

THE CIVIL RIGHTS MOVEMENT

LITERACY DESIGN COLLABORATIVE— ARGUMENTATIVE MODULE



Information Sheet

Module Title:	The Civil Rights Movement
Module Description (overview):	<p>In this module, students will gain a historical overview of the demise of legalized discrimination. The Civil Rights Act of 1964 ended institutionalized segregation in the United States. This law was the culmination of decades of intense debate, controversy, personal sacrifice, and even violence that surrounded this period in history.</p> <p>Through extended reading and writing, students will examine key events and the efforts of many individuals and groups from the 1950s and the 1960s which helped to bring about this change and end legalized segregation in the United States.</p>

Template Task (include number, type, level)	Task 6 Template: [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay or substitute) in which you discuss _____ (content) and evaluate _____ (content). Support your position with evidence from the text. (Argumentative/Evaluation)
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<p>Teaching Tasks:</p> <p>Task6 ELA Argumentation/Evaluation</p> <p>Task 6 SS Argumentation/Evaluation</p>	<p><u>What ideals inspired and guided the fight for American Civil Rights?</u> After reading <u>selected texts on the Civil Rights movement</u>, write an <u>essay</u> in which you discuss <u>segregation</u> and evaluate <u>the fight for American Civil Rights</u>. Support your position with evidence from the text(s). (Argumentation/Evaluation)</p> <p><u>How did Civil Rights legislation impact American society?</u> After reading <u>selected texts on the Civil Rights Acts of 1957 and 1964 and the Voting Rights Act of 1965</u> write an <u>essay</u> in which you discuss <u>the legislation</u> and evaluate <u>the impact on American society</u>. Support your position with evidence from the text(s). (Argumentation/Evaluation)</p>
<p>Grade(s)/Level:</p>	<p>11</p>
<p>Discipline:</p>	<p>English Language Arts and Social Studies</p>
<p>Course:</p>	<p>American Literature and Modern American History</p>

Section 1: What Task?

What task sets clear, measurable goals for learning?

<p>Teaching Tasks:</p>	
<p>Task6 ELA Argumentation/Evaluation</p> <p>Task 6 SS Argumentation/Evaluation</p>	<p><u>What ideals inspired and guided the fight for American Civil Rights?</u> After reading <u>selected texts on the Civil Rights movement</u>, write an <u>essay</u> in which you discuss <u>segregation</u> and evaluate <u>the fight for American Civil Rights</u>. Support your position with evidence from the text(s). (Argumentation/Evaluation)</p> <p><u>How did Civil Rights legislation impact American society?</u> After reading <u>selected texts on the Civil Rights Acts of 1957 and 1964 and the Voting Rights Act of 1965</u> write an <u>essay</u> in which you discuss <u>the legislation</u> and evaluate <u>the impact on American society</u>. Support your position with evidence from the text(s). (Argumentation/Evaluation)</p>
<p>Reading Texts and Multimedia:</p>	<p><i>Language of Literature text</i> from Coming of Age in Mississippi...Anne Moody...Autobiography Ballad of Birmingham...Dudley Randall...Poetry <i>from</i> Stride Toward Freedom...Martin Luther King, Jr...Nonfiction Revolutionary Dreams...Nikki Giovanni...Poetry Reading Selections The Civil Rights Movement...Clayborne Carson...article Freedom Riders and Southern Christian Leadership (SCLC) Campaign ... Nonfiction</p>

	<p>Excerpts from ‘Little Rock Nine’ ...Nonfiction Excerpts from ‘Voices of Freedom’ ...Melba Patillo Beals...memoir</p> <p>American Vision text Chapter 29 Civil Rights Movement 1954-1968</p> <p>**Pacemaker US History Ch25, Sec 1,2,3 Early Gains for Equal Rights Fighting for an Equal Education Protest and Marches for Equality Ch 26 Sec 3 President Johnson and the Great Society Ch 27, Sec 1 African American Protests</p> <p>Reading Selections-Social Studies On This Day: The Civil Rights Act of 1957...article... Alison Shay Report to the American People on Civil Rights, 11 June 1963...John F. Kennedy...speech Overview of Title VI of the Civil Rights Act of 1964...article The March on Washington and the Civil Rights Act of 1964...article The Voting Rights Act of 1965...article To Fulfill These Rights...Lyndon B. Johnson...speech</p>
<p>Background to share with students:</p>	<p>In this module, students will gain a historical overview of the demise of legalized discrimination. The Civil Rights Act of 1964 ended institutionalized segregation in the United States. Students will gain a historical overview of the events leading to the end of legalized discrimination. This was the culmination of decades of intense debate, controversy, personal sacrifice, and even violence that surrounded this period in history.</p> <p>Through extended reading and writing, students will examine key events and the efforts of many individuals and groups from the 1950s and the 1960s which helped end legalized segregation in the United States.</p>

Standards: The CCR Anchor Standards from the common core standards are already identified by the Literacy Design Collaborative for all tasks.

Number	CC Reading Standards for Informational or Explanatory Template Tasks
1	Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.
2	Determine central ideas or themes of text and analyze their development; summarize the key supporting details and ideas.
4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6	Assess how point of view or purpose shapes the content and style of a text.
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well in words.
10	Read and comprehend complex literary and informational texts independently and proficiently.

Number	CC Writing Standards for Informational or Explanatory Template Tasks
2	Write informational/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audience.

Transfer Goals--Students will be able to independently use their learning to:

Write as a process that documents and perfects thought using purpose, topic and audience.

Consider historical context as essential to interpreting cause and effect.

Analyze the influence of social, cultural, and political contexts and how these prepare one for participation as active, critical citizens in a democratic society.

LDC informational/Explanatory Rubric for Teaching Task

ADVANCED

Focus	Addresses all aspects of the prompt (teaching task) appropriately and maintains a strongly developed focus.
Controlling Idea	Establishes a strong controlling Idea with a clear purpose maintained throughout the response.
Reading/Research	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from the reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.
Development	Presents thorough and detailed Information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences.
Organization	Maintains an organizational structure that intentionally and effectively enhances the presentation of Information as required by the specific prompt.
Conventions	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to audience, purpose and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

MEETS EXPECTATIONS

Focus	Addresses prompt appropriately and maintains a clear, steady focus.
Controlling Idea	Establishes a controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.
Development	Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.
Organization	Maintains an appropriate organizational structure to address the specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.

Content Understanding	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.
NOT YET	
Focus	Attempts to address prompt, but lacks focus or is off-task.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.
Organization	Attempts to organize ideas, but lacks control of structure.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.

Scoring Rubric for Informational or Explanatory Template Tasks

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.	
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.	
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.	
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.		Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.		Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.	
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of	

			lapses in coherence or awkward use of the organizational structure			information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Section 2: What Skills?

What skills do students need to succeed on the teaching task?

Skills Set 1: Preparing for the Task	
1. Bridging conversation	Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.
2. Task and rubric analysis	Ability to understand and explain the teaching task and rubric.
Skills Set 2: Reading Process	
1. Pre-reading	Ability to select appropriate texts and understand reading strategies needed for the task.
2. Active reading and Note-making	Ability to apply reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts and facts, or information.
3. Organizing notes	Ability to prioritize and narrow notes and other information; to summarize and/or paraphrase.
Skills Set 3: Transition to Writing	
1. Bridging conversation	Ability to transition from reading or researching phase to the writing phase.

Skills Set 4: Writing Process

1. Initiation of task	Ability to establish a thesis and consolidate information relevant to task.
2. Planning	Ability to develop and organize ideas into a preliminary draft.
3. Development	Ability to construct rough and final drafts with appropriate information, components and structure.

Section 3: What Instruction?

How will teachers teach students to succeed on the teaching task?

Skills Set 1: Preparing for the Task		
1. Bridging conversation	<i>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</i>	<i>Pacing:</i> 1-2 hours
<i>Mini-task</i>	<i>Teaching Task:</i> In a quick write response, what is your first reaction to the teaching task? What strategies did you use to interpret this teaching task?	<i>Product:</i> short response
<i>Mini-task scoring</i>	Teacher Discretion	
<i>Instructional strategies/ notes</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Students will take the 1965 Alabama State Literacy Test in order to spark discussion and gain a deeper understanding of voting restrictions faced by African Americans in the south. www.civicallyspeaking.org/literacy.pdf</p> <p>Students complete the quick-write in their journals and share responses with peers.</p> <p>Students will examine two timelines looking for key events that demonstrate blacks gaining a foothold in the movement toward equality in the United States. (<i>Language of Literature</i> pages 914-915 and 1070-1071)</p>	<p style="text-align: center;"><u>SS</u></p> <p>Students will take the Louisiana State Literacy Test in order to spark discussion and gain a deeper understanding of voting restrictions faced by African Americans in the south. http://www.crmvet.org/info/lithome.htm</p> <p>Students complete the quick-write and share responses with peers.</p> <p>Students will review selected primary source photographs and place them in chronological order.</p> <p>Students will then examine the photographs using the document review process from the Library of Congress http://www.loc.gov/teachers/usingprimarysources/guides.html Select "Primary Source Analysis Tool for Students".</p>
<i>Teacher preparation</i>	<p>Identify appropriate reading and writing strategies for this module.</p> <p>Review the rubric requirements.</p> <p>Draft an exemplar to ensure</p>	<p>Identify appropriate reading and writing strategies for this module.</p> <p>Review the rubric requirements.</p> <p>Draft an exemplar to ensure understanding</p>

	understanding of the demands and cognitive processes involved in the teaching task.	of the demands and cognitive processes involved in the teaching task.
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2. Task and Rubric analysis	<i>Ability to understand and explain the teaching task and rubric.</i>		<i>Pacing:</i> 1-2 Hours
<i>Mini-task</i>	<i>Teaching Task:</i> In your own words, write a brief explanation of what the task is asking you to do. <i>Rubric:</i> Students will translate the rubric in their own words.		<i>Product:</i> Short response
<i>Mini-task scoring</i>	Teacher Discretion		
<i>Instructional strategies/ notes</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Have students share responses so that they can hear how others are interpreting the task, and encourage them to help each other when appropriate.</p> <p>Students will independently complete the <u>Task Analysis Template</u> and will share out their interpretations.</p> <p>Divide class into groups of 3-4. Each group will reword the rubric criteria in student friendly language, relating to the Teaching Task using the <u>Rubric Translation Template</u>.</p> <p>Groups will be asked to share out one criteria per group.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Have students share responses so that they can hear how others are interpreting the task, and encourage them to help each other when appropriate.</p> <p>Students will independently complete the <u>Task Analysis Template</u> and will share out their interpretations.</p> <p>Divide class into groups of 3-4. Each group will reword the rubric criteria in student friendly language, relating to the Teaching Task using the <u>Rubric Translation Template</u>.</p> <p>Groups will be asked to share out one criteria per group.</p>	
<i>Teacher preparation</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Collaboratively plan the task: e.g. How much time to teach each step? How much time to score? How to conduct scoring? Do we need any training on specific aspects of the task? Who has the expertise?</p>	<p style="text-align: center;"><u>SS</u></p> <p>Collaboratively plan the task: e.g. How much time to teach each step? How much time to score? How to conduct scoring? Do we need any training on specific aspects of the task? Who has the expertise?</p>	

Skills Set 2: Reading Process		
1. Pre-Reading	<i>Ability to select appropriate texts and understand reading strategies needed for the task.</i>	<i>Pacing:</i> 1 hour
<i>Mini-task</i>	<i>Teaching Task:</i> 1) What are the characteristics of a primary source document? 2) What strategies can you use to overcome the difficulties in reading a primary source document?	<i>Product:</i> Reading Strategy List

<i>Mini-task scoring guide</i>	<p>Meets:</p> <ul style="list-style-type: none"> List of characteristics of a primary source document. Complete notes on reading strategies/text strategies. <p>Not yet:</p> <ul style="list-style-type: none"> Attempts to meet the criteria for “meets”. 	
<i>Instructional strategies/ notes</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Introduce the class to the primary source document "Little Rock Nine." Give students a few minutes to review the documents.</p> <p>As a class, discuss what students already know about a “primary source” document while writing responses on the board. What are some of the challenges you will face when reading this type of document? What strategies can we use to overcome those challenges? (Create list of strategies on board, students record in notes).</p>	<p style="text-align: center;"><u>SS</u></p> <p>Introduce the class to the primary source document <i>On This Day: The Civil Rights Act of 1957</i>. Give students a few minutes to review the documents.</p> <p>As a class, discuss what students already know about a “primary source” document while writing responses on the board. What are some of the challenges you will face when reading this type of document? What strategies can we use to overcome those challenges? (Create list of strategies on board, students record in notes).</p> <p>Students will examine the documents using the document review process from the Library of Congress http://www.loc.gov/teachers/usingprimarysources/guides.html</p>
<i>Teacher preparation</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Determine which primary source will best meet the needs of your students.</p> <p>Review and discuss reading strategies that pertain to specific types of texts and to the task.</p> <p>Review the requirements for citing documents. (APA style)</p> <p>Plan for students who need extra time, resources, or assistance.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Determine which primary source will best meet the needs of your students.</p> <p>Review and discuss reading strategies that pertain to specific types of texts and to the task.</p> <p>Review the requirements for citing documents. (APA style)</p> <p>Plan for students who need extra time, resources, or assistance.</p>

***Active Reading and Note-making should be completed in conjunction with each other for each Reading Text.**

2. Active Reading and Note-making	<i>Ability to apply reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts and facts, or information.</i>		<i>Pacing:</i> 2 hours
<i>Mini-task</i>	<p><i>ELA Teaching Task:</i> Use the <u>Essential Vocabulary Template</u>.</p> <p>Use annotation techniques to demonstrate your reading process and your level of understanding of essential vocabulary, text structure, poetic and other literary</p>	<p><i>SS Teaching Task:</i> Use the <u>Text Structure Template</u>.</p> <p>Use annotation techniques to demonstrate your reading process and your level of understanding the essential vocabulary and components</p>	<i>Product:</i> List or Cite sources; complete requirements of <u>Essential Vocabulary Template</u> , <u>Text</u>

	devices/elements.	of the text.	<u>Structure Templates.</u>
<i>Mini-task scoring guide</i>	Meets: <ul style="list-style-type: none"> Accurately completes the appropriate templates. Not yet: <ul style="list-style-type: none"> Attempts to meet the criteria for “meets”. 		
<i>Instructional strategies/ notes</i>	<p style="text-align: center;"><u>ELA</u></p> Students work in pairs to complete the <u>Essential Vocabulary Template</u> . Instruction should be very explicit and include group/partner work and teacher modeling. Students actively read and annotate the remaining documents mostly independently with some teacher guidance and reflection in pairs.	<p style="text-align: center;"><u>SS</u></p> Students finish reading the rest of the selection using their <u>Text Structure Templates</u> . Instruction should be very explicit and include group/partner work and teacher modeling. Students actively read and annotate each section of the chapter mostly independently with some teacher guidance and reflection in pairs.	
<i>Teacher preparation</i>	Consider the appropriateness of <u>Essential Vocabulary Template</u> , and other templates, and enrichment texts for specific tasks. Review and discuss reading strategies that pertain to specific types of texts and to the task. Select resources to support APA citation format. Plan for students who need extra time, resources, or assistance.	Discuss and analyze the appropriateness of <u>Text Structure Template</u> for profiles, photographs, graphics and political cartoons contained in the text. Review and discuss reading strategies that pertain to specific types of texts and to the task. Select resources to support APA citation format. Plan for students who need extra time, resources, or assistance.	

2. Active Reading and Note-making (cont.)	<i>Ability to apply reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts and facts, or information.</i>		<i>Pacing:</i> 3 hours
<i>Mini-task</i>	<i>ELA Teaching Task:</i> Use the <u>Note-Making Template</u> to analyze documents and then place essential information into the t-chart.	<i>Teaching Task:</i> Use the <u>Note-Making Template</u> with text, to identify the essential information.	Product: Notes, Sources, Short response, <u>Note-making Template</u> completion
<i>Mini-task scoring guide</i>	Meets: <ul style="list-style-type: none"> Students accurately define vocabulary and identify and validate sources. Students define segregation and explain the ideals and actions 	Meets: <ul style="list-style-type: none"> Students accurately identify essential information from text. Students define Civil Rights legislation and explain its purpose, principles and impact it has on legislation. 	

	<p>that supported the Civil Rights movement.</p> <ul style="list-style-type: none"> Citations are correct. <p>Not yet:</p> <ul style="list-style-type: none"> Attempts to meet the criteria for “meets”. 	<ul style="list-style-type: none"> Citations are correct. <p>Not yet:</p> <ul style="list-style-type: none"> Attempts to meet the criteria for “meets”.
<i>Instructional strategies/ notes:</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Students work in pairs to complete the <u>Note-making Template</u>.</p> <p>Students finish reading the rest of the documents using their <u>Active Reading</u> and <u>Note-making Templates</u>.</p> <p>Utilize 25-word summary, <u>QAR</u>, reciprocal teaching, etc to determine where the information from the selections fit into the graphic organizer.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Instruction for each section of the chapter should be very explicit and include group/partner work and teacher modeling.</p> <p>Students finish reading the rest of the documents using their <u>Active Reading</u> and <u>Note-making Templates</u>.</p>
<i>Teacher preparation:</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Strategies for summarizing and paraphrasing to determine the most appropriate information from <u>Note-making Templates</u> and graphic organizers.</p> <p>Plan for students who need extra time, resources, or assistance.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Strategies for summarizing and paraphrasing to determine the most appropriate information from <u>Note-making Templates</u> and graphic organizers.</p> <p>Plan for students who need extra time, resources, or assistance.</p>

3. Organizing Notes	<i>Ability to prioritize and narrow notes and other information; to summarize and/or paraphrase.</i>		<i>Pacing:</i> 1 hour
<i>Mini-task</i>	<i>ELA Teaching Task:</i> Prioritize relevant information on the <u>Segregation Graphic Organizer</u> .	<i>SS Teaching Task:</i> Prioritize relevant information on the <u>Civil Rights Legislation Graphic Organizer</u> .	<i>Product:</i> Notes and graphic organizer completion
<i>Mini-task scoring guide</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Meets:</p> <ul style="list-style-type: none"> Creates a prioritized set of notes that categorizes evidence. Identify examples of segregation, ideals and actions. <p>Not yet:</p> <ul style="list-style-type: none"> Attempts to meet the criteria for “meets”. 	<p style="text-align: center;"><u>SS</u></p> <p>Meets:</p> <ul style="list-style-type: none"> Creates a prioritized set of notes that categorizes evidence. Identify civil rights legislation and its purpose, principles and impact on society. <p>Not yet:</p> <ul style="list-style-type: none"> Attempts to meet the criteria for “meets”. 	

<i>Instructional strategies/ notes:</i>	Students place relevant information from the texts and their own background knowledge into the <u>Segregation Graphic Organizer</u> . Students will prioritize the information in the graphic organizer as it relates to the teaching task.	Students place relevant information from the texts and their own background knowledge into the <u>Civil Rights Legislation Graphic Organizer</u> . Students will prioritize the information in the graphic organizer as it relates to content knowledge and the teaching task.
<i>Teacher preparation:</i>	Strategies for prioritizing ideas, supporting evidence.	Strategies for prioritizing ideas and supporting evidence.

Skills Set 3: Transition to Writing/Development

1. Bridging Conversation	<i>Ability to transition from reading or researching phase to the writing/development phase.</i>		<i>Pacing:</i> 1 hour
<i>Mini-task</i>	<i>ELA Teaching Task:</i> In a quick write, write brief overview of your sources and information. How will your information be organized?	<i>SS Teaching Task:</i> In a quick write, write brief overview of your sources and information. How will your information be organized? How will your graphic representation be constructed and what is your evidence?	<i>Product:</i> Short response
<i>Mini-task scoring</i>	Teacher Discretion		
<i>Instructional strategies/ notes:</i>	<u>ELA</u> Review a sample essay on Inventions from PSSA Release Writing (attached). Students will deconstruct and evaluate the essay based on the informational/explanatory rubric. <ul style="list-style-type: none"> ○ Evaluate the thesis statement. ○ Demonstrate patterns of development. ○ Evaluate effectiveness – Do you get the information and explanation you expect? Why? Discuss the process for writing the essay.	<u>SS</u> Review a sample essay on Inventions from PSSA Release Writing (attached). Students will deconstruct and evaluate the essay based on the informational/explanatory rubric. <ul style="list-style-type: none"> ○ Evaluate the thesis statement. ○ Demonstrate patterns of development. ○ Evaluate effectiveness – Do you get the information and explanation you expect? Why? Discuss the process for writing the essay.	
<i>Teacher Preparation:</i>	Choose an essay sample to use in the transition discussion or use the included essay.	Choose an essay sample to use in the transition discussion or use the included essay.	

Skills Set 4: Writing/Development Process

1. Initiation of task	<i>Ability to establish a controlling idea/thesis and consolidate information relevant to task.</i>	<i>Pacing:</i> 1 hour
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<i>Mini-task</i>	<i>ELA Teaching Task:</i> Write a formal and appropriate thesis.	<i>SS Teaching Task:</i> Write a formal and appropriate thesis.	<i>Product:</i> Thesis/ Paragraph
<i>Mini-task scoring guide</i>	<p>Meets: Writes a thesis that establishes a controlling idea and identifies key points that support development.</p> <p>Not yet: Attempts to meet the criteria for “meets”.</p>		
<i>Instructional strategies/ notes:</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Before students write their formal thesis:</p> <p>Review qualities of a strong thesis as a class: must be informational, include evidence, and include categories to lead reader and organize the essay.</p> <p>In pairs, students will edit sample thesis statements provided by the teacher or from the link below. As a class, go over each thesis statement, asking for volunteers to identify the strong and weak characteristics of each statement. http://writing2.richmond.edu/writing/wweb/theb/thesisexerciseprint.html</p> <p>In pairs, students share their thesis statements. Student volunteers share their thesis with the class for critique.</p> <p>Students can be given sentence frames to help write the thesis.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Before students write their formal thesis:</p> <p>Review qualities of a strong thesis as a class: must be informational, include evidence, and include categories to lead reader and organize the essay.</p> <p>In pairs, students will edit sample thesis statements provided by the teacher or from the link below. As a class, go over each thesis statement, asking for volunteers to identify the strong and weak characteristics of each statement. http://writing2.richmond.edu/writing/wweb/theb/thesisexerciseprint.html</p> <p>In pairs, students share their thesis statements. Student volunteers share their thesis with the class for critique.</p> <p>Students can be given sentence frames to help write the thesis.</p>	
<i>Teacher Preparation</i>	<p>Deconstruct the demands and qualities of thesis statements embedded in the rubric. What strategies or methods can help students acquire these skills and qualities of performance?</p> <p>Choose sample thesis statements, strong and weak, to use in editing or use the included thesis statements.</p>		

2. Planning	<i>Ability to develop and organize ideas into a preliminary draft.</i>		<i>Pacing:</i> 1 hour
<i>Mini-task</i>	<i>ELA Teaching Task:</i> Use your formal thesis and supporting details to complete the <u>Outline Template</u> .	<i>SS Teaching Task:</i> Use your formal thesis and supporting details to complete the <u>Outline Template</u> .	<i>Product:</i> Completed draft template.
<i>Mini-task scoring guide</i>	<p>Meets: Preliminary draft is constructed and reflects the Template and Teaching Task. Includes development and organization of main points connected to the thesis.</p> <p>Not yet: Attempts to meet the criteria for “meets”.</p>		

<i>Instructional strategies/ notes:</i>	<u>ELA</u>	<u>SS</u>
	Students will write an introduction that includes their thesis statement.	Students will write an introduction that includes their thesis statement.
	Use the <u>Outline Template</u> to develop the body of their essay.	Use the <u>Outline Template</u> to develop the body of their essay.
	Write an effective conclusion.	Write an effective conclusion.
<i>Teacher preparation</i>	Deconstruct the demands and qualities embedded in the rubric. What strategies or methods can help students acquire these skills and qualities of performance?	

3. Development	<i>Ability to construct rough and final drafts with appropriate information components and structure.</i>		<i>Pacing:</i> 1 hour
<i>Mini-task</i>	<i>ELA Teaching Task:</i> Write a rough draft of your essay consisting of 4-5 paragraphs and includes an introduction, 2-3 body paragraphs and a conclusion.	<i>SS Teaching Task:</i> Write a rough draft of your essay consisting of 4-5 paragraphs and includes an introduction, 2-3 body paragraphs and a conclusion.	<i>Product:</i> Rough Draft
<i>Mini-task scoring guide</i>	<u>ELA</u>	<u>SS</u>	
	<p>Meets:</p> <ul style="list-style-type: none"> Provides an introduction including thesis statement. Body will define segregation and explain the ideals and actions of the participants in the Civil Rights movement. Support discussion with evidence and citations. Provide an initial draft with all elements of the teaching task addressed. <p>Not yet:</p> <ul style="list-style-type: none"> Attempts to meet the criteria for “meets”. 	<p>Meets:</p> <ul style="list-style-type: none"> Provides a thesis statement in first paragraph. Body will define Civil Rights legislation and explain the purpose, the principles and the impact the legislation had on society. Support essay with evidence and citations. Provide an initial draft with all elements of the teaching task addressed. <p>Not yet:</p> <ul style="list-style-type: none"> Attempts to meet the criteria for “meets”. 	
<i>Instructional strategies/ notes</i>	<u>ELA</u>	<u>SS</u>	
	Review strategies for the writing process. Peer-review checklist. Teacher conference as needed.	Review strategies for the writing process. Peer-review using rubric. Teacher conference as needed.	
<i>Teacher preparation</i>	Drafting strategies – conferencing and whole group.		

Section 4 will be completed during common scoring sessions ...

Section 4: What Results?

How good is good enough?

- A. **Student work samples:** Collect/include examples of student work to represent each performance level on the teaching task.

Teacher Work Section

What now, what next?

- A. **Teacher thoughts:** Provide thoughts and ideas after teaching the module to different students in different classes

- B. **Possible variations:** Add ideas for spin-offs or extensions to the module.

Supplemental Material for the Civil Rights Movement

<http://www.discoveryeducation.com/teachers/free-lesson-plans/civil-rights-an-investigation.cfm>

<https://multcolib.org/homework-center/civil-rights-resource-guide>

http://documents.mccormickfoundation.org/Civics/programs/files/pdf/Civil%20Rights%20Resources%20for%20Teachers_Todd-Breland.pdf

Best of History Website

<http://www.besthistorysites.net/>

PBS

<http://www.pbs.org>

American Experience (PBS)

<http://www.pbs.org/wgbh/americanexperience>

Teacher Tube

<http://www.teachertube.com/>

Discovery Streaming

<http://streaming.discoveryeducation.com/>

Glencoe

tav.glencoe.com

American History Foldables (PDF)

<http://www.myteacherpages.com/webpages/plash/files/foldables.pdf>

www.smithsonianeducation.org

www.scholastic.com

www.discoveryeducation.com