

**Voices from Little Rock: Understanding the Civil Rights Movement through Primary Sources**  
**Grade 8 Social Studies**  
**A CCSS-Aligned Curricular Module for Middle School Social Studies Teachers**  
**Developed by Expeditionary Learning in Collaboration with Student Achievement Partners**

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

**Overview**

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

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

This is offered as one concrete example, an invitation, and an inspiration to others to extend this and to do their own work.

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

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

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

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

The module will help teachers achieve two goals:

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

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

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

**A Note on Structure:**

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

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

**Module overview:** This module is comprised of fifteen 90-minute lessons and addresses U.S. History content standards relating to the Civil Rights Movement. It begins with an overview of the Civil Rights Movement that helps students develop a thorough understanding of what civil rights are and how they are obtained and protected, and then moves into the case study of the Little Rock Nine. Following the Brown vs. Board of Education ruling in 1954, schools in Little Rock, Arkansas were ordered to begin the process of integration. In the 1957-1958 school

year, nine courageous teenagers were the first African American students to attend the previously all-white Central High School. Supported by their families, the NAACP, and ultimately by federal troops, they practiced non-violent resistance in the face of opposition and animosity from many white politicians, students, and school leaders. Throughout their study of events in Little Rock, students analyze the roles that individuals, groups, and the government played in obtaining and protecting civil rights; they also develop a personal, nuanced answer to the still-relevant question: Who is responsible for protecting civil rights? In addition to engaging students in historical content and issues of civic engagement, the module helps students develop historical thinking skills that are applicable to any social studies content: the ability to critically evaluate primary sources and to consider the significance of the words and ideas in those sources.

### Module Big Ideas:

- Historians rely on primary sources to understand the past through the eyes of people who were there. Evaluating a primary source requires analyzing the source and context of the document, as well as corroborating it with other sources. (*Stanford History Education Group*)
- Civil rights are individual freedoms guaranteed to all citizens and residents of a country, regardless of race, gender, religion, etc. These freedoms allow people to participate fully in the political, social, and economic life of a community. These rights include freedom of expression, equal protection under the law, nondiscrimination in housing, education, employment, and public facilities, and the right to full participation in the democratic political system.  
[source: "civil rights." *The American Heritage® New Dictionary of Cultural Literacy, Third Edition*. Houghton Mifflin Company, 2005. 12 Oct. 2012. <Dictionary.com [http://dictionary.reference.com/browse/civil\\_rights](http://dictionary.reference.com/browse/civil_rights)>]
- Civil rights are obtained and protected through the work of the government (the executive, legislative, and judicial branches), individual citizens, and organizations. No one party can do the work alone.

### Module Guiding Questions:

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

## Summative Assessments

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

#### **Writing Prompt** (based on Literacy Design Collaborative Template Task 6)<sup>1</sup>

What can students today learn from the experience of the Little Rock Nine about the importance of civil rights and how they are obtained and protected? After reading the texts related to school desegregation at Central High School, choose a quote from a primary source that should be highlighted at the new exhibit. Write a proposal that discusses the quote and the events to which it refers, analyzes its usefulness in conveying a lesson about who is responsible for protecting civil rights, and evaluates its relevance for teenagers today. Be sure to support your position with evidence from the text(s).

## Other Summative Assessments

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

## Module Lessons

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

### *Understanding Civil Rights*

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<sup>1</sup> Literacydesigncollaborative.org

Voices from Little Rock: Understanding the Civil Rights Movement Through Primary Sources – Grade 8 Social Studies Module  
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- Lesson 1: What are civil rights?
- Lesson 2: What is the relationship between the 14<sup>th</sup> Amendment and the Civil Rights Movement?
- Lesson 3: Introducing Reading Like a Historian

*The Civil Rights Movement*

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

*Case study: The Little Rock Nine*

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

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

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

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

Common Core State Standards	Historical Thinking and Literacy Skills:	Disciplinary Core Ideas and Standards
<p><b>Reading in History and Social Sciences</b> Cite specific textual evidence to support analysis of primary and secondary sources. (RHSS.6-8.1)</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RHSS 9-10.1)<sup>2</sup></p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RHSS.6-8.2)</p> <p>Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RHSS.6-8.6)</p> <p>Analyze the relationship between a primary and secondary source on the same topic. (RHSS.6-8.9)</p> <p><b>Writing in History and Social Sciences</b> Write arguments focused on <i>discipline-specific content</i>. (WHSS.6-8.1)</p>	<p>Critically evaluate a primary source: determine source, analyze context, and corroborate the source (See Stanford History Education Group)</p> <p>Consider questions of historical significance (See Historical Thinking Project)</p> <p>Define and accurately use key vocabulary of the Civil Rights Movement</p> <p>Understand and articulate the connection between and temporal relationship of the 13<sup>th</sup>, 13-15<sup>th</sup> Amendments to the Civil Rights movement.</p> <p>Understand and articulate the philosophy of nonviolent resistance as practiced by Dr. Martin Luther King, Jr.</p>	<p>Critically evaluate a primary source: determine source, analyze context, and corroborate the source (See Stanford History Education Group)</p> <p>Consider questions of historical significance (See Historical Thinking Project)</p> <p><b><i>From Mass. Social Studies Standards (Mass., US History II)</i></b> <b>USI.41</b> Explain the policies and consequences of Reconstruction. C. the 13th, 14th, and 15th Amendments G. the rise of Jim Crow laws H. the Supreme Court case, <i>Plessy v. Ferguson</i> (1896)</p> <p><b>USII.25</b> Analyze the origins, goals, and key events of the Civil Rights movement. (H) <i>People</i> A. Robert Kennedy B. Martin Luther King, Jr. C. Thurgood Marshall D. Rosa Parks E. Malcolm X</p> <p><i>Institution</i></p>

<sup>2</sup> While the majority of Common Core State Standards listed in this column are targeted at 8<sup>th</sup> grade, the Primary Source Reading Guide helps to lay the groundwork for the kind of evidentiary support and analysis expected at the high school level.

<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (WHSS.6-8.4)</p> <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (WHSS.6-8.5)</p> <p>Draw evidence from informational texts to support analysis reflection, and research. (WHSS.6-8.9)</p> <p><b>Language</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. (L.8.4)</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.8.6)</p>	<p>Identify cause and effect in key events of the struggle for desegregation and Civil Rights such as Central High School integration in Little Rock.</p> <p>Accurately put key events related to a complex historical event (such as the story of the Little Rock Nine) into time order.</p> <p>Write an argument about an historical event that uses textual evidence effectively to support a position.</p> <p>Revise and edit own writing to produce effective communication.</p>	<p>the National Association for the Advancement of Colored People (NAACP)</p> <p><i>Events</i></p> <ul style="list-style-type: none"> <li>A. <i>Brown v. Board of Education</i> (1954)</li> <li>B. the 1955–1956 Montgomery Bus Boycott</li> <li>C. the 1957–1958 Little Rock School Crisis</li> <li>D. the sit-ins and freedom rides of the early 1960s</li> <li>E. the 1963 civil rights protest in Birmingham</li> <li>F. the 1963 March on Washington</li> <li>G. the 1965 civil rights protest in Selma</li> <li>H. the 1968 assassination of Martin Luther King, Jr.</li> </ul> <p><b>USII.26</b> Describe the accomplishments of the civil rights movement. (H, E)</p> <ol style="list-style-type: none"> <li>1. the 1964 Civil Rights Act and the 1965 Voting Rights Act</li> <li>2. the growth of the African American middle class, increased political power, and declining rates of African American poverty</li> </ol>
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### Module Central Texts

*Most lessons use excerpts from these texts, not the entire texts. Texts marked with a \* are included; other texts need to be obtained by the teacher. In some cases, a website is suggested that can provide this text; other texts are published books. An effort has been made to rely on widely available texts, but if you cannot locate*

*these texts, consider substituting others, particularly for the two secondary texts that are cited here. The Hakim reading is an overview of the process by which the Brown vs. Board of Education case reached the Supreme Court and an explanation of the ruling; the Rochelle reading is an account of the experiences of the Little Rock Nine during the 1957 – 1958 school year.*

- “Most of Little Rock Nine Headed to Inauguration” (Associated Press, 1/19/2009) Access at: <http://www.msnbc.msn.com/id/28737484/ns/politics-inauguration/t/most-little-rock-headed-inauguration/#.UMStnERVSRZ>
- Fourteenth and Fifteenth Amendments to the U.S. Constitution\*
- *Nonviolence and Racial Justice* by Dr. Martin Luther King Jr.\*
- *Warriors Don’t Cry* by Melba Pattillo Beals (1995 Abridged Young Readers Edition)<sup>3</sup>
  - Chapter 1: life in the segregated South
  - pp. 69 – 84: first day inside Central High School
  - pp. 92 – 104: first day with federal troop protection
  - pp. 163 – 165: responding to aggression with friendliness
- *Brown vs. Board of Education* (1954)\*
- *Eyes on the Prize* (PBS, video) Episode 2: Fighting Back
- Joy Hakim, Chapter 13: “Linda Brown – and Others” from *All the People: A History of US, vol. 10*
- Belinda Rochelle, Chapter 3: “The Little Rock Nine” from *Witnesses to Freedom*
- Telegram to President Eisenhower from the parents of the Little Rock Nine, September 30, 1957<sup>4</sup>
- President Bill Clinton, speech given at the commemoration of the 40<sup>th</sup> anniversary of the integration of Central High School (1997)<sup>5</sup>

## Module Teaching Notes

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<sup>3</sup> This text is not provided in the Appendix. Also, please note if teachers use a different version of this text, the page numbers will be different in the accompanying lesson materials. A guide comparing this text with the unabridged version is included in Appendix with the materials for Lesson 3.

<sup>4</sup> This resource can be found in Facing History’s curriculum, *Choices in Little Rock*, which is available as a pdf at <http://www.facinghistory.org/node/6245>. The telegram is on pages 78 and 79 of this document.

<sup>5</sup> A web search will produce this speech; a nicely edited version is in Facing History’s curriculum, *Choices in Little Rock*, which is available as a pdf at <http://www.facinghistory.org/node/6245>. The speech is on pages 156 - 158 of this document.



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

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

- With the module overview documents, you will find a Primary Source Close Reading Guide. This document is designed to share the thinking behind many of the choices in the lesson agendas. It includes a sequence of activities and core questions, as well as options for instruction.<sup>6</sup> It can be used to plan any close reading lesson, including one of a primary source. It is not necessary to do the in-depth work with sourcing and contextualizing for textbook readings, but it is worth having students notice that the text is a secondary text and consider what that means about sourcing, contextualizing, and corroborating.
- You will notice that the lessons in the beginning of the module have more scripted agendas for the close reading sections; however, these become less scripted as you move through the module. In general, you should refer to the suggestions in the agendas regarding vocabulary and text dependent questions, and use the Close Reading a Primary Source Guide to plan close reading lessons that will meet your students' needs. All lessons that involve a close reading include a Historian's Notes handout on which students can hold their thinking. It is, of course, possible to just display the Historian's Notes handout and have students complete the work in a notebook.
- You may wish to precede this unit with a lesson that builds students' understanding of why historians use multiple sources and carefully evaluate those sources.

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<sup>6</sup> These materials draw on the work of Sam Wineburg and his colleagues at the Stanford History Education Group ([sheg.stanford.edu](http://sheg.stanford.edu)) as well as Monte-Sano, De La Paz, & Felton's forthcoming book, *Building literacy in the history classroom: Teaching disciplinary reading, writing, and thinking in the age of the Common Core*.

- This module represents a shift in how vocabulary instruction has typically proceeded in content area classes. A handful of content specific words that are central to the module (e.g., segregation, equal protection) are taught directly, practiced frequently, and assessed. However, one premise of literacy instruction in the Common Core is that students will acquire rich vocabularies by frequently thinking about the meanings of the words they encounter while reading complex texts, both in English classes and in other content areas. Therefore, these lessons also include frequent conversations with students about the words they encounter while reading. Definitions for a handful of words – those central to the text and whose meanings cannot be determined from context – are provided to students before or while they read a text. Students discuss the meaning of many more words that they encounter while reading, and the teacher supports them in using word parts and context clues to determine what they mean and gives them the chance to check their hypotheses. This both exposes students to a large number of new words and builds the skill that will ultimately increase vocabulary acquisition – the ability to learn new words through wide reading. Words that are encountered in this way are rarely directly assessed. The Longman English Dictionary Online is a good source of student-friendly definitions.

### **Module Routines**

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

## Module Lesson Sequence

### Lessons 1 – 3: Building Background Knowledge about Civil Rights and Segregation (three 90-minute lessons)

**Rationale:** In Lessons 1-3, students build an understanding of what civil rights are and why they matter, and are introduced to key module vocabulary and the process of evaluating a primary source. Students compare the rights guaranteed in the 14<sup>th</sup> and 15<sup>th</sup> amendments with the realities of life in the south in the 1950s and use their understanding of the definition of civil rights to explain the ways in which African Americans were denied their civil rights. This exercise also clarifies the temporal relationship between the Civil War, the 14<sup>th</sup> and 15<sup>th</sup> amendments, segregation, and the Civil Rights Movement.

These lessons address the following skills and activities to develop facility with the targeted standards:

- Evaluating and analyzing a primary source document, taking into account its source, its context, and the extent to which it is corroborated by other texts.
- Identifying the meaning of and using the following terms: convey, significance, source, context, corroborate, primary source, secondary source, bias, civil rights, citizen, equal protection, federal government, state government, racism, discrimination, prejudice, segregation, integration, desegregation
- Defining civil rights, explaining their importance, and describing strategies used by the Civil Rights Movement to obtain civil rights for African Americans.
- Putting key events related to civil rights for African Americans in order on a timeline and explaining how they are connected. (Civil War, 14<sup>th</sup> and 15<sup>th</sup> amendments, segregation laws, Brown vs. Board of Education, Little Rock Nine, Civil Rights Act, Voting Rights Act.)

Informal Assessment Options	Individual Student Assessment Options
<i>Student work or evidence of learning that teachers may use to informally gauge class progress.</i>	<i>Students' more formal, individual written assessments that teachers may collect to formally assess based on mastery of learning objectives above.</i>
Civil Rights Definition worksheet  Adding to Civil Rights anchor chart	<i>Note:</i> This list focuses teacher attention on the information about student learning that is most important. In most lessons, this is a written formative assessment; in a few, there are specific

<p>Notes from and debrief of Life under Segregation Stations</p> <p>Frayer map about civil rights</p> <p>Vocabulary List #1 homework</p> <p>Historian’s Notes, 14<sup>th</sup> and 15<sup>th</sup> Amendment</p> <p>Student conversation with partners and during debriefs in lessons 1, 2, 3</p> <p>Historian’s Notes, <i>Warriors Don’t Cry</i></p> <p>Entry Task, Lesson 3</p>	<p>conversations a teacher should listen in on. For formative assessment data, a reteach opportunity is explained just below. During the opportunities for reteach, the teacher should work with small group based on need in relation to that particular skill or concept. If most of the class needs re-teaching, it can be incorporated into the whole class instruction.</p> <p>Lesson 1: Confer with students during station work to make sure they understand and can apply the definition of civil rights.  <i>Reteach opportunity: individually during this time; during debrief, make sure to address any common misconceptions or confusions</i></p> <p>Lesson 2: Formative assessment exit ticket: What is the connection between the 14<sup>th</sup> and 15<sup>th</sup> amendments and the Civil Rights Movement?  <i>Reteach opportunity: Lesson 3, when students are doing the formative assessment near the end</i></p> <p>Lesson 3: Formative assessment exit ticket: What violations of civil rights did you see in this text?  <i>Reteach opportunity: Entry Task for Lesson 4</i></p>
<p><b>Lesson 1 - What are civil rights?</b></p> <p><b>Teaching Notes</b></p> <ul style="list-style-type: none"> <li>This is the first of a series of three lessons in which students define civil rights, explore how not having civil rights affected African Americans, and analyze the connection between the Civil Rights Movement and the 14<sup>th</sup> and 15<sup>th</sup> amendments. In this lesson, students are introduced to the definition of civil rights and explore images of life under segregation before the Civil Rights Movement.</li> </ul>	

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

### **Lesson 1 Materials**

- MSNBC article, “Most of Little Rock Nine Headed to Inauguration” (Associated Press, 1/19/2009) Access at: <http://www.msnbc.msn.com/id/28737484/ns/politics-inauguration/t/most-little-rock-headed-inauguration/#.UMStnERVSRZ>
- Civil Rights definition worksheet (one copy per student, plus a way to display it for the class)

- Life under Segregation Teacher’s Guide
- Civil Rights anchor chart
- Notes to Create Model Frayer Map: Discrimination
- Blank Frayer Map (see Vocabulary Strategies in appendix)

### **Lesson 1 Agenda**

#### 1. Entry Task

##### A. Entry Task (5 minutes)

- Explain Entry Task Routine: Where students will find it each day and where they should complete it; expectation that it is individual and usually brief
- Entry Task: Display photo of seven members of the Little Rock Nine at President Obama’s inauguration in 2008, along with a brief caption. (Find this in the **MSNBC Article**) Post or project questions: Who is in the picture? What is happening?
- Ask several students to share their ideas. Do not tell them if they are correct or incorrect, but tell them they will learn more about this shortly.

#### 2. Opening

##### A. Introduce Think/Write-Pair-Share protocol (found under Questioning Strategies Protocol in appendix) and text (10 min)

- List parts of the protocol; briefly explain purpose of each. You might say something like, “I am looking forward to hearing your thinking about this and about other events and documents we will study. Having time to think alone and time to work with a partner often helps students do their best thinking. We will often use a protocol called Think/Pair/Share where first you think, and often write, by yourself; then you and your seat partner talk about your ideas; and finally, we talk as a whole class. We will try that in just a few minutes with this article.”
- Distribute **MSNBC Article** (first section) and ask students to read it silently.

##### B. Think/Write-Pair-Share (10 min)

- When students are done reading, they write an answer to the following questions (post or project them): Why did Obama

invite the Little Rock Nine to his inauguration? What is the connection between the Little Rock Nine, the Civil Rights Movement, and Obama?

- Next, they discuss their answers with a partner.
- Finally, the teacher cold calls students to share out.
- Teacher notices and names ways in which students are collaborating effectively during partner talk and share out.

C. Sharing Unit Overview (5 min)

- Do not go into detail, but do set a purpose for the next few lessons. You might say something like, “We are beginning a unit that explores the Civil Rights Movement in general and the Little Rock Nine in particular. Obama had an opinion about their significance, and over the course of this unit you will learn more about the time in history that they were a part of, hear more about their experiences when they were high school students, and develop your own understanding of why they are significant to you. Over the next few lessons, we will be learning about what civil rights are and why they matter.”

3. Work Time

A. Defining “Civil Rights” (15 min)

- Distribute and display the **Civil Rights Definition worksheet**. The definition is reprinted here:

Civil rights are individual freedoms guaranteed to all citizens and residents of a country, regardless of race, gender, religion, etc. These freedoms allow people to participate fully in the political, social and economic life of a community. These rights include freedom of expression, equal protection under the law, nondiscrimination in housing, education, employment, and public facilities, and the right to full participation in the democratic political system. [source: "civil rights." *The American Heritage® New Dictionary of Cultural Literacy, Third Edition*. Houghton Mifflin Company, 2005. 12 Oct. 2012. <Dictionary.com [http://dictionary.reference.com/browse/civil\\_rights](http://dictionary.reference.com/browse/civil_rights)]

- Read the definition once aloud, and ask students to underline words that most help them understand the definition. Call on several students to share. Confirm their overall understanding, and tell them that this term is so important to the module

that they are going to take some time to really understand the details. When you are sure they all understand it, you are looking forward to hearing their thinking about a set of images about life under segregation, when African Americans were denied their civil rights.

- Read the definition aloud again, and ask students to circle words they are unfamiliar with. Define *regardless* and *public facilities*, as these words are difficult to determine from context. Prompt students to write their meanings in the column to the left, near the words.
- Explain that when readers encounter technical or legal text, they often go word-by-word and phrase-by-phrase to make meaning of it. They paraphrase, which means to restate something in their own words, rather than summarize, because it is easy to miss details when you summarize, and the details in law or legal statements are often really important. Tell students that they will do this with the definition of civil rights.
- Using the first row, model how to paraphrase and figure out vocabulary in context. You might say something like, “Civil rights are guaranteed to all citizens and residents. If you are guaranteed something, it means you definitely get it. And I wonder why it says citizens and residents. I guess that some people live here who aren’t citizens, but they have civil rights, too. So now I can see that this is saying that everyone gets these freedoms. Regardless means “no matter what” -- and I guess race, gender, and religion refer to different parts of someone’s identity. So now I can put it all together, and this part means: Civil rights are freedoms that all individuals who live in a country have, no matter who they are.” Write this on the copy you are displaying, and also jot down your definition for guaranteed.
- Direct students to work with seat partners to do this for the remainder of the document.
- Refocus whole class and cold call on students to share answers, noticing and naming strategies students are using to determine the meaning of words in context and to paraphrase a challenging text. For example, students may be rereading, reading past the word to find its meaning, breaking a word into parts, or going phrase-by-phrase.
- Script correct answers, and prompt students to correct their own worksheets so they all have an accurate reference moving forward.
- Congratulate students on their perseverance and close reading. Assure them that they will continue to work with this definition and will develop a fuller understanding of the rights that are included.



B. Stations: Life under Segregation (15 min)

- See the **Life under Segregation Teacher’s Guide** for suggestions for setting up and running this activity.
- Distribute **note catcher** or have students create one. Briefly review purpose and directions, preparing them to see some difficult and racist images and language.
- Students rotate to 3 stations: photographs about life under segregation, state segregation law, and voting test. At each station, students take two column notes: What civil rights are being violated /What I see that makes me think that. Provide a visual model of this note catcher for students.

C. Discussing the Stations (25 min)

- Teacher leads a discussion about terms used for discussing race. (Discussion can include: What terms about race did you see? How did they make you feel? Which terms were derogatory in the 1950s? Which are derogatory today? Which terms is it okay for us to use in this class when we talk about the Civil Rights Movement? Discuss these terms specifically: African American, black, Negro, n\*\*\*er, white, Caucasian.)<sup>7</sup>
- Debrief station work: At any station, who saw. . . limitations of freedom of expression? . . . violations of equal protection under the law? . . . discrimination in housing, education, employment, and public facilities? . . . limitations of the right to full participation in the democratic political system? How do you think the people whose rights were being denied felt? What makes you say that? For each answer, prompt students to be specific about which station they are discussing and what in the text or image told them that this right was being violated.

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<sup>7</sup> Consider setting a ground rule that no one may use the word n\*\*\*er unless reading a historical source out loud, and that then they can substitute n-word if they prefer. If setting this rule, think clearly out loud about why this is the rule. (My personal experience is as a white teacher, often of mostly African American students. I tell my students that I never use this word because in the mouths of white Americans, it has so often been associated with hatred and violence. Some discussion often ensues about other uses of this word, particularly within the African American community, but students are usually in agreement with the idea that the word can make a space unsafe and that it is, at the very least, not a word used in any professional setting. I imagine this conversation is different, but no less important, for teachers of color or for a different student body. I have less experience to offer here, except to note that teachers of classes in which there are only a few African American students may need to have an explicit discussion with the class about why it’s important to not ask those students, either directly or implicitly, to speak for “their race” on this or other issues.) Students are not always clear on the difference between Negro and n\*\*\*er. Students often have varying feelings about whether the terms white and black are offensive. Be aware that you may need to set a time limit to this conversation and loop back to it later. Teachers new to this conversation may want to practice in advance with a colleague.

- Adding to the **Civil Rights anchor chart**: Think-pair-share: What are civil rights? Why do they matter? During share, teacher adds answers to the anchor chart.

4. Closing and Assessment

A. Reviewing Homework (5 min)

- Explain to students that for homework, they will create a Frayer map of the word “civil rights.”
- Distribute and display a **Model Frayer map for the word “discrimination.”** A blank map, as well as information that could be used to create the model.<sup>8</sup> Prompt students to take home their Civil Rights Definition worksheet and use it to complete this assignment.

Retrieved from <http://achievethecore.org>

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<sup>8</sup> A blank version can easily be found through a web search.