

A Teacher's Guide to CHOICES IN LITTLE ROCK Five-Week Unit Outline

School Year 2018–2019



Introduction

Choices in Little Rock is a teaching unit that focuses on efforts to desegregate Central High School in Little Rock, Arkansas, in 1957—efforts that resulted in a crisis that historian Taylor Branch once described as "the most severe test of the Constitution since the Civil War."

The unit explores **civic choices**—the decisions people make as citizens in a democracy. Those decisions, both then and now, reveal that democracy is not a product but a work in progress, a work that is shaped by the choices that we make about ourselves and others. Although those choices may not seem important at the time, little by little, they define an individual, delineate a community, and ultimately distinguish a nation. Those choices build on the work of earlier generations and leave legacies for those to come.

The Facing History and Ourselves Scope and Sequence

This unit is organized according to Facing History and Ourselves' scope and sequence, which follows a specific progression of themes designed to promote students' historical understanding, critical thinking, and social-emotional learning.

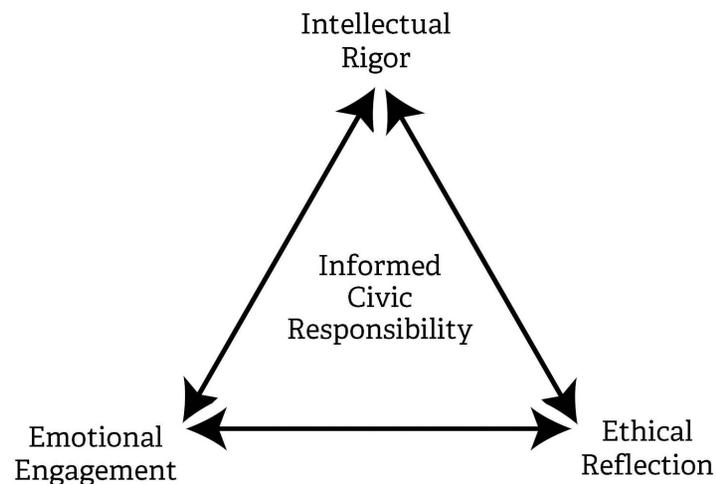
Each of the five parts in this unit corresponds with a stage of the Scope and Sequence:

- **Part 1: Individual & Society** represents the first stage of the scope and sequence. These lessons introduce concepts central to the unit—identity, race, prejudice, racism, and choice. Students consider how identity can shape the choices people make about themselves and others.
- **Part 2: Segregation and Its Consequences** explores issues of membership and belonging, the second stage of the Facing History scope and sequence, by tracing the history of segregation in the United States and its social, legal, and political consequences.
- **Part 3: Choices in Little Rock** begins the historical case study that constitutes the next stage of the scope and sequence by examining the decisions that people in Little Rock and elsewhere made in response to *Brown v. Board of Education* during the 1957–1958 school year. Those decisions had consequences for the nation as well as the city of Little Rock and the state of Arkansas.
- **Part 4: The “Lost Year”** completes the case study by focusing on the 1958–1959 school year. That year, people in Little Rock had their first opportunity to vote on desegregation. In their first vote, they chose to close all public high schools in the city rather than allow integration. The schools remained closed until the fall of 1959 as voters considered and reconsidered earlier decisions.
- **Part 5: Legacies** completes Facing History scope and sequence by exploring issues of memory, legacy, and civic participation. These lessons explore the legacies of the *Brown* decision in Little Rock and elsewhere by examining the consequences of the choices made by people over 50 years ago. The culminating activity for the unit is an “informed action” that asks students to propose changes to their school communities using lessons learned from the historical case study.

The Pedagogical Triangle and Taking Informed Action

To Facing History, pedagogy is not a set of teaching techniques that can be used to get across particular ideas or encourage effective practice of specified skills. It is an active process of engaging young people with challenging content through an approach that builds the knowledge, skills, and dispositions of deep civic learning.

Facing History created the Pedagogical Triangle for Historical and Civic Understanding to serve as a touchstone for balanced program and lesson planning. The arrows between intellectual rigor, emotional engagement, and ethical reflection are bidirectional, as these processes strengthen each other. At the center is the students' civic agency, their belief that their choices and actions can play a positive role in their peer groups, schools, communities, and larger world.



Using This Resource

This outline guides you through a unit using readings, videos, and other resources from [Choices in Little Rock](#) and its [Writing Prompts and Strategies](#) supplement. As you prepare for and teach this five-week unit, it is important to refer to the *Choices in Little Rock* unit for context necessary to help guide students from lesson to lesson and answer their questions. **Unless otherwise noted, all page numbers listed in the outline refer to the Choices in Little Rock unit.**

Pacing

Each row in the charts below corresponds roughly to a 50-minute class period, with 25 lessons in all. Since schedules, class period length, and the needs of individual classes and students vary, teachers will likely need to make adjustments to this plan to best suit their needs and circumstances. The teaching notes accompanying each lesson often provide suggestions for making adjustments to the lesson in order to abbreviate it or go deeper.

Materials and Student Guides

The materials lists include readings, images, videos, student handouts, and any other resources you will need to teach the lesson. A separate “Student Guide for Choices in Little Rock” contains all of the printable materials for the unit. It also includes space for journaling and for completion of the Formative and Summative Performance Tasks (titled “Writing Connections” in the student guide).

Because this unit includes print and video content that some students may find emotionally challenging, it is important that you preview all of the materials before teaching each lesson.

Journals and Contracting: Tools to Help Foster a Reflective Classroom Community

We believe that two ways in which you can create a strong foundation for a reflective classroom throughout your *Choices in Little Rock* unit are through the use of classroom contracts and student journals. Engaging students in the process of [creating a classroom contract](#) at the outset of the unit demonstrates to them that both the teacher and their classmates will value and respect their voices. It is important to revisit the classroom contract at various points in the unit to assess its efficacy and to help re-establish classroom expectations before a difficult discussion or the introduction of emotionally challenging material.

Journals help students develop their voices and clarify their ideas as they keep a record of their thinking and learning throughout the unit. There are a number of ways that you might incorporate reflective journal writing into this curriculum, and we recommend that you spend time answering the questions posed in the [Journals in a Facing History Classroom](#) teaching strategy, as well as making note of the many creative suggestions for using journals in your classroom included there. In addition to providing an important space for thoughtful reflection, you might also use journals as a means of assessing students’ intellectual and emotional engagement with the material. If you choose to do so, it is important at the outset of the unit that you establish clear expectations and procedures for how and when you will assess your students’ journals and then communicate this information to your students.

Addressing Dehumanizing Language

The word *nigger* appears occasionally in the unit when used to quote racist protesters. It is very difficult to use and discuss the term in the classroom, but its presence makes it necessary to acknowledge it and set guidelines for students about whether or not to pronounce it when reading aloud or quoting from the text. Otherwise, this word’s presence might distract students from an open discussion of the events and human behavior. We believe that the best way to prepare to encounter this language is to create a classroom contract outlining guidelines for respectful, reflective classroom discussion.

You may also want to review the following articles to help you determine how to approach the term in your classroom.

- [“Exploring the Controversy: The ‘N’ Word” from “Huck Finn” in Context: A Teaching Guide](#) (PBS)
- [“Straight Talk about the N-Word” from Teaching Tolerance](#) (Southern Poverty Law Center)
- [“In Defense of a Loaded Word” by Ta-Nehisi Coates](#) (New York Times)

Unit Assessment

This unit's final assessment incorporates elements of the "C3" curriculum framework, which emphasizes investigating and analyzing evidence from rich primary sources and culminates in the completion of summative performance tasks and projects that encourage students to take informed action. For more information about C3 and the inquiry framework, visit the [Illinois C3 Hub website](#).

Summative Performance Task

The summative performance task asks students to respond to the following question:

Essential Question: How much power do ordinary people have to change the world?

The summative assessment has two parts: a writing prompt and an informed action.

- **Writing Prompt:** In an essay, students will construct an argument that addresses the essential question using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views.
- **Informed Action**
In a hands-on project, students will apply lessons gained from their study of desegregation and the civil rights movement toward improving their school community. The informed action has three parts:
 - **UNDERSTAND:** Students will examine the inclusivity of their school community.
 - **ASSESS:** Students will design ways to measure the strengths and weaknesses of their school community's inclusivity. Examples of these measures include creating a school or class survey, taking an inventory of the diversity of texts in the library, and examining school-wide celebrations.
 - **ACT:** Students will write a letter to the teacher or principal to celebrate an inclusive practice or recommend a change that will make the classroom or school more inclusive.

Formative Performance Tasks

In addressing the essential question "How much power do ordinary people have to change the world?" students will work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence while acknowledging competing perspectives.

- **Supporting Question 1:** How does our identity inform the choices we make?
 - Formative Task 1 (appears in Lesson 4): Students will write a paragraph supported with evidence that explains how identity informs the choices we make.
- **Supporting Question 2:** How have individuals historically taken action against segregation?

- Formative Task 2 (appears in Lesson 12): Students will create an annotated timeline detailing the actions taken against segregation by individuals from 1896 to 1954.
- **Supporting Question 3:** How did President Eisenhower’s position evolve as a result of public pressure from citizens?
 - Formative Task 3 (appears in Lesson 15): Students will create an annotated list of three pieces of evidence that show that Eisenhower’s position on *Brown* changed as a result of public pressure from citizens. They should also include at least one piece of evidence showing another important factor that influenced Eisenhower.
- **Supporting Question 4:** How did students at Central High School advance or impede desegregation?
 - Formative Task 4 (appears in Lesson 18): Students will create a T-chart showing how students at Central High School either obstructed desegregation or advanced it.
- **Supporting Question 5:** Should the desegregation of Central High School be viewed as an example of the power of citizens or the power of the courts?
 - Formative Task 5 (appears in Lesson 21): Students will hold a class discussion in which they will make an evidence-based claim about whether the desegregation of Central High School should be viewed as an example of the power of the courts or the power of citizens.

We suggest five places over the course of the unit to pause (Lessons 4, 12, 15, 18, and 21) and engage students in completing formative tasks that will prepare them to address the unit writing prompt. The suggested formative tasks are intended to fit within 50-minute class periods. However, depending on students’ writing skills, in some cases you may have to plan for more time than allotted to complete a task in class, or ask students to complete the tasks as homework. While the suggested activities and placement within the unit are designed to help students prepare for this unit’s writing prompt (see above), there are three additional writing prompts and strategies in the [Writing Prompts and Strategies](#) supplement that you might choose from instead.

Connecting to the Writing Prompt

In addition to the formative writing tasks, the outline also contains lessons devoted entirely to building the skills necessary for students to write an argumentative essay at the end of the unit. Lessons 2, 6, and 21–24 provide guidance for students to dissect the writing prompt, gather and evaluate evidence, develop and refine their thesis statements, and organize their evidence into an outline. For ideas and resources for teaching the remaining steps of the essay process, from drafting to publishing, we encourage you to consult the [Writing Prompts and Strategies](#) supplement and Facing History’s [Teaching Strategies](#) online resource for activities and graphic organizers to support your teaching of the essay writing process.

Standards Alignment

ISBE Social-Emotional Learning Standards

- **2B.** Recognize individual and group similarities and differences.
 - **1I:** Discuss stereotyping and its negative effects for both the victim and perpetrator.
 - **4G:** Identify negative depictions of differences among people (e.g., gender or sexual orientation stereotyping, discrimination against socio-economic or cultural minorities, prejudices based on misinformation) in readings completed for coursework.
- **3A.** Consider ethical, safety, and societal factors in making decisions.
 - **6H:** Analyze how a literary character or historical figure considered societal and ethical factors in making important decisions.

ISBE History Standards

- **Causation and Argumentation**
 - **SS.H.4.6-8.LC:** Explain multiple causes and effects of historical events.
- **Perspectives**
 - **SS.H.2.6-8.MdC:** Analyze multiple factors that influenced the perspectives of people during different historical eras.

ISBE Civics Standards

- **Processes, Rules, and Laws**
 - **SS.CV.6.6-8.MdC:** Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.
- **Participation and Deliberation: Applying Civic Virtues and Democratic Principles**
 - **SS.CV.4.6-8.MdC:** Analyze the ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.
 - **SS.CV.3.6-8.LC, MdC, MC:** Compare the means by which individuals and groups change societies, promote the common good, and protect rights.
- **Civic and Political Institutions**
 - **SS.CV.2.6-8.MC:** Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.
 - **SS.CV.1.6-8.MC:** Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.

ISBE Inquiry Skills

- **Gathering and Evaluating Sources**
 - **SS.IS.4.6-8.LC:** Determine the value of sources by evaluating their relevance and intended use.
- **Developing Claims and Using Evidence**
 - **SS.IS.5.6-8.LC:** Identify evidence from multiple sources to support claims, noting its limitations.
- **Communicating Conclusions**
 - **SS.IS.6.6-8.LC:** Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.

- **Taking Informed Action**

- **SS.IS.8.6-8.LC:** Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.
- **SS.IS.8.6-8.MdC:** Assess individual and collective capacities to take action to address problems and identify potential outcomes.

Common Core Standards

- **CCSS.ELA-LITERACY.RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **CCSS.ELA-LITERACY.SL.8.2:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- **CCSS.ELA-LITERACY.WHST.6-8.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **CCSS.ELA-LITERACY.WHST.6-8.8:** Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **CCSS.ELA-LITERACY.WHST.6-8.1:** Write arguments focused on discipline-specific content.
- **CCSS.ELA-LITERACY.WHST.6-8.1.A:** Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- **CCSS.ELA-LITERACY.WHST.6-8.1.B:** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Unit Outline

Part 1: Individual & Society (6 days)

The six lessons in Part 1 introduce the concepts central to this unit—identity, race, prejudice, and racism—by exploring the relationship between an individual and society. Students will consider how identity can shape the choices people make about themselves and others. They will also be introduced to the unit assessment writing prompt and will begin forming their initial responses to the essential question: How much power do ordinary people have to change the world?

Guiding Questions

- How does our identity shape the way we see ourselves and others?
- To what extent does our identity influence the choices we make?

Lesson 1: Establishing a Safe and Reflective Learning Community		
Materials	Activities	Teaching Notes
Journals	<p>Opening: Pass out a journal to each student or use the journal pages in the Student Guide. Ask students to respond to the following prompts in their journals: <i>What does it mean for a classroom to be a “community of learners”?</i> <i>In what ways does your classroom feel like a community of learners? What might help it feel more like a community of learners?</i></p> <p>Give students the opportunity to share what they have written, if they want. This is an appropriate time to establish the expectation that journal responses do not have to be shared publicly.</p> <p>Main Activity: Use the Contracting teaching strategy (steps 4, 5, and 6) to create a class contract for the unit.</p> <p>Closing: Ask students to reflect on the following prompt in their journals: <i>What part of the contract do you predict will be most difficult for you to follow? How will you hold yourself accountable throughout the unit?</i></p>	<p>See the lesson Preparing Students for Difficult Conversations for more guidance on navigating students through discussions about race. Note: This lesson also includes a resource on how to confront dehumanizing language, featuring the articles “Straight Talk about the N-Word” from Teaching Tolerance and “In Defense of a Loaded Word” by Ta-Nehisi Coates. Make sure that your community contract provides parameters for how students will engage with racist language in future lessons.</p>

Lesson 2: Introducing the Writing Prompt

Materials	Activities	Teaching Notes
<p>Reproducible: Anticipation Guide (from Writing Prompts and Strategies)</p>	<p>Opening: Pass out the “Anticipation Guide” reproducible. Ask students to complete the guide individually.</p> <p>Main Activity: Have students complete the “Four Corners” activity on page 20 of the Writing Prompts and Strategies supplement.</p> <p>Closing: Introduce students to the writing prompt: <i>How much power do ordinary people have to change the world?</i></p> <p>Ask students to write their current answer to the essential question in their journals. They can incorporate the discussions from the anticipation guide activity or simply write what they think.</p>	<p>At this point in the unit, you might want to consider asking students to mark out a section of their journals, perhaps the final 15 to 20 pages, that will be devoted to the final assessment.</p> <p>After this lesson, students should record the prompt in their journals. They can continue to use their journals to record evidence related to the themes of the prompt and also to think about their complex and shifting thoughts as they progress through subsequent lessons.</p>

Lesson 3: Who Are We?		
Materials	Activities	Teaching Notes
<p>Reproducible: Orientation Day</p>	<p>Opening: Ask students to respond to the following prompts in their journals: <i>What words or “labels” would you use to describe yourself? What words might others use to describe you? What words might others use to describe you that you would not choose for yourself?</i></p> <p>Main Activity: Students create an identity chart for themselves and share it with the class. Students read the “Orientation Day” reproducible and answer the questions that follow in pairs.</p> <p>Closing: Students create an identity chart for Jennifer Wang as an “exit ticket.”</p>	<p>See unit Lesson 1: Who Are We? for more detailed suggestions. (Note: We suggest that students create an identity chart rather than use the identity box featured in the lesson. The chart does not require students to bring in pictures or other items to class, but you can choose to swap this activity if you wish.)</p> <p>Some students may feel uncomfortable sharing their identity charts with each other or their teacher. The outset of this lesson might be a good time to revisit the classroom contract created in Lesson 1 and to remind students of the agreed-upon norms and expectations. You may also choose to make this a private journal entry.</p>

Lesson 4: Why “Little Things Are Big” / Formative Performance Task		
Materials	Activities	Teaching Notes
<p>Reproducible: Little Things Are Big</p>	<p>Opening: Students complete the “Getting Started” activity on page 7.</p> <p>Main Activity: Students complete the “Taking a Stand” and “Evaluating a Decision” activities on page 8. As a class, debrief students’ answers to the questions from the “Evaluating a Decision” activity.</p> <p>Closing Activity/Formative Performance Task: At this point in the unit, students will complete Formative Task 1, which answers the following supporting question: <i>How does our identity inform the choices we make?</i></p> <p>Tell students that they will be writing a paragraph supported with evidence from the essay “Little Things Are Big” that explains how identity informs the choices we make. Encourage students to use their T-charts and notes from the class discussion when writing their paragraph.</p>	<p>See unit Lesson 2: Why “Little Things Are Big” on pages 3–4 for more detailed suggestions.</p> <p>Make sure that in their discussion of the Colon text, students draw an explicit connection to the role of stereotypes covered in the opening activity. You may want to prompt students by asking them to consider both how Colon was affected by the stereotypes he thought others might believe about him and how he engaged in stereotyping—reducing an individual to a category—in the story himself.</p> <p>In this lesson, students complete their first formative performance task of the unit. Tell students that they should keep all subsequent formative performance tasks in a binder or folder so that they can return to them when writing their final essay.</p>

Lesson 5: Race and Stereotypes		
Materials	Activites	Teaching Notes
<p>Video: A Class Divided</p>	<p>Opening: Write the word <i>race</i> on the board and draw a circle around it. Ask students to create a web by listing the words, phrases, or ideas they associate with the word.</p> <p>Main Activity: Before showing students a clip of the film A Class Divided, explain that the film covers a classroom experiment from the 1970s and uses antiquated and dehumanizing language.</p> <p>Show a clip from the film (starting at 3:19 and ending at 10:25). Ask students to capture their reactions to the clip using the S-I-T teaching strategy.</p> <p>In small groups, have students briefly discuss their observations about the film. Then lead a discussion on the following questions:</p> <ul style="list-style-type: none"> • <i>What does Elliott's experiment suggest about how labels and stereotypes affect the way we think about and treat others?</i> • <i>What does her experiment suggest about the way labels and stereotypes affect the way we think about ourselves?</i> <p>Next, project a quote from social scientist Julius Lester (see the Teaching Notes section for the full quote). Using the Think, Pair, Share teaching strategy, ask students to respond to the following question: <i>How does Lester's idea about racism being a "story" relate to the experiment in the video? What "story" did the students believe about themselves (at their teacher's suggestion), and how did it influence how they thought about other groups, their group, and themselves?</i></p> <p>Closing: Debrief the questions with students. Then ask students to return to their word web for <i>race</i> and add any words, phrases, or ideas that the video and discussion inspired for them.</p>	<p>Before you begin a discussion about race and racism, you may want to return to your classroom contract and review agreed-upon norms for respectful conversation.</p> <p>While we can learn from Jane Elliott's simulation of the impact of racism in her classroom, Facing History does not recommend attempting to use simulations that ask students to assume an identity to help them understand aspects of this history. Such activities can traumatize some students, desensitize others, or trivialize the history. See the article "Classroom Simulations: Proceed with Caution" from Teaching Tolerance for more information about the problems with using such simulations in the classroom.</p> <p>Julius Lester quote: "Just as I am a story and you are a story and countries tell stories about themselves, race is a story, too. Whether you're black like me, or Asian, Hispanic, or white, each race has a story about itself. And that story is almost always the same: 'MY RACE IS BETTER THAN YOUR RACE.' Some stories are true. Some are not. Those who say 'MY RACE IS BETTER THAN YOUR RACE' are telling a story that is not true."¹</p>

¹ Julius Lester, *Let's Talk about Race*. (New York: HarperCollins, 2008).

Lesson 6: Dissecting the Writing Prompt		
Materials	Activities	Teaching Notes
<p>Reproducible: What is Changing the World?"(from Writing Prompts and Strategies)</p>	<p>Opening: Ask students to return to their initial journal response to the essential question from Lesson 2: <i>How much power do ordinary people have to change the world?</i></p> <p>In their journals, ask students to consider what they might add to their initial response after completing Lessons 3 through 5. Encourage students to include examples from their notes and readings.</p> <p>Main Activity: Print out full writing prompt (See the Teaching Notes section for full prompt) in a larger font and tape it to the center of a piece of paper.</p> <p>Ask students to dissect the writing prompt in pairs, making the following notations:</p> <ul style="list-style-type: none"> • Circle words you do not know or understand in the context of the prompt. • Star words that seem to be the central ideas of the prompt. • Underline all of the verbs that represent what you, the writer, are supposed to do. • Cross out any information that does not seem specifically relevant to the writing task. <p>Ask students to share their annotations, clarifying any unfamiliar vocabulary or misconceptions about the writing task.</p> <p>Next, have students review the words they starred when they dissected the prompt. Ask students to write their own definitions for each of the starred words.</p> <p>Pass out the reproducible "What is changing the world?" Have students complete the handout individually and then share their answers with a partner.</p> <p>Closing: Ask students to revisit their definitions of the words they starred. Has anything changed? Tell students that it's possible that they'll revise their definitions of key terms as they study the history of the civil rights movement</p>	<p>Writing prompt: <i>How much power do ordinary people have to change the world? Construct an argument that addresses the essential question, using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views.</i></p> <p>The activities suggested here are modified versions of Strategy 3: Dissecting the Prompt and Strategy 4: Defining Key Terms on pages 23–24 of the Writing Prompts and Strategies supplement.</p>

Part 2: Segregation and Its Consequences (~6 days)

The six lessons in Part 2 provide historical context for understanding the crisis in Little Rock, Arkansas, in 1957. The lessons trace the history of segregation in the United States and its social, legal, and political consequences.

Lesson 7: The Legal Basis for Segregation: <i>Plessy v. Ferguson</i> (Part 1)		
Materials	Activities	Teaching Notes
<p>Reproducible: The 13th, 14th, and 15th Amendments</p> <p>Reproducible: The Dispute in <i>Plessy v. Ferguson</i></p>	<p>Opening: Ask students to respond to the following prompt in their journals: <i>Think of a time when you have been a minority in a group. Next, think of a time when you have been a member of the majority. How are these experiences different?</i></p> <p>Main Activity: In pairs, ask students to complete the activity “Summarizing the Main Idea” on page 31. Using the Wraparound teaching strategy, have students share their headlines with the class. Next, in pairs or small groups, have students read aloud an overview of the <i>Plessy v. Ferguson</i> case (in “The Dispute in <i>Plessy v. Ferguson</i>” reproducible) and decide how they think the Fourteenth Amendment applies to the case (addressed in questions 1 and 2 on the reproducible).</p> <p>Closing: Debrief as a class students’ responses to questions 1 and 2 from the reproducible “The Dispute in <i>Plessy v. Ferguson</i>.”</p>	<p>See unit Lesson 2: The Legal Basis for Segregation: <i>Plessy v. Ferguson</i> on pages 30-32 for more detailed suggestions. Note that students will be reading the decision in <i>Plessy v. Ferguson</i> on Day 2 of this lesson.</p> <p>For more background on the Fourteenth Amendment, you may wish to consult the lesson Radical Reconstruction and the Birth of Civil Rights from Facing History’s unit The Reconstruction Era and the Fragility of Democracy (page 112).</p>

Lesson 8: The Legal Basis for Segregation: *Plessy v. Ferguson* (Part 2)

Materials	Activities	Teaching Notes
<p>Reproducible: What the Court Decided</p>	<p>Opening: Ask students to respond to the following prompt in their journals: <i>What does “equality” mean to you? Does it mean equal treatment under the law, equal opportunities, equal education, or something else?</i></p> <p>Main Activity: Distribute the reproducible “What the Court Decided,” which contains the the court’s decision in <i>Plessy v. Ferguson</i>. Have students read both the majority view and the dissenting opinion in pairs or small groups. Ask students to read and annotate the decision for evidence to answer the following questions:</p> <ul style="list-style-type: none"> ● <i>How does the majority opinion explain its ruling in the case? What justification does the majority provide for maintaining segregation?</i> ● <i>How does Justice John Marshall Harlan view the ruling? What does he define as the purpose of segregation?</i> ● <i>What does Justice Harlan mean when he says that the Constitution is colorblind? Should the Constitution be colorblind?</i> <p>Students will first discuss the questions in small groups or pairs and then as a class, using the Fishbowl teaching strategy.</p> <p>Closing: Using the Connect, Extend, Challenge teaching strategy, ask students to answer the following questions:</p> <ul style="list-style-type: none"> ● Connect: <i>How do the ideas and information in this lesson connect to what you already know about equality?</i> ● Extend: <i>How does this lesson extend or broaden your thinking about equality?</i> ● Challenge: <i>Does this lesson challenge or complicate your understanding of equality? What new questions does it raise for you?</i> 	<p>Be sure that students fully understand the court’s decision in <i>Plessy v. Ferguson</i>. The majority argued that the Fourteenth Amendment was concerned only with legal equality, not social or political equality. Therefore, the court ruled that segregation was constitutional as long as it conformed to the principle of “separate but equal.”</p>

Lesson 9: The Consequences of <i>Plessy v. Ferguson</i>		
Materials	Activities	Teaching Notes
<p>Packet A</p> <p>Packet B</p> <p>Packet C</p> <p>Video: The Road to Brown</p>	<p>Opening: Students will complete the “Getting Started” activity on page 37.</p> <p>Main Activity: Students will complete the “Analyzing Primary Sources” activity on page 37.</p> <p>Closing: Use the writing suggestions on page 37 to guide a class discussion synthesizing the day’s lesson.</p>	<p>See unit Lesson 3: The Consequences of <i>Plessy v. Ferguson</i> on page 37 for more detailed suggestions. The film The Road to Brown from the “Getting Started” activity can be viewed on Facing History’s website. The clip starts at minute 6:13 and ends at 11:08.</p> <p>Consider giving students a brief introduction to Packet C (pages 44-49), which contains primary sources reprinted from <i>To Secure These Rights: Report of the President’s Committee on Civil Rights</i> (1946). The committee, created by President Harry Truman, was charged with investigating the status of civil rights in the United States and proposing policy solutions to strengthen them. Be sure to let students know that the report contains outdated language, such as the word “negro,” that was used at the time.</p> <p>You may also want to spend time going over the chart on page 44 before students analyze it. The chart at the top of the page shows that whites and blacks were lynched in similar numbers in the 1860s, but the practice became racialized over time, as the system of Jim Crow segregation became firmly entrenched. Depending on your (and</p>

		<p>your students') familiarity with the topic, you may want to watch The Origins of Lynching Culture in the United States, which provides an overview of the history of lynching and mob justice in the country.</p> <p>If you choose to use this video, note that it contains graphic material and images. Before showing the film, you will want to revisit your contract and let students know about the graphic nature of the material. After the film, be sure to build in opportunities for students to process this emotionally challenging content.</p>
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Lesson 10: The Road to Brown (Part 1)		
Materials	Activities	Teaching Notes
<p>Video: The Road to Brown</p> <p>Reading: Op-Ed: How Mexican immigrants ended “separate but equal” in California</p>	<p>Opening: Ask students to write a journal response to the following prompt: <i>Think of a situation where there is/was evidence of an injustice and you had the power to stop it. What methods did/would you choose? What allies did/would you seek?</i></p> <p>Main Activity: Show students a brief clip from the film The Road to Brown, from 17:21 to 21:12. Before playing the film, preview the following questions with students and ask them to answer them as they view the film:</p> <ul style="list-style-type: none"> • <i>Why did Charles Houston believe that it was important to fight the battle against segregation in schools?</i> • <i>What were the characteristics of Houston’s two-stage attack on segregation?</i> • <i>How did Houston plan to attack the “separate but equal” principle?</i> <p>Remind students that school segregation was not confined to the South but was present in schools across the country. Pass out the Op-Ed: How Mexican immigrants ended “separate but equal” in California. Ask students to read the article in pairs or small groups and answer the following questions:</p> <ul style="list-style-type: none"> • <i>What were the facts of the Mendez v. Westminster case?</i> • <i>What was the argument made by the plaintiffs in the case?</i> • <i>How did Mendez v. Westminster shape the Brown v. Board of Education case?</i> <p>Closing: Ask students to complete an “exit ticket” using the 3-2-1 teaching strategy. Ask them to list the following details in their journals:</p> <ul style="list-style-type: none"> • <u>Three</u> things that they have learned from this lesson • <u>Two</u> questions that they still have about the material • <u>One</u> aspect of class that they enjoyed 	<p>For background information and additional activity ideas, consult Lesson 4: The Road to <i>Brown v. Board of Education</i> on pages 50-52.</p> <p>Consider defining the term <i>precedent</i> (a legal decision serving as an authoritative rule or pattern in future cases that are similar) for students in advance of showing <i>The Road to Brown</i>.</p> <p>In addition to or as a substitute for the op-ed, consider showing the documentary film Mendez vs. Westminster, which you can borrow from Facing History’s resource library.</p>

Lesson 11: The Road to Brown (Part 2)		
Materials	Activities	Teaching Notes
<p>Video: The Road to Brown</p> <p>Reproducible: Appeal from the United States District Court for the District of Kansas</p>	<p>Opening: Show students another clip from the film The Road to Brown, from 35:10 to 44:55. Before playing the film, preview the following questions and ask students to answer them as they watch:</p> <ul style="list-style-type: none"> • <i>Why did the NAACP choose to challenge Plessy directly?</i> • <i>What was the significance of Sweatt v. Painter?</i> • <i>What were the central arguments of the prosecution in the Brown v. Board of Education case?</i> • <i>What was the central argument of the defense in Brown? What does the video suggest about the weakness of the defense's argument?</i> <p>Main Activity: In pairs, ask students to read the summary of the <i>Brown</i> decision ("Appeal from the United States District Court"). Have them annotate the text for evidence that will help them answer the following questions:</p> <ul style="list-style-type: none"> • <i>What evidence suggests that the justices based their case on precedent—a decision in an earlier case with facts and law similar to a dispute currently before a court?</i> • <i>What was the court's reasoning for overturning the "separate but equal" principle?</i> <p>Closing: Debrief the questions with students.</p>	<p>You may choose to supplement this lesson with the video Clark Doll Study, which discusses the psychological research conducted by Kenneth and Mamie Clark, a centerpiece of the NAACP's case in <i>Brown</i>. Students can watch the film for evidence to answer the following question: <i>How do messages we receive from society influence the way we think about ourselves? How can they lead to large-scale inequality?</i></p> <p>Students can also connect their ideas to the Jane Elliott eye-color experiment from Lesson 3.</p>

Lesson 12: The Road to Brown (Part 3) / Formative Performance Task		
Materials	Activites	Teaching Notes
<p>Reproducible: The Dispute in <i>Plessy v. Ferguson</i></p> <p>Reproducible: Appeal from the United States District Court for the District of Kansas</p> <p>Reading: Op-Ed: How Mexican immigrants ended “separate but equal” in California</p>	<p>Opening: Ask students to write a journal response to the following prompt: <i>Who shapes the values of a society? What roles do leaders play? What roles to individual citizens play?</i></p> <p>Main Activity: At this point in the unit, students will complete Formative Task 2, which answers the following supporting question: <i>How did individuals take action against segregation?</i></p> <p>Tell students that they will be creating an <i>annotated timeline</i> in class. The annotated timeline should include the following information from the primary and secondary sources explored in the unit so far:</p> <ul style="list-style-type: none"> • The names of individuals in history who challenged segregation and the historical event that represents this challenge • The date the historical event occurred • A brief summary explaining the significance of the individuals and event <p>Before beginning to work on the timeline, have students re-read and annotate the following sources for evidence that will support their answer to this question:</p> <ul style="list-style-type: none"> • Reproducible: The Dispute in <i>Plessy v. Ferguson</i> (page 35) • Reproducible: Appeal from the United States District Court (page 53) • Reading: Op-Ed: How Mexican immigrants ended “separate but equal” in California. <p>Students can also review the notes they took as they were viewing the film <i>The Road to Brown</i>.</p> <p>Closing: Have students tape their completed timelines on the classroom walls and then conduct a brief tour using the Gallery Walk teaching strategy. In their journals, students should write any evidence from their classmates’ timelines that they would like to add to their own.</p>	<p>While students’ timelines will vary, they should contain some reference to the following events and/or individuals:</p> <ul style="list-style-type: none"> • Homer Plessy challenging segregation in public facilities in the <i>Plessy v. Ferguson</i> case (1896) • Five Mexican American families challenging school segregation in Orange County public schools in <i>Mendez v. Westminster</i> (1943) • Charles Hamilton Houston and the NAACP challenging school segregation in the <i>Brown v. Board of Education</i> case (1954) <p>As students collect evidence, make sure they are recording the citation details of each primary or secondary source. Model for students the type of information they need to include about each source (author, title, publisher, date, page, type of source). You might want to keep a poster on the wall to remind students of this or give them a handout they can tape into their notebooks. Helpful resources include the following (both of these sites post information about MLA and APA styles): Cornell University Library Citation Management Page and Purdue Online Writing Lab (OWL)</p>

Part 3: Choices in Little Rock (~6 days)

Part 3 examines the decisions people made in Little Rock, Arkansas, in 1957 in response to *Brown v. Board of Education*. Those decisions had short-term and long-term consequences.

Guiding Question

- How do the choices people make, individually and collectively, shape a society?

Lesson 13: First Day of School		
Materials	Activities	Teaching Notes
<p>Reproducible: The Little Rock Nine</p> <p>Reproducible: "I am Elizabeth Eckford . . ."</p>	<p>Opening: Have students complete the "Getting Started" activity on page 57.</p> <p>Main Activity: Have students complete the "Interpreting Points of View" activity on page 59.</p> <p>Closing: Ask students to respond to the following prompt in their journals: <i>How do you decide when is the best time to speak up against injustice? Can speaking out against what may seem to be relatively minor acts of injustice help prevent more significant actions from taking place in the future?</i></p>	<p>See unit Lesson 1: First Day of School on pages 57-60 for more detailed suggestions.</p> <p>You may want to have students read silently along as they listen to the audio version Elizabeth Eckford's account of her first day of school at Central High.</p>

Lesson 14: The Choices the Leaders Made (Part 1)

Materials	Activities	Teaching Notes
<p>Reproducible: Timeline (3.3)</p> <p>Reproducible: Identifying Decisions</p> <p>Reproducible: Shaping Public Opinion</p> <p>Film: Eyes on the Prize, "Fighting Back"</p>	<p>Opening: Have students complete the "Getting Started" activity on page 66.</p> <p>Main Activity: Have students complete the "Defining Positions" activity on page 68.</p> <p>Closing: Have students complete the "Defining the Role of Public Opinion" activity on page 68. Have them finish the "Shaping Public Opinion" reproducible for homework if they do not complete it in class.</p>	<p>See unit Lesson 2: The Choices the Leaders Made on pages 66-69 for more detailed suggestions. (Note that the lesson has been segmented to cover two class periods.)</p> <p>This lesson uses two clips from the film <i>Eyes on the Prize</i>. The first clip is from Eisenhower's press conference (six minutes into "Fighting Back," and ending just after the rioting on September 4; about six minutes total running time).</p> <p>The second clip covers the content from the lawsuit filed by the NAACP to Eisenhower's decision to send in troops and Faubus's reaction to that decision (about six minutes). The film contains emotionally challenging content, depictions of violence, and racist language. For these reasons, it might be a good idea to revisit your classroom contract and give students options for processing this challenging material.</p>

Lesson 15: The Choices the Leaders Made (Part 2) / Formative Performance Task

Materials	Activities	Teaching Notes
<p>Reproducible: Shaping Public Opinion</p> <p>Reproducible: An Address to the Nation</p> <p>Film: Eyes on the Prize, "Fighting Back"</p>	<p>Opening: Review students' answers from the "Shaping Public Opinion" reproducible in a brief class discussion.</p> <p>Main Activity: Have students complete the "Evaluating a Decision" activity on page 69.</p> <p>Closing: Leave the last ten minutes of class for students to complete Formative Task 3. Students will answer the following question: <i>What evidence is there that Eisenhower changed his position on Brown as a result of public pressure from citizens?</i></p> <p>Students will create a list of three pieces of evidence that show that Eisenhower's position on <i>Brown</i> changed as a result of public pressure from citizens. Students should include at least one piece of evidence showing another important factor that influenced Eisenhower.</p> <p>Sources:</p> <ul style="list-style-type: none"> • Film clips from Eyes on the Prize • Reproducible: Shaping Public Opinion (1957 essay by Jesus Colon) • Reproducible: An Address to the Nation (Eisenhower's address to the nation) 	<p>If you wish to add a mini-lesson on the impact of federalism on the way Eisenhower and Faubus responded to the crisis, you may choose to use the optional documents at the end of Part 3 (pages 78-86).</p> <p>Remind students to keep their formative performance assessments in a binder so that they can use them later.</p>

Lesson 16: The Choices the Media Made		
Materials	Activities	Teaching Notes
<p>Reproducible: How Did Others See Us?</p> <p>Reproducible: "They Spat in My Face"</p> <p>Reproducible: "I Decided Not to Run"</p>	<p>Opening: Have students complete the "Crisis Heard Around the World" activity on page 88.</p> <p>Main Activity: Have students complete the "What Is the Role of the Media?" activity on page 88.</p> <p>Closing: Ask students to return to the reproducible "How Did Others See Us?" from the opening activity. Using the Think, Pair, Share teaching strategy, ask students to respond to the following question: <i>If you were to write an editorial about Little Rock, what points would you make? Which of the quotations from the foreign newspapers reflect your views?</i></p>	<p>For more detailed suggestions, see unit Lesson 3: The Choices the Media Made on pages 87-89.</p> <p>You may want to supplement the lesson with additional resources to frame students' investigation of the roles played by the media in Little Rock. The videos Looking Back at Ferguson and The Roles and Challenges of a Free Press offer an engaging way to connect this history to current events.</p>

Lesson 17: The Choices the Students and Community Made

Materials	Activities	Teaching Notes
<p>Reproducible: Timeline (3.12)</p> <p>Reproducible: What Should Students Do</p> <p>Reproducible: "This Was a Gold Ring"</p> <p>Reproducible: "There I Was in History"</p> <p>Reproducible: Can One Student Make a Difference?</p> <p>Reproducible: Categorizing Decisions</p>	<p>Opening: Have students complete the "Getting Started" activity on page 97.</p> <p>Main Activity: Using the jigsaw teaching strategy, divide the class into four groups. The first group will complete the "Expressing an Opinion" activity on page 100. The second group will complete the "Categorizing Points of View" activity on page 119. The third group will read the reproducible "This Was a Gold Ring" and create an identity chart for Carlotta Walls. The fourth group will read the reproducible "There I Was in History" and create an identity chart for James Eison.</p> <p>Closing: Choose some of the writing suggestions on pages 100 and 120 to guide a class discussion synthesizing the day's lesson.</p>	<p>Note that the reproducible "Can One Student Make a Difference?" contains the "N-word." You may want to review the contract you created with students on Day 1 before reading this material.</p> <p>This lesson contains activities from unit Lesson 4: The Choices the Students Made (page 97) and unit Lesson 5: The Choices the Community Made. Be sure to read the background information for both lessons and, if you have time, select additional activities from either lesson to supplement students' learning.</p>

Lesson 18: The Choices the Students Made / Formative Performance Task

Materials	Activities	Teaching Notes
	<p>Opening: Ask students to respond to the following prompt in their journals: <i>Identify a recent moment when you witnessed an act of kindness in your school. Identify a recent moment when you witnessed an act of bullying, intolerance, or meanness. Which example was easier to come up with? Why do you think this is the case?</i></p> <p>Main Activity: For the remainder of class, students will complete Formative Task 4. They will answer the following question: <i>How did individual students advance or impede the desegregation of Central High School?</i></p> <p>Students will create a T-chart showing how individual students either obstructed desegregation or advanced it.</p> <p>Sources:</p> <ul style="list-style-type: none">● Reproducible: Timeline (3.12)● Reproducible: Can One Student Make a Difference?● Reproducible: "This Was a Gold Ring"● Reproducible: "There I Was in History"	

Part 4: The “Lost Year” (~3 days)

Ernest Green’s graduation did not end the crisis in Little Rock. In the school year that followed his graduation, the focus shifted from the classroom to the voting booth as the people of Little Rock voted on the future of their public schools and desegregation. Part 4 examines their decisions and the consequences of those decisions.

Guiding Question

How do the choices people make, individually and collectively, shape a society?

Lesson 19: The State v. the Federal Courts		
Materials	Activities	Teaching Notes
<p>Reproducible: Timeline (4.1)</p> <p>Reproducible: <i>Cooper v. Aaron</i></p>	<p>Opening: Students will complete the “Getting Started” activity on page 128.</p> <p>Main Activity: Students will complete the “Analyzing a Timeline” and “Interpreting a Decision” activities on page 129.</p> <p>Closing: Ask students to share a key takeaway using the Wraparound teaching strategy. As you go around the room, students can share a memorable word or short phrase from the lesson. It could be something they wrote, something they heard from a classmate, or a phrase from something they read.</p>	<p>For more detailed suggestions, see unit Lesson 1: The State v. the Federal Courts (pages 128-129).</p> <p>Be sure that students understand the ruling in <i>Cooper v. Aaron</i>. The court ruled that fear of violence or disorder did not excuse state governments from complying with <i>Brown</i>.</p>

Lesson 20: Shaping Public Opinion (Part 1)		
Materials	Activities	Teaching Notes
<p>Packet A</p> <p>Packet B</p> <p>Reproducible: Timeline (4.5)</p>	<p>Opening: Students will complete the “Getting Started” activity on page 135.</p> <p>Main Activity: Students will complete the “Analyzing Political Ads” activity on page 136.</p> <p>Closing: Distribute the “Timeline” reproducible and go over the key events in the timeline as a class.</p> <p>Ask students to respond to the following prompt in their journals (page 137): <i>Rev. Colbert Cartwright of the Pulaski Heights Christian Church said of the “lost year,” “In the end, the law could not do it. A group of very dedicated people—women . . . marshaled . . . grassroots support to take back the schools and work on the desegregation problem. The lesson is that people themselves had to take responsibility for what they wanted their community to be. . . . They had to rally the good forces in the community to take back the schools, do more than a lackluster desegregation effort to abide by some edict. This was work that should have been done prior to desegregation.” What do you think the lesson is?</i></p>	<p>For more detailed suggestions, see unit Lesson 2: Shaping Public Opinion (pages 135-137).</p>

Lesson 21: Shaping Public Opinion (Part 2) / Formative Performance Task		
Materials	Activities	Teaching Notes
	<p>Opening: Tell students that in this lesson, they will complete Formative Task 5, which asks them to answer the following supporting question in a class discussion: <i>Does the desegregation of Central High School represent the power of citizens or the power of the courts?</i></p> <p>Ask students to write their initial thoughts in response to this question in their journals.</p> <p>Main Activity: In pairs or small groups, have students re-read and annotate the following sources for evidence that will support their answer to this question:</p> <ul style="list-style-type: none"> • Reproducible: <i>Cooper v. Aaron</i> • Packet A • Packet B • Reproducible: Timeline (4.5) <p>Have students complete the “Barometer” activities on page 56 of the Writing Prompts and Strategies supplement. Students will hold a class discussion in which they will make an evidence-based claim about whether the desegregation of Central High School should be viewed as an example of the power of the courts or the power of citizens.</p> <p>Closing: Ask students to complete an “exit ticket” using the 3-2-1 teaching strategy. Ask them to list the following details in their journals:</p> <ul style="list-style-type: none"> • Three things that they have learned from the class discussion or lesson • Two questions that they still have about the material • One aspect of the class discussion or lesson that they enjoyed 	<p>You may want to spend some time discussing the broader context of white resistance in the South following the <i>Brown</i> decision, so that students understand that Little Rock, Arkansas, was not the only school district that opted to close its public schools rather than desegregate.</p> <p>All across the South, state and local governments resisted the <i>Brown</i> mandate: black students attempting to attend white schools were often met with mob violence and harassment from whites.</p> <p>In Virginia in 1956, the state legislature passed a series of laws that became known as the “Massive Resistance,” designed to prevent the integration of public schools. In one particularly egregious case, public schools in Prince Edward County, Virginia, were closed for four years, from 1959 to 1963. They reopened on a desegregated basis only after the Supreme Court compelled them to do so by court order.</p>

Part 5: Legacies (~4 days)

Part 5 explores the legacies of the *Brown* decision in Little Rock and elsewhere by focusing on the consequences of the decisions people made over 50 years ago and offering perspectives on how to view the victories and the reversals of the civil rights movement. In the final lessons, students will begin summarizing evidence from their formative tasks, refining their thesis, and drafting an outline of their final essay.

Guiding Question

What are the legacies of the choices citizens make, individually and collectively?

Lesson 22: Legacies		
Materials	Activities	Teaching Notes
<p>Reading: The Continuing Crisis in Little Rock (from Teaching Warriors Don't Cry)</p>	<p>Opening: Students will complete the “Getting Started” activity on page 149.</p> <p>Main Activity: In small groups, have students read “The Continuing Crisis in Little Rock.”</p> <p>Ask students to answer the following questions, first in pairs and then as a class:</p> <ul style="list-style-type: none"> • <i>What does the account of Central High School today suggest about the progress that has been made since 1958? What does it suggest about the work that remains?</i> • <i>How does Malik Marshall distinguish between the terms desegregation and integration? What does the information in this reading suggest is required to achieve each?</i> • <i>What might be the consequences for students and communities of the trend toward school segregation since the 1990s?</i> <p>Divide the class into small groups. Give each group a large sheet of paper on which you have taped one of the following quotes that students will respond to in a Big Paper activity. Half of the class will respond to the Timothy McCarthy quote, and the other half will respond to the George Lipsitz quote (see Teaching Notes for the quotes).</p> <p>Ask a representative from each group to share their quote and their group's responses from the Big Paper activity.</p>	<p>Teaching Tolerance has a timeline that contextualizes the broader history of school integration from 1849 to 2007, and you may want to share it with students or consult it for your own reference.</p> <p>Use the following quotes for the Big Paper activity: Historian Timothy P. McCarthy: “Our understanding of historical movement and motion should never be: one thing caused another thing and now we’re here, and look at how neatly that all worked out. For us to understand the forces that move history, we need to be open to the possibility that history does not move in a neat line or forward progression. And that’s particularly true when we’re talking about freedom, equality, and progress. These things are never inevitable. They are always</p>

	<p>Next, lead a class discussion on the following questions:</p> <ul style="list-style-type: none"> • What connections are you drawing between the quotes and your case study of desegregation at Central High School? • What is each historian's view of how change and progress occurs throughout history? • According to both historians, how might history influence the choices we make and the actions we take today? <p>Closing: Ask students to write a journal response to George Lipsitz's question: <i>How are you going to write the new chapter [of this history], not in your notebooks, but in society as men and women with responsibility and opportunity?</i></p>	<p>contested. They're always contending with forces of reaction and resistance."</p> <p>Historian George Lipsitz: "So here we are, living in our time, and there's plenty of reasons to despair. There's plenty of reasons to think that even if you end slavery, even if you pass civil rights laws, you can think that maybe nothing is going to change. But . . . if people had thought that in 1955 in Montgomery, Alabama, there wouldn't have been the . . . civil rights movement. And the fact that we're familiar with this tragedy, with this betrayal of the freedom dreams of black people, it's certainly cause for sadness, but it's also cause to think we know this place, we've been here before . . . [We] come from a tradition of social justice in which ordinary men and women thought it was worth risking everything to create a fair and democratic society."²</p> <p>You might also want to supplement this lesson with a film clip of Dr. Terrence Roberts, one of the Little Rock Nine, speaking about the importance of understanding the history of segregation and civil rights to combat racism and discrimination today (available from Facing History's resource library).</p>
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² Quotes from "[Writing History's Next Chapter](#)," Facing History and Ourselves video.

Lesson 23: Summarizing Evidence		
Materials	Activities	Teaching Notes
<p>Handout: Evidence Chart</p>	<p>Opening: Let students know that for the next four days, they will be working on refining their evidence, writing their thesis, and creating an outline in order to prepare for the final essay assignment.</p> <p>Main Activity: Ask students to review the graphic organizers and paragraphs they completed for their formative performance tasks. After students have had sufficient time to review their work, have them write in their journals an initial response to the writing prompt: <i>How much power do ordinary people have to change the world?</i></p> <p>Pass out the “Evidence Chart” handout. Students can use their journal response to complete the “Initial Claim” section of the chart. To model the process of evidence collecting, do a “think-aloud” where you project and then complete the first and second rows of the evidence chart. (Be sure to select a new prompt so that students will not be influenced by your evidence and ideas when coming up with their own. See the Teaching Notes section for more guidance.)</p> <p>When modeling how to complete the second row of the chart, first select a piece of evidence that is irrelevant to your initial claim and then explain to the class why you are not going to use it. Then select a relevant piece of evidence and enter it into the chart.</p> <p>Next, working in small groups, students will start to gather evidence that supports their initial thinking about the writing prompt by completing the rest of the evidence chart.</p> <p>Closing: After students have gathered their evidence, have them share their findings and add more evidence using the Give One, Get One teaching strategy.</p>	<p>The Writing Prompts and Strategies supplement includes argumentative writing prompts (page 17) that you can use for your think-aloud. We recommend using Prompt #3 because it is the most different from the assigned prompt.</p>

Lesson 24: Refining the Thesis

Materials	Activities	Teaching Notes
	<p>Opening: Ask students to return to the initial claim they wrote in their evidence chart (first row) from the previous lesson. Ask students to respond to the following question, using the a Think, Pair, Share teaching strategy: <i>After completing the evidence chart, is there anything you would like to add to or change to your initial claim?</i></p> <p>Give students time to make changes before transitioning to the next activity.</p> <p>Main Activity: Have students complete the “Thesis Sorting” activities on pages 65-66 of the Writing Prompts and Strategies supplement.</p> <p>Closing: Using the Exit Cards teaching strategy, ask students to respond to the writing prompt in a statement that takes a clear stance, addresses all elements of the prompt, and can be defended with evidence from the unit.</p>	<p>You can give students written or oral feedback on their working thesis statements in the next lesson and use the information from the exit cards to determine what skills you may need to (re)teach so that students are equipped to write strong thesis statements.</p>

Lesson 25: Considering Counterarguments / Drafting the Outline		
Materials	Activities	Teaching Notes
<p>Reproducible: Outlining Your Essay: Graphic Organizer for Body Paragraph (from Writing Prompts and Strategies)</p>	<p>Opening: Ask students to return to the draft of their thesis statement. In their journals, ask them to write a response to the following question: <i>Imagine that one of your classmates disagrees with the argument of your thesis statement. What examples from this unit could your classmate use to challenge your argument?</i></p> <p>Main Activity: Have students complete the “Refuting Counterarguments” activities on page 68 of the Writing Prompts and Strategies supplement.</p> <p>Closing: Give students the last 20 minutes of class to begin outlining their essays. Depending on students’ familiarity with argumentative essay writing, you may want to model how to complete the organizer and have them finish it independently for homework. The “Using Graphic Organizers to Organize Writing” activities on page 80 of the Writing Prompts and Strategies supplement provides a procedure for doing so. If your students are comfortable with essay outlines, you may want to let them work independently and use this time to conference with individual students.</p>	<p>While the writing guide allows teachers to choose which graphic organizer to use, we suggest using the reproducible “Outlining Your Essay.” This handout includes a field for students to write a counterargument, which helps them respond to the part of the writing prompt that asks them to “acknowledge competing views.”</p>