conditions, gender roles and relations, leisure time, family and kinship, morals, racial and ethnic constructions, social and economic classes, and ways these are changing or being challenged.

Political: Includes political structures and forms of governance, laws, tax policies, revolts and revolutions, military issues, nationalism.

Religious: Includes belief systems, religious scriptures, the church/religious body, religious leaders, the role of religion in this society, impact of any religious divisions/sects within the society.

Intellectual: Includes thinkers, philosophies and ideologies, scientific concepts, education, literature, music, art and architecture, drama/plays, clothing styles and how these products reflect the surrounding events.

Technological: (anything that makes life easier) Includes inventions, machines, tools, weapons, communication tools, infrastructure (e.g., roads, irrigation systems), and how these advances changed the social and economic patterns.

Economic: Includes agricultural and pastoral production, money, taxes, trade and commerce, labor systems, guilds, capitalism, industrialization, and how the economic decisions of leaders affected the society.

Activity

2 Reading the Chapter Excerpt

Read this new portion of the Faragher chapter. Later read the two speeches. As you read the chapter excerpt, consider what was happening in the intervening time between the two speeches. Later, as you read the two speeches for similarities and differences, you will be asked to decide whether or not you can explain the similarities and differences in the two speeches by using the contextual information you read in the chapter, or whether there is some other explanation for the differences.

- Annotate as you read.
- Use G-SPRITE as a strategy—that is, read to identify geographical, social, political, religious, intellectual, technological, and economic forces.
- Use SOAPStone as an analysis tool.
- Pay attention to vocabulary, analyzing words in context and supplying synonyms for unknown words.
- Add information to the essential question chart from the chapter excerpt.
- Complete the similarities/differences chart using information from the two speeches.
- Remember that the ultimate purpose for reading these texts is to determine how the Civil Rights Movement changed during the 1960s.

Farragher, pages 19-30 (see Appendix).

Essential Questions Organizer—refer to this chart in previous lessons.

Activity

3 Considering the Text

As you read and after, consider the answers to the following questions:

1. What events in the text are significant enough to add to a timeline?

What makes them important?

2. What goals did the historical actors in these events have?

What issue were they trying to address?

What tactics did they use, according to Faragher?

Were these tactics successful?

How do you define success?

How would you categorize each of the tactics? Make a chart with goals in one axis and tactics in another. In another column, put what G-SPRITE elements the tactics represent.

Birmingham March

Goals	Tactics	G-SPRITE
1.		
2.		
3.		

4. After reading the chapter excerpt and using the essential question organizer, did the Civil Rights Movement change during the 60s?

If so, how?

What evidence from this chapter excerpt do you have that the movement changed?

5. What do these three excerpts say about changes in the Civil Rights Movement?

The black unemployed and working poor who joined in the struggle brought a different perspective from that of the students, professionals and members of the religious middle class who had dominated the movement before Birmingham. They cared less about the philosophy of nonviolence and more about immediate gains in employment and housing and an end to police brutality.

While President Johnson and his liberal allies won the congressional battle for the new civil rights bill, activists in Mississippi mounted a far more radical and dangerous campaign than any yet attempted in the South.

Frustrated with the limits of nonviolent protest and electoral politics, younger activists within SNCC found themselves increasingly drawn to the militant rhetoric and vision of Malcolm X.

6. What words did you struggle with as you read?

Activity

4 Reading Two Presidential Speeches

Kennedy's Civil Rights Speech, June 11, 1963

Retrieved from: <http://millercenter.org/scripps/archive/speeches/detail/3375>.

Miller Center, University of Virginia

Good evening, my fellow citizens:

This afternoon, following a series of threats and defiant statements, the presence of Alabama National Guardsmen was required on the University of Alabama to carry out the final and unequivocal order of the United States District Court of the Northern District of Alabama. That order called for the admission of two clearly qualified young Alabama residents who happened to have been born Negro.

That they were admitted peacefully on the campus is due in good measure to the conduct of the students of the University of Alabama, who met their responsibilities in a constructive way.

I hope that every American, regardless of where he lives, will stop and examine his conscience about this and other related incidents. This Nation was founded by men of many nations and backgrounds. It was founded on the principle that all men are created equal, and that the rights of every man are diminished when the rights of one man are threatened.

Today we are committed to a worldwide struggle to promote and protect the rights of all who wish to be free. And when Americans are sent to Vietnam or West Berlin, we do not ask for whites only. It ought to be possible, therefore, for American students of any color to attend any public institution they select without having to be backed up by troops.

It ought to be possible for American consumers of any color to receive equal service in places of public accommodation, such as hotels and restaurants and theaters and retail stores, without being forced to resort to demonstrations in the street, and it ought to be possible for American citizens of any color to register and to vote in a free election without interference or fear of reprisal.

It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color. In short, every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated. But this is not the case.

The Negro baby born in America today, regardless of the section of the Nation in which he is born, has about one-half as much chance of completing a high school as a white baby born in the same place on the same day, one-third as much chance of completing college, one-third as much chance of becoming a professional man, twice as much chance of becoming unemployed, about one-seventh as much chance of earning \$10,000 a year, a life expectancy which is seven years shorter, and the prospects of earning only half as much.

This is not a sectional issue. Difficulties over segregation and discrimination exist in every city, in every State of the Union, producing in many cities a rising tide of discontent that threatens the public safety. Nor is this a partisan issue. In a time of domestic crisis men of good will and generosity should be able to unite regardless of party or politics. This is not even a legal or legislative issue alone. It is better to settle these matters in the courts than on the streets, and new laws are needed at every level, but law alone cannot make men see right.

We are confronted primarily with a moral issue. It is as old as the scriptures and is as clear as the American Constitution.

The heart of the question is whether all Americans are to be afforded equal rights and equal opportunities, whether we are going to treat our fellow Americans as we want to be treated. If an American, because his skin is dark, cannot eat lunch in a restaurant open to the public, if he cannot send his children to the best public school available, if he cannot vote for the public officials who represent him, if, in short, he cannot enjoy the full and free life which all of us want, then who among us would be content to have the color of his skin changed and stand in his place? Who among us would then be content with the counsels of patience and delay?

One hundred years of delay have passed since President Lincoln freed the slaves, yet their heirs, their grandsons, are not fully free. They are not yet freed from the bonds of injustice. They are not yet freed from social and economic oppression. And this Nation, for all its hopes and all its boasts, will not be fully free until all its citizens are free.

We preach freedom around the world, and we mean it, and we cherish our freedom here at home, but are we to say to the world, and much more importantly, to each other that this is a land of the free except for the Negroes; that we have no second-class citizens except Negroes; that we have no class or cast system, no ghettos, no master race except with respect to Negroes?

Now the time has come for this Nation to fulfill its promise. The events in Birmingham and elsewhere have so increased the cries for equality that no city or State or legislative body can prudently choose to ignore them.

The fires of frustration and discord are burning in every city, North and South, where legal remedies are not at hand. Redress is sought in the streets, in demonstrations, parades, and protests which create tensions and threaten violence and threaten lives.

We face, therefore, a moral crisis as a country and as a people. It cannot be met by repressive police action. It cannot be left to increased demonstrations in the streets. It cannot be quieted by token moves or talk. It is a time to act in the Congress, in your State and local legislative body and, above all, in all of our daily lives.

It is not enough to pin the blame on others, to say this is a problem of one section of the country or another, or deplore the fact that we face. A great change is at hand, and our task, our obligation, is to make that revolution, that change, peaceful and constructive for all.

Those who do nothing are inviting shame as well as violence. Those who act boldly are recognizing right as well as reality.

Next week I shall ask the Congress of the United States to act, to make a commitment it has not fully made in this century to the proposition that race has no place in American life or law. The Federal judiciary has upheld that proposition in a series of forthright cases. The executive branch has adopted that proposition in the conduct of its affairs, including the employment of Federal personnel, the use of Federal facilities, and the sale of federally financed housing.

But there are other necessary measures which only the Congress can provide, and they must be provided at this session. The old code of equity law under which we live commands for every wrong a remedy, but in too many communities, in too many parts of the country, wrongs are inflicted on Negro citizens and there are no remedies at law. Unless the Congress acts, their only remedy is in the street.

I am, therefore, asking the Congress to enact legislation giving all Americans the right to be served in facilities which are open to the public—hotels, restaurants, theaters, retail stores, and similar establishments.

This seems to me to be an elementary right. Its denial is an arbitrary indignity that no American in 1963 should have to endure, but many do.

I have recently met with scores of business leaders urging them to take voluntary action to end this discrimination and I have been encouraged by their response, and in the last two weeks over 75 cities have seen progress made in desegregating these kinds of facilities. But many are unwilling to act alone, and for this reason, nationwide legislation is needed if we are to move this problem from the streets to the courts.

I am also asking Congress to authorize the Federal Government to participate more fully in lawsuits designed to end segregation in public education. We have succeeded in persuading many districts to de-segregate voluntarily. Dozens have admitted Negroes without violence. Today a Negro is attending a State-supported institution in every one of our 50 States, but the pace is very slow.

Too many Negro children entering segregated grade schools at the time of the Supreme Court's decision nine years ago will enter segregated high schools this fall, having suffered a loss which can never be restored. The lack of an adequate education denies the Negro a chance to get a decent job.

The orderly implementation of the Supreme Court decision, therefore, cannot be left solely to those who may not have the economic resources to carry the legal action or who may be subject to harassment.

Other features will be also requested, including greater protection for the right to vote. But legislation, I repeat, cannot solve this problem alone. It must be solved in the homes of every American in every community across our country.

In this respect, I want to pay tribute to those citizens North and South who have been working in their communities to make life better for all. They are acting not out of a sense of legal duty but out of a sense of human decency.

Like our soldiers and sailors in all parts of the world they are meeting freedom's challenge on the firing line, and I salute them for their honor and their courage.

My fellow Americans, this is a problem which faces us all—in every city of the North as well as the South. Today there are Negroes unemployed, two or three times as many compared to whites, inadequate in education, moving into the large cities, unable to find work, young people particularly out of work without hope, denied equal rights, denied the opportunity to eat at a restaurant or lunch counter or go to a movie theater, denied the right to a decent education, denied almost today the right to attend a State university even though qualified. It seems to me that these are matters which concern us all, not merely Presidents or Congressmen or Governors, but every citizen of the United States.

This is one country. It has become one country because all of us and all the people who came here had an equal chance to develop their talents.

We cannot say to 10 percent of the population that you can't have that right; that your children can't have the chance to develop whatever talents they have; that the only way that they are going to get their rights is to go into the streets and demonstrate. I think we owe them and we owe ourselves a better country than that.

Therefore, I am asking for your help in making it easier for us to move ahead and to provide the kind of equality of treatment which we would want ourselves; to give a chance for every child to be educated to the limit of his talents.

As I have said before, not every child has an equal talent or an equal ability or an equal motivation, but they should have the equal right to develop their talent and their ability and their motivation, to make something of themselves.

We have a right to expect that the Negro community will be responsible, will uphold the law, but they have a right to expect that the law will be fair, that the Constitution will be color blind, as Justice Harlan said at the turn of the century.

This is what we are talking about and this is a matter which concerns this country and what it stands for, and in meeting it I ask the support of all our citizens.

Thank you very much.

Lyndon Johnson's "Great Society Speech"

Remarks at the University of Michigan, May 22, 1964

Retrieved at: <http://millercenter.org/president/speeches/detail/3383>.

Miller Center, University of Virginia

President Hatcher, Governor Romney, Senators McNamara and Hart, Congressmen Meader and Staebler, and other members of the fine Michigan delegation, members of the graduating class, my fellow Americans:

It is a great pleasure to be here today. This university has been coeducational since 1870, but I do not believe it was on the basis of your accomplishments that a Detroit high school girl said, "In choosing a college, you first have to decide whether you want a coeducational school or an educational school."

Well, we can find both here at Michigan, although perhaps at different hours.

I came out here today very anxious to meet the Michigan student whose father told a friend of mine that his son's education had been a real value. It stopped his mother from bragging about him.

I have come today from the turmoil of your Capital to the tranquility of your campus to speak about the future of your country.

The purpose of protecting the life of our Nation and preserving the liberty of our citizens is to pursue the happiness of our people. Our success in that pursuit is the test of our success as a Nation.

For a century we labored to settle and to subdue a continent. For half a century we called upon unbounded invention and untiring industry to create an order of plenty for all of our people.

The challenge of the next half-century is whether we have the wisdom to use that wealth to enrich and elevate our national life, and to advance the quality of our American civilization.

Your imagination, your initiative, and your indignation will determine whether we build a society where progress is the servant of our needs, or a society where old values and new visions are buried under unbridled growth. For in your time we have the opportunity to move not only toward the rich society and the powerful society, but upward to the Great Society.

The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning.

The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents. It is a place where leisure is a welcome chance to build and reflect, not a feared cause of boredom and restlessness. It is a place where the city of man serves not only the needs of the body and the demands of commerce but the desire for beauty and the hunger for community.

It is a place where man can renew contact with nature. It is a place which honors creation for its own sake and for what it adds to the understanding of the race. It is a place where men are more concerned with the quality of their goals than the quantity of their goods.

But most of all, the Great Society is not a safe harbor, a resting place, a final objective, a finished work. It is a challenge constantly renewed, beckoning us toward a destiny where the meaning of our lives matches the marvelous products of our labor.

So I want to talk to you today about three places where we begin to build the Great Society—in our cities, in our countryside, and in our classrooms.

Many of you will live to see the day, perhaps 50 years from now, when there will be 400 million Americans four-fifths of them in urban areas. In the remainder of this century urban population will double, city land will double, and we will have to build homes, highways, and facilities equal to all those built since this country was first settled. So in the next 40 years we must rebuild the entire urban United States.

Aristotle said: “Men come together in cities in order to live, but they remain together in order to live the good life.” It is harder and harder to live the good life in American cities today.

The catalog of ills is long: there is the decay of the centers and the despoiling of the suburbs. There is not enough housing for our people or transportation for our traffic. Open land is vanishing and old landmarks are violated.

Worst of all expansion is eroding the precious and time honored values of community with neighbors and communion with nature. The loss of these values breeds loneliness and boredom and indifference.

Our society will never be great until our cities are great. Today the frontier of imagination and innovation is inside those cities and not beyond their borders.

New experiments are already going on. It will be the task of your generation to make the American city a place where future generations will come, not only to live but to live the good life.

I understand that if I stayed here tonight I would see that Michigan students are really doing their best to live the good life.

This is the place where the Peace Corps was started. It is inspiring to see how all of you, while you are in this country, are trying so hard to live at the level of the people.

A second place where we begin to build the Great Society is in our countryside. We have always prided ourselves on being not only America the strong and America the free, but America the beautiful. Today that beauty is in danger. The water we drink, the food we eat, the very air that we breathe, are threatened with pollution. Our parks are overcrowded, our seashores overburdened. Green fields and dense forests are disappearing.

A few years ago we were greatly concerned about the “Ugly American.” Today we must act to prevent an ugly America.

For once the battle is lost, once our natural splendor is destroyed, it can never be recaptured. And once man can no longer walk with beauty or wonder at nature his spirit will wither and his sustenance be wasted.

A third place to build the Great Society is in the classrooms of America. There your children’s lives will be shaped. Our society will not be great until every young mind is set free to scan the farthest reaches of thought and imagination. We are still far from that goal.

Today, eight million adult Americans, more than the entire population of Michigan, have not finished five years of school. Nearly 20 million have not finished eight years of school. Nearly 54 million—more than one-quarter of all America—have not even finished high school.

Each year more than 100,000 high school graduates, with proved ability, do not enter college because they cannot afford it. And if we cannot educate today’s youth, what will we do in 1970 when elementary school enrollment will be five million greater than 1960? And high school enrollment will rise by five million. College enrollment will increase by more than three million.

In many places, classrooms are overcrowded and curricula are outdated. Most of our qualified teachers are underpaid, and many of our paid teachers are unqualified. So we must give every child a place to sit and a teacher to learn from. Poverty must not be a bar to learning, and learning must offer an escape from poverty.

But more classrooms and more teachers are not enough. We must seek an educational system which grows in excellence as it grows in size. This means better training for our teachers. It means preparing youth to enjoy their hours of leisure as well as their hours of labor. It means exploring new techniques of teaching, to find new ways to stimulate the love of learning and the capacity for creation.

These are three of the central issues of the Great Society. While our Government has many programs directed at those issues, I do not pretend that we have the full answer to those problems.

But I do promise this: We are going to assemble the best thought and the broadest knowledge from all over the world to find those answers for America. I intend to establish working groups to prepare a series of White House conferences and meetings—on the cities, on natural beauty, on the quality of education, and on other emerging challenges. And from these meetings and from this inspiration and from these studies we will begin to set our course toward the Great Society.

The solution to these problems does not rest on a massive program in Washington, nor can it rely solely on the strained resources of local authority. They require us to create new concepts of cooperation, a creative federalism, between the National Capital and the leaders of local communities.

Woodrow Wilson once wrote: "Every man sent out from his university should be a man of his Nation as well as a man of his time."

Within your lifetime powerful forces, already loosed, will take us toward a way of life beyond the realm of our experience, almost beyond the bounds of our imagination.

For better or for worse, your generation has been appointed by history to deal with those problems and to lead America toward a new age. You have the chance never before afforded to any people in any age. You can help build a society where the demands of morality, and the needs of the spirit, can be realized in the life of the Nation.

So, will you join in the battle to give every citizen the full equality which God enjoins and the law requires, whatever his belief, or race, or the color of his skin?

Will you join in the battle to give every citizen an escape from the crushing weight of poverty?

Will you join in the battle to make it possible for all nations to live in enduring peace—as neighbors and not as mortal enemies?

Will you join in the battle to build the Great Society, to prove that our material progress is only the foundation on which we will build a richer life of mind and spirit?

There are those timid souls who say this battle cannot be won; that we are condemned to a soulless wealth. I do not agree. We have the power to shape the civilization that we want. But we need your will, your labor, your hearts, if we are to build that kind of society.

Those who came to this land sought to build more than just a new country. They sought a new world. So I have come here today to your campus to say that you can make their vision our reality. So let us from this moment begin our work so that in the future men will look back and say: It was then, after a long and weary way, that man turned the exploits of his genius to the full enrichment of his life.

Thank you. Goodbye.

Activity

5 Considering What Was Read

Speaker	JFK Speech	LBJ Speech
Occasion		
Audience		
Perspective		
Subject(s)		
Tone		
Geographical		
Social		

Political		
Religious		
Intellectual		
Technological		
Economic		
Summary		
Similarities		
Differences		

1. What **thought provoking** sentence(s) did you find?

2. What made this sentence particularly meaningful?

3. What are the differences between the two speeches? Provide evidence supporting these differences.

4. What categories of information do the two presidents use in their speeches?

5. Compare and contrast these excerpts from the speeches:

It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color. In short, every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated. But this is not the case.

The Negro baby born in America today, regardless of the section of the Nation in which he is born, has about one-half as much chance of completing a high school as a white baby born in the same place on the same day, one-third as much chance of completing college, one-third as much chance of becoming a professional man, twice as much chance of becoming unemployed, about one-seventh as much chance of earning \$10,000 a year, a life expectancy which is seven years shorter, and the prospects of earning only half as much.

The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning.

The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents. It is a place where leisure is a welcome chance to build and reflect, not a feared cause of boredom and restlessness. It is a place where the city of man serves not only the needs of the body and the demands of commerce but the desire for beauty and the hunger for community.

6. Can the similarities and differences in the two speeches be explained by the context—the events that took place between them? What is the evidence that it can be explained by the intervening events? What evidence is there that other factors might explain the differences (such as differences in the audience, the purpose for the speeches and other factors noted in G-SPRITE).

Chapter Events Explain Difference in Speeches

[illegible]

Vocabulary

1. What vocabulary did you struggle with in the two presidential speeches?

[illegible]

2. Are there words for which you did not find the meaning? These might need to be brought up during a class discussion on vocabulary.

3. What people, places and events/legislation should be added to the discipline-specific vocabulary list?

Notes

Lesson 13

Creating a Presentation

In this lesson, you will . . .

- Compose an outline of a research paper.
- Complete a PowerPoint, Prezi, or other presentation format that summarizes your research project.
- Present the presentation to your peers.
- Evaluate your peers' presentations.

Activity

1 Orientation to the Task

Read the following directions and example that explain the outline that you will compose.

Directions for Creating an Outline

Prepare an outline for your “paper” that includes a complete introduction and conclusion along with key points that you would cover. Follow the formatting of the example below. Remember that you cannot have a “point one” without a “point two,” or a “point A” without a “point B,” etc. It is also required that you insert a relevant quote from each of your sources into the outline where appropriate. In the example below, areas that would be ideal for inserting a quote are indicated to assist you in developing your outline.

This assignment is worth _____ points and is due _____
at the beginning of class. Late assignments will not be accepted.

See the example on the following two pages.

Example:

I. Introduction:

Before the Civil War, life was difficult for African American families who were slaves. But once the slaves were freed, the expectation was that life would be better for both men and women. This was only true to some extent. Whereas African men were able to in some cases own land or in others to engage in sharecropping, women had to not only take care of their families but also work in the fields beside their husbands. They were not granted the same freedoms as their husbands—they couldn't own land or vote, for example. Therefore, although all freed slaves were better off after Emancipation, African American women fared worse than men because of the unimportant role women typically played in free society at the time.

II. Life for women before the Civil War

A. Lives of slave women

1. Families disrupted and children often taken from parents' home.
2. Slave women not allowed to become educated.
3. Slave women expected to work for their masters.

B. Lives of white women

1. Women denied the vote.
2. Women denied property ownership.
3. Education was not as important for women.
4. Women were considered property of their husbands.
5. Women did not hold positions of authority, but depending on their resources, were sometimes able to spend lives of comparative leisure.

III. Lives for women after the Civil War

A. Lives of slave women

1. Women often had to search for their children and husbands.
2. Women were expected to take care of their husbands and children.
3. Women had to work in the fields with their husbands.
4. Women were considered property of their husbands.
5. Women were not allowed to own property.
6. Women were not allowed to vote.
7. Because of their economic circumstances, they were unable to engage in leisure activities.

B. Lives of white women same as before the war

IV. Conclusion

In summary, African American women who had been slaves did not gain the same freedom as African American men after they were emancipated. They still had to exist in a society that did not allow women to participate fully in the democracy. At the same time, they were not afforded the leisure of many white women who had better economic circumstances, and were expected to work alongside their husbands as well as take care of their families. African American women, then, were worse off than everyone else in American society.

Activity

2 Prepare the Outline

Activity

3 Create the Presentation

Guidelines:

- Must have no more than eight slides.
- Must use at least five sources.
- Must use at least three quotes.
- First slide: Thesis.
- Seventh slide: Conclusion.
- Eighth slide: Sources.
- At least one slide should use graphics: photograph, chart, figure, etc.

Notes:

[illegible]

Activity

4 Get Feedback from Others and Revise

You will present your presentation, and you will evaluate other's presentations. Use the following feedback form. Based upon the feedback you get, revise your presentation.

Presenter Name _____

Topic _____ Date _____

No Some Yes

Thesis (Claim) is clear.

Evidence clearly supports claim.

Evidence is integrated—not just listed or dropped in.

The graphic element added to the overall presentation.

The presentation seemed trustworthy.

Notes

Lesson 14

Answering the Essential Question

In this lesson, you will . . .

- Make a claim about the essential question and provide reasonable evidence for the claim using at least five sources from your readings.
- Explain why you chose the sources and evidence you chose.
- Explain why you did not make an alternative claim based upon evidence.

Activity

1 Orientation to the Task

Refer to your essential question graphic organizer to help you answer this question and the sub-questions. To remind you, the essential question is:

How did the concept of liberty and equality change in the United States in the 1960s as a result of the Civil Rights Movement?

The sub-questions are:

- 1. What changed? Was the change legal, social, political, economic, cultural?**
- 2. Who was responsible?**
- 3. What tactics were used? Were these legal, social, political, economic, cultural?**
- 4. What challenges were faced?**

At this point, you should have some idea about what changed during the 60s in the Civil Rights Movement. There could have been legal changes, social changes, political changes, etc. There could have been a change in who took leadership positions. There could have been changes in the tactics that were used, and in the challenges faced. What did liberty and equality mean before 1960? (To whites? To African-Americans?) What did it mean at the end of the 60s? (To whites? To African-Americans?)

Study the evidence you have read and choose the strongest evidence. What claim does the evidence support? Write a claim that states what changes took place in the concept of liberty and equality. Then, write another claim—a counterclaim.

[illegible]

Activity

2 Creating a Claim and Identifying Evidence

In the graphic organizer below, list the evidence for this claim and for the counterclaim. Use at least five sources.

Claim:

Source Citation:

- 1.

- ## 2.

- ### 3.

- #### 4.

- 5.

Summary of Evidence

[illegible]

Counterclaim:

Source Citation:

- 1.
- 2.
- 3.
- 4.
- 5.

Summary of Evidence

This image shows a blank sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page, providing a guide for writing. There are no margins, text, or other markings on the paper.

Activity

3 Explaining your Choices

For each source and piece of evidence supporting the claim you are making, explain **why** it is a compelling source and give support for the claim.

1. Why a good source?

Why good evidence?

2. Why a good source?

Why good evidence?

3. Why a good source?

Why good evidence?

4. Why a good source?

Why good evidence?

5. Why a good source?

Why good evidence?

Explain on the next page, using a discussion of the evidence, why the claim you chose is better than the counterclaim you made.

Activity

4 Preparing to Write the Essay

Writing the claim: Some ways to structure the claim you are making are below. Use these models as guidelines for writing your claim.

America's concept of liberty and equality became (more, less) _____ during the 1960's Civil Rights Movement. Although some argue that the Civil Rights Movement changed because of _____, the evidence points to _____ (or a combination of _____, _____, and _____).

By the end of the 1960's Civil Rights Movement, America's concept of liberty and equality had changed from _____ to _____. There were many reasons for that change, but the most significant one(s) was (were) _____.

The 1960's Civil Rights Movement changed the way Americans thought about liberty and equality. At the beginning of the 1960's, Americans believed _____ (or Americans were divided because _____). At the end of the 1960's, Americans believed _____ (or Americans were divided because _____).

Although many believe that _____ was the reason for these changes in belief, the most significant reason(s) was/were that _____.

Write your claim:

Now you will plan your essay. Begin with how you will structure it. A reasonable way to structure the essay is shown in the graphic organizer below.

1. Introductory Paragraph, ending with claim: This paragraph introduces the audience to the topic and states the position you are taking.
2. Supporting Paragraph 1: This paragraph begins to introduce the evidence you have for your claim. This evidence might be cause-effect in nature. That is, an event, key individual, political or legal action, technological reality, etc. caused changes to take place.
3. Supporting Paragraph 2: Same as above

Continue until you have used all of your best evidence. DO NOT present evidence text by text. Rather, combine the evidence for the same reason across texts.

4. Counterclaim: Tell why the opposing claim is not as good as yours.
5. Conclude: End by summarizing what you just said and explaining “so what.” Why should your audience care?

Fill in this template with the parts of your essay.

1. Introductory Paragraph, ending with claim. (Write this completely.)

2. Supporting paragraphs. (Outline these.)

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

Refutation of Counterclaim:

Concluding Paragraph: Write this completely.

Before you write the essay, review the following rubric for arguments. This is the rubric by which your essay will be evaluated.

Rubric for Synthesis Essay

Scoring Elements	1 Not Yet	1.5	2 Approaches Expectations	2.5	3 Meets Expectations	3.5	4 Advanced
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. Makes no mention of counterclaims.		Establishes a claim Makes note of counterclaims.		Establishes a credible claim. Develops claim and counterclaims fairly.		Establishes and maintains a substantive and credible claim or proposal. Develops claims and counterclaims fairly and thoroughly.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Activity

5 Writing the Essay

This image shows a single sheet of white paper with horizontal green ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal green lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Peer and Self Evaluation:

Read your essay and evaluate it using the rubric above. Then let another student read your essay and evaluate it using the same rubric. Discuss the evaluation with the other student.

Revise your essay based upon the evaluations.