This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.
We wish to acknowledge the coaches, teachers, and children who piloted the program, provided valuable feedback, and appear in classroom and professional-development videos.
The Lightning Round

- Random Reporters share team responses; team reps from other teams may agree, disagree, or add on to these responses.
- Use the following rubrics to evaluate responses and give specific feedback.
- Award points to the teams with 100-pt. responses; add the points to the Team Celebration Points poster.
- Celebrate team successes.

<table>
<thead>
<tr>
<th>Strategy Use</th>
<th>Team Talk (oral and written)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Random Reporter:</td>
<td>The Random Reporter:</td>
</tr>
<tr>
<td><strong>100</strong> gives a 90-pt. response and explains how using the strategy helped in better understanding the text.</td>
<td><strong>100</strong> gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.</td>
</tr>
<tr>
<td><strong>90</strong> gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.</td>
<td><strong>90</strong> gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).</td>
</tr>
<tr>
<td><strong>80</strong> identifies a problem that a team member had understanding the text.</td>
<td><strong>80</strong> uses full sentences to clearly and correctly answer the question.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word Power</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Random Reporter:</td>
<td>The Random Reporter:</td>
</tr>
<tr>
<td><strong>100</strong> gives a 90-pt. response and expands on the meaning, for example, identifies:</td>
<td><strong>100</strong> gives a 90-pt. response and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).</td>
</tr>
<tr>
<td>• related words</td>
<td>• gives an 80-pt. response and reads at just the right pace to understand the text—not too slow and not too fast.</td>
</tr>
<tr>
<td>• a second meaning</td>
<td><strong>90</strong> reads a short passage and pronounces most of the words correctly.</td>
</tr>
<tr>
<td>• a word connotation</td>
<td><strong>80</strong> tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).</td>
</tr>
<tr>
<td>• an antonym</td>
<td><strong>80</strong> selects a graphic organizer that is appropriate for the text.</td>
</tr>
<tr>
<td><strong>90</strong> gives an 80-pt. response and explains the meaning in a definition and a meaningful sentence.</td>
<td><strong>90</strong> gives an 80-pt. response and includes main points or events and important details.</td>
</tr>
<tr>
<td><strong>80</strong> tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).</td>
<td><strong>80</strong> presents main ideas and important details in his or her own words and without personal opinion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary</th>
<th>Graphic Organizer/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Random Reporter:</td>
<td>The Random Reporter:</td>
</tr>
<tr>
<td><strong>100</strong> gives a 90-pt. response and uses key vocabulary correctly.</td>
<td><strong>100</strong> gives a 90-pt. response and explains how the graphic organizer helped in understanding the text.</td>
</tr>
<tr>
<td><strong>90</strong> gives an 80-pt. response and clearly connects relevant ideas in a logical order.</td>
<td><strong>90</strong> gives an 80-pt. response and includes main points or events and important details.</td>
</tr>
<tr>
<td><strong>80</strong> presents main ideas and important details in his or her own words and without personal opinion.</td>
<td><strong>80</strong> selects a graphic organizer that is appropriate for the text.</td>
</tr>
</tbody>
</table>
Unit Objectives

| Reading: | Analyze what a primary source reveals about the historical context. |
| Writing: | Use quotations from the text to support a claim. |

Unit Overview

In this unit, students will learn to read primary and secondary sources to understand the historical contexts of people and events. Primary sources are firsthand accounts, made either at the time of an event or from memory later. Primary sources have some limitations: a narrow focus and the bias or perspective of the creator of the source. Historians use primary sources to compile overall histories; these are called secondary sources. Secondary sources also have limitations: creators choose which primary sources to use and which to ignore in addition to their own bias and perspective. As students progress through middle and high school, they will encounter more primary sources.

Unit Topic/Content

Leon Tillage’s autobiography reveals what his life was like as the son of an African American sharecropper in the South from the 1930s to the 1950s. The autobiography tells the story of his life from the time he was approximately five years old to his participation in the civil rights marches as a high school student. It documents how the Jim Crow system affected every aspect of his life. Tillage gives firsthand accounts of racism and insight into how the effects of racism eventually influenced people to make a change.

Text and Media Selections

Internet/Media Options

To expand your students’ background knowledge, consider using Internet/media options with lessons. Always preview sites for availability and suitability. Please make sure you have the correct plug-ins.
## At a Glance

### Cycle 1

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<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 3–27</td>
<td>(Embedded) background video: “Leon Tillage Remembers”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Optional) background video: “Segregated Schooling in South Carolina”</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 31–51</td>
<td><a href="http://www.pbslearningmedia.org/content/#q=Segregated+Schooling+in+South+Carolina">www.pbslearningmedia.org/content/#q=Segregated+Schooling+in+South+Carolina</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Optional) background video: “Lucy Laney”</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.pbslearningmedia.org/content/#q=Lucy+Laney">www.pbslearningmedia.org/content/#q=Lucy+Laney</a></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 55–71</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
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<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>pages 90–101 and 106 (paragraph 1) and 107</td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
<td></td>
</tr>
</tbody>
</table>

### Cycle 2

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 5–10</td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 14–20</td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 24, 25, 31–34</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 26, 27, 35–37</td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>pages 38–43</td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1

**Reading Objective:** Analyze what a primary source reveals about the historical context.

**Teacher Background**
In this lesson, you will introduce primary sources, give examples, and explain their importance to historians.

In today’s reading, Leon describes his family and home life.

**Active Instruction**

(22 minutes)

**Big Question**
Post and present this cycle’s Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** What does your life tell about the times in which you live?

**Set the Stage**
1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:
   
   **What does your life tell about the times in which you live?**
   
   *(Answers will vary.) I think my life tells about the technology in the early part of the twenty-first century. People have a lot of electronic devices, such as cell phones, video games, smart phones, computers, digital television, and microwave ovens. A lot of these devices are used for new ways of communicating—instant messaging, texting, and many social media sites.*

   **Imagine that you are sixty years old. What do you think would stand out in your mind about the life you are living today?**
   
   *(Answers will vary.) I think I would remember all the fun I had playing video games.*

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they earn team celebration points during the Lightning Round.

3. Introduce the text, author, and reading objective.

4. Distribute copies of the book. Have students preview the text. Use **Think-Pair-Share** to ask:
Is this literature or informational text? How do you know?

The text is literature. Students will cite evidence that the text is literature such as the use of the words novel, stories, the story of, etc. in the subtitle or blurb on the back of the book.

After previewing the book, what do you think the book will be about? Explain the clues that you used to make this prediction.

Accept reasonable responses. For example, the book will be about the life of Leon Walter Tillage. The back cover says it is a “riveting autobiography,” and it tells when he was born.

5. Tell students that Leon’s Story is nonfiction but is written in the style of a story. Explain that texts like this are called literary nonfiction.

6. Point out the location of North Carolina on a map, where Leon was born, and its relation to your location.

Use Think-Pair-Share to ask:

The back cover says Leon was born in 1936. What do you think it was like living back then?

Answers will vary.

Provide some historical context for the story. It takes place:

• after World War I and before World War II,
• during the Great Depression, a time of great economic difficulty, and
• about seventy to eighty years after the end of the Civil War that freed the slaves.

Interactive Read Aloud

1. This cycle our reading objective is to analyze what a primary source reveals about the historical context.

Explain that primary sources are eye-witness or firsthand accounts of particular time periods and events. Tell students that sometimes these accounts are made at the time when the events were happening, and sometimes the accounts are created later from memory.

Primary sources include:

• letters,
• diaries,
• autobiographies,
• journals,
• eyewitness accounts in newspapers,
• photographs,
• memoirs, etc.

Point out that primary sources usually have to be interpreted because they are often created without knowing that they might be read by future readers or historians.
Point out that historians, people who study and write history, rely on primary sources to learn about the past; that primary sources reveal things about the historical context; and that they will probably read primary sources in their history or social studies classes.

Tell students that there is a set of questions that they should ask themselves when reading a primary source. Refer students to page 3 in their student editions.

Ask Yourself

- What are the qualifications of the author/creator of the source?
- What is the point of view of the author/creator? Does the author/creator show bias, either intentional or unintentional?
- Has the author/creator presented both sides of the story?
- What has the author/creator included, and what has been left out?
- What are the connotations of the language used?
- Is there evidence of research? Does the author/creator give the sources of the quotes and other primary source information?

Tell students to keep a questioning and open mind when reading primary sources.

2. Read page 3 and pages 103 and 104 (paragraph 2) aloud. A sample Think Aloud follows to answer questions 1–3 above:

Sample Think Aloud

Well, I see who wrote this book and the circumstances in which he wrote it: it grew out of talks he regularly gave to middle school students. The first page tells me who, when, and where: Leon Walter Tillage, born January 19, 1936 in North Carolina. The second paragraph also sets up the context for his story—his life as an African American in the South in the years after 1936.

I know that 1936 was during the Great Depression. The Great Depression was a time of economic hardship after the stock market crash of 1929. Times were tough for everyone in America. Many people in the Midwest were driven off their farms by drought and the Dust Bowl and migrated to California for jobs. The economy didn’t really get completely back on its feet until after we entered WWII in December 1941. So Leon probably lived with economic hardship, at least in the early part of his life.

3. Use Think-Pair-Share to ask:

Is this a primary source? How do you know?

Yes, this is a primary source. I know because it is an autobiography—Leon Walter Tillage is telling his life story. The first page gives his date of birth, describes his family, and tells where he lives.

What inference can you draw about the book from paragraph 2 on page 3?

(Answers may vary.) I think Leon will tell us what it was like to grow up black in North Carolina.
4. Model creating a graphic organizer, such as a story map, and making notes. A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Event/Information</th>
<th>What it tells us about the past (historical context)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leon Tillage born 1/19/36 near Raleigh, NC, into a large family</td>
<td>Gives the time &amp; place Leon lived</td>
</tr>
<tr>
<td>He was called “colored.”</td>
<td>There was racial prejudice at this time &amp; place.</td>
</tr>
</tbody>
</table>

5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have students read pages 7 and 8 (paragraph 1). Use Think-Pair-Share to ask:

**What does the passage describe, and what does it tell you about the historical context?**

This passage describes how Leon’s family earned a living as sharecroppers. Leon’s family only benefited from half of the crops that they grew; they traded the other half of their crops as rent, since Leon’s family did not own any land. This tells me that sharecroppers were mostly poor at this time, and that it was difficult to get ahead.

Use Random Reporter to debrief.

Point out that reading primary sources requires the reader to be a detective and to use the information to make inferences and draw conclusions about Leon, his family, the setting, and the events to determine how the information reveals the historical context.

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**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: **pages 8 (paragraph 1)–27 aloud with partners.**

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.
Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions

1. According to Leon, why does his family live on a farm? What does this tell you about the historical context? Support your answer. (Write) [RE, SA] (Team Talk rubric)
   (Accept supported answers.)
   100 = Leon’s family lives on a farm because the sharecropping system prevents people from getting out of debt. Therefore, they are tied to the landowner. This can last for generations, because children must take on any debts remaining from parents. Sharecroppers were also kept on the land because they were discriminated against and couldn’t get most other jobs. Most sharecroppers placed no value on education because it wouldn’t lead to anything. The historical context includes social and economic conditions that often dictate how people live.
   90 = Leon’s family lives on a farm because the sharecropping system prevents people from getting out of debt; they are tied to the landowner. This can last for generations, because children must take on any debts remaining from parents. Sharecroppers were also kept on the land because they were discriminated against and couldn’t get most other jobs. Most sharecroppers placed no value on education because it wouldn’t lead to anything.
   80 = Leon’s family lives on a farm because the sharecropping system prevents people from getting out of debt; they are tied to the landowner.

2. Why does Leon think his father never questioned Mr. Johnson about their debts? [DC, SA] (Team Talk rubric)
   (Accept reasonable responses.)
   100 = Leon says his father never questioned Mr. Johnson because his father was not educated. Leon also says his father was too religious and honest to cheat Mr. Johnson. In his father’s point of view, since he wouldn’t cheat anyone, he didn’t expect that anyone would cheat him. Leon’s father attributed his own characteristics to others.
   90 = Leon says his father never questioned Mr. Johnson because his father was not educated. Also, his father was too religious and honest to cheat. In his father’s point of view, since he wouldn’t cheat anyone, he didn’t think anyone would cheat him.
   80 = He never questioned Mr. Johnson because he was not educated. Also, he was too religious and honest and thought other people would be too.
### Team Talk Questions continued

3. **What does Leon mean when he says on page 16, “we had to stay there”?**
   Support your answer. **[CV, SA]** (Team Talk rubric)
   (Accept reasonable responses.)
   
   $100 = I$ think Leon means that he would have preferred going outside to play instead of staying in church. Leon gives us evidence when he uses the word had, which means that he was required to be there. Leon tells us indirectly that he wishes he were somewhere else. Paying attention to word choice improves our understanding.

   $90 = I$ think Leon means that he would have preferred going outside to play instead of staying in church. Leon uses the word had, which means that he was required to be there. Leon tells us indirectly that he wishes he were somewhere else.

   $80 = I$ think Leon means that he would have preferred going outside to play instead of staying in church.

4. **Why do you think Leon is telling his life story?** Support your answer with information from the text. **[DC, SA]** (Team Talk rubric)
   (Accept supported answers.)
   
   $100 = I$ think Leon is telling his story to show people how different life is today from when he grew up. The book was published in 1997, and Leon grew up in North Carolina in the 1940s and 1950s. He uses phrases such as “In those days” to show that things were different. He also describes aspects of everyday life, such as what it was like to cook a meal. He points out other differences, such as how they had no television or radio, only the stories his grandmother told for entertainment, and that he had to chop wood for heat at school. Leon’s details paint a picture of life for poor, rural African Americans in the first half of the twentieth century.

   $90 = I$ think Leon is telling his story to show people how different life is today from when he grew up. The book was published in 1997, and Leon grew up in North Carolina in the 1940s and 1950s. He uses phrases such as “In those days” to show that things were different. He also explains everyday tasks, such as how they had no television or radio, only the stories his grandmother told for entertainment.

   $80 = I$ think he is telling his story to show people how different life is today from when he grew up.

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4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Class Discussion

(18 minutes)

Lightning Round

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Ask Yourself

- What are the qualifications of the author/creator of the source?
- What is the point of view of the author/creator? Does the author/creator show bias, either intentional or unintentional?
- Has the author/creator presented both sides of the story?
- What has the author/creator included, and what has been left out?
- What are the connotations of the language used?
- Is there evidence of research? Does the author/creator give the sources of the quotes and other primary source information?
Lesson 2

Reading Objective: Analyze what a primary source reveals about the historical context.

Teacher Background
In this lesson, you will introduce perspective (point of view) and the impact of perspective in primary sources.

In today’s reading, Leon describes his schooling and additional instances of societal discrimination.

In Set the Stage, show the video “Leon Tillage Remembers” to build background.

Other optional videos include:
- “Segregated Schooling in South Carolina” www.pbslearningmedia.org/content/#q=Segregated+Schooling+in+South+Carolina
- “Lucy Laney” www.pbslearningmedia.org/content/#q=Lucy+Laney

Preview the videos, and choose one that is appropriate for your class.

Active Instruction (25 minutes)

Partner Vocabulary Study
1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.

2. Spot check the Read and Respond homework.

Vocabulary
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.

2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Award team celebration points.

3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>respectful</td>
<td>re-spect-ful</td>
<td>polite and showing proper care</td>
<td>Angie is respectful of older people because of their years of experience.</td>
</tr>
<tr>
<td>page 15</td>
<td>reh-SPAYKT-ful</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

continued
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>decent (adjective)</td>
<td>de-cent (DEE-sehnt)</td>
<td>of good quality</td>
<td>Jake's mom made him wear decent clothes to the wedding instead of his old, ripped jeans.</td>
</tr>
<tr>
<td>responsibility (noun)</td>
<td>re-spon-si-bil-i-ty (ree-SPOHN-sih-bil-lih-tee)</td>
<td>the state of being in charge of something</td>
<td>It was Ricardo's responsibility to feed the cat each day.</td>
</tr>
<tr>
<td>vicinity (noun)</td>
<td>vi-cin-i-ty (vih-SIH-nih-tee)</td>
<td>the nearby area</td>
<td>The blimp could be seen from anywhere in the vicinity of the stadium.</td>
</tr>
<tr>
<td>amateur (adjective)</td>
<td>a-ma-teur (A-mah-chur)</td>
<td>not professional</td>
<td>The amateur basketball player did not get paid for playing in games.</td>
</tr>
<tr>
<td>prominent (adjective)</td>
<td>prom-i-nent (PRAH-mih-nehnt)</td>
<td>powerful and important</td>
<td>The mayor was one of the most prominent people in the city.</td>
</tr>
<tr>
<td>representatives (noun)</td>
<td>rep-re-sen-ta-tives (reh-pree-ZEHN-ta-tihvz)</td>
<td>people who act or speak for someone else</td>
<td>Congress has representatives from every state in the country.</td>
</tr>
<tr>
<td>mauled (verb)</td>
<td>mauled (MAWLD)</td>
<td>injured badly</td>
<td>Carlos made loud noises to scare off the bear because he did not want to be mauled.</td>
</tr>
</tbody>
</table>

4. Use Random Reporter to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.

5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team's goal for this cycle and assess their progress.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the text, author, and reading objective.

4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.
5. Explain that a number of terms can apply to situations where one group is placed at a disadvantage as compared with another group. Review the following terms:

*discriminate, discrimination*: The neutral definition is to tell differences between things; it also means to treat someone or some group differently or victimize them.

*prejudice*: An adverse opinion formed beforehand or without knowledge or examination of the facts; racism, injustice, discrimination.

*segregation*: The neutral definition is to separate; it is also the process of separating people based on a characteristic.

6. Show the video “Leon Tillage Remembers” to provide background. Use **Think-Pair-Share** to debrief the video.

**What are three things that you have learned about the historical context of Leon’s life?**

*(Answers may vary.)* We learned that the Jim Crow laws in the South limited the freedom of African Americans like Leon. Also, that education for African Americans was separate but not equal. We learned that his father's situation as a sharecropper meant the family was poor.

**Interactive Read Aloud**

1. Explain the terms *bias* and *perspective* by giving the definitions and using the terms in a sentence:

*Bias* means favoring one thing instead of another. *Because of the judge's bias toward painting, he always gave first prize to a painting.*

Point out that you can be biased toward something or biased against something.

*Perspective* means a way of regarding situations or topics; point of view. *Everyone thought Tom's joke was funny, but from Mandy's perspective, she thought Tom's joke was mean.*

Point out that everyone has some form of bias and sees things from his or her own perspective and that bias and perspective are framed by a person's experiences.

2. Have students imagine that they are reporting to a friend about a basketball game that their team had lost. Use **Think-Pair-Share** to ask:

**Would you be a biased or an unbiased reporter? Why?**

*Students will probably admit to some level of bias because of their feelings of disappointment.*
How would a person from the winning team report on the game?

A person on the winning team would have a different report on the game compared to the person on the losing team. They would be biased for their team’s performance.

What about the referee at the game? Would he be biased or unbiased? Why?

Students will probably think that referees are less biased, if not completely unbiased. Their job is to make sure the game is played fairly, and they probably don’t care who wins.

Is there any such thing as an unbiased observer?

Accept a variety of supported opinions, but lead students to realize that everyone has a personal point of view on what they observe. A sports event, for instance, could be negative, positive, boring, or fascinating.

What about the score reported in the newspaper?

Accept reasonable responses. Make sure that students understand that some facts are unbiased and can be accepted at face value.

Explain that the bias rule for evaluating sources assumes that all primary sources have some sort of bias and that the creators of primary sources have their own perspectives that historians must consider when deciding if a source is reliable or interpreting what the primary source is really saying.

Use Think-Pair-Share to ask:

**How might your viewpoint about Leon’s account of the sharecropping system be different if you were Mr. Johnson?**

*(Answers may vary.) Mr. Johnson might think that the sharecropping system is a good thing. He gets his land farmed, and he allows people to live on it and earn a living.*

Tell students to keep the ideas of bias and perspective in mind as they read. Creators of primary sources, and other types of writing, have their own personal points of view that affect how they report the events.

3. This cycle our reading objective is to analyze what a primary source reveals about the historical context. Point out that part of the analysis of the primary source is figuring out the author’s perspective and how it impacts his or her reporting of events.

4. Read pages 31 and 32 (ending at paragraph 1) aloud. A sample Think Aloud follows.
Sample Think Aloud

From Leon’s father’s point of view, school was not important. He felt that since you couldn’t get good jobs anyway, why bother? The father forms his point of view from his experiences, and at that time in the South, blacks couldn’t hold many jobs.

5. Model creating a graphic organizer, such as a story map, and making notes. A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Event/Information</th>
<th>What it tells us about the past (historical context)</th>
</tr>
</thead>
<tbody>
<tr>
<td>When employers found out that Leon could read &amp; write, he got more responsibility.</td>
<td>Many people are probably uneducated, but employers will take note of those who are educated and give them slightly better jobs.</td>
</tr>
</tbody>
</table>

6. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 32 (paragraph 1) and identify how Leon’s point of view contrasts with his father’s. Use Random Reporter to debrief.

Leon tells us his experience with education. He found he was given more responsibility on a job when his employers found out that he could read and write. I think this gives him a positive perspective on education, especially as compared with his father.

Teamwork

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 33–51 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.
Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. 

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions

1. What does Leon’s description of eating lunch at school (page 35) tell you about the historical context? [RE, SA] (Team Talk rubric)
   - **100 =** Leon’s description of having lunch at school tells me that the school was very poor. The government must not give much money to this school, so this is another instance of racial injustice. The students had to bring their own cups and spoons and had to cook the lunch and wash up afterwards. There wasn’t a kitchen in the school. However, the white school had a nice kitchen. **Racial injustice seemed to have touched almost everything that affected African Americans at this time.**
   - **90 =** Leon’s description of having lunch at school tells me that the school was very poor. The government must not give much money to this school, so this is another case of racial injustice. The students had to bring their own cups and spoons and had to cook the lunch and wash up afterwards. There wasn’t a kitchen in the school. However, the white school had a nice kitchen.
   - **80 =** The school was very poor. The government must not give much money to this school, so this is another case of racial injustice.

[continued]
Team Talk Questions  continued

2. Leon tells several instances of racial injustice. What does this tell you about the historical context? Do you think he is giving an accurate representation of what was happening? Support your answer. (Write) [RE, SA] (Team Talk rubric)
   (Accept supported answers.)
   
   100 = Leon’s accounts of racial injustice tell me that it was probably very common at this time in North Carolina. During this time, blacks didn’t have many rights. Many people, but not all, took advantage of African Americans. I think Leon gives an accurate account of what happened to him. He tells these accounts of racial injustice without anger. He also talks of whites who were different and helped or protected him, such as Mr. and Mrs. Clark, and the nice white boys who would buy him a soda at the five-and-dime. Therefore, I think Leon gives an accurate account because he includes aspects of both the good and bad behavior of the whites in his area.

   90 = Leon’s accounts of racial injustice tell me that it was probably very common at this time in North Carolina. During this time, blacks didn’t have many rights. Many people, but not all, took advantage of African Americans. I think Leon gives an accurate account of what happened to him. He tells these accounts without anger. He also talks of whites that were different and helped or protected him, such as Mr. and Mrs. Clark and the nice white boys who would buy him a soda at the five-and-dime.

   80 = Leon’s accounts of racial injustice tell me that it was probably very common at this time in North Carolina. I think he gives an accurate account of what happened to him. He tells these accounts without anger.

3. How does the setting allow the white children to abuse Leon and his friends? [RE] (Team Talk rubric)
   (Accept reasonable responses.)
   
   100 = White children are taught that hitting African Americans is acceptable. They are told that African Americans have no feelings and that hitting won’t hurt them. Also, the law protects the white people. The attitudes of white people around them affect the white children in a negative way.

   90 = White children are taught that hitting African Americans is acceptable. They are told that African Americans have no feelings and that hitting won’t hurt them, and the law protects the white people.

   80 = White children are taught that hitting African Americans is all right because they have no feelings.
Team Talk Questions continued

4. What does Leon's parents' response to his questioning and rebelling reveal about their attitudes? What does this tell you about the attitudes of older African Americans at this time? [DC] (Team Talk rubric)

(Accept reasonable responses.)

100 = Leon's parents accepted the fact that white people would never treat them better, so they didn't question or resist the system. Probably most of the older African Americans shared this attitude because they had the same types of experiences that Leon's parents had. They didn't think that things could change because things hadn't changed during their lifetimes. One's perspective is based on one's experiences.

90 = Leon's parents accepted the fact that white people would never treat them better, so they didn’t question or resist the system. Probably most of the older African Americans shared this attitude because they had the same types of experiences. They didn’t think things could change.

80 = Leon's parents accepted the fact that white people would never treat them better, so they didn’t question the system.

5. What is a synonym for the word respectful? What is an antonym for the word respectful? (Reminder: An antonym is a word meaning the opposite.) [CV]

The word respectful means polite and showing proper care, so a synonym is the word courteous. An antonym for respectful is disrespectful.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.
Class Discussion

(15 minutes)

Lightning Round

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • **Something to cheer about:** Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection
<table>
<thead>
<tr>
<th><strong>Word</strong></th>
<th><strong>Pronunciation</strong></th>
<th><strong>Definition</strong></th>
<th><strong>Sample Sentence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>respectful (adjective)</td>
<td>re-spect-ful (ree-SPEHKT-ful)</td>
<td>polite and showing proper care</td>
<td>Angie is <em>respectful</em> of older people because of their years of experience.</td>
</tr>
<tr>
<td>decent (adjective)</td>
<td>de-cent (DEE-sehnt)</td>
<td>of good quality</td>
<td>Jake’s mom made him wear <em>decent</em> clothes to the wedding instead of his old, ripped jeans.</td>
</tr>
<tr>
<td>responsibility (noun)</td>
<td>re-spon-si-bil-i-ty (ree-SPOHN-sih-bil-lih-tee)</td>
<td>the state of being in charge of something</td>
<td>It was Ricardo’s <em>responsibility</em> to feed the cat each day.</td>
</tr>
<tr>
<td>vicinity (noun)</td>
<td>vi-cin-i-ty (vih-SIH-nih-tee)</td>
<td>the nearby area</td>
<td>The blimp could be seen from anywhere in the <em>vicinity</em> of the stadium.</td>
</tr>
<tr>
<td>amateur (adjective)</td>
<td>a-ma-teur (A-mah-chur)</td>
<td>not professional</td>
<td>The <em>amateur</em> basketball player did not get paid for playing in games.</td>
</tr>
<tr>
<td>prominent (adjective)</td>
<td>prom-i-nent (PRAH-mih-nehnt)</td>
<td>powerful and important</td>
<td>The mayor was one of the most <em>prominent</em> people in the city.</td>
</tr>
<tr>
<td>representatives (noun)</td>
<td>rep-re-sen-ta-tives (reh-pree-ZEHN-tah-tihvz)</td>
<td>people who act or speak for someone else</td>
<td>Congress has <em>representatives</em> from every state in the country.</td>
</tr>
<tr>
<td>mauled (verb)</td>
<td>mauled (MAWLD)</td>
<td>injured badly</td>
<td>Carlos made loud noises to scare off the bear because he did not want to be <em>mauled</em>.</td>
</tr>
</tbody>
</table>
Lesson 3

**Reading Objective**: Analyze what a primary source reveals about the historical context.

**Teacher Background**
In this lesson, you will explore the limitations of memory.

**Active Instruction**

(25 minutes)

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

**Sample Think Aloud**

In the last lesson, we saw the word *perspective*. (Model looking up the word for its Latin root.) It has the Latin root *spec*, or sometimes *spic*, which means to see or appearing. *Perspective* is seeing things from a specific point of view. In art, it means the technique of showing three-dimensional objects and depth relationships on a two-dimensional surface; the artist paints distant objects smaller than close objects to give a three-dimensional appearance.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.
5. Use Think-Pair-Share to ask:
   
   **Do you think that memory is always accurate, like a digital recording of your past?**
(Answers will vary.) Students may say that memories are not like digital recordings because you often don’t remember every detail. Sometimes you remember an event, but not the way it really happened.

6. Conduct the memory game:

Explain that the mind uses inferences to relate events and that memory processes make links to other information, so sometimes we remember things that were not present or events that did not happen. Memory is more like a detective drawing inferences from evidence and less like replaying a digital recording.

**Interactive Read Aloud**

1. This cycle our reading objective is to analyze what a primary source reveals about the historical context.

2. Read page 65 (paragraph 1) aloud. A sample Think Aloud follows.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leon says he was “around fourteen.” That would make it 1950, and the book was published in 1997, forty-seven years after this event. I think Leon says “around fourteen” to indicate that he doesn’t have an exact memory of exactly how old he was. He does allow for some inaccuracy, but in this case, it is the situation, not his age, that is important.</td>
</tr>
</tbody>
</table>

3. Explain that when reading primary sources, it is wise to look at the big picture and to keep in mind the limitations of memory when the creator is remembering things from the distant past. Point out that this is not to say that the source is unreliable, but readers and historians need to keep an open mind.

4. Model creating a graphic organizer, such as a story map, and making notes. A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Event/Information</strong></td>
</tr>
<tr>
<td>Leon's family began working for Mr. Tompkins.</td>
</tr>
</tbody>
</table>

5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have students read page 55 and identify evidence that Leon tries to give a balanced view of his life. Use Random Reporter to debrief.

*Leon gives a balanced view of his life when he gives both sides of something. He says that he and other blacks were afraid of the Klan because the Klan could hurt them, but that was not the case with all whites.*
Teamwork
(20 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 56–71 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion
1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions

1. How much time has passed from when Leon lived in North Carolina and when he told his life story? Does passage of time affect memories? Support your answer. (Write) [DC, SA] (Team Talk rubric)

   (Accept reasonable responses.)

   100 = About forty to fifty years passed between the time when Leon lived in North Carolina and when he tells his life story. Yes, I think that as time passes, memories fade. But I also think that people can remember things that happened to them when they were young. My grandmother often tells stories of when she was a little girl in Cleveland, but sometimes she doesn’t remember the details. I think people try to tell stories accurately, but sometimes they forget some information.

   90 = About forty to fifty years passed between the time when Leon lived in North Carolina and when he tells his life story. Yes, I think that as time passes, memories fade. But I also think that people can remember things that happened to them when they were young.

   80 = About forty to fifty years. Yes, I think that as time passes, memories fade.

   continued
### Team Talk Questions continued

2. How does the story that Leon tells about the constable who had been an amateur boxer help to explain why African Americans did not ask the police for protection? What does this tell you about the historical context? [RE] (Team Talk rubric)
   
   (Accept reasonable responses.)

   **100 =** The police were often members of the Klan, and some killed African Americans without consequences. This situation tells me that African Americans living in North Carolina at this time had no rights and no protection. I think this was part of the reason that most African Americans relied on God and tried to stay out of trouble. Because the authorities were also unjust, the system prevented African Americans from resisting the things that the whites did to them.

   **90 =** The police were often members of the Klan, and some killed African Americans. This situation tells me that African Americans living in North Carolina at this time had no rights and no protection. I think this was part of the reason that most African Americans relied on God and tried to stay out of trouble.

   **80 =** The police were often members of the Klan. African Americans had no rights and no protection.

3. Leon describes the Ku Klux Klan. This took place long ago, so do you think Leon’s memories are accurate? Would you consider this passage reliable? Support your answer. [RE] (Team Talk rubric)
   
   (Accept supported answers.)

   **100 =** Even though memories can fade with time, I think Leon’s memories about the Klan are reliable because he describes repeated instances of Klan members beating up or killing African Americans at the time. If similar instances happen again and again, you are more likely to remember them.

   **90 =** Even though memories can fade with time, I think Leon’s memories about the Klan are reliable because he describes repeated instances of Klan members beating up or killing African Americans at the time.

   **80 =** Even though memories can fade with time, I think Leon’s memories about the Klan are reliable because he describes repeated instances.
Team Talk Questions continued

4. What is Leon referring to on page 65 in “but in those days for a black man that was amazing”? What is the significance of the word amazing? Support your answer. [RE, SA] (Team Talk rubric)

(Accept reasonable responses.)

100 = In this passage, Leon is referring to the fact that Mr. Tompkins, a black man, owned a twenty-five to thirty-acre farm. Leon considers this amazing given the usual circumstances for blacks in the South at this time. Most blacks did not own their land; they were sharecroppers. Blacks were discriminated against in almost all dealings with whites. So the fact that a black man owned a large section of land was amazing to Leon because it was unusual.

90 = In this passage, Leon is referring to the fact that Mr. Tompkins, a black man, owned a twenty-five to thirty-acre farm. Leon considers this amazing given the usual situation for blacks in the South at this time. Most blacks did not own their land; they were sharecroppers. Blacks were discriminated against in almost all dealings with whites.

80 = He is referring to the fact that Mr. Tompkins, a black man, owned a twenty-five to thirty-acre farm. Leon considers this amazing given the usual situation for blacks.

5. Choose a word from the vocabulary list, and write a meaningful sentence that uses the word correctly. [CV]

Accept a sentence that shows that the student knows the meaning of the word and can use it correctly. For example: We found the lost softball in the vicinity of the bushes near left field.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.
Class Discussion

(15 minutes)

Lightning Round

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-points responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 4

**Reading Objective:** Analyze what a primary source reveals about the historical context.

**Teacher Background**

*Leon’s Story*, pages 75–89. Leon describes some of his experiences working and how he learned about marching for freedom.

**Active Instruction**

(25 minutes)

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use *Random Reporter* to have the teams share one word that they know and one word that they need to study further. Use *Random Reporter* to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use *Random Reporter* to have teams share their discussions.
**Interactive Read Aloud**

1. Read pages 75–77 (ending at paragraph 1) aloud.

2. Use **Think-Pair-Share** to ask:

   **What does the fact that the white boy’s father corrects him for being nice to an African American tell you about the historical context?**

   *(Answers may vary.) This tells me that children have to be taught to hate and be prejudiced and that, unfortunately, parents were willing to teach this.*

3. Use **Think-Pair-Share** to have students identify what can be added to the graphic organizer.

   *We can add the part about teaching children to be prejudiced.*

**Sample Graphic Organizer**

<table>
<thead>
<tr>
<th>Event/Information</th>
<th>What it tells us about the past (historical context)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A white father corrects his son when the son is nice to Leon.</td>
<td>Children were taught to hate and be prejudiced against blacks.</td>
</tr>
</tbody>
</table>

**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate:  

   **pages 77 (paragraph 1)–89 aloud with partners.**

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.  

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

### Team Talk Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What does Leon’s time in high school reveal about the historical context? Support your answer. <strong>(Write)</strong> [RE, SA] (Team Talk rubric)</td>
<td>100 = Leon’s description of this time in his life helps us understand the beginning of the Civil Rights Movement. Leon was in high school during the early 1950s. He was taught some of the same things that we are taught today about rights of free speech, religion, and the Constitution. I think because more blacks were educated, they could see that they were being denied equal rights, so when Dr. King was organizing marches for civil rights, the high school and college students were ready to work with him. <strong>Personal stories can give insight into historical events.</strong>&lt;br&gt;90 = Leon’s description of this time in his life helps us understand the beginning of the Civil Rights Movement. He was taught some of the same things that we are taught today about rights of free speech, religion, and the Constitution. I think because more blacks were educated, they could see that they were not getting equal rights, so when Dr. King was organizing marches for civil rights, the high school and college students were ready to work with him.&lt;br&gt;80 = His description of this time in his life helps us understand the beginning of the Civil Rights Movement.</td>
</tr>
<tr>
<td>2. Why does Leon include the incident on pages 82 and 83 where two white men rescued him from a crowd? Support your answer. [RE, SA] (Team Talk rubric)</td>
<td>100 = Leon describes a specific event where a man he worked for and the man’s friends threatened him with dogs. It is another example of how blacks were treated at the time. Leon includes the end of the story to contrast the behavior of the two whites who rescued him with the bad behavior of the men who threatened him. <strong>I think Leon gives a balanced, truthful account of events in his life.</strong>&lt;br&gt;90 = Leon describes an event where a man he worked for and the man’s friends threatened him with dogs. It is another example of how blacks were treated at the time. Leon includes the end of the story to contrast the behavior of the two whites who rescued him with the bad behavior of the men who threatened him.&lt;br&gt;80 = He includes the end of the story to contrast the behavior of the two whites who rescued him with the bad behavior of the men who threatened him.</td>
</tr>
</tbody>
</table>
Team Talk Questions continued

3. What is the significance of the sentence at the end of paragraph 1 on page 87? Support your answer with evidence from the text. [RE, SA] (Team Talk rubric)

100 = When he says “we knew it was time for a change,” Leon means that high school taught him that the discrimination that he and others had to live with wasn’t right and that the situation should be changed. They had rights, and all men are created equal, even though blacks were not treated equally. Leon found out that what his parents had told him shouldn’t be the way they have to live. Once Leon and his fellow students knew their rights, they knew something had to be done.

90 = When he says “we knew it was time for a change,” Leon means that high school taught him that the discrimination that he and others had to live with wasn’t right and that the situation should be changed. They had rights, and all men are equal, even though blacks were not treated equally.

80 = He means that high school taught him that the discrimination that he and others had to live with wasn’t right and that the situation should be changed.

4. What is the author’s purpose in telling his story? Support your answers with evidence from the text. [AP, SA] (Team Talk rubric)

100 = I think Leon’s purpose in telling his story is to tell others what life was like for poor, rural African Americans in the South in the 1930s through the 1950s. His story focuses on the relationships between blacks and most whites, and does not include much detail about other aspects of his life. Leon discusses the discrimination against blacks in jobs, schools, and public areas, such as having separate bathroom facilities, drinking fountains, and seats on buses. He describes the actions of the Ku Klux Klan against African Americans and the fact that blacks had no opportunity to get justice for criminal acts against them. Leon gives his personal history, which is part of the larger history of life in America. History should not be forgotten.

90 = I think Leon’s purpose in telling his story is to tell others what life was like for poor, rural African Americans in the South in the 1930s through the 1950s. His story focuses on the relationships between blacks and most whites, and does not include much detail about other parts of his life. Leon discusses the discrimination against blacks in jobs, schools, and public areas, such as having separate bathroom facilities, drinking fountains, and seats on buses. He describes the actions of the Ku Klux Klan.

80 = His purpose is to tell others what life was like for poor, rural African Americans in the South in the 1930s through the 1950s.

5. What word from the vocabulary list belongs in the blank? How do you know? [CV]

For our graduation speaker, the principal chose a ________ doctor in the town. Prominent. Usually graduation speakers are well-known people, so prominent is the best answer choice.
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

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Class Discussion

(15 minutes)

Lightning Round

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

3. Show the video “Team Talk Response.”

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 5

**Writing Objective:** Use quotations from the text to support a claim.

**Teacher Background**
Students will write an argument: making a claim and supporting it with quotes from the text.

**Active Instruction**
(10 minutes)

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Tell students that Leon frequently begins his chapters with a statement and then goes on to provide supporting evidence.
Refer students to page 75 in *Leon’s Story*, and read the first sentence aloud. Use **Think-Pair-Share** to have students identify evidence that Leon uses to support the first sentence.

*Answers may vary, but should include most of the rest of the sentences in the paragraph.*

Point out that being able to support your opinions or claims is a hallmark of good writing.

5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

<table>
<thead>
<tr>
<th>Writing Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can we learn from <em>Leon’s Story</em> about the value of education? Support your claim with quotes from the text.</td>
</tr>
</tbody>
</table>

Use **Think-Pair-Share** to ask:

**Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?**

*The prompt is asking us to support a claim with reasons. I know because the second sentence says to support a claim with quotes.*

6. Refer students to the following writer’s guide in their student editions. Point out that this Writing to Support a Claim with Reasons guide is the criteria for writing. Point out that using the writer's guide will help them write a quality response.

<table>
<thead>
<tr>
<th>Writing to Support a Claim with Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>• Clearly state a position (claim) and include good reasons that support that position.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Begin by stating a position (claim).</td>
</tr>
<tr>
<td>• In the middle, tell supporting reasons.</td>
</tr>
<tr>
<td>• End with a closing statement.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
</tr>
<tr>
<td>• Use words and phrases that help the audience see how the reasons are related to the claim.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
</tbody>
</table>

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use **Think-Pair-Share** to ask:

**Which guidelines relate to our writing objective: use quotations from the text to support a claim?**

*The guidelines for ideas, organization, and style relate to the writing objective.*
7. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

**Model a Skill**

Tell students that a graphic organizer will help to organize the ideas for supporting a claim with quotes from the text. Model using a graphic organizer with the paragraph on page 75 of *Leon’s Story*.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>“it was survival”</td>
</tr>
<tr>
<td>“worked wherever you could work to get some more money”</td>
</tr>
<tr>
<td>claim: work odd jobs to make extra money</td>
</tr>
<tr>
<td>“we had to pitch in”</td>
</tr>
<tr>
<td>“we knew what to do with our little change”</td>
</tr>
</tbody>
</table>

**Teamwork**  
(20 minutes)

**Independent Work**

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer’s guide to check the quality of their response.
Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.

2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.

3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.

Class Discussion

(30 minutes)

Lightning Round

Randomly select a writing project from one or two teams’ piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer’s guide for writing to support a claim with reasons and the writing objective to use quotations from the text to support a claim.

Using the writer’s guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- Does the writer clearly state a position (claim) and include good reasons that support that position?
- Are events organized in a sequence that a reader can follow?
- Does the writer use words and phrases that help the audience see how the reasons are related to the claim?
- Does the writer use correct punctuation, spelling, and grammar?
- Does the writer use quotations from the text to support a claim?

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

Reflection on Writing

Have students reflect on their use of the writing process. Ask:

How did creating and using a graphic organizer work for you? How did it help you write your draft?

Answers will vary.
What was the most useful feedback that you received? How did it affect your revisions?

Answers will vary.

Did you find it easy or difficult to find quotes that supported your claim? Do you think the details were effective?

Answers will vary.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Writing Prompt

What can we learn from *Leon’s Story* about the value of education? Support your claim with quotes from the text.

<table>
<thead>
<tr>
<th>Writing to Support a Claim with Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
</tbody>
</table>
| **Organization** | Begin by stating a position (claim).  
| | In the middle, tell supporting reasons.  
| | End with a closing statement. |
| **Style** | Use words and phrases that help the audience see how the reasons are related to the claim. |
| **Mechanics** | Use correct punctuation, capitalization, spelling, and grammar. |
Lesson 6

**Reading Objective:** Analyze what a primary source reveals about the historical context.

**Writing Objective:** Use quotations from the text to support a claim.

**Teacher Background**

*Leon’s Story*, pages 90–101 and 106 (paragraph 1) and 107. Today’s cycle test challenges students to analyze a primary source to see what it reveals about the historical context.

In today’s reading, Leon describes more about the marches he attended and the results of the marches. The reading also includes information related to his current life and an assessment by Susan L. Roth, who encouraged Leon to publish his story.

**Active Instruction**

(5 minutes)

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.

2. Spot check the Read and Respond homework.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the text, author, and reading and writing objectives.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
**Prepare Students for the Test**

(5 minutes)

**Partner Review**

1. Remind students that they have been practicing analyzing what a primary source reveals about the historical context. Remind students that they have been thinking about Leon’s story and figuring out what his story tells us about the historical context of the times in which Leon grew up. Tell students that they will use these skills as they take the cycle test.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

**Test Directions**

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.

2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.

3. Point out that questions #1 and #4 ask about analyzing what a primary source reveals about the historical context.

4. Ask students to identify key words or phrases in question #4.

   4. Is Leon’s Story a primary source or a secondary source? Why? What does his story tell you about the historical context? [RE]

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

   **Today you will read more about Leon’s story.**

**Test**

(30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.
Teamwork

(10 minutes)

Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.

Class Discussion

(10 minutes)

Lightning Round

1. Use Random Reporter to have teams share team discussions of the test questions and explain their thinking.
   - What was the result of the marches that Leon attended?
     *The marches led to changes for African Americans—they got more rights.*
   - What do you think is the most important thing you learned from Leon?
     *Answers will vary.*
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:
   - How many points did your team earn today?
   - How can your team earn more points?
   - Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.
   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Random Reporters

Random Reporters share team discussion of a test question.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.
Part I. Comprehension (100 points)

1. Leon’s parents answer their children’s questions about why they had to be second best. What does their response tell you about their attitudes? [DC]

   (Accept reasonable responses.)

   20 points = Leon’s parents’ response of stating that is the way it was intended to be reveals that they adopted the attitude that white people would never treat them better, so there was no use in fighting it. Their own experiences, knowledge of slavery, and lack of education helped form their attitudes. A person’s attitude and outlook are formed from one’s experiences and knowledge.

   15 points = Their response that it is the way it was meant to be tells me that they adopted the attitude that white people would never treat them better, so there was no use in fighting it. Their own experiences and lack of education helped form their attitudes.

   10 points = Their response that it is the way it was meant to be tells me that they feel that white people would never treat them better, so there was no use in fighting it.

2. How did the attitude of the two white men with the shotgun save Leon from being mauled by the dogs? Why is someone’s attitude or point of view important? [RE]

   (Accept reasonable responses.)

   20 points = The men in the truck seemed to have the attitude that African Americans did not deserve to be abused and injured for the amusement of a bunch of drunks, so they held off his tormenters until he could escape. The attitude of these two men told them to take action when they saw something wrong. They stood up against the attitude of the people who were trying to hurt Leon. For better or worse, our attitude or point of view affects how we act.

   15 points = The men in the truck felt that African Americans did not deserve to be injured by a bunch of drunks, so they held off his attackers. The attitude of these two men told them to take action when they saw something wrong. They stood up against the attitude of the people who were trying to hurt Leon.

   10 points = The men in the truck felt that African Americans did not deserve to be injured. The attitude of these two men told them to take action when they saw something wrong.
3. What do you conclude is a personality trait of Leon Tillage? Support your answer. [DC, SA]

(Accept reasonable responses.)

20 points = I think Leon is a positive person who doesn’t hold grudges. He presents his story without anger and gives credit to the white people who were nice and helped him. He saw the good and the bad and accepted them for what they were. He marched for and won greater civil rights, so he saw that taking action can be rewarded. I think this helped him have a positive outlook on life.

15 points = I think Leon is a person who doesn’t hold grudges. He presents his story without anger and gives credit to the white people who were nice and helped him. He saw the good and the bad and accepted them for what they were. He marched for and won greater civil rights, so he saw that taking action can be rewarded.

10 points = I think he is a person who doesn’t hold grudges.

4. Is Leon’s Story a primary source or a secondary source? Why? What does his story tell you about the historical context? [RE]

20 points = Leon’s Story is a primary source. It is an autobiography—a life story told or written by the person who lived it. Leon Tillage tells his life story from his memories of his experiences growing up in North Carolina in the 1940s and 1950s. Leon’s story tells me about the discrimination against blacks in the South during this time. According to the text, there were laws separating blacks and whites in most public places, such as public transit, schools, and restaurants. These were called Jim Crow laws. Blacks were second-class citizens and had to yield to whites all the time. From his story, it seems that most whites accepted this as normal. His story also tells me about the effect of the nonviolent marches for civil rights and how eventually they won over the mayor. If people work effectively for what they believe is right, they can change things.

15 points = Leon’s Story is a primary source. It is an autobiography—a life story told or written by the person who lived it. Leon Tillage tells his life story from his memories of his experiences growing up. Leon’s story tells me about the discrimination against blacks in the South during this time. There were laws separating blacks and whites in most public places, such as public transit, schools, and restaurants. These were called Jim Crow laws. Blacks were second-class citizens and had to yield to whites all the time. From his story, it seems that most whites accepted this as normal. His story also tells me about the effect of the nonviolent marches for civil rights and how eventually they won over the mayor.

10 points = Leon’s Story is a primary source. It is an autobiography. Leon’s story tells me about the discrimination against blacks in the South during this time.
5. What are the advantages and disadvantages of learning information from a primary source? [DC, SA]

(Accept supported answers.)

20 points = A primary source like Leon’s Story can give you a window into people’s lives during a specific time period. We can learn how people lived and the problems they had and how they found solutions to the problems. A disadvantage is that the information is only from one person’s point of view. Everyone sees things from their own point of view based on their experiences and knowledge. Learning information from a primary source means you have to keep the advantages and disadvantages in mind.

15 points = A primary source like Leon's Story can give you a window into people's lives during a time period. We can learn how people lived and the problems they had and how they found solutions to the problems. A disadvantage is that the information is only from one person's point of view.

10 points = We can learn how people lived and the problems they had. A disadvantage is that the information is only from one person's point of view.

Part II. Writing (100 points)

Write at least a paragraph to answer the following question:

What can we learn from Leon’s Story about the kinds of attitudes that help people solve problems rather than making them worse? Support your claim with evidence from the text.

Leon’s story shows us that self-control and nonviolence can lead to positive changes. Leon had the courage and self-control to seek a nonviolent solution, so he joined with Dr. Martin Luther King, Jr. to march for civil rights. He had the determination to tackle problems even when others told him they couldn’t be solved. When questioned by his parents about joining the marches, Leon responded, “We’re getting beat up now. We’re getting killed now. So I’d rather get beat up for doing something or trying to change things. I mean, why get beat up for nothing?” He had learned in high school “…about the Constitution of the United States. We learned that all men are created equal. We knew it was a time for change.” Leon had the idealism and optimism to believe that America would live up to its promise of liberty and justice for all.
The following guide is used to score part II of the cycle test.

### Writing to Support a Claim with Reasons

<table>
<thead>
<tr>
<th>Ideas</th>
<th>0–25 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly states a position (claim) and includes good reasons that support that position</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>0–25 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins by stating a position (claim)</td>
<td></td>
</tr>
<tr>
<td>In the middle, tells supporting reasons</td>
<td></td>
</tr>
<tr>
<td>Ends with a closing statement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Style</th>
<th>0–25 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses words and phrases that help the audience see how the reasons are related to the claim</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>0–10 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses correct punctuation, capitalization, spelling, and grammar</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Objective</th>
<th>0–15 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use quotations from the text to support a claim.</td>
<td></td>
</tr>
</tbody>
</table>

### Part III. Vocabulary (100 points)

1. Write a meaningful sentence using the word *prominent*. [CV]

   *Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: The prominent actor got many letters from his fans.*

2. Sheila was always ________ toward people and never criticized anyone.

   Choose the word that belongs in the blank. [CV]
   - unfair
   - mean
   - boring
   - respectful

3. What is a synonym for the word *amateur*? What is an antonym for the word *amateur*? [CV]

   *A synonym for amateur is unprofessional; an antonym is professional.*

4. “I think mostly all the blacks in the vicinity loved the Clarks.” In this sentence, the word *vicinity* most nearly means— [CV]

   - nearby area.
   - foreign country.
   - across the river.
   - in the next state.

5. Our ________ on the city council should consider our opinions on the new park.

   Choose the word that belongs in the blank. [CV]
   - doctors
   - representatives
   - salesmen
   - plumbers
6. Write a meaningful sentence using the word *mauled*. [CV]

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: The illegal hunter was mauled by the mother chimpanzee when he tried to take her baby.

7. “And later, when I worked in different places, once they knew I could read and write, they would give me a little more responsibility.” In this sentence, the word *responsibility* most nearly means— [CV]

A. time.
B. vacation.
C. *being in charge of something*.
D. relating to writing a book.

8. What is a synonym for the word *decent*? What is an antonym for the word *decent*? [CV]

A synonym for *decent* is suitable; an antonym is unsatisfactory.

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. [CV]

We clarified the word *embankment*. Embankment means a mound of earth. The embankment kept water from rising out of the ditch and spilling onto the road.

10. As used in the sentence on page 91, “We were determined and we felt we had nothing to lose,” *determined* most nearly means— [CV]

A. giving up easily.
B. *driven to achieve a goal*.
C. thinking about what to do.
D. not suited for the job.

Explain how you figured out the meaning of *determined*.

Students will explain their thinking. For example, I used the context. The passage talks about the marches Leon went on and that they didn’t give up, so *driven to achieve a goal* is the best answer.

<table>
<thead>
<tr>
<th>Question Codes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[DC]</td>
<td>Make inferences; interpret data; draw conclusions.</td>
</tr>
<tr>
<td>[SA]</td>
<td>Support an answer; cite supporting evidence.</td>
</tr>
<tr>
<td>[MI]</td>
<td>Identify the main idea that is stated or implied.</td>
</tr>
<tr>
<td>[CV]</td>
<td>Clarify vocabulary.</td>
</tr>
<tr>
<td>[AP]</td>
<td>Identify author’s intent or purpose.</td>
</tr>
<tr>
<td>[RE]</td>
<td>Analyze relationships (ideas, story elements, text structures).</td>
</tr>
<tr>
<td>[AC]</td>
<td>Author’s craft; literary devices</td>
</tr>
</tbody>
</table>
Lesson 7

Reading Objective: Analyze what a primary source reveals about the historical context.

Teacher Background
During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.

Active Instruction

Two-Minute Edit
1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use Random Reporter to check corrections. Award team celebration points.

Vocabulary
Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

Set the Stage
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.
Teamwork

(25 minutes)

Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.

2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.

3. As you visit teams, take this opportunity to check students’ homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher’s Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

<table>
<thead>
<tr>
<th>Read and Respond Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is your selection informational or literature? Summarize your reading. (summary rubric)</td>
</tr>
<tr>
<td>2. Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)</td>
</tr>
<tr>
<td>3. Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)</td>
</tr>
<tr>
<td>4. Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)</td>
</tr>
<tr>
<td>5. Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)</td>
</tr>
<tr>
<td>6. Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)</td>
</tr>
</tbody>
</table>
Class Discussion Tip

(15 minutes)

Lightning Round

Use Random Reporter to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

Celebrate

1. Tally up this cycle’s points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams’ test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team’s total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students’ Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students’ forms, and record the number on the teacher cycle record form after class.

Team responses and feedback

Teams report on their review of the texts and Read and Respond discussions.

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.
Lesson 8

Objectives: Celebrate successes, and set new goals. Hold a Class Council meeting.

Teacher Background
In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new objectives for further improvement.

In the second part of the lesson, students participate in Class Council.

Active Instruction
(2 minutes)

Two-Minute Edit
1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use Random Reporter to check corrections. Award team celebration points.

Celebrate/Set Goals
(20 minutes)

1. Distribute students’ scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle’s top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members’ cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students’ scores.
   - What was your team’s highest score?
   - What score do you want to improve?
   - What can the team do to improve that score?
Use **Random Reporter** to ask:

**What is your team's goal for the next cycle? Why did you choose that goal?**

*Accept supported answers.*

5. Use the poster to award team celebration points for responses that include the team's reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.

6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.

---

**Class Council**

(30 minutes)

1. Share class compliments.

2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?

3. Discuss a class concern, or use the scenario and discussion hints provided.

4. Have teams discuss and then use **Random Reporter** to share responses.

5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.

---

**Brain Game**

(5 minutes)

1. Choose a brain game from the card set, and then play the game.

2. Use the following questions to debrief and remind students of self-regulatory strategies:

   **What did this game require your brain to do?**

   **How will use of this skill improve your success in other classes?**
Lesson 1

**Reading Objective:** Analyze what a primary source reveals about the historical context.

**Teacher Background**

*The Great Migration*, “The Promised Land,” pages 5–10. In this lesson, you will introduce secondary sources and compare them to primary sources. Students will begin reading *The Great Migration*.

**Active Instruction**

(22 minutes)

**Big Question**

Post and present this cycle's Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** What adjustments would you need to make to leave your home and settle in a new place?

**Set the Stage**

1. Refer students to today’s Big Question. Use Think-Pair-Share to ask:
   
   What adjustments would you need to make to leave your home and settle in a new place?
   
   *(Answers will vary.) I would have to learn how to get around, learn where the stores were, and make new friends.*

   What do you think the word *migration* means?
   
   *A migration is a mass movement of people or animals.*

   When have you heard the word *migration* used?
   
   *Answers will vary, but could include the concept of birds migrating south for the winter.*

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.

3. Introduce the texts, authors, and reading objective.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use **Random Reporter** to share team responses.

   **T:** The Great Migration  
   **I:** To inform readers about the Great Migration  
   **G:** T-chart

5. Have students review *Leon’s Story* and summarize what conditions were like for African Americans in North Carolina in the 1930s and 1940s.

**Interactive Read Aloud**

1. This cycle our reading objective is to analyze what a primary source reveals about the historical context.

2. Introduce secondary sources, and compare them to primary sources:

   - A primary source is an account given by someone who was there at the time.
   - A secondary source is written by someone who has compiled and analyzed information from a variety of sources, both primary and other secondary sources; the author was not directly involved in the event.
   - Secondary sources often tell what is important and organize the information with the reader in mind.

Give some examples of secondary sources: textbooks, encyclopedias, and articles, etc. Point out that secondary sources also reveal the historical context of a period or events.

Point out that just as there were questions a reader should ask him- or herself when reading a primary source, there are questions to ask as you read a secondary source. Refer students to page 10 in their student editions, display the following blackline master, and review with students:

**Ask Yourself**

- What are the qualifications of the author/creator of the source?  
- What is the point of view of the author/creator? Does the author/creator show bias, either intentional or unintentional?  
- Has the author/creator presented both sides of the story?  
- What has the author/creator included, and what has been left out?  
- What are the connotations of the language used?  
- Is there evidence of research? Does the author/creator give the sources of the quotes and other primary source information?

Point out that, as with primary sources, it is best to keep an open mind and always ask questions about the information.
3. Refer students to the inside of the front cover and the back cover, and model answering the first question above. Read the sidebar “Consulting Editor,” and note the book and Internet sources listed on page 49. Use a Think Aloud to clarify points for students.

**Sample Think Aloud**

The background of the editor tells me that he has good credentials for doing this magazine. He is a history professor, has written several books on the African American experience, and is a consultant to the National Park Service on the Underground Railroad. The last page lists other sources, including Internet sources, that are all legitimate sources of information: the Library of Congress and George Mason University. These references indicate that the magazine probably presents a reasonable account of the Great Migration.

4. Refer students to the graphic on page 3. Use **Think-Pair-Share** to ask:

   **Is the letter in the picture a primary or secondary source? Why?**

   *It is a primary source. The letter was written by a person living in 1917.*

5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

   Have students read pages 5 and 6 (paragraph 1). Use **Think-Pair-Share** to ask:

   **What primary source do you see in this passage?**

   *The primary source in this passage is the quote from the speech by Frederick Douglass.*

   **What does this source tell you about the historical context?**

   *It tells me that Frederick Douglass was important to black rights and that the fight for black rights started in the 1860s, long before Leon Tillage was born.*

   Point out that the author of “The Promised Land” probably used a variety of primary sources to write the article.

   Have students read the author biography at the end of the article on page 10. Use **Think-Pair-Share** to ask:

   **Do you think the author of the article is qualified to write the article? Why?**

   *Yes, she is qualified. She is a professor of African studies at a university and has written other things about African Americans.*

   Use **Random Reporter** to debrief.
Partner pairs: Review, reread to clarify, and add to the graphic organizer.

6. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use Random Reporter to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Event/Information</th>
<th>What it tells us about the past (historical context)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frederick Douglass’s speech to the Massachusetts Anti-Slavery Society in 1865</td>
<td>Rights for African Americans were slow in coming; it is hard to change attitudes quickly.</td>
</tr>
</tbody>
</table>

Tell students to keep in mind the distinctions between primary and secondary sources as they read articles in *The Great Migration*.

Teamwork (20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 6 (paragraph 2)–10 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

Cue students to use their student routines for strategy use and Team Talk discussion.
Team Talk Questions

1. Is there evidence of primary sources in this article? How do they relate to the article? Support your answer. [RE, SA] (Team Talk rubric)

100 = There are a variety of primary sources in this article. These include photographs, quotes from people living in the past, reference to the Fourteenth Amendment, and specific historic examples that could be checked, such as the Plessy v. Ferguson case before the Supreme Court in 1896 and the composition of the state legislatures and Congress showing no black legislators or congressmen. These sources relate directly to the topic of the article—that there were many reasons African Americans left the South. The author uses the primary sources to explain the background for the Great Migration.

90 = There are several primary sources in this article. These include photographs, quotes from people living in the past, the Fourteenth Amendment, and historic examples that could be checked, such as the Plessy v. Ferguson case before the Supreme Court in 1896 and the composition of the state legislatures and Congress showing no black legislators or congressmen. These sources relate directly to the topic of the article—that there were many reasons African Americans left the South.

80 = There are several primary sources in this article.

2. How does the author’s organization of the text tell you that it is a secondary source? Explain. [DC, SA] (Team Talk rubric)

100 = This is a secondary source because it is organized by time, from just after the Civil War to just before World War I. In addition, it includes information from different sources: Frederick Douglass’s speech, the Fourteenth Amendment, history of post-Reconstruction, Jim Crow laws, and a court case. This is written to inform people about what led to the Great Migration.

90 = This is a secondary source because it is organized by time, from just after the Civil War to just before World War I. It is also includes information from different sources: Frederick Douglass’s speech, the Fourteenth Amendment, history of post-Reconstruction, Jim Crow laws, and a court case.

80 = This is a secondary source because it is organized by time and includes information from different sources.

3. How does this secondary source relate to Leon’s story? [DC] (Team Talk rubric)

100 = Leon’s story is a specific example of the descriptions on page 7 of “The Promised Land” of the treatment of blacks by whites in the early 1900s. It verifies the sharecropping doctrine described by Leon. I think the author could have used Leon’s Story as a primary source for this article.

90 = Leon’s story is an example of the descriptions on page 7 of the treatment of blacks by whites in the early 1900s. It verifies the sharecropping doctrine told by Leon.

80 = It is an example of the descriptions on page 7 of the treatment of blacks by whites.
Team Talk Questions continued

4. What does the passage about “Promised Land” on page 10 tell you about the historical context? Support your answer. (Write) [RE, SA] (Team Talk rubric)

100 = The fact that African Americans referred to the North as the “Promised Land” tells me that they were very religious. Everyone knew the Bible, so a reference to the Promised Land would be understood by everyone. People in the Great Migration commonly used biblical images, such as the Ohio River as the River Jordan in the Bible.

90 = The fact that African Americans referred to the North as the “Promised Land” tells me that they were very religious. Everyone knew the Bible, so a reference to the Promised Land would be understood by everyone.

80 = It tells me that they were very religious.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Class Discussion (18 minutes)

Lightning Round

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Ask Yourself

- What are the qualifications of the author/creator of the source?
- What is the point of view of the author/creator? Does the author/creator show bias, either intentional or unintentional?
- Has the author/creator presented both sides of the story?
- What has the author/creator included, and what has been left out?
- What are the connotations of the language used?
- Is there evidence of research? Does the author/creator give the sources of the quotes and other primary source information?
Lesson 2

**Reading Objective:** Analyze what a primary source reveals about the historical context.

**Teacher Background**

Today students will read *The Great Migration, “Where Opportunity Awaits,”* pages 14–20. This article describes the opportunities for housing and employment in the North.

**Active Instruction**

(25 minutes)

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.

2. Spot check the Read and Respond homework.

**Vocabulary**

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.

2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Award team celebration points.

3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>urban</td>
<td>ur-ban (UR-bihn)</td>
<td>relating to cities</td>
<td><em>Urban</em> centers have more people than rural areas.</td>
</tr>
<tr>
<td>tenant</td>
<td>ten-ant (TEN-uhnt)</td>
<td>renter</td>
<td>We took cookies to welcome the new <em>tenant</em> in our apartment building.</td>
</tr>
<tr>
<td>enacted</td>
<td>en-act-ed (en-AKT-ed)</td>
<td>passed</td>
<td>The state legislature <em>enacted</em> laws to help the bald eagle.</td>
</tr>
<tr>
<td>Word</td>
<td>Pronunciation</td>
<td>Definition</td>
<td>Sample Sentence</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------</td>
<td>-------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>segregated</td>
<td>seg-re-gat-ed</td>
<td>separated</td>
<td>Boys and girls are often segregated into different health classes because their health issues are different.</td>
</tr>
<tr>
<td>doctrine</td>
<td>doc-trine</td>
<td>belief</td>
<td>Jan’s doctrine toward others was one of kindness.</td>
</tr>
<tr>
<td>optimistic</td>
<td>op-ti-mis-tic</td>
<td>hopeful</td>
<td>I was optimistic that we could go on the picnic because it was warm and sunny.</td>
</tr>
<tr>
<td>encountered</td>
<td>en-coun-tered</td>
<td>met</td>
<td>On the way home, I encountered my cousin coming to meet me.</td>
</tr>
<tr>
<td>domestic</td>
<td>do-mes-tic</td>
<td>relating to family or home</td>
<td>I have many domestic chores to do, like sweeping the hallway and taking out the trash.</td>
</tr>
</tbody>
</table>

4. Use Random Reporter to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.

5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the texts, authors, and reading objective.

4. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.

   **T:** The Great Migration
   
   **I:** To inform people about opportunities awaiting the migrants
   
   **G:** T-chart
Use **Think-Pair-Share** to ask:

**According to Leon in Leon’s Story, how did most African Americans in the South make a living?**

*Most made a living sharecropping or working low-paying jobs. They were mostly poor.*

**Would you move across the country to find a better paying job?**

*Answers may vary.*

### Interactive Read Aloud

1. Refer students to the reading objective.

2. Read page 18 (paragraphs 1 and 2) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

**What does this passage tell you about the historical context?**

*It tells me that landlords and employers took advantage of the migrants. Landlords charged high rents and didn't maintain the buildings. Employers paid black workers less than the white workers. This combination led to the decline of neighborhoods.*

Point out that this pattern led to many cities having deteriorating neighborhoods, some of which persist to this day.

Also point out that there were similar stories for many other immigrants—the Italians, the Irish, and the eastern Europeans.

3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have students read the last paragraph on page 20. Use **Think-Pair-Share** to ask:

**What does this passage tell you about the historical context?**

*It tells me that in spite of some problems, most migrants stayed in the northern cities because they had a better economic situation and less discrimination. Their lives were better in the North.*

Use **Random Reporter** to debrief.

4. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.
A sample graphic organizer follows.

### Sample Graphic Organizer

<table>
<thead>
<tr>
<th>Event/Information</th>
<th>What it tells us about the past (historical context)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Migrants stayed in the North.</td>
<td>Economic &amp; living conditions were better than in the South.</td>
</tr>
</tbody>
</table>

---

#### Teamwork (20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 14–20 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.
Team Talk Questions

1. Who created this source, and why? What evidence can you find of bias or fairness in this source? [RE] (Team Talk rubric)

100 = This source was created by James R. Grossman. He is a researcher at a library and has written a book about the Great Migration called Land of Hope: Chicago, Black Southerners and the Great Migration. I think he wrote this article to inform readers about job opportunities that existed in the North. I think the article is a fair one. Evidence for fairness include page 17, where he says that ghettos were not necessarily slums, as many people think. On page 19, he mentions that the problems rural African Americans faced in adjusting to industrial jobs were the same for rural workers all around the world. The creator of this secondary source provides good information about the topic.

90 = This source was created by James R. Grossman. He is a researcher at a library and has written a book about the Great Migration called Land of Hope: Chicago, Black Southerners and the Great Migration. I think he wrote this article to inform readers about job opportunities that existed in the North. I think the article is a fair one. On page 17, he says that ghettos were not necessarily slums, as many people think.

80 = This source was created by James R. Grossman. He is a researcher at a library and has written a book about the Great Migration. I think he wrote this article to inform readers about job opportunities. I think the article is a fair one.

2. The author writes, “Because of the influence of The Chicago Defender newspaper and the long tentacles of the Illinois Central Railroad, Chicago was an especially popular destination.” What does the author mean with the use of the word “tentacles”? Support your answer. [CV, SA] (Team Talk rubric)

(Accept reasonable responses.)

100 = I think the author uses the word “tentacles” to mean that the railroad lines stretched a long way into the South, like an octopus stretches its tentacles out to catch food. The tentacles also bring food to the mouth of the octopus, and the railroad “tentacles” bring the migrants to Chicago. The use of this word creates a good image.

90 = I think the author uses the word “tentacles” to mean that the railroad lines stretched a long way into the South, like an octopus stretches its tentacles. The tentacles also bring food to the mouth of the octopus, and the railroad “tentacles” bring the migrants to Chicago.

80 = He means the railroad lines stretched a long way into the South, like an octopus stretches its tentacles.
3. What primary sources do you find in this article? How do these sources enhance the article? Give examples from the article. [RE, SA] (Team Talk rubric)
(Answers may vary.)

**100 =** Primary sources in this article include a copy of a card from the Chicago Urban League, photographs, and quotes from letters, songs, and individuals. These primary sources add to the article because they are firsthand accounts of the time. The author uses these as examples to support his text. For example, the author writes, “What did not require adjustment, however, was hard work.” To support this statement, he uses a quote from a Florida man before he leaves for the North: “I will & can do any kind of worke.” The author describes the use of work songs, such as those sung by railroad workers, and then gives a few lines: “All the men to their places like horses to their traces.” The use of primary sources helps reveal the historical context and gives a sense of reality to the article; these were real people involved in the Great Migration.

**90 =** Primary sources in this article include a copy of a card from the Chicago Urban League, photographs, and quotes from letters, songs, and individuals. These primary sources add to the article because they are firsthand accounts of the time. The author uses these as examples to support his text. For example, the author writes, “What did not require adjustment, however, was hard work.” To support this statement, he uses a quote from a Florida man before he leaves for the North “I will & can do any kind of worke.”

**80 =** They include a copy of a card from the Chicago Urban League, photographs, and quotes from letters, songs, and individuals. They are firsthand accounts of the time.
4. What does the passage on pages 19 and 20 about moving to industrial work tell you about the industrial revolution and the value of moving to do such work? Support your answer. (Write) [RE, SA] (Team Talk rubric)

100 = Many rural people, including African Americans and rural peoples around the world, took industrial jobs. However, the industrial work and schedule were different from farming, so people had problems adjusting. The schedule and pace of farm work depended on the season and the weather. For industrial jobs, there was a set time to start, and you couldn’t be late, and a set time when the work day was done. On an assembly line, once the line started, workers had little control over what they did and when; the job was specified by the conditions in the factory. The value was that in the North there were better opportunities and African Americans had real places in society. If they worked hard, they earned more money and could expect advancement. There were advantages to industrial jobs, but there were disadvantages too.

90 = Many rural people, including African Americans and rural peoples around the world, took industrial jobs. However, the industrial work was different from farming, so people had problems adjusting. The schedule and pace of farm work depended on the season and the weather. For industrial jobs, there was a set time to start, and you couldn’t be late, and a set time when the work day was done. Once the line started, workers had little control over what they did and when; the job was specified by the conditions in the factory. The value was that in the North there were better opportunities and African Americans had real places in society.

80 = Many rural people took industrial jobs. The industrial work was different from farming, so people had problems adjusting. The value was that in the North there were better opportunities.

5. What is an example of something that is domestic? [CV]

Domestic means relating to family or home. An example of something that is domestic is a bedroom. A bedroom is part of a home, so it is domestic.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.
Class Discussion

15 minutes

**Lightning Round**

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>urban</td>
<td>ur-ban (UR-bihbn)</td>
<td>relating to cities</td>
<td>Urban centers have more people than rural areas.</td>
</tr>
<tr>
<td>tenant</td>
<td>ten-ant (TEN-uhnt)</td>
<td>renter</td>
<td>We took cookies to welcome the new tenant in our apartment building.</td>
</tr>
<tr>
<td>enacted</td>
<td>en-act-ed (en-AKT-ed)</td>
<td>passed</td>
<td>The state legislature enacted laws to help the bald eagle.</td>
</tr>
<tr>
<td>segregated</td>
<td>seg-re-gat-ed (SEG-rih-gat-ed)</td>
<td>separated</td>
<td>Boys and girls are often segregated into different health classes because their health issues are different.</td>
</tr>
<tr>
<td>doctrine</td>
<td>doc-trine (DOK-trihn)</td>
<td>belief</td>
<td>Jan’s doctrine toward others was one of kindness.</td>
</tr>
<tr>
<td>optimistic</td>
<td>op-ti-mis-tic (op-tih-MISS-tic)</td>
<td>hopeful</td>
<td>I was optimistic that we could go on the picnic because it was warm and sunny.</td>
</tr>
<tr>
<td>encountered</td>
<td>en-coun-terd (en-KOWN-tered)</td>
<td>met</td>
<td>On the way home, I encountered my cousin coming to meet me.</td>
</tr>
<tr>
<td>domestic</td>
<td>do-mes-tic (doh-MESS-tik)</td>
<td>relating to family or home</td>
<td>I have many domestic chores to do, like sweeping the hallway and taking out the trash.</td>
</tr>
</tbody>
</table>
Lesson 3

Reading Objective: Analyze what a primary source reveals about the historical context.

Teacher Background
“The Second Wave” discusses the impact of the Great Depression on the migration of blacks to the North. “Letters Home” provides examples of the thoughts and feelings of some of the migrants.

Teacher’s Note:
Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

Active Instruction
(15–25 minutes)

Partner Vocabulary Study
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.
Sample Think Aloud

This cycle's readings fall under the category of history, government, or social studies. Each area of study has its own vocabulary, tier three, or domain words. One of these words is political, on page 6. (Read the sentence aloud: “For a few exciting years after the Civil War officially ended in 1865, Douglass and other African Americans rushed to exercise political freedoms won through the 14th Amendment to the Constitution, which declared that Africans born in America were citizens of the United States.” (Model looking up the word political.) The word political has a Greek root: polit, and also polis and poli, which means city, government, citizenship, or administration. Related words I know are politician—a political person, someone who works in government administration, and politics—the art and science of governing.

Sample Word Map

<table>
<thead>
<tr>
<th>politician</th>
<th>police</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annapolis</td>
<td>these are</td>
</tr>
<tr>
<td>Minneapolis</td>
<td>the names</td>
</tr>
<tr>
<td>Indianapolis</td>
<td>of cities</td>
</tr>
<tr>
<td>a metropolis—general word for a city</td>
<td></td>
</tr>
</tbody>
</table>

Greek root polit, poli, polis meaning city, government, citizenship

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.

Review Vocabulary Vault.

Teams review their cycle goals.

Post and present the reading objective.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use **Random Reporter** to share team responses.

- **T:** The second part of the Great Migration and what people wrote home
- **I:** To inform people about the second part of the Great Migration and how people felt
- **G:** T-chart

5. Tell students that there were two waves of migration from the South: the first was in 1916–1919, and the second was in the 1940s.

**Interactive Read Aloud**

1. Read page 31 (paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

   **What is the author's purpose in writing this paragraph?**
   
   *The author is introducing the topic and telling us that the article will help us understand the historical context through reading primary sources.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

   Have students read paragraph 1 on page 25. Use **Think-Pair-Share** to ask:

   **What does this passage tell us about the historical context?**
   
   *It tells me that African Americans continued to move north for better job opportunities, continuing through the 1940s.*

   Use **Random Reporter** to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

   Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

---

**Sample Graphic Organizer**

<table>
<thead>
<tr>
<th>Event/Information</th>
<th>What it tells us about the past (historical context)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second wave of migration in the 1940s</td>
<td>People were still willing to move for better jobs.</td>
</tr>
</tbody>
</table>
Teamwork

(20–30 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 24, 25, and 31–34 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

### Team Talk Questions

<table>
<thead>
<tr>
<th>1. Why does the author include information about the Great Depression on page 24? Support your answer. [AP, SA] (Team Talk rubric)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>100</strong> = The author includes information about the Great Depression to provide background for reasons for the second wave of the Great Migration in the 1940s. The Great Depression had a devastating effect on poor southern African Americans—they got even poorer. Relief given to some groups did not reach the South in the same degree. People were thus encouraged to move north for better jobs. <strong>The author gives the historical context for the second wave of the Great Migration.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>90</strong> = The author includes information about the Great Depression to provide background for the second wave of the Great Migration. The Great Depression had a devastating effect on poor southern African Americans—they got even poorer. Relief given to some groups did not reach the South in the same degree. People were thus encouraged to move north for better jobs.</td>
<td></td>
</tr>
<tr>
<td><strong>80</strong> = The author provides background for the second wave of the Great Migration.</td>
<td></td>
</tr>
</tbody>
</table>

continued
### Team Talk Questions continued

2. Why does the author begin the article with the story of the Rev. R.H. Harmon? Explain the significance of this story. [AP, RE] (Team Talk rubric)

   100 = The author uses the story of the Rev. Harmon to create interest for the reader. Personal stories connect people to history. I think the significance of the story is that it gives a firsthand account of what life was often like in the South for African Americans. Rev. Harmon feels that even if he dies in the North, it is better than dying in the South. Conditions in the South were so bad at the time that people were willing to take risks to leave it.

   90 = The author uses the story of the Rev. Harmon to make it interesting. Personal stories connect people to history. I think the significance of the story is that it gives a firsthand account of what life was often like in the South for African Americans. Rev. Harmon feels that even if he dies in the North, it is better than dying in the South.

   80 = The author uses the story to make it interesting.

3. What does the picture on page 33 tell you about the times? Support your answer. Is the picture a primary or secondary source? (Write) [RE, SA] (Team Talk rubric)

   100 = This picture shows an African American-owned business in Chicago. It illustrates the fact that African Americans had more equality in the North, at least in Chicago, because both the customers and the employees were a mix of African Americans and whites. Both could sit at the same counter. It illustrates that African Americans could own and run successful businesses. This would not have happened in the South at this time due to the segregation laws. The picture is a primary source. This picture tells me a lot about the status of African Americans and their social interactions with whites at the time.

   90 = It shows the fact that African Americans had more equality in the North, at least in Chicago, because both the customers and the employees were a mix of African Americans and whites. The picture is a primary source.

   80 = It shows that African Americans had more equality in the North. The picture is a primary source.

4. What can you conclude about the attitudes of African Americans that moved North from their letters? Support your conclusion with examples from the text. [DC, SA] (Team Talk rubric)

   100 = The letters illustrate that people were glad they moved North. They have a positive attitude toward their new lives. Rev. Harmon said, “Well, I for one am glad that they had the privilege of dying a natural death there.” Another migrant said, “I am forty-nine years old and these six week I have spent here are the first weeks in my life of peace and comfort.” The migrants seemed truly glad to be away from the discrimination and Jim Crow laws in the South.

   90 = The letters show that people were glad they moved North. They have a positive attitude toward their new lives. Rev. Harmon said, “Well, I for one am glad that they had the privilege of dying a natural death there.”

   80 = The letters show that people were glad they moved North.

5. The vocabulary word tenant comes from the Latin word root tenire, meaning to hold. What do you think the word extend means? [CV]

   The word extend means to hold out.
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

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**Class Discussion**

*(15 minutes)*

**Lightning Round**

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

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Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.
Lesson 4

**Reading Objective:** Analyze what a primary source reveals about the historical context.

**Teacher Background**
In this lesson, students will read *The Great Migration*, “Helping Hands: The National Urban League,” pages 35–37. This article describes the formation and work of the National Urban League.

**Teacher’s Note:**
Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

**Active Instruction**
(15–25 minutes)

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.

2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.

3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading objective.
4. Have teams discuss and report on their preview of the text and explain their thinking. Use Random Reporter to share team responses.

   **T:** The National Urban League
   
   **I:** To inform the reader about the National Urban League
   
   **G:** T-chart

5. Remind students that there are charitable organizations to help people. Have students identify such organizations in your area.

   *Answers may include organizations such as the Red Cross, the Salvation Army, Goodwill, and others.*

**Interactive Read Aloud**

1. Read pages 35 and 36 (paragraph 2) aloud. Use Think-Pair-Share to prompt use of the skill or strategy.

   **What does this passage tell you about the historical context?**
   
   *It tells me that the National Urban League is concerned about children. It also tells me that there probably weren't many programs for children that were sponsored by cities.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

   Have students examine the photograph on page 35. Use Think-Pair-Share to ask:

   **What does this picture reveal about the historical context?**
   
   *(Answers may vary.) This picture tells me that George Edmund Haynes was a professional man. He is sitting at a desk. He is wearing a suit. I think this is a formal picture because of the way he is sitting.*

   Use Random Reporter to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

   Use Random Reporter to debrief. Add student responses to the graphic organizer.
A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Event/Information</th>
<th>What it tells us about the past (historical context)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photograph of George Edmund Haynes</td>
<td>He is a professional; it is a formal photograph. Professionals in the early 1900s looked very much the same as they do today.</td>
</tr>
</tbody>
</table>

**Teamwork**

(20–30 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: pages 35–37 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.
## Team Talk Questions

1. **How does the description of the Urban League and its formation provide evidence of fairness in “Helping Hands,” and what does it reveal about the historical context? (Hint: See page 36.)** *(Write) [RE] (Team Talk rubric)*

   100 = The author of “Helping Hands” has a balanced approach when she describes the Urban League and its formation. The Urban League was formed to help newly arrived African Americans in the northern cities adjust to life in the city and get jobs. The author points out that the Urban League was similar to white, charitable organizations that also helped new immigrants. The first director, an African American man named George Edmund Haynes, worked with a wealthy white woman (Ruth Standish Baldwin) to form the Urban League. The author also points out that the board of the urban league has both African Americans and whites on it. I think the author includes all of these facts to illustrate the equality that was growing between the races and that in spite of the treatment African Americans received in the South, in the North they were real citizens who could form and run a charitable organization to help others.

   90 = The author of “Helping Hands” has a balanced approach when she describes the Urban League and its formation. The Urban League was formed to help newly arrived African Americans in the northern cities adjust to life in the city and get jobs. The author points out that the Urban League was like white, charitable organizations that also helped new immigrants. The first director, an African American man named George Edmund Haynes, worked with a wealthy white woman (Ruth Standish Baldwin) to form the Urban League. The author also points out that the board of the urban league has both African Americans and whites on it. I think the author shows that equality was growing between the races.

   80 = The author of “Helping Hands” has a balanced approach. The first director, an African American man named George Edmund Haynes, worked with a wealthy white woman to form the Urban League. I think the author shows that equality was growing between the races.

2. **How does the author’s organization of the text tell you that it is a secondary source? Explain.** *(DC, SA) (Team Talk rubric)*

   100 = This article is a good example of a secondary source. It is organized in a time sequence to illustrate the history of the National Urban League from 1911 to the present day. The author discusses each of the leaders of the League, from George Edmund Haynes to Hugh Price. The article also describes the work of the League, from the help it provided to African American migrants to working for civil rights. This secondary source summarizes the important work of the National Urban League.

   90 = This article is a good example of a secondary source. It is organized by time to tell the history of the National Urban League from 1911 to the present day. The author discusses each of the leaders of the League, from George Edmund Haynes to Hugh Price. The article also describes the work of the League from the help it provided to African American migrants to working for civil rights.

   80 = It is organized by time to tell the history of the National Urban League from 1911 to the present day.
Team Talk Questions continued

3. What does the description of the work of the National Urban League in the early 1900s tell you about the historical context? Support your answer. [RE, SA] (Team Talk rubric)

100 = The work of the National Urban League in the early 1900s tells me that because of the thousands of people moving North, many needed help finding places to live, jobs, and adjusting to their new lives. It also tells me that established African Americans recognized these needs and formed an organization to help the migrants. I also think that city governments probably didn’t do very much to support the migrants. When caring people see a need, they try to fill it.

90 = The work of the National Urban League in the early 1900s tells me that because of the thousands of people moving North, many needed help finding places to live, jobs, and adjusting to their new lives. It also tells me that some African Americans recognized these needs and formed an organization to help the migrants. I also think that city governments probably didn’t do very much to support the migrants.

80 = It tells me that because of the thousands of people moving North, many needed help finding places to live, jobs, and adjusting to their new lives.

4. Write a summary of the text you read today. (Write) [MI] (summary rubric)

100 = The National Urban League was founded in 1919 to help migrants from the South adjust to their new lives in the North. The League helped people find jobs and offered education in health and homemaking. Through a number of League leaders, their work has continued to the present day, with chapters in thirty-four states.

90 = The National Urban League was founded to help migrants from the South adjust to their new lives in the North. The League helped people find jobs. Through a number of League leaders, their work has continued to the present day, with chapters in thirty-four states.

80 = The National Urban League was founded to help migrants from the South. The League helped people find jobs. Their work has continued to the present day.

5. What is a synonym for the word optimistic? What is an antonym for the word optimistic? (Reminder: An antonym is a word meaning the opposite.) [CV]

The word optimistic means hopeful, so a synonym is the word confident; an antonym is the word hopeless.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Class Discussion

(15 minutes)

Lightning Round

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 5

**Writing Objective:** Use quotations from the text to support a claim.

**Teacher Background**
In this lesson, students will read *The Great Migration*, “Letters Home,” page 31 (paragraph 1). They will then write an argument and support it with quotes from the text.

**Active Instruction**

(10 minutes)

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”
2. Use *Random Reporter* to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Use *Random Reporter* to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and writing objective.
4. Tell students that the authors of the articles in *The Great Migration* frequently begin with a statement and then go on to provide supporting evidence. This is supporting a claim with evidence.
Refer students to page 31 (paragraph 1) in *The Great Migration*. Read paragraph 1 aloud. Use **Think-Pair-Share** to have students identify evidence that the author uses to support the first paragraph.

*Answers may vary, but should include the story of the Rev. Harmon and the letter from the Chicago woman to her church sister.*

Remind students that being able to support your opinions or claims is a hallmark of good writing.

5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

<table>
<thead>
<tr>
<th>Writing Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can we learn about the African American sense of community during the Great Migration? Support your claim with quotes from the text.</td>
</tr>
</tbody>
</table>

Use **Think-Pair-Share** to ask:

**Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?**

The prompt is asking us to support a claim with reasons. I know because the second sentence says to support a claim with quotes.

6. Refer students to the following writer’s guide in their student editions. Point out that this Writing to Support a Claim with Reasons guide is the criteria for writing. Point out that using the writer's guide will help them write a quality response.

<table>
<thead>
<tr>
<th>Writing to Support a Claim with Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>• Clearly state a position (claim) and include good reasons that support that position.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Begin by stating a position (claim).</td>
</tr>
<tr>
<td>• In the middle, tell supporting reasons.</td>
</tr>
<tr>
<td>• End with a closing statement.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
</tr>
<tr>
<td>• Use words and phrases that help the audience see how the reasons are related to the claim.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
</tbody>
</table>

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.
Use **Think-Pair-Share** to ask:

**Which guidelines relate to our writing objective: use quotations from the text to support a claim?**

*The guidelines for Ideas, Organization, and Style relate to the writing objective.*

7. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

**Model a Skill**

Remind students that a graphic organizer will help to organize the ideas for supporting a claim with quotes from the text. Model using a graphic organizer with the article, beginning on page 31 of *The Great Migration*.

**Sample Graphic Organizer**

<table>
<thead>
<tr>
<th>Claim</th>
<th>Evidence</th>
</tr>
</thead>
</table>
| Primary sources help us understand what life was like for the migrants. | • Interview with Rev. Harmon: “Well, I for one am glad that they had the privilege of dying a natural death there [the North]. That is much better than the rope and torch.”  
• Chicago woman to church sister: “I am quite busy. I work in Swifts Packing Co. in the sausage department. My daughter and I work for the same company. We get $1.50 a day, and we pack so many sausages we don’t have much time to play but it is a matter of a dollar with me and I feel that God made the path and I am walking therein.” |

**Teamwork**

(20 minutes)

**Independent Work**

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer’s guide to check the quality of their response.
Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.

2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.

3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.

Class Discussion (30 minutes)

Lightning Round

Randomly select a writing project from one or two teams’ piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer’s guide for writing to support a claim with reasons and the writing objective: use quotations from the text to support a claim.

Using the writer’s guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- Does the writer clearly state a position (claim) and include good reasons that support that position?
- Are events organized in a sequence that a reader can follow?
- Does the writer use words and phrases that help the audience see how the reasons are related to the claim?
- Does the writer use correct punctuation, spelling, and grammar?
- Does the writer use quotations from the text to support a claim?

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

Reflection on Writing

Have students reflect on their use of the writing process. Ask:

How did creating and using a graphic organizer work for you? How did it help you write your draft?

Answers will vary.
What was the most useful feedback that you received? How did it affect your revisions?

*Answers will vary.*

Did you find it easy or difficult to distinguish between primary source and secondary source quotes?

*Answers will vary.*

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Writing Prompt

What can we learn about the African American sense of community during the Great Migration? Support your claim with quotes from the text.

<table>
<thead>
<tr>
<th>Writing to Support a Claim with Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>• Clearly state a position (claim) and include good reasons that support that position.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Begin by stating a position (claim).</td>
</tr>
<tr>
<td>• In the middle, tell supporting reasons.</td>
</tr>
<tr>
<td>• End with a closing statement.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
</tr>
<tr>
<td>• Use words and phrases that help the audience see how the reasons are related to the claim.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
</tbody>
</table>
Lesson 6

**Reading Objective:** Analyze what a primary source reveals about the historical context.

**Writing Objective:** Use quotations from the text to support a claim.

**Teacher Background**

Students will read *The Great Migration*, “The Migration’s Legacy,” pages 38–40, and “Going Home,” pages 41–43. These articles discuss the impact of the Great Migration on America as a whole and the current pattern of migration back to the South.

**Active Instruction** *(5 minutes)*

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the texts, authors, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
Prepare Students for the Test

(5 minutes)

Partner Review

1. Remind students that they have been practicing analyzing what a primary source reveals about the historical context and using quotations from the text to support a claim. Use Think-Pair-Share to ask:

   What are the advantages and disadvantages of using primary sources to provide historical context?

   (Answers may vary.) The advantages are that primary sources are firsthand accounts. They are created by people who were there at the time—witnesses to history. The disadvantages are that you see history only through one person’s eyes. The person has a perspective and a bias in his or her reporting on events. You also only get a small part of the larger history. Secondary sources will provide the larger context.

   Tell students that they will use these skills as they take the cycle test.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.

2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.

3. Point out that questions #2 and #5 ask about analyzing what a primary source reveals about the historical context.

4. Ask students to identify key words or phrases in question #5.

   5. What does the article “Going Home” tell you about the historical context from the 1970s to the present? Support your answer. [RE, SA]

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

   Today you will read more about the Great Migration.
Test

(30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.

Teamwork

(10 minutes)

Team Discussion
1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.

Class Discussion

(10 minutes)

Lightning Round
1. Use Random Reporter to have teams share team discussions of the test questions and explain their thinking.

   **How did the movement of southern blacks to the North impact the regions and places in the Great Migration?**

   *The Great Migration caused a large group of people to move from one region to another, bringing their culture with them to the new place and creating new living arrangements and cultural expression.*

2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.
Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Cycle 2 Test

Reading a Primary Source

Directions: Read “The Migration’s Legacy” and “Going Home,” pages 38–43. Use the TIGRRS process, and answer the following questions on a separate piece of paper. Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. Choose one of the articles in today’s reading ("The Migration’s Legacy" or "Going Home"), and complete the TIGRRS process.

   What is the topic?
   
   5 points = The topic of “The Migration’s Legacy” is the impact of the Great Migration on America.

   What is the author’s intent?

   5 points = The author’s intent is to explain the impact of the Great Migration on America.

   Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. [MI, AP]

   10 points = “Migration’s Legacy”: The Great Migration had a huge impact on America, leading to a greater degree of civil rights. African Americans developed a better sense of black identity through economic gains and leadership by Richard Wright and W.E.B. Du Bois. One result was the growth of black culture, as evidenced by the Harlem Renaissance.

2. What is the difference between a primary and a secondary source? Give an example of each. [RE]

   20 points = A primary source is a firsthand record of the past; the information comes from someone who was there. Autobiographies, letters, photographs, or diaries are examples of primary sources. A secondary source explains or interprets information from a primary source or another secondary source. An example of a secondary source is an article about something or a textbook. Both primary and secondary sources are important for understanding history.

   15 points = A primary source is a firsthand record of the past. Autobiographies and photographs are examples of primary sources. A secondary source explains information from primary sources. An example of a secondary source is an article about something or a textbook.

   10 points = A primary source is a firsthand record of the past. A secondary source explains information from primary sources.
3. How does Leon’s Story compare with The Great Migration? Support your answer with evidence from the texts. [RE]

20 points = Leon’s Story is a primary source. It is an eyewitness account of events in his life. It is a localized account—he is just reporting what he was involved in and saw. For example, Leon describes how his family sharecropped on the Johnson farm and how he participated in marches for civil rights in his town. The Great Migration is a secondary source. The authors of the different articles take a much broader view of a big issue—the movement of thousands of African Americans from the South to the North and the West. The authors used some primary sources, such as photographs from the time period, quotes from newspapers like the Charlotte News and Observer, and letters that people wrote. The Great Migration is written to inform people about this part of history, while Leon is telling his personal story. The two are related because the general aspects of Leon’s story could be the story of many African Americans who moved north in the Great Migration.

15 points = Leon’s Story is a primary source. It is an eyewitness account of events in his life. It is a localized account—he is just reporting what he did and saw. For example, Leon describes how his family sharecropped on the Johnson farm. The Great Migration is a secondary source. The authors of the different articles take a much broader view of a big issue—the movement of thousands of African Americans from the South to the North and the West. The authors used some primary sources, such as photographs. The Great Migration is written to inform people about this part of history, while Leon is telling his personal story.

10 points = Leon’s Story is a primary source. It is an eyewitness account of events in his life. The Great Migration is a secondary source. The authors of the different articles take a much broader view of a big issue.

4. What evidence of primary sources can you find in the article “Going Home”? Do you think the author gives a balanced treatment to the topic of the article? Support your answer with evidence from the text. [RE, SA]

20 points = Evidence of primary sources in this article are a quote from a newspaper, data from the census bureau, and a quote from a current business owner. I think this article is balanced because it says that both blacks and whites are moving to the South for the same reasons, according to the article—better economy, lower population, and warmer climate. Because of the Great Migration and the Civil Rights Movement, conditions in the South are much improved for African Americans. When the author has a balanced viewpoint, it makes the article seem more reliable.
15 points = Evidence of primary sources in this article are a quote from a newspaper and facts from the census bureau. I think this article is balanced because it says that both blacks and whites are moving to the South for the same reasons.

10 points = Evidence is a quote from a newspaper. It is balanced.

5. What does the article “Going Home” tell you about the historical context from the 1970s to the present? Support your answer. [RE, SA]

20 points = The article “Going Home” describes the current “reverse” migration: many Americans are moving to the South for the better economy, warmer weather, and lower population density. This includes many African Americans. This tells me that the Jim Crow conditions that Leon experienced are gone and that there is true equality for everyone. African Americans can now feel comfortable and live a good life in the South. Times have changed through the efforts of a great many people, from Leon, Martin Luther King, those in the National Urban League, and many regular people trying to make a good life for themselves and their families.

15 points = The article “Going Home” describes the current “reverse” migration: many Americans are moving to the South for the better conditions. This includes many African Americans. This tells me that the Jim Crow conditions that Leon experiences are gone.

10 points = Many Americans are moving to the South. This includes many African Americans. This tells me that the Jim Crow conditions that Leon experiences are gone.

Part II. Writing (100 points)

Write at least a paragraph to answer the following question:

What can we learn from “Going Home” about the impact that the Great Migration had on America? Support your claim with evidence from the text.

The Great Migration opened up educational, economic, and political freedom for African Americans. The Civil Rights Movement grew out of the Great Migration. This led to changes in laws and social practices that resulted in equality for all. Now many who moved north or who grew up in the North are able to return to the South. People who earned their living in the North are now able to retire in the South, like Uless Carter. Carter moved from Mississippi to Chicago, where he had a variety of jobs. He chose to retire to his Mississippi hometown because he was raised there. Because of the impact of the Great Migration leading to the Civil Rights movement, “The town that once kept him from voting now employed a black mayor and a black sheriff.” Many people, like Patricia Williams, feel they have an “emotional investment” in the South, and because things have changed all over America, they feel like going home. The South has changed in terms of equality and economics, and everyone can benefit from this, both blacks and whites.
The following guide is used to score part II of the cycle test.

<table>
<thead>
<tr>
<th>Writing to Support a Claim with Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
</tbody>
</table>
| **Organization** | • Begins by stating a position (claim)  
• In the middle, tells supporting reasons  
• Ends with a closing statement | 0–25 pts. |
| **Style** | • Uses words and phrases that help the audience see how the reasons are related to the claim | 0–25 pts. |
| **Mechanics** | • Uses correct punctuation, capitalization, spelling, and grammar | 0–10 pts. |
| **Writing Objective** | • Use quotations from the text to support a claim. | 0–15 pts. |

**Part III. Vocabulary** (100 points)

1. What is a synonym for the word segregated? What is an antonym for the word segregated? [CV]

   A synonym for segregated is divided; an antonym is united.

2. Which of the following is NOT an example of something that is urban? [CV]

   A. a farm  
   B. a traffic jam  
   C. a museum  
   D. a professional baseball stadium

3. The vocabulary word domestic comes from the Latin word root domus, meaning house. How does the meaning of domus relate to the meaning of domestic? [CV]

   The word domestic means relating to family or home. Many families live in a house, and domestic uses the root word domus.

4. “This separate but equal doctrine denied blacks equal treatment under the law (one of the guarantees of the 14th Amendment).” In this sentence, the word doctrine most nearly means— [CV]

   A. belief.  
   B. disbelief.  
   C. fantasy.  
   D. myth.

5. The vocabulary word optimistic comes from the Latin word root optimum, meaning the greatest good. How does the meaning of optimum relate to the meaning of optimistic? [CV]

   The word optimistic means hopeful. If you are optimistic, you are hopeful for a good outcome, so it uses the root word for greatest good.
6. Write a meaningful sentence using the word *encountered*. [CV]

Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: *Driving to my grandmother’s, we encountered a problem—we got a flat tire.*

7. Which of the following is not an example of a tenant? Explain why. [CV]

A. a renter  
B. a lodger  
C. an owner  
D. a boarder  

*A tenant is someone who pays rent to live in a house or an apartment. A tenant does not own the property, so answer choice C is the best choice.*

8. “With African Americans removed from politics, white people who resented black progress enacted laws designed to control and dominate black people.”  
In this sentence, *enacted* means— [CV]

A. blocked.  
B. refused.  
C. passed.  
D. rejected.  

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. [CV]

*We clarified the word retained. Retained means kept. Jeff retained his position as pitcher after he struck out five players.*

10. As used in the sentence on page 18, “Gradually, the turnover of residents and the deterioration of buildings due to overcrowding and shoddy construction methods took its toll on the surrounding block,” *deterioration* most nearly means— [CV]

A. grand.  
B. modern.  
C. beautification.  
D. worsening.  

Explain how you figured out the meaning of *deterioration*.

*Students will explain their thinking. For example, I used the context. The passage talks about the neighborhoods getting run down, so deterioration means worsening.*
### Question Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC</td>
<td>Make inferences; interpret data; draw conclusions.</td>
<td>AA</td>
<td>Analyze an argument.</td>
</tr>
<tr>
<td>SA</td>
<td>Support an answer; cite supporting evidence.</td>
<td>AP</td>
<td>Identify author’s intent or purpose.</td>
</tr>
<tr>
<td>MI</td>
<td>Identify the main idea that is stated or implied.</td>
<td>RE</td>
<td>Analyze relationships (ideas, story elements, text structures).</td>
</tr>
<tr>
<td>CV</td>
<td>Clarify vocabulary.</td>
<td>AC</td>
<td>Author’s craft; literary devices</td>
</tr>
</tbody>
</table>
Lesson 7

Reading Objective: Analyze what a primary source reveals about the historical context.

Teacher Background
During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.

Active Instruction

(20 minutes)

Two-Minute Edit
1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use Random Reporter to check corrections. Award team celebration points.

Vocabulary
Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

Set the Stage
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.
Teamwork (25 minutes)

Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.

2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.

3. As you visit teams, take this opportunity to check students’ homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher’s Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

Read and Respond Questions

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Is your selection informational or literature? Summarize your reading. (summary rubric)</td>
</tr>
<tr>
<td>2.</td>
<td>Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)</td>
</tr>
<tr>
<td>3.</td>
<td>Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)</td>
</tr>
<tr>
<td>4.</td>
<td>Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)</td>
</tr>
<tr>
<td>5.</td>
<td>Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)</td>
</tr>
<tr>
<td>6.</td>
<td>Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)</td>
</tr>
</tbody>
</table>
Class Discussion

(15 minutes)

Lightning Round
Use Random Reporter to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

Celebrate
1. Tally up this cycle’s points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams’ test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team’s total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students’ Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students’ forms, and record the number on the teacher cycle record form after class.

Team responses and feedback
Teams report on their review of the texts and their Read and Respond discussions.

Celebrate team successes!
Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.
Lesson 8

**Objectives:** Celebrate successes, and set new goals. Hold a Class Council meeting.

**Teacher Background**

In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new goals for further improvement.

In the second part of the lesson, students participate in Class Council.

**Active Instruction**

(2 minutes)

**Two-Minute Edit**

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use Random Reporter to check corrections. Award team celebration points.

**Celebrate/Set Goals**

(20 minutes)

1. Distribute students’ scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle’s top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members’ cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students’ scores.

   **What was your team’s highest score?**
   **What score do you want to improve?**
   **What can the team do to improve that score?**

Distribute scored cycle tests.
Distribute team score sheets and celebration certificates.
Class celebration! Celebrate team successes with a class cheer.
Each team sets a team goal for the next cycle.
Use **Random Reporter** to ask:

**What is your team’s goal for the next cycle? Why did you choose that goal?**

_Accept supported answers._

5. Use the poster to award team celebration points for responses that include the team’s reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.

6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.

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### Class Council

(30 minutes)

1. Share class compliments.

2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?

3. Discuss a class concern, or use the scenario and discussion hints provided.

4. Have teams discuss and then use **Random Reporter** to share responses.

5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.

---

### Brain Game

(5 minutes)

1. Choose a brain game from the card set, and then play the game.

2. Use the following questions to debrief and remind students of self-regulatory strategies:

   **What did this game require your brain to do?**

   **How will use of this skill improve your success in other classes?**
**Sample Word Map**

**Cycle 1**

- **Perspective**
  - specific point of view—based on one’s experiences
  - because of perspective, everyone interprets things a little differently
  - conspicuous (easily seen)
  - spectacle (something that can be seen, especially remarkable)
  - Latin root *spec* or *spic*
  - specimen (something to be looked at)
  - spectacles (glasses)

- **In art, distant objects are painted smaller than close ones to give a 3-D view**

**Sample Word Map**

**Cycle 2**

- **Political**
  - politician
  - police
  - Annapolis
  - Minneapolis
  - Indianapolis
  - a metropolis—general word for a city
  - these are the names of cities
  - political
  - Greek root *polit*, *poli*, *polis* meaning city, government, citizenship
  - politics
1. Team score sheets for this unit should be distributed during lesson 1. Students will use this modified version of the team score sheet to review their goals, track their progress through the six-step research process, and tally team celebration points throughout each lesson.

2. All teams will have the same team goal for this unit—to earn as many team celebration points as possible.

3. The teacher cycle record form has also been modified for the research unit.
   - Track student completion of the research steps, using check marks to indicate done or not done.
   - Note the writing purpose that each student selects to evaluate the individual research presentations.
   - Record the writing/presentation score for each student based on the scoring guide for writing that each student chose. This is the only score from the research unit that will roll up into the averages on the classroom assessment summary for the grading period.
   - Record tallies for completion of Read and Respond homework.

4. This is a short, focused research opportunity. While a one-page written product and a three-minute presentation are recommended at this level, please consider your available time and research materials and your students’ Internet access and needs to choose a product that is appropriate for your class.

Unit Overview

This research unit follows the level 6H unit Reading a Primary Source: Leon’s Story and The Great Migration.

The focus for this unit is: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness” (Declaration of Independence, 1776). This focus provides the motivation for students to generate questions and to stimulate new thinking about the books they read in the previous unit.

In this unit, you will present a mini-lesson on doing Internet research.
Lesson 1

Teacher Background

1. Many students have experience using the Internet for socializing or entertainment but are less experienced with using it for academic research. This mini-lesson introduces how to do digital research and evaluate the credibility of sources.

   Determine how students will access the Internet. If possible, arrange time with a librarian who has expertise in using library resources such as databases, online books and journals, and primary sources for academic research by students.

2. Review your school’s policies on using the Internet, and review it with your students. Adjust instruction based on the skill level of your students.

3. Use the following information as needed.

   The Anatomy of a URL, or Uniform Resource Locator

   - protocol
   - domain or name
     - http://www.successforall.org
     - subdomain
     - top-level domain

   The top-level domain may be:
   - .org (usually a not-for-profit organization)
   - .edu (usually an educational institution, such as a university)
   - .com or .net (usually a commercial or for-profit organization)
   - .gov (usually a government organization or agency)
   - .mil (usually a military organization or branch of the armed forces)

   In addition, letters may be added to indicate the location of the publisher of the site. For example, uk.co indicates a company in the United Kingdom, and .md.us.edu would indicate an educational organization in Maryland in the United States.

Active Instruction

Generate Questions (15 minutes)

1. Post the research purpose and focus. Have students write their focus-related questions as they enter the classroom.
Research Purpose: In this unit, you will ask questions, find and organize information, and present your findings to others.

Research Focus: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness” (Declaration of Independence, 1776).

2. Have teams use the Questioning Formulation Technique (QFT: Rothstein, 2012) to write as many questions about the research focus as they can in ten minutes.
   - Ask as many questions as you can.
   - Do not stop to answer, discuss, or judge the questions.
   - Write down every question just as you hear it.
   - If a teammate makes a statement, turn it into a question.

3. Use Random Reporter to select a student from each team to share a question or two.

Prioritize and Improve Your Questions (10 minutes)

1. Present the research product: You will write approximately one page that answers your research question and include at least one text feature to help inform the audience. You will prepare and deliver a three-minute presentation of your written information.

2. Present the materials that students will use to research their questions.

3. Have each student use the team list to choose up to three questions that he or she finds important or interesting.

4. Have students share their questions with their teams and discuss how realistic it is to research each question, given the time and materials available. Teammates help one another narrow down questions to make them more researchable. Each student chooses one question to research.

5. Have students choose the scoring guide that they will use based on the research project (Writing to Support a Claim with Reasons or Writing to Inform or Explain).

6. Use Random Reporter, and award team celebration points to teams whose representatives can share the research question and scoring guide that they chose and explain why.

7. Have students review their research purpose, team goal, and team cooperation goal for this cycle. Tell teams to discuss how they are going to earn more team celebration points during this unit, and have them write that goal in the allotted space.

8. Explain to students that they will earn super, great, or good team status based only on the team celebration points that they earn in this unit.
9. Tell students that the only score they will earn this cycle is a writing score that will be based on the scoring guide that they select for evaluation of their research presentation.

10. Tell students to initial each step of the writing process as it is completed during the unit.

Interactive Skill Instruction (25 minutes)

1. Present the mini-lesson on Internet searches.

Using Thumbs Up or Down, ask students:

**Have you ever started searching on the Internet for something, and before you knew it, time passed and you were looking at something else? There is so much information available online that it is very easy to get distracted.**

Explain that when you use the Internet for academic research, the first and most important step is to have a plan. A search is only as good as the thinking you do beforehand.

2. Refer students to the following steps in an Internet Research Plan in their student editions. Review and discuss each of the steps. Have partners work together on step 2 to identify key terms and phrases that they will use to research their questions, and to identify + terms and – terms that will help them narrow their searches.

### An Internet Research Plan

**Step 1:** Think about your questions. Are they closed-ended or open-ended? Are you looking for a specific answer, or are you researching to connect several ideas?

- For a closed-ended question, you may state your question in your own words. For example: “What was the American involvement in World War II?”
- For an open-ended question, you may use more natural language to find an answer. For example: “What can you learn about World War II?”

**Step 2:** Nudge your search. When you type keywords for the keywords that you will include in your search, think carefully about how you will narrow your search.

- You may need to use key terms or phrases. To search with keywords, there are a few tricks that are useful to know. Here, make two lists of words that belong together:
  - You may need to use key terms or phrases. To search with keywords, there are a few tricks that are useful to know. Here, make two lists of words that:
    - **Must Appear**
    - **Will Exclude**

- Putting words in quotation marks will find sites that use those words together in that exact order, for example: “The Three Musketeers.”

- Putting a minus sign (not a hyphen) in front of a word or several words in quotation marks will exclude those words from the search results. For example: “President Kennedy” + “moon.”

- You may need to use key terms or phrases. To search with keywords, there are a few tricks that are useful to know. Here, make two lists of words that:
  - **Must Appear**
  - **Will Exclude**

**Step 3:** Use all the help you can get. Your librarian is an expert resource to find information. You can go to the library and get help from the librarian there, or you can search online for help. You can ask your school, community, or university librarian to get help.

**Step 4:** Narrow your search. You may use keywords to search online for help. You can use a search engine to find information online. You can ask your school, community, or university librarian to get help.

**Step 5:** Always check your sources. Always check your sources. Always check your sources.

- **Step 6:** Check your sites for reliability. Think like a detective. Be skeptical.

  - **Step 7:** Keep track of the sites that you visit. Keep a written record of where you go. Use this information to help your research.  

3. Use **Random Reporter** to share team practice answers, and then award team celebration points.

4. Present the target(s) for scoring from the scoring guides: ideas, organization, style, and mechanics.
**Start Digging** (10 minutes)

1. Have students use the research materials to search for information, and have them use a graphic organizer or notecards to make notes and record source information. For example:

   ![Sample Notes](image)

   **Sample Note Cards**

   ![Sample Note Cards](image)

2. Ask students to write the research question in the center of the web or on the first notecard.

3. Circulate, check students’ progress, and record each completed step on the teacher cycle record form. Spot check the Read and Respond homework.

4. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.

5. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.
An Internet Research Plan

**Step 1:** Think about your questions. Are they closed-ended or open-ended? Are you looking for a specific answer, or are you trying to find evidence to connect several ideas?

For example:
- Closed-ended: What year did the Americans enter World War II?
- Open-ended: Why did the Americans enter World War II?

**Step 2:** Narrow your search. Write your query (question) or the keywords that you will enter in the search box. For a closed-ended question, you can use natural language to find an answer. Just enter “What year did the Americans enter World War II?”

- For an open-ended question, you may also use precise, natural language, but sometimes that will yield too much information or not enough reliable sites.
- You may need to use key terms or phrases. To search with keywords, there are a few tricks that are useful to know. First, make two lists of words that: Must Appear and Must Not Appear.
- Putting words in quotation marks will find sites that use those words together in that exact order, for example, “The Three Musketeers.”
- Putting a minus sign (not a hyphen) in front of a word or several words in quotation marks will exclude those words from the search results. For example, “The Three Musketeers”-“candy bar” will eliminate information about the treat and find information about the historical figures.
- Another way to narrow a search is to connect two ideas. For example, to find out what President Kennedy said in speeches about going to the moon, try: “President Kennedy” + “moon.”

**Step 3:** Use all the help you can get. Your librarian is an expert on how to find information. You can go to the library and get help from the librarian there, or you can go online to get help. You can use your school, community, or university libraries to get help.

- If you find a URL (the Internet address for a site) that you like but need more information, try the home page of the site, review the site map (there is usually a clickable button on the bottom of the home page), or try trimming the URL back to get to more general information. For example, www.jfklibrary.org/JFK/JFK-in-History will bring you to President Kennedy’s speech about going to the moon. To know more about him, try just www.jfklibrary.org/JFK.
- Use search engines that are designed for students. Search engines are computer programs that use huge clusters of computers to search the web. Each search engine is a little different. There are some, such as Sweet Search, that are designed to be student friendly.
- Search engines cannot find information that must be paid for or information in databases. However, your library will have subscriptions to very useful databases that contain the kind of information that students often need.
**Step 4:** Check your sites for credibility. Think like a detective. Be skeptical.

Always check your answers at more than one site.

- Primary sources, databases, and books online can be accessed through your school or library and are usually more trustworthy than commercial sites (these have URLs that end in .com or .net). Librarians can teach you how to use these databases, for example, the American Revolution Reference Library or American Decades: Primary Sources. The information that you find here has been checked by experts in the field.

- Know how the information got to a site. Wiki sites can be useful, but they are open to anyone to post information. You must check who put it there and if others have verified the information.

- Do not assume that the first several sites that come up are the best or the most accurate. There are many reasons besides quality that a site is on the first page. Always dig deeper.

- If you suspect that a site is not original but is just copied from another site, search with some key phrases or sentences from the site and see if they come up on other sites. Then check the reliability of those sites. (By the way, this is also how your teacher can tell if you stole someone else’s words.)

- To decide if a site is reliable, ask these questions:
  
  - Are the author and publisher of the site well-respected authorities? You can search their names to find out more about their backgrounds.
  
  - Why did the writer create this site? Be very critical of sites that blend information and advertisements.
  
  - Is the writer asking you to buy anything or give information about yourself? Don’t do it!
  
  - Does the site have a social or political bias? For example, whitehouse.gov is not neutral on presidents. Is the information current? Check when the information was published or last updated.

- Remember that blogs (short for web logs) are logs, journals, diaries, or editorials that people keep online to spread information or exchange thoughts with others. They are informal and may spark ideas, but information must be verified elsewhere.

**Step 5:** Keep track of the sites that you visit. Keep a written record of what you use. Use bookmarks to save time.
**Sample Notes**

3.29 million sq. km  
1/3 size of U.S.  

Geography of India  

Himalayas–mountains  
flat river valleys, deserts in west  

(Source: Background Note: India. U.S. Department of State. April 17, 2012. www.state.gov)

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**Sample Note Cards**

<table>
<thead>
<tr>
<th>Country – Republic of India</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital – New Delhi</td>
<td></td>
</tr>
<tr>
<td>Geography – 3.29 million sq. km, about 1/3 U.S.</td>
<td></td>
</tr>
<tr>
<td>Mountainous (Himalayas), West – flat river valleys and deserts</td>
<td></td>
</tr>
</tbody>
</table>

Source:  
Background Note: India. U.S. Department of State. April 17, 2012. www.state.gov
Lesson 2

Teamwork

**Keep Digging: Search and Process** (50 minutes)

1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.

2. Have students continue to use the research materials to search for information, and have them use their graphic organizer or notecards to record relevant information.

3. Circulate, check students’ progress, and record each completed step on the teacher cycle record form.

4. Spot check the Read and Respond homework.

5. Ask partners to share what they have found with each other and prepare to share an important piece of information and its source with the class prior to class discussion.

**Class Discussion** (10 minutes)

1. Use Random Reporter to have students share an important piece of information, the source, and why they think the information is important with the class. Award team celebration points.

2. Award extra team celebration points to volunteers who answer the following question: “Did your research change your question or your thinking about what you thought you would find?”

3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.

4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.
Lesson 3

Teamwork

During this class period, students review their research and write an answer to their questions.

Put It All Together: Draw Conclusions, Write, and Practice (30 minutes)
1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.
2. Have students make a plan for their written product and review it with a teammate.
3. Ask each student to draft his or her page (or other product). Have them record the types of writing (writing to support a claim with reasons or writing to inform or explain) at the top of the page.

Team Feedback (20 minutes)
1. Have each team member share his or her presentation with another member of the team.
2. Ask team members to use the evaluation form to give feedback.
3. Tell students to make improvements and prepare for their presentations.
4. Circulate, check students’ progress, and record each completed step on the teacher cycle record form.
5. Spot check the Read and Respond homework.

Class Discussion (10 minutes)
1. Award team celebration points to Random Reporters who can report a strength that teammates shared with them about their presentations.
2. Award extra team celebration points to volunteers who share what they have learned about the research, writing, and presentation process.
3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.
4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.

Remind students of the Read and Respond homework assignment.
Lesson 4

Present and Evaluate

In this lesson, students will present their research to groups other than their own teams, and students will use the evaluation form to provide a written evaluation of each presentation that they hear. There will be four rounds of presentations, during which each student will have three minutes to present.

Choose group assignments in advance, or use the following process:

- Count the number of teams.
- Have students count off from 1 to the number of teams. There will be four or five students with each number.
- Have the students who counted off as 1s go to table 1, 2s go to table 2, and so on.

Allow a volunteer to give the first presentation, or designate an individual within each group. Presentations then proceed to the right until everyone has presented. As each presentation concludes, the evaluators complete the evaluation sheets and give them to the presenter.

**Present** (30 minutes)

1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.

2. Review the criteria for evaluating a presentation, and demonstrate how to complete the evaluation. Remind students that you will collect the evaluation forms.

3. Designate group assignments, and pass out evaluation forms.

4. Have students move to their designated groups. Begin the presentations.

5. Make sure that each student presents and receives evaluations after the presentation.

**Team Discussion** (20 minutes)

1. When all presentations are finished, have students return to their teams to review the feedback that they received.

2. Ask team members to share their strengths and suggestions in each category.
Class Discussion (10 minutes)

1. Review each target, and ask for a show of hands indicating areas of strength and areas that need improvement.

2. Use Random Reporter to hold a discussion during which students reflect on the research process and the products that they produced and draw conclusions about successes and areas in need of improvement. Award team celebration points.

3. Collect the written materials, including the plans, drafts, and evaluations. Plan to score and return the research products by the end of the next unit. Award up to 100 points for evidence that the chosen targets were met.

4. Review the total number of team celebration points earned by each team. Use the poster overlay to determine team status (super, great, or good) for this unit.

5. Enter the writing, Read and Respond, and team celebration points scores into the Member Center.

6. Generate the teacher cycle record results report to review team and class averages for the unit.
Research Evaluation

**Writing Purpose** (circle one): To inform or explain To support a claim with reasons

**Writing Quality:** Note one area of strength, and give evidence to support your choice.

<table>
<thead>
<tr>
<th>Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
</tr>
<tr>
<td>Style</td>
</tr>
<tr>
<td>Mechanics</td>
</tr>
</tbody>
</table>

Make a suggestion for improvement and a reason for your suggestion.

**Research Skills** (Note one or two strengths.)

<table>
<thead>
<tr>
<th>Answers a focused question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses multiple sources</td>
</tr>
<tr>
<td>Quotes and paraphrases sources</td>
</tr>
<tr>
<td>Cites trustworthy sources</td>
</tr>
</tbody>
</table>

**Presentation Skills** (Note one or two strengths.)

<table>
<thead>
<tr>
<th>Good eye contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good volume</td>
</tr>
<tr>
<td>Clear pronunciation</td>
</tr>
<tr>
<td>Enthusiastic presentation</td>
</tr>
</tbody>
</table>
Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found on the Reading Edge online resources. Contact your SFA coach for more information.

<table>
<thead>
<tr>
<th>Level 6H Reading a Primary Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts Standards: History/Social Studies</strong></td>
</tr>
<tr>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
</tr>
<tr>
<td>RH.6-8.6. 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).</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.</td>
</tr>
<tr>
<td><strong>English Language Arts Standards: Writing</strong></td>
</tr>
<tr>
<td><strong>Text Types and Purposes</strong></td>
</tr>
<tr>
<td>WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</td>
</tr>
<tr>
<td><strong>Research to Build and Present Knowledge</strong></td>
</tr>
<tr>
<td>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</td>
</tr>
<tr>
<td>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; 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.</td>
</tr>
<tr>
<td>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td><strong>English Language Arts Standards: Speaking and Listening</strong></td>
</tr>
<tr>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
</tr>
<tr>
<td>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</td>
</tr>
<tr>
<td>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
</tr>
</tbody>
</table>
Media Acknowledgements

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