



8th Grade Humanities Academic Readiness for 2020

Dear Center City Families,

In this challenging time, Center City staff is doing our best to ensure that your child is academically prepared to return to school in the Fall of 2020 with minimal learning loss. We have created this packet of academic materials that expand on foundational content that was covered this school year. Your child should complete this work to be ready for school once the academic year starts again in the fall.

This packet includes approximately four weeks of work. **Between May 4th and 22nd, teachers will schedule virtual check-ins with students centered around the content of this packet. Please return the completed packet to your home campus no later than June 5, 2020.**

Inside this packet, you will find:

- A table of contents that shows page numbers for each included activity
- A calendar that shows, day by day, which activities students should complete
- A copy of every activity and assignment that students will need to complete

Your child's teachers will be reaching out via text, email, phone, or Class Dojo to let you know when they are available and how they will monitor student progress on academic work through May 22nd.

There are a number of ways you can support the academic growth of your child during this time and throughout the summer:

- If possible, provide them with a quiet, comfortable place in which to complete their work.
- Please encourage them to read a book or magazine for pleasure. You can find books and resources online at www.dclibrary.org.
- Encourage children to keep a diary or journal for recording their thoughts, observations, or drawings.
- Get outside for an hour or two as weather permits.
- Reach out to the teacher if your child has any questions about the work in this packet.

We thank you for your patience and flexibility during these unprecedented times. If you have any questions or concerns, please do not hesitate to reach out to your campus team. In the meantime, we encourage everyone to stay safe and healthy by following the social distancing protocols that Mayor Bowser has put into place.

Sincerely,

The Center City Team



8th Grade Humanities Preparación Académica para 2020

Queridas Familias de Center City,

Durante este tiempo difícil, el personal de Center City está haciendo nuestro mejor para asegurar que su hijo está académicamente preparado para regresar a la escuela en el otoño de 2020 con una pérdida mínima de aprendizaje. Hemos creado este paquete de materiales académicos que amplían en el contenido fundacional que estaba cubierto este año escolar. Su hijo debe cumplir este trabajo para estar listo una vez el año académico empiece otra vez en el otoño.

Este paquete incluye aproximadamente cuatro semanas de trabajo. **Entre el 4 y el 22 de mayo, los maestros van a programar conversaciones virtuales con los estudiantes para hablar sobre el contenido de este paquete. Por favor entreguen el paquete cumplido a su campus no más tarde que el 5 de junio, 2020.**

Adentro este paquete, van a encontrar:

- Una tabla de contenido que muestra el número de página para cada actividad incluida
- Un calendario que muestra, día por día, cuáles actividades los estudiantes deben cumplir
- Una copia de cada actividad y trabajo que los estudiantes necesitan cumplir

Los maestros de su hijo van a estar en contacto por texto, correo electrónico, teléfono, o Class Dojo para notificarles cuando están disponibles y cómo van a monitorizar el progreso de su estudiante en el trabajo académico hasta el 22 de mayo.

Hay una variedad de maneras que usted puede apoyar el crecimiento académico de su hijo durante este tiempo y durante el verano:

- Si posible, proporcione su estudiante un lugar tranquilo y cómodo donde puede cumplir su trabajo.
- Por favor animalo a leer un libro o revista para diversión. Puede encontrar libros y recursos en línea a www.dclibrary.org.
- Anime los niños a escribir un diario con sus pensamientos, observaciones, o dibujos.
- Salgan afuera por una hora o dos si el tiempo lo permite
- Hable con el maestro si su hijo tiene alguna pregunta sobre el trabajo en este paquete.

Les agradecemos su paciencia y flexibilidad durante esta época sin precedentes. Si tiene preguntas o preocupaciones, por favor no duden en ponerse en contacto con el equipo de su campus. Mientras tanto, animamos a todos a mantenerse seguros y saludables por seguir los protocolos de distanciamiento social que la alcaldesa Bowser ha implementado.

Sinceramente,

El Equipo de Center City



ትምህርታዊ ዝግጁነት ለ 2020 8th Grade Humanities

የተከበራቸው የሴንተር ሲቲ ወላጆች

በዚህ ፈታኝ ወቅት የሴንተር ሲቲ ስራተኞች ልጅዎ በ 2020 መገባደጃ ላይ ወደ ት / ቤት ሲመለስ በትምህርቱ ዝግጁ መሆኑን ለማረጋገጥ የተቻለንን ሁሉ እያደረጉ ነው። በዚህ የትምህርት ዓመት የተሸፈኑ መሠረታዊ ደረጃዎች ላይ የሚያተኩር ደህንን የትምህርት ቁሳቁስ የያዘ ፓኬጅ ፈጥረናል። የትምህርት ዓመቱ በበልግ ወቅት/ፎል እንዲገናኝ ከተጀመረ ልጅዎ ለትምህርት ቤት ዝግጁ ለመሆን ደህንን ስራ መሙላት/መስራት አለበት።

ደህ ፓኬት በግምት የአራት ሳምንታት ሥራን ያካትታል። ከግንቦት/ሚያ 4 እስከ 22 ኛው ባለው ጊዜ መምህራን በዚህ ፓኬጅ ደዘት ዙሪያ እተኩረው ከተማሪዎች ጋር በቨርቹዎል/በኢንተርኔት ለሚደረግ ትምህርት መርሃ ግብር ያዘጋጃሉ። እባክዎን የተጠናቀቀውን እሽግ ከጁን 5 2020 ዓ.ም. በፊት ወደ ትምህርት ጣቢያ/ ካምፓስ ይመልሱ።

በዚህ እሽግ ውስጥ የሚከተሉትን ያገኛሉ፡

- ለእያንዳንዱ ስራዎች የገጽ ቁጥሮችን የሚያሳይ የደዘት ሠንጠረዥ
- ተማሪዎች በየቀኑ ማጠናቀቅ የሚጠበቅባቸውን ስራዎች የሚያሳይ የቀን መቁጠሪያ
- ተማሪዎች ማጠናቀቅ የሚያስፈልጓቸውን የእያንዳንዱ እንቅስቃሴ ቅጽ/ኮፒ

የልጅዎ አስተማሪዎች እስከ ሜይ 22 ባለው ግዜ መቼ እንደሚገኙ እና እንዴት በካላንዲንደር ሥራ ላይ የተማሪዎን እድገት እንዴት እንደሚቆጣጠሩ ለማሳወቅ በጽሑፍ ፣ በኢሜል ፣ በስልክ ወይም በክፍል ጾጁ/ በኩል ለማድረስ ጥረት ያደርጋሉ።

በአሁኑ ሰዓት እንዲሁም እስከ ሰመር ባለው ጊዜ የልጅዎን የትምህርት እድገት ለመደገፍ በርካታ መንገዶች አሉ፡

- የሚቻል ከሆነ ሥራቸውን የሚያጠናቅቁበት ጸጥተኛና ምቹ የሆነ ቦታ አዘጋጁላቸው።
- እባክዎን ለመደሰት መፅሃፍ ወይም መጽሔትን እንዲያነቡ ያበረታቷቸው። መጽሔቶችን እና የተለያዩ ጽሁፎችን በ www.dclibrary.org ማግኘት ይቻላል።
- ሀሳቦቻቸውን ፣ ምልክታዎቻቸውን ፣ ወይም ስዕሎቻቸውን ለመገልበጥ ልጆች ማስታወሻ ደብተር ወይም ማስታወሻ እንዲይዙ ያበረታቷቸው።
- የአየር ሁኔታ እንደሚፈቅድ ለአንድ ወይም ለሁለት ሰዓት ወደ ደጅ የዘዋቸው ደውጡ።
- ልጅዎ በዚህ ፓኬት ውስጥ ስላለው ሥራ ጥያቄ ካለዎት ከአስተማሪው ጋር ይገናኙ።

በእነዚህ ባልተለመዱ ጊዜያት ስለትዕግስት እና እናመሰግናለን። ማናቸውም ጥያቄዎች ወይም ስጋቶች ካሉዎት እባክዎን ወደ የካምፓስ ቡድንዎን ለመገናኘት አያመንቱ። ደህ በእንዲህ እንዳለ ከንቲባ ባውዘር ያስቀመጠቻቸውን ማህበራዊ ልዩነትን /ተራርቆ የመቆየት ፕሮቶኮሎችን በመከተል ሁሉም ሰው ደህንነቱ የተጠበቀ እና ጤናማ ሆኖ እንዲቆይ እናበረታታለን።

ከሠላምታ ጋር፡

የሴንተር ሲቲ ቡድን

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Distance Learning Packet for 8th Grade Humanities

May 2020

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How will you complete this packet? You have TWO options.



Option 1: Design your own experience.

- Review the Weekly Goals so you know what to do this week.
- Choose items from the Weekly Choice Board to complete each day.
- Write down your plan and total up your points.
- Make sure your plan meets all of the goals for the week.
- You need 100 points by the end of the week.
- You can go over 100 points for extra credit in case you think you won't receive full credit on one of your products. *For example, if there are 5 questions on a quiz and the quiz is worth 5 points, each question you get correct is one point. If you only get 3 questions correct, you get 3 points (not the full 5).*

Option 2: Follow the daily agenda.

- You can use the Week At a Glance page, or you can check off each step as you do it on the daily agenda.
- The daily agendas have QR codes so that you can watch a video before you read.
- The daily agendas have directions for listening to the chapters.

Week 1 Goals

Goals for the Week	How will I reach these goals?
1. Learn the meaning of nine new vocabulary words.	Complete the Glossary pages and quiz yourself.
2. Learn about key events and people involved in the Civil Rights Movement.	Use the QR code to watch a video before you reach each chapter.
3. Read Chapters 1-5 of <i>Claudette Colvin: Twice Toward Justice</i> .	You can also listen to the chapters. Use the QR code in the daily agenda.
4. Track your comprehension as you read each chapter.	Complete the CSPS Note-Catcher <u>or</u> annotate in the book.
5. Collect evidence for an essay you will write next week.	Complete the FQT #1 Evidence Collector .
6. Answer questions about each chapter.	Complete the Chapter Questions and/or the Quiz .
7. Complete 30 minutes of online grammar practice .	Log on to Quill.com . Choose the “Sign in with Google” option and use your Clever username and password.

Choice Board

Week 1

You can use the choice board to design your own weekly experience, or you can follow the daily agendas.

*To use the choice board, choose activities that will **total 100 points** for the week. **Accuracy counts.***

You can exceed 100 points to increase your chances of a better total score.

5 points	Complete a CSPA organizer for one chapter.	Use three vocabulary words in your written responses to Chapter Questions.	Log 10 minutes of grammar practiced on Quill. <i>(Maximum of 30 minutes each week for credit.)</i>	Use evidence from one of the videos in a written response to a Chapter Question. <i>(Maximum 5 references per week for credit.)</i>
10 points	Complete one Chapter Quiz.	Participate in a Zoom session led by your teacher.	Research a Civil Rights activist and write a paragraph explaining the person's role in the Civil Rights Movement.  SCAN ME Movement. <i>(Maximum 2 activists per week for credit.)</i>	Visit the Smithsonian's "A Right to the City" exhibit.  SCAN ME Write two paragraphs explaining how "urban renewal" and civil rights are related.
15 points	Complete Chapter Questions for one chapter.	Rewrite one of the "Claudette" sections of the chapter from one of her parents' or her friend's perspective.	Create a 6 panel comic strip to "explode the moment" of the most important part in the chapter.	Create a TikTok that summarizes the chapter with identifiable characters. Choose a song that matches the <u>tone</u> and events of the chapter.
30 points	Complete the Focusing Question Task #1 Evidence Collector for Chapters 1-5.			

Week 1 At a Glance

Monday	Tuesday	Wednesday	Thursday	Friday
Day 1	Day 2	Day 3	Day 4	Day 5
<p>Preview Vocabulary.</p> <p>Watch “Separate but Equal.”</p> <p>Read/listen to Chapter 1.</p> <p>Complete CSPA or book annotations.</p> <p>Collect evidence for Focusing Question Task #1.</p> <p>Answer Chapter 1 Questions OR Complete Chapter 1 Quiz.</p> <p>Log Grammar Practice online.</p>	<p>Preview Vocabulary.</p> <p>Watch “Jim Crow Laws.”</p> <p>Read/listen to Chapter 2.</p> <p>Complete CSPA or book annotations.</p> <p>Collect evidence for Focusing Question Task #1.</p> <p>Answer Chapter 2 Questions.</p> <p>Log Grammar Practice online.</p>	<p>Preview Vocabulary.</p> <p>Watch “Zazie Beetz and Dascha Polanco Explain how Cultural Appropriation Superficially Leads to Mainstream Acceptance of Diverse Beauty.”</p> <p>Read/listen to Chapter 3.</p> <p>Complete CSPA or book annotations.</p> <p>Collect evidence for Focusing Question Task #1.</p> <p>Answer Chapter 3 Questions OR Complete Chapter 3 Quiz.</p>	<p>Preview Vocabulary.</p> <p>Watch “Girl Before Rosa Parks.”</p> <p>Read/listen to Chapter 4.</p> <p>Complete CSPA or book annotations.</p> <p>Collect evidence for Focusing Question Task #1.</p> <p>Answer Chapter 4 Questions OR Complete Chapter 4 Quiz.</p> <p>Log Grammar Practice online.</p>	<p>Preview Vocabulary.</p> <p>Watch “Jo Ann Robinson and the Bus Boycott.”</p> <p>Read/listen to Chapter 5.</p> <p>Complete CSPA or book annotations.</p> <p>Collect evidence for Focusing Question Task #1.</p> <p>Answer Chapter 5 Questions OR Complete Chapter 5 Quiz.</p>

How will you complete the essay during Week 2?



- Use the Evidence Collector
- Read and annotate the text each day.
- Answer questions about the text to check your understanding.
- Starting on Day 1 and EACH DAY**, complete the Evidence Collector page for the chapters you read.
- When it's time to draft your essay during Week 2, **refer back to the notes you took** on the Evidence Collector to get ideas for your essay.

Claudette Colvin: Twice Toward Justice

Focusing Question Task 1:

What did Claudette Colvin want to change? What societal factors and personal experiences motivated her to be a change agent?

Chapter, Page #	What did Claudette Colvin want to change? <input type="checkbox"/> Her behavior <input type="checkbox"/> Something in her daily life <input type="checkbox"/> A law <input type="checkbox"/> Something about society	Why did she want to make this change? <input type="checkbox"/> Impact on her personally <input type="checkbox"/> Impact on her community <input type="checkbox"/> Impact for the nation	How did she attempt to make this change?
Chapter 1 Pages 5-7			
Chapter 2 Pages			
Chapter 3			

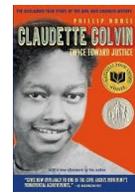
Claudette Colvin: Twice Toward Justice

Focusing Question Task 1:

What did Claudette Colvin want to change? What societal factors and personal experiences motivated her to be a change agent?

Chapter, Page #	<u>What did Claudette Colvin want to change?</u> <input type="checkbox"/> Her behavior <input type="checkbox"/> Something in her daily life <input type="checkbox"/> A law <input type="checkbox"/> Something about society	<u>Why did she want to make this change?</u> <input type="checkbox"/> Impact on her personally <input type="checkbox"/> Impact on her community <input type="checkbox"/> Impact for the nation	<u>How did she attempt to make this change?</u>
Chapter 4 Pages			
Chapter 5 Pages			

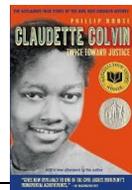
Claudette Colvin: Twice Toward Justice, Phillip Hoose



Days 1-5, Chapters 1-5

Word & Part of Speech	Pg. #	Definition	Picture	Sentence: Write a sentence from the novel with the <u>vocabulary</u> word
Justice (noun)		Fairness; just behavior or treatment		
Segregation (noun)		The action or state of setting someone or something apart from other people or things or being set apart.		
Dominate (verb)		To have a commanding influence on; exercise control over		

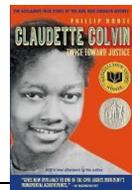
Claudette Colvin: Twice Toward Justice, Phillip Hoose



Days 1-5, Chapters 1-5

Word & Part of Speech	Pg. #	Definition	Picture	Sentence: <u>Write a sentence</u> from the novel with the <u>vocabulary</u> word
Emboldened (verb)		To give (someone) the courage or confidence to do something or to behave in a certain way		
Hypocrisy (noun)		The practice of claiming to have moral standards or beliefs to which one's own behavior does not conform (or follow)		
Rebellion (noun)		An act of violent or open resistance to an established government or ruler		

Claudette Colvin: Twice Toward Justice, Phillip Hoose



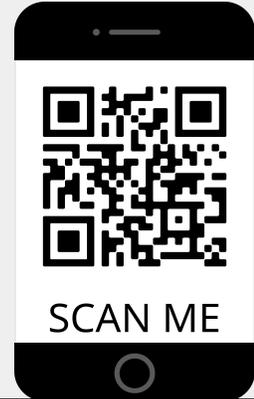
Days 1-5, Chapters 1-5

Word & Part of Speech	Pg. #	Definition	Picture	Sentence: <u>Write a sentence</u> from the novel with the <u>vocabulary</u> word
Revolution (noun)		A forcible overthrow of a government or social order, in favor of a new system		
Integrity (noun)		The quality of being honest and having strong moral principles; moral uprightness		
Aquit (verb)	47	To free (someone) from a criminal charge by a verdict of not guilty		

Day 1

- 1. **Preview Vocabulary.** Complete the Glossary.

- 2. **Watch** “[Separate but Equal.](#)”
Open the camera app on your phone and scan the QR code to watch.



- 3. **Read Chapter 1.**
Open the camera app on your phone and scan the QR code to listen.



- 4. **Track your comprehension.** Complete CSPS or book annotations.

- 5. Answer the Chapter Questions **OR** Complete the Quiz.

- 6. Complete the **Focusing Question Task #1 Evidence Collector** for Chapter 1.

- 7. **Set a Goal.** Today, I will be successful if I _____

To meet my goal, I should _____

I will know I have reached my goal when _____

- 8. **Reflect.** Did you meet your goal? _____

Claudette Colvin: Twice Toward Justice Chapter 1

Guiding Questions	Strategy	Response
<input type="checkbox"/> Who is the main character? <input type="checkbox"/> What is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the other characters ?	C Characters	
<input type="checkbox"/> Where <u>in the world</u> does the story take place? <input type="checkbox"/> Where <u>in the plot</u> does the story take place? <input type="checkbox"/> When <u>in time</u> does the story take place? <input type="checkbox"/> When <u>in the plot</u> does the story take place?	S Setting	
<input type="checkbox"/> What is the major conflict in the text?	P Plot	
<input type="checkbox"/> What challenge are the characters currently facing <u>related to the major conflict</u> ?	P Problem	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters successful ?	S Solution	

Summarize the text.

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

Somebody	
Wanted...	
But...	
So...	
Summary	

Claudette Colvin: Twice Toward Justice
Chapter 1

1. Reread pages 5-7. What were the rules of the bus? How were the rules enforced?

2. PART A: Reread the text box “Who Was Jim Crow” on page 4. How does a character from a minstrel show represent “the whole system” of laws and rules that governed life during segregation?

PART B: How does the information in the text box develop your understanding of what the system of Jim Crow was like?

3. What does the phrase “womb to tomb” (page 3) express about the effect of Jim Crow on the lives of black Americans in central Alabama during the 1940s and 1950s?

4. Why is Jim Crow like a “web”? (page 4)

5. How did Jim Crow affect life in Montgomery?

Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 1

Chapter 1 Quiz, Part I

Directions: Read the passage and answer each item.

**from *Claudette Colvin: Twice Toward Justice*
by Phillip Hoose**

Some of the segregation laws didn't matter too much in the daily lives of black citizens, but the bus was different. Riding the bus was like having a sore tooth that never quit aching. Montgomery's neighborhoods were spread out, and the maids and "yard boys"—people like Claudette Colvin's parents who scraped together a few dollars a day by attending to the needs of white families—depended on the buses to reach the homes of their white employers. Thousands of students also rode the buses to school from the time they were little, learning the transfer points and schedules by heart. They gathered in clusters at the corners, chatting and teasing and cramming for tests, until the green and gold buses chugged into view and the doors snapped open. Most blacks had to ride the bus.

But everything about riding a bus was humiliating for black passengers. All riders entered through the front door and dropped their dimes in the fare box near the driver. But, unless the entire white section was empty, blacks alone had to get back off the bus and reenter through the rear door. Sometimes the driver pulled away while black passengers were still standing outside.

Hoose, Phillip. *Claudette Colvin: Twice Toward Justice*. 2009. Farrar, Straus and Giroux, 2011, pp. 4–5.

1. Compared to other segregation laws, why did the bus laws have more of an impact on black citizens?
 - a. The buses for black citizens ran more infrequently than for white citizens.
 - b. Black southerners were treated equally with white citizens in most other areas.
 - c. The bus laws were the first American laws to create racial inequality.
 - d. Black citizens depended on bus transportation as part of their daily lives.

2. This item has two parts. Answer PART A; then answer PART B.

Read the first sentence of the second paragraph.

“But everything about riding a bus was humiliating for black passengers.”

PART A: In this context, the word **humiliating** means causing a feeling of

- a. shame.
- b. sadness.
- c. pride.
- d. exhaustion.

Day 1

PART B: Which piece of evidence **best** supports the idea that riding the bus was a **humiliating** experience?

- a. “Some of the segregation laws didn’t matter too much in the daily lives of black citizens”
 - b. “Thousands of students also rode the buses to school from the time they were little”
 - c. “All riders entered through the front door and dropped their dimes in the fare box near the driver.”
 - d. “blacks alone had to get back off the bus and reenter through the rear door.”
3. What is the central idea of this passage?
- a. The neighborhoods of Montgomery, Alabama, were spread out, so transportation was an important city issue.
 - b. Many of the black citizens of Montgomery were employed by white families and white business owners.
 - c. Black students in Montgomery relied on the buses to transport them to and from school each day.
 - d. Black citizens of Montgomery depended on buses for transportation but were treated unequally as riders.

Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 1

Chapter 1 Quiz, Part II

Directions: Read the passage and answer each item.

**from *Claudette Colvin: Twice Toward Justice*
by Phillip Hoose**

Some of the segregation laws didn't matter too much in the daily lives of black citizens, but the bus was different. Riding the bus was like having a sore tooth that never quit aching. Montgomery's neighborhoods were spread out, and the maids and "yard boys"—people like Claudette Colvin's parents who scraped together a few dollars a day by attending to the needs of white families—depended on the buses to reach the homes of their white employers. Thousands of students also rode the buses to school from the time they were little, learning the transfer points and schedules by heart. They gathered in clusters at the corners, chatting and teasing and cramming for tests, until the green and gold buses chugged into view and the doors snapped open. Most blacks had to ride the bus.

But everything about riding a bus was humiliating for black passengers. All riders entered through the front door and dropped their dimes in the fare box near the driver. But, unless the entire white section was empty, blacks alone had to get back off the bus and reenter through the rear door. Sometimes the driver pulled away while black passengers were still standing outside.

Hoose, Phillip. *Claudette Colvin: Twice Toward Justice*. 2009. Farrar, Straus and Giroux, 2011, pp. 4–5.

1. Compared to other segregation laws, why did the bus laws have more of an impact on black citizens?
 - a. The buses for black citizens ran more infrequently than for white citizens.
 - b. Black southerners were treated equally with white citizens in most other areas.
 - c. The bus laws were the first American laws to create racial inequality.
 - d. Black citizens depended on bus transportation as part of their daily lives.

2. This item has two parts. Answer PART A; then answer PART B.

Read the first sentence of the second paragraph.

“But everything about riding a bus was humiliating for black passengers.”

PART A: In this context, the word **humiliating** means causing a feeling of

- a. shame.
- b. sadness.
- c. pride.
- d. exhaustion.

Day 1

PART B: Which piece of evidence **best** supports the idea that riding the bus was a **humiliating** experience?

- a. “Some of the segregation laws didn’t matter too much in the daily lives of black citizens”
- b. “Thousands of students also rode the buses to school from the time they were little”
- c. “All riders entered through the front door and dropped their dimes in the fare box near the driver.”
- d. “blacks alone had to get back off the bus and reenter through the rear door.”

3. What is the central idea of this passage?

- a. The neighborhoods of Montgomery, Alabama, were spread out, so transportation was an important city issue.
- b. Many of the black citizens of Montgomery were employed by white families and white business owners.
- c. Black students in Montgomery relied on the buses to transport them to and from school each day.
- d. Black citizens of Montgomery depended on buses for transportation but were treated unequally as riders.

Day 2

- 1. **Preview Vocabulary.** Complete the Glossary.

- 2. **Watch** “[Jim Crow Laws.](#)”

Open the camera app on your phone and scan the QR code to watch.



- 3. **Read Chapter 2.**

Open the camera app on your phone and scan the QR code to listen.



- 4. **Track your comprehension.** Complete CSPA or book annotations.

- 5. Answer the Chapter Questions **OR** Complete the Quiz.

- 6. Complete the **Focusing Question Task #1 Evidence Collector** for Chapter 2.

- 7. **Set a Goal.** Today, I will be successful if I _____

To meet my goal, I should _____

I will know I have reached my goal when _____

- 8. **Reflect.** Did you meet your goal? _____

Claudette Colvin: Twice Toward Justice

Chapter 2

Guiding Questions	Strategy	Response
<input type="checkbox"/> Who is the main character? <input type="checkbox"/> What is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the other characters ?	<h1 style="font-size: 2em;">C</h1> <p>Characters</p>	
<input type="checkbox"/> Where <u>in the world</u> does the story take place? <input type="checkbox"/> Where <u>in the plot</u> does the story take place? <input type="checkbox"/> When <u>in time</u> does the story take place? <input type="checkbox"/> When <u>in the plot</u> does the story take place?	<h1 style="font-size: 2em;">S</h1> <p>Setting</p>	
<input type="checkbox"/> What is the major conflict in the text?	<h1 style="font-size: 2em;">P</h1> <p>Plot</p>	
<input type="checkbox"/> What challenge are the characters currently facing <u>related to the major conflict</u> ?	<h1 style="font-size: 2em;">P</h1> <p>Problem</p>	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters successful ?	<h1 style="font-size: 2em;">S</h1> <p>Solution</p>	

Summarize the text.

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

Somebody	
Wanted...	
But...	
So...	
Summary	

Claudette Colvin: Twice Toward Justice
Chapter 2

1. What effect does segregation have on Claudette Colvin?

2. How do Claudette’s family and community affect the way she sees the world?

Day 3

- 1. **Preview Vocabulary.** Complete the Glossary.

- 2. **Watch** “[Zazie Beetz and Dascha Polanco Explain how Cultural Appropriate Style is Gaining Mainstream Acceptance of Diverse Beauty.](#)”

Open the camera app on your phone and scan the QR code to watch.



- 3. **Read Chapter 3.**

Open the camera app on your phone and scan the QR code to listen.



- 4. **Track your comprehension.** Complete CSPA or book annotations.

- 5. Answer the Chapter Questions **OR** Complete the Quiz.

- 6. Complete the **Focusing Question Task #1 Evidence Collector** for Chapter 3.

- 7. **Set a Goal.** Today, I will be successful if I _____

To meet my goal, I should _____

I will know I have reached my goal when _____

- 8. **Reflect.** Did you meet your goal? _____

Claudette Colvin: Twice Toward Justice

Chapter 3

Guiding Questions	Strategy	Response
<input type="checkbox"/> Who is the main character? <input type="checkbox"/> What is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the other characters ?	C Characters	
<input type="checkbox"/> Where <u>in the world</u> does the story take place? <input type="checkbox"/> Where <u>in the plot</u> does the story take place? <input type="checkbox"/> When <u>in time</u> does the story take place? <input type="checkbox"/> When <u>in the plot</u> does the story take place?	S Setting	
<input type="checkbox"/> What is the major conflict in the text?	P Plot	
<input type="checkbox"/> What challenge are the characters currently facing <u>related to the major conflict</u> ?	P Problem	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters successful ?	S Solution	

Summarize the text.

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

Somebody	
Wanted...	
But...	
So...	
Summary	

Claudette Colvin: Twice Toward Justice
Chapter 3

1. Who is Jeremiah Reeves and what happens with him?

2. How does Jeremiah’s trial affect the people in Claudette’s community?

Groups in the Community	Response
Black Citizens in Alabama	
Claudette’s Classmates	
Claudette	

3. How does Miss Nesbitt’s class change Claudette’s perspective?

4. Claudette recalls, “Little by little, I began to form a mission for myself” (28). What does Claudette’s mission reveal?

Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 3

Chapter 3 Quiz

Directions: Read the passage and answer each item.

**from *Claudette Colvin: Twice Toward Justice*
by Phillip Hoose**

Though being smart was an asset,¹ Claudette soon found that having light skin and straight hair was the surest key to popularity at Booker T. Washington.² Many girls woke up early and spent hours applying hot combs to their hair, trying to straighten it to look, as some said, “almost white.” But Claudette’s hair wouldn’t stay straight or flat no matter how long she pressed it, and her skin was very dark. On top of that, she was from King Hill, a neighborhood she loved but others scorned. And no matter how hard she fought it, Delphine’s death had left her feeling raw and lonely, especially when she passed the spot each day where her sister had always waited for her after school. Suddenly alone, Claudette started life as a Yellow Jacket feeling she was at the very bottom of the social heap.

1 **asset:** A help or benefit; an advantage

2 **Booker T. Washington:** The high school that Claudette Colvin attended, named after a famous African-American educator and leader

Hoose, Phillip. *Claudette Colvin: Twice Toward Justice*. 2009. Farrar, Straus and Giroux, 2011, p. 22.

1. Read this sentence from the passage.

“On top of that, she was from King Hill, a neighborhood she loved but others scorned.”

In the context of this sentence, what does **scorned** mean?

- a. remembered fondly
 - b. had forgotten about
 - c. looked up to
 - d. looked down on
2. What are **two** ways Claudette differed from other students that the author cites as reasons for her lack of popularity at Booker T. Washington High School?
- a. her looks
 - b. her intelligence
 - c. her family
 - d. her neighborhood
 - e. her attitude
 - f. her friends

Day 3

3. This item has two parts. Answer PART A; then answer PART B.

PART A: Which sentence from the paragraph **best** expresses the central idea of the passage?

- a. “Many girls woke up early and spent hours applying hot combs to their hair, trying to straighten it to look, as some said, ‘almost white.’”
- b. “But Claudette’s hair wouldn’t stay straight or flat no matter how long she pressed it, and her skin was very dark.”
- c. “On top of that, she was from King Hill, a neighborhood she loved but others scorned.”
- d. “Suddenly alone, Claudette started life as a Yellow Jacket feeling she was at the very bottom of the social heap.”

PART B: How does the author structure the paragraph to support the central idea?

- a. He defines the concept of popularity and then explains its importance.
- b. He summarizes Claudette’s experiences in high school in chronological order.
- c. He gives several details about Claudette and explains the impact of each.
- d. He presents several solutions to solve the problem posed by the central idea.

Day 4

- 1. **Preview Vocabulary.** Complete the Glossary.

- 2. **Watch** “[Girl Before Rosa Parks.](#)”
Open the camera app on your phone and scan the QR code to watch.



- 3. **Read Chapter 4.**
Open the camera app on your phone and scan the QR code to listen.



- 4. **Track your comprehension.** Complete CSPA or book annotations.

- 5. Answer the Chapter Questions **OR** Complete the Quiz.

- 6. Complete the **Focusing Question Task #1 Evidence Collector** for Chapter 4.

- 7. **Set a Goal.** Today, I will be successful if I _____.
To meet my goal, I should _____.
I will know I have reached my goal when _____.

- 8. **Reflect.** Did you meet your goal? _____

Claudette Colvin: Twice Toward Justice
Chapter 4

Guiding Questions	Strategy	Response
<input type="checkbox"/> Who is the main character? <input type="checkbox"/> What is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the other characters ?	<p style="font-size: 2em; margin: 0;">C</p> <p>Characters</p>	
<input type="checkbox"/> Where <u>in the world</u> does the story take place? <input type="checkbox"/> Where <u>in the plot</u> does the story take place? <input type="checkbox"/> When <u>in time</u> does the story take place? <input type="checkbox"/> When <u>in the plot</u> does the story take place?	<p style="font-size: 2em; margin: 0;">S</p> <p>Setting</p>	
<input type="checkbox"/> What is the major conflict in the text?	<p style="font-size: 2em; margin: 0;">P</p> <p>Plot</p>	
<input type="checkbox"/> What challenge are the characters currently facing <u>related to the major conflict</u> ?	<p style="font-size: 2em; margin: 0;">P</p> <p>Problem</p>	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters successful ?	<p style="font-size: 2em; margin: 0;">S</p> <p>Solution</p>	

Summarize the text.

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

Somebody	
Wanted...	
But...	
So...	
Summary	

Claudette Colvin: Twice Toward Justice
Chapter 4

1. Why was Claudette within her “rights” to stay seated?

2. Read the quote below. How has Claudette’s action been developing up to this point? What motivates Claudette to make the decision to stay in her seat?

“I hadn’t planned it out, but my decision was built on a lifetime of nasty experiences.” (32)

3. Read the quote below .How was Claudette’s stand a response to the “symbolic” (32) aspects of segregation?

“That was the whole point of the segregation rules—it was all symbolic—blacks had to be behind whites.” (32)

4. Read the quotes below. How do Claudette’s actions develop from *rebellion* to *revolution*?

“Rebellion was on my mind that day” (32).
“And I think you just brought the revolution to Montgomery” (37).

Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 4

Chapter 4 Quiz

Directions: Read the passage and answer each item.

**from *Claudette Colvin: Twice Toward Justice*
by Phillip Hoose**

The motorman looked up in his mirror and said, “I need those seats.” I might have considered getting up if the woman had been elderly, but she wasn’t. She looked about forty. The other three girls in my row got up and moved back, but I didn’t. I just couldn’t.

Rebellion was on my mind that day. All during February we’d been talking about people who had taken stands. We had been studying the Constitution in Miss Nesbitt’s class. I knew I had rights. I had paid my fare the same as white passengers. I knew the rule—that you didn’t have to get up for a white person if there were no empty seats left on the bus—and there weren’t. But it wasn’t about that. I was thinking, Why should I have to get up just because a driver tells me to, or just because I’m black? Right then, I decided I wasn’t gonna take it anymore. I hadn’t planned it out, but my decision was built on a lifetime of nasty experiences.

After the other students got up, there were three empty seats in my row, but that white woman still wouldn’t sit down—not even across the aisle from me. That was the whole point of the segregation rules—it was all symbolic—blacks had to be *behind* whites. If she sat down in the same row as me, it meant I was as good as her.

Hoose, Phillip. *Claudette Colvin: Twice Toward Justice*. 2009. Farrar, Straus and Giroux, 2011, p. 32.

1. This item has two parts. Answer PART A; then answer PART B.

Read the first sentence from the second paragraph.

“Rebellion was on my mind that day.”

PART A: What does the word **rebellion** mean as it is used in this context?

- a. doing what is good and kind to others
- b. resisting authority or established rules
- c. working in harmony with others
- d. taking actions without thinking

PART B: What evidence from the passage provides the **best** context to define the word **rebellion**?

- a. “The motorman looked up in his mirror and said, ‘I need those seats.’”
- b. “All during February we’d been talking about people who had taken stands.”
- c. “I had paid my fare the same as white passengers.”
- d. “I was thinking, Why should I have to get up just because a driver tells me to, or just because I’m black?”

Day 4

2. This item has two parts. Answer PART A; then answer PART B.

PART A: According to Claudette, what was the **real** purpose of the segregation laws?

- a. to make it harder for black citizens to get around Montgomery
- b. to show that white citizens were better than black citizens
- c. to give white citizens a chance to sit down on the bus
- d. to follow rules established by the Constitution

PART B: Which piece of evidence **best** shows how the author develops the idea from PART A?

- a. “my decision was built on a lifetime of nasty experiences.”
- b. “After the other students got up, there were three empty seats in my row”
- c. “that white woman still wouldn’t sit down—not even across the aisle from me.”
- d. “it was all symbolic—blacks had to be *behind* whites.”

3. What is the author’s purpose in this passage?

- a. to detail how Colvin planned her actions on the bus
- b. to describe what Colvin had learned in school, especially in Miss Nesbitt’s class
- c. to help readers understand the motivations and feelings behind Colvin’s actions
- d. to share different perspectives on the events that led up to the bus boycott

Day 5

- 1. **Preview Vocabulary.** Complete the Glossary.

- 2. **Watch** “[Jo Ann Robinson and the Bus Boycott.](#)”
Open the camera app on your phone and scan the QR code to watch.



- 3. **Read Chapter 5.**
Open the camera app on your phone and scan the QR code to listen.



- 4. **Track your comprehension.** Complete CSPS or book annotations.

- 5. Answer the Chapter Questions **OR** Complete the Quiz.

- 6. Complete the **Focusing Question Task #1 Evidence Collector** for Chapter 5.

- 7. **Set a Goal.** Today, I will be successful if I _____

To meet my goal, I should _____

I will know I have reached my goal when _____

- 8. **Reflect.** Did you meet your goal? _____

Claudette Colvin: Twice Toward Justice
Chapter 5

Guiding Questions	Strategy	Response
<ul style="list-style-type: none"> <input type="checkbox"/> Who is the main character? <input type="checkbox"/> What is he/she <u>doing</u>? <input type="checkbox"/> How is he/she <u>interacting</u> with the other characters? 	<p>C</p> <p>Characters</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Where <u>in the world</u> does the story take place? <input type="checkbox"/> Where <u>in the plot</u> does the story take place? <input type="checkbox"/> When <u>in time</u> does the story take place? <input type="checkbox"/> When <u>in the plot</u> does the story take place? 	<p>S</p> <p>Setting</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> What is the major conflict in the text? 	<p>P</p> <p>Plot</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> What challenge are the characters currently facing <u>related to the major conflict</u>? 	<p>P</p> <p>Problem</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters successful? 	<p>S</p> <p>Solution</p>	

Summarize the text.

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

Somebody	
Wanted...	
But...	
So...	
Summary	

Claudette Colvin: Twice Toward Justice
Chapter 5

1. How did people respond to Claudette’s stand against bus segregation?

Positive Responses	Negative Responses

2. Why were there negative reactions to Claudette’s stand against injustice?

3. How did adults in Claudette’s community take positive action in response to her stand against injustice?

4. What does it mean that Claudette’s arrest had removed the veneer between white and black citizens of Montgomery? What does *veneer* mean in this context?

Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 5

Chapter 5 Quiz

Directions: Read the passage and answer each item.

**from *Claudette Colvin: Twice Toward Justice*
by Phillip Hoose**

Claudette's arrest made her the center of attention wherever she went. On the following Sunday, Reverend Johnson led the congregation in prayer for the girl among them who had been arrested for bravely standing up to the bus driver and the police and challenging the whole ugly system. The next day classmates swarmed around her when she pulled up to Booker T. Washington High School in her cousin's car. They followed her into homeroom and asked to hear her story. Students pointed at her in the halls, whispering, "There's the girl who got arrested."

Opinion at Booker T. Washington was sharply divided between those who admired Claudette's courage and those who thought she got what she deserved for making things harder for everyone. Some said it was about time someone stood up. Others told her that if she didn't like the way things were in the South, she should go up North. Still others couldn't make up their minds: no one they knew had ever done anything like this before.

Hoose, Phillip. *Claudette Colvin: Twice Toward Justice*. 2009. Farrar, Straus and Giroux, 2011, p. 42.

1. This item has two parts. Answer PART A; then answer PART B.

Read this sentence from the first paragraph.

"The next day classmates swarmed around her when she pulled up to Booker T. Washington High School in her cousin's car."

PART A: What does **swarmed** mean in the context of this sentence?

- a. ran in large circles
- b. moved close in a large group
- c. made loud noises
- d. teased and insulted

PART B: What does the word **swarmed** suggest about Claudette's classmates?

- a. They were full of energy.
- b. They had doubts about Claudette.
- c. They were excited to see Claudette.
- d. They had an important message for Claudette.

Day 5

2. This item has three parts. Answer PART A; then answer PART B; then answer PART C.

PART A: Which of the following **best** summarizes Claudette's classmates' reaction to her arrest?

- a. They were proud of her arrest.
- b. They had mixed reactions to her arrest.
- c. They criticized her for being arrested.
- d. They gave her a difficult time after her arrest.

PART B: Which detail from the text **best** supports the answer to PART A?

- a. "The next day classmates swarmed around her when she pulled up"
- b. "They followed her into homeroom and asked to hear her story."
- c. "Opinion at Booker T. Washington was sharply divided"
- d. "no one they knew had ever done anything like this before."

PART C: How does the author structure the second paragraph to support the answer to PART A?

- a. He gives a chronological outline of the events.
- b. He describes the diverse population of Claudette's classmates.
- c. He provides specific examples of different viewpoints surrounding Claudette.
- d. He compares Claudette's school experiences before and after her arrest.

3. What feelings in her community do the different viewpoints on Claudette Colvin's arrest reveal?

- a. uncertainty and pride
- b. unity and agreement
- c. sensitivity and care
- d. ignorance and love

Week 2 Goals

Goals for the Week	How will I reach these goals?
1. Write an essay.	Complete the Essay Planning Organizer .
2. Learn the meaning of three new vocabulary words.	Complete the Glossary pages and quiz yourself.
3. Learn about key events and people involved in the Civil Rights Movement.	Use the QR code to watch a video before you reach each chapter.
4. Read Chapters 6-8 of <i>Claudette Colvin: Twice Toward Justice</i> .	You can also listen to the chapters. Use the QR code in the daily agenda.
5. Track your comprehension as you read each chapter.	Complete the CSPS Note-Catcher <u>or</u> annotate in the book.
6. Collect evidence for an essay you will write next week.	Complete the FQT #2 Evidence Collector .
7. Answer questions about each chapter.	Complete the Chapter Questions and/or the Quiz .
8. Complete 30 minutes of online grammar practice .	Log on to Quill.com . Choose the “Sign in with Google” option and use your Clever username and password.

Choice Board

Week 2

You can use the choice board to design your own weekly experience, or you can follow the daily agendas.

*To use the choice board, choose activities that will **total 100 points** for the week. **Accuracy counts.***

You can exceed 100 points to increase your chances of a better total score.

5 points	Complete a CSPS organizer for one chapter.	Use three vocabulary words in your written responses to Chapter Questions.	Log 10 minutes of grammar practiced on Quill. <i>(Maximum of 30 minutes each week for credit.)</i>	Use evidence from one of the videos in a written response to a Chapter Question. <i>(Maximum 5 references per week for credit.)</i>
10 points	Complete one Chapter Quiz.	Participate in a Zoom session led by your teacher.	Research a Civil Rights activist and write a paragraph explaining the person's role in the Civil Rights Movement.  SCAN ME Movement. <i>(Maximum 2 activists per week for credit.)</i>	Watch " Mapping Segregation in Washington DC. "  SCAN ME Write two paragraphs: How have housing segregation policies affected D.C.?
15 points	Complete Chapter Questions for one chapter.	Rewrite one of the "Claudette" sections of the chapter from one of her parents' or her friend's perspective.	Create a 6 panel comic strip to "explode the moment" of the most important part in the chapter.	Create a TikTok that summarizes the chapter with identifiable characters. Choose a song that matches the <u>tone</u> and events of the chapter.
30 points	Complete Focusing Question Task #1.		Complete the Focusing Question Task #2 Evidence Collector for Chapters 6-8.	

Week 2 At a Glance

Monday	Tuesday	Wednesday	Thursday	Friday
Day 6	Day 7	Day 8	Day 9	Day 10
<p>Watch “Match the Body Paragraph to the Introduction.”</p> <p>Annotate Painted Essay.</p> <p>Complete Essay Planning.</p> <p>Write an introduction.</p> <p>Watch “Explain Cause and Effect Relationships.”</p> <p>Write body paragraphs.</p>	<p>Watch “Add a Logical Conclusion to Informational Writing.”</p> <p>Write a conclusion.</p> <p>Complete self-editing checklist.</p> <p>Revise essay.</p> <p>Log Grammar Practice online.</p>	<p>Preview Vocabulary.</p> <p>Watch “Claudette Colvin: The Original Rosa Parks.”</p> <p>Read/listen to Chapter 6.</p> <p>Complete CSPS or book annotations.</p> <p>Collect evidence for Focusing Question Task #2.</p> <p>Answer Chapter 6 Questions OR Complete Chapter 6 Quiz.</p>	<p>Preview Vocabulary.</p> <p>Watch “Start of the Montgomery Bus Boycott Footage from 1950s.”</p> <p>Read/listen to Chapter 7.</p> <p>Complete CSPS or book annotations.</p> <p>Collect evidence for Focusing Question Task #2.</p> <p>Answer Chapter 7 Questions.</p> <p>Log Grammar Practice online.</p>	<p>Preview Vocabulary.</p> <p>Watch “1955-1956 - The Montgomery Bus Boycott.”</p> <p>Read/listen to Chapter 8.</p> <p>Complete CSPS or book annotations.</p> <p>Collect evidence for Focusing Question Task #2.</p> <p>Answer Chapter 8 Questions OR Complete Chapter 8 Quiz.</p> <p>Log Grammar Practice online.</p>

Focusing Question Task #2 Evidence Collector

Claudette Colvin: Twice Toward Justice

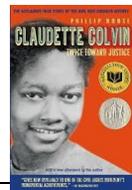
Day 8 Day 10

Focusing Question Task 2:

What role did Claudette Colvin in the Civil Rights Movement?

Chapter, Page #	What did _____ want to change? <input type="checkbox"/> His/Her behavior <input type="checkbox"/> Something in his/her daily life <input type="checkbox"/> A law <input type="checkbox"/> Something about society	How did he/she attempt to make this change?	What <u>role</u> did he/she play in the Civil Rights Movement?
Chapter 6 Pages			
Chapter 7 Pages			
Chapter 8 Pages			

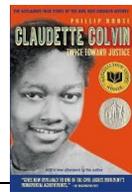
Claudette Colvin: Twice Toward Justice, Phillip Hoose



Days 6-12, Chapters 6-10

Word & Part of Speech	Pg. #	Definition	Picture	Sentence: <u>Write a sentence</u> from the novel with the <u>vocabulary</u> word
Conviction (noun)		A formal declaration that someone is guilty of a criminal offense		
Allegedly (adv)		Used to show that something is claimed to be the case or have taken place, although there is no proof.		
Boycott (noun)		To stop using as service or product as a punishment or protest		

Claudette Colvin: Twice Toward Justice, Phillip Hoose



Days 6-12, Chapters 6-10

Word & Part of Speech	Pg. #	Definition	Picture	Sentence: <u>Write a sentence</u> from the novel with the <u>vocabulary</u> word
Indicted (verb)	92	To formally accuse of or charge with a serious crime	 <p><small>©Seamartini Graphics * illustrationsOI.com/1081923</small></p>	
Commemoration (noun)	115	A ceremony or celebration in which a person or event is remembered		

Day 6

- 1. **Watch** “[Match the Body Paragraph to the Introduction.](#)”
Open the camera app on your phone and scan the QR code to watch.



- 2. **Annotate the Exemplar Essay.**
 - Color-code the Painted Essay Template.
 - Use the Painted Essay Template to annotate the Exemplar Essay for each part that is in the Painted Essay.
 - Example: Find the Introduction of the Exemplar Essay and color it red just like you colored the Introduction red on the Painted Essay Template.

- 2. **Complete Essay Planning.** Review the Focusing Questions #1 Evidence Collector.

- 3. **Plan and Write the Introduction Paragraph.**
Use the organizer to plan an answer for your introduction.

- 4. **Watch** “[Explain Cause and Effect Relationships.](#)”
Open the camera app on your phone and scan the QR code to watch.



- 5. **Plan and Write the Body Paragraphs.** Use the organizer to plan an answer for your body paragraphs.

- 6. **Set a Goal.** Today, I will be successful if I _____

To meet my goal, I should _____

I will know I have reached my goal when _____
_____.

- 7. **Reflect.** Did you meet your goal? _____

Directions

1. Color-code the Painted Essay Template and the Exemplar Explanatory Essay.
2. Use the key below to color code.
 - a. Introduction: RED
 - b. Thesis: GREEN
 - c. Point 1: YELLOW
 - d. Point 2: BLUE
 - e. Conclusion: GREEN

Painted Essay® Template

Introduction	
Thesis	
point 1	point 1

Supporting Paragraph	
----------------------	--

transition	
Supporting Paragraph	

Conclusion	
------------	--

Directions

1. Use the Painted Essay Template to annotate the Exemplar Explanatory Essay below.
2. Be sure to include the all parts of the explanatory essay when you write your essay.

Exemplar Explanatory Essay

The maxim “when one door closes, another door opens” applies to people’s experiences during the Great Depression, a period lasting from 1929 until World War II. Many Americans during the Great Depression experienced some type of hardship, whether that meant a lost job, a lost farm or home, or an inability to feed or take care of their families. Because of these hardships, Americans had to adapt to loss and difficulty by finding a way to make something positive come from something negative. The communities built in Hooverilles and the unions formed in factories show how the people of the Great Depression opened doors for themselves.

Unemployment and homelessness, two “closing” doors of the Great Depression, created shantytowns called Hooverilles, which became home to many people. During this period, some “13 [million] to 15 million Americans were unemployed,” (“Hooverilles”) and unemployment often caused homelessness. Because people could no longer pay their rent or mortgage, people were turned out of their homes with nowhere to go. Often young teenagers would leave their homes and become homeless, hoping to ease the burden they placed on their families. For some, Hooverilles became their new home. Hooverilles were “shantytowns that cropped up across the nation, primarily on the outskirts of major cities” (“Hooverilles”). However, despite the conditions at the camps (for example, many people slept in shelters made out of cardboard boxes), Hooverilles opened doors for people. Hooverilles offered a sense of community; a migrant could find food and shelter, and most important, a sympathetic ear: “The one place where the young hobo was assured a welcome was the ‘jungle,’ as the hobo camps were called” (Uys). People helping people defined these “hobo camps” or Hooverilles. In a time when everything was scarce, Hooverilles offered people a place where generosity and compassion were practiced. Even though the door of a home had closed for some people, the door of community help had opened.

Poor labor conditions closed another door for people during the Great Depression, resulting in a door opening with the formation of unions. Manufacturer workers had “no rights” and could be fired for any reason (“GM Strike Video”). For example, people did not have job security if they got hurt at work; if they could not perform their job, a worker would simply be let go without pay. If a worker lost his job, often he would face additional hardships, like losing his home. Protected employment was a necessity for people so that they could depend on their wages to pay their bills and feed their families. As a result of this closed door, workers banded together to form unions, an action that resulted in opening doors for countless people. The union’s purpose was for workers to help other workers. They helped each other by organizing “sit-downs” and bravely standing up to injustice, eventually securing workplace rights as a result of their protests and strikes. Because of their actions, “the auto worker became a different human being” (“GM Strike Video”). The people who formed unions and organized protests successfully opened doors for all future workers to have legal rights that could not be taken away by an employer.

Few periods in American history have been as catastrophic as the Great Depression was for so many millions. It closed doors for many, sometimes doors that would stay slammed shut. Yet for some, even with those closed doors of homelessness and unemployment, doors were opened. Sometimes, people found community and joined unions. For these people, the Great Depression was a positive and negative experience, where hardship was countered by the strength of the human spirit.

ToSEEC Explanatory Essay Model

Introduction			
Hook			
Introduce			
Thesis & Preview			
Body Paragraph 1 <i>(Supporting Point 1)</i>		Body Paragraph 2 <i>(Supporting Point 2)</i>	
Topic Statement:		Topic Statement:	
Evidence: Citation:	Elaboration:	Evidence: Citation:	Elaboration:
Evidence: Citation:	Elaboration:	Evidence: Citation:	Elaboration:
Concluding Statement:		Concluding Statement:	
Conclusion			

Instructions: Your end goal will be to construct a 4-paragraph essay answering the question,

What did Claudette Colvin want to change? What societal factors and personal experiences motivated her to be a change agent?

- Refer back to the **"Focusing Question Task #1" Evidence Collector** you have been completing for each chapter of the novel.

- Do you need to add more detail to your evidence collector before you start writing?
Yes or No (Circle one.)



Remember! An introductory paragraph should include the following:

- Hook: Catch your audience’s attention.
- Introduce: Introduce your audience to the topic.
- Thesis: State your essential idea about the topic, and preview your supporting points. This is like the topic sentence of the entire essay.

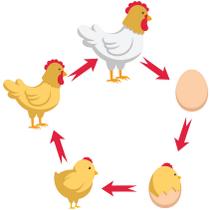
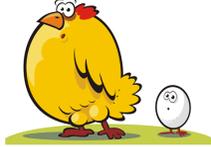
Use the organizer below to outline your introduction. Outlines don’t need to be in complete sentences; just get your ideas down.

Introductory Paragraph Outline

<p><u>Hook</u> What can you say to immediately make your reader interested in the topic? (For example, ask a question, give a quotation, give a surprising statistic, etc.)</p>	
<p><u>Introduce</u> Summarize background information (think of the who, what, where, when, and why).</p>	
<p><u>Thesis</u> Restate the prompt and preview the main points of your essay (you can go back and revise this after writing your essay).</p>	<p>Motivated by _____ and _____,</p> <p>Claudette Colvin wanted to change _____.</p>

Body Paragraphs

Instructions: Today, you will outline your body paragraphs, but first, you need to decide if you are organizing your essay in chronological order or compare/contrast.

<p>Chronological Order Essay Structure Choices</p>  <p>Chronological order means to explain events in the time sequence that they happened.</p>	<p>Compare/Contrast</p>  <p>Compare/contrast means to explain how things are similar AND how they are different.</p>
<p>Example:</p>  <p>First, the egg was laid in a nest. Then, the egg hatched into a chick. Next, the chick grew up into an adult hen. Finally, she started laying her own eggs.</p>	<p>Example:</p>  <p>Both chicken eggs and adult chickens are the same animal. However, there are differences. Eggs are smaller and round, and the baby chicken grows inside them. Adult chickens protect themselves and eggs from predators.</p>

Consider the essay question: **What did Claudette Colvin want to change? What societal factors and personal experiences motivated her to be a change agent?**

<p>What would you put in chronological order for this essay?</p> <hr/> <hr/> <hr/>	<p>What would you be comparing and contrasting for this essay?</p> <hr/> <hr/> <hr/>
--	--

You must choose ONE! Which will you use, chronological order or compare/contrast, and why?

Instructions: Now you will outline your body paragraphs either based on chronological order or compare/contrast. Ask yourself: what are the two main ideas that support your thesis?

Two main ideas that support thesis, in chronological order or in compare/contrast:

1. Because Claudette Colvin experienced _____,
she was inspired to _____.
2. Claudette Colvin was also motivated to _____
because _____.

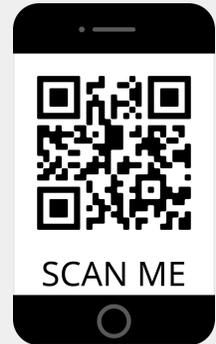
These two main ideas will become the topic sentences (ToS) for each of your body paragraphs. Rewrite them as complete sentences, then add evidence from the texts that support those ideas.

Body paragraph 1	
ToS	Because Claudette Colvin experienced _____, she was inspired to _____.
Point #1	When Claudette _____, she realized _____.
Evidence 1	According to _____, " _____" _____."
Elaboration	Growing up _____ surrounded by _____ fueled Claudette to _____.
Point #2	Claudette decided to _____ because _____.
Evidence 2	According to _____, " _____" _____."
Elaboration	Claudette believed that if _____, then _____.
Conclusion	Claudette changed _____ by _____.

Body paragraph 2	
ToS	Claudette Colvin was also motivated to _____ because _____.
Point #1	When Claudette _____, she realized _____.
Evidence 1	According to _____, " _____" _____."
Elaboration	As she got older, Claudette _____ _____, which helped her to _____.
Point #2	Claudette decided to _____ because _____.
Evidence 2	According to _____, " _____" _____."
Elaboration	Claudette believed that if _____, then _____.
Conclusion	Claudette changed _____ by _____.

Day 7

- 1. **Watch** “[Add a Logical Conclusion to Informational Writing.](#)”
Open the camera app on your phone and scan the QR code to watch.



- 2. **Plan and Write the Conclusion Paragraph.**
Use the organizer to plan an answer for your introduction.

- 3. **Plan and Write the Body Paragraphs.** Use the organizer to plan an answer for your body paragraphs.

- 4. **Complete the Self-Editing Checklist.** Revise Essay.

- 5. **Set a Goal.** Today, I will be successful if I _____

To meet my goal, I should _____

I will know I have reached my goal when _____
_____.

- 6. **Reflect.** Did you meet your goal? _____

Instructions: Today, you will write your final paragraph! First, think about what makes a strong conclusion.

Remember! A good conclusion should:



- Re-state your ideas (everything is tied together in a neat, easy-to-understand package).
- Bring a sense of closure to your reader's mind.
- Connect your ideas to a bigger picture. Tell your reader why they should care about this topic!

Thinking about this, outline your conclusion. An outline does not need to be in complete sentences.

Concluding Paragraph Outline

<u>Re-state</u> Remind your reader of the purpose of the essay (in other words, restate the thesis).	
<u>Closure</u> Make your reader feel they understand the topic; closure should create a bridge between your restating your ideas and the bigger picture.	
<u>Bigger picture</u> Give a reason why your reader should care about this topic. Did it change the world? Does it affect us today?	

Essay Writing
Publishing the Essay

Instructions: Today, you will bring your essay together, revising and editing as needed. Your essay can either be written on separate paper or typed, but make sure to use the editing checklist to catch any mistakes you have made!

Editing Checklist

Capitalization

- Are all proper names capitalized?
- Is the first letter of every sentence capitalized?
- Is everything else in lower case?

Spelling

- Did you run spell check or look up words you aren't sure of?
- Are the homonyms all correct? (Ex. there/they're/their, to/too/two, etc.)
- Did you double-check the spelling of names (spell check can miss these!)?

Punctuation

- Is there a period (or other appropriate punctuation mark) at the end of every sentence?
- Do all possessives have an apostrophe? (ex. the students' books, John's idea)

Citations

- Is all directly cited text evidence in quotation marks?
- Do all citations have the page number in parentheses at the end of the sentence?

Transitions

- Are the transitions doing the right job? (Ex. The conclusion starts with a conclusion transition like "Ultimately.")
- Are all ideas clearly linked for the reader?

Word Bank of Transition Phrases

Introduce	Sequence	Alternative Viewpoint	Same Idea, Different Way	Adding more	Adding Emphasis
For example For instance Namely Including	First Next Another Finally	By contrast However Although In fact	In that case In other words Or	In addition Besides Similarly Furthermore	In conclusion All the same After all Despite

Grades 7-8 Informational Writing

	4 (Exceeds Expectations)	3 (Meets Expectations)	2 (Partially Meets Expectations)	1 (Does Not Yet Meet Expectations)
Struc	<ul style="list-style-type: none"> - Responds thoroughly to all elements of prompt. - Maintains focus on topic throughout piece. - Introduces topic clearly and thoroughly, previewing what is to follow. - Organizes ideas clearly and effectively. - Provides a strong conclusion that follows from, supports, and expands on the focus. - Uses appropriate transitions to create cohesion and clarify relationships. 	<ul style="list-style-type: none"> - Responds to all elements of prompt. - Maintains focus on topic throughout piece, with occasional minor departures. - Introduces topic clearly, previewing what is to follow. - Organizes ideas clearly and effectively. - Provides a conclusion that follows from and supports the focus. - Uses appropriate transitions to create cohesion and clarify relationships. 	<ul style="list-style-type: none"> - Responds to some elements of prompt. - Often departs from focus on topic. - Introduces topic in an incomplete or unclear way. - Organizes ideas inconsistently. - Provides a conclusion that is incomplete or may not follow from the focus. - Inconsistently uses transitions to connect ideas. 	<ul style="list-style-type: none"> - Does not respond to prompt; off topic. - Piece lacks focus on topic. - Does not introduce topic. - Ideas are disorganized. - Does not provide a conclusion. - Does not use transitions to connect ideas.
Dev	<ul style="list-style-type: none"> - Develops topic with relevant and sufficient evidence from text(s). - Elaborates upon evidence thoroughly, with accurate, insightful analysis. 	<ul style="list-style-type: none"> - Develops topic with sufficient, relevant evidence from text(s). - Elaborates upon evidence with accurate analysis. 	<ul style="list-style-type: none"> - Develops topic with insufficient relevant evidence from text(s). - Elaborates upon evidence vaguely or superficially. 	<ul style="list-style-type: none"> - Develops topic with insufficient relevant evidence from text(s). - Elaborates upon evidence vaguely or superficially.
Style	<ul style="list-style-type: none"> - Varies sentence patterns for clarity, interest, emphasis, and style. - Uses precise language and domain-specific vocabulary. - Consistently expresses ideas precisely and concisely. - Establishes and maintains a consistent, formal, and engaging style. - Writing shows exceptional awareness and skill in addressing audience's needs. 	<ul style="list-style-type: none"> - Varies sentence patterns for clarity and interest. - Uses domain-specific vocabulary. - Mostly expresses ideas precisely and concisely. - Establishes a formal style, with occasional minor lapses. - Writing is appropriate to audience. 	<ul style="list-style-type: none"> - Varies sentence patterns occasionally for clarity or interest. - Uses general vocabulary with a few domain-specific words. - Language is occasionally precise and may be unnecessarily wordy. - Attempts to use a formal style but with many lapses. - Writing is somewhat appropriate to audience. 	<ul style="list-style-type: none"> - Sentence patterns are basic and repetitive. - Uses limited vocabulary inappropriate to the content. - Language is imprecise and lacks concision, often wordy or redundant. - Uses an inappropriately informal style. - Writing is inappropriate to audience.
Conv	<ul style="list-style-type: none"> - Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few 	<ul style="list-style-type: none"> - Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning 	<ul style="list-style-type: none"> - Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning 	<ul style="list-style-type: none"> - Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning and writing is difficult to follow

Day 8

- 1. **Preview Vocabulary.** Complete the Glossary.

- 2. **Watch** “[Claudette Colvin: The Original Rosa Parks.](#)”
Open the camera app on your phone and scan the QR code to watch.



- 3. **Read Chapter 6.**
Open the camera app on your phone and scan the QR code to listen.



- 4. **Track your comprehension.** Complete CSPS or book annotations.

- 5. Answer the Chapter Questions **OR** Complete the Quiz.

- 6. Complete the **Focusing Question Task #2 Evidence Collector** for Chapter 6.

- 7. **Set a Goal.** Today, I will be successful if I _____

To meet my goal, I should _____

I will know I have reached my goal when _____

- 8. **Reflect.** Did you meet your goal? _____

How will you complete the essay during Week 3?



- Use the Evidence Collector
- Read and annotate the text each day.
- Answer questions about the text to check your understanding.
- Starting on Day 9 and EACH DAY**, complete the Evidence Collector page for the chapters you read.
- When it's time to draft your essay during Week 4, **refer back to the notes you took** on the Evidence Collector to get ideas for your essay.

Claudette Colvin: Twice Toward Justice
Chapter 6

Guiding Questions	Strategy	Response
<input type="checkbox"/> Who is the main character? <input type="checkbox"/> What is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the other characters ?	<p style="font-size: 2em; margin: 0;">C</p> <p>Characters</p>	
<input type="checkbox"/> Where <u>in the world</u> does the story take place? <input type="checkbox"/> Where <u>in the plot</u> does the story take place? <input type="checkbox"/> When <u>in time</u> does the story take place? <input type="checkbox"/> When <u>in the plot</u> does the story take place?	<p style="font-size: 2em; margin: 0;">S</p> <p>Setting</p>	
<input type="checkbox"/> What is the major conflict in the text?	<p style="font-size: 2em; margin: 0;">P</p> <p>Plot</p>	
<input type="checkbox"/> What challenge are the characters currently facing <u>related to the major conflict</u> ?	<p style="font-size: 2em; margin: 0;">P</p> <p>Problem</p>	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters successful ?	<p style="font-size: 2em; margin: 0;">S</p> <p>Solution</p>	

Summarize the text.

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

Somebody	
Wanted...	
But...	
So...	
Summary	

Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 8

Chapter 6 Quiz

Directions: Read the passage and answer each item.

**from *Claudette Colvin: Twice Toward Justice*
by Phillip Hoose**

Was she too young? Could a rebellious teen be controlled? Who *was* this girl anyway? Robinson's WPC¹ lieutenants probed into Claudette's background, since few adult leaders in Montgomery had ever heard of her. They already knew that her mother and father were not part of the elite social set that revolved around Alabama State College and the Dexter Avenue Baptist Church. Investigation showed that Claudette Colvin was being raised by her great-uncle and great-aunt, respectively a "yard boy" and a "day lady," as maids were called. The Colvins lived in King Hill, a neighborhood that meant "poor" or "inferior" to most who didn't live there. And the Hutchinson Street Baptist Church, which Claudette faithfully attended, was a church for the working poor.

Doubts crept in. A swarm of adjectives began to buzz around Claudette Colvin, words like "emotional" and "uncontrollable" and "profane"² and "feisty."³ The bottom line was, as Jo Ann Robinson tactfully⁴ put it, that "opinions differed where Claudette was concerned." E.D. Nixon later explained, "I had to be sure that I had somebody I could win with." So the leaders of the burgeoning⁵ Montgomery bus revolt turned away from Claudette Colvin.

About the only person not involved in these discussions was Claudette. "Nobody ever came to interview me about being a boycott spokesperson," she later said.

1 **WPC (Woman's Political Council):** group of women dedicated to motivating African-American women to get involved in politics

2 **profane:** Offensive or indecent

3 **feisty:** Aggressive and full of energy

4 **tactfully:** Carefully saying something in response to a difficult situation

5 **burgeoning:** Growing

Hoose, Phillip. *Claudette Colvin: Twice Toward Justice*. 2009. Farrar, Straus and Giroux, 2011, pp. 52–53.

1. This item has two parts. Answer PART A; then answer PART B.

Read the first sentence of the second paragraph.

"Doubts crept in."

PART A: This statement means that the leaders began to feel what way?

- fearful about the future of the bus boycott
- convinced that boycotting the buses was the right thing to do
- uncertain about Claudette's future role in the boycott
- upset about Claudette's actions and impact on the bus boycott

Day 8

PART B: What piece of evidence **best** supports the answer to PART A?

- a. “Robinson’s WPC lieutenants probed into Claudette’s background”
- b. “few adult leaders in Montgomery had ever heard of her.”
- c. “opinions differed where Claudette was concerned.”
- d. “About the only person not involved in these discussions was Claudette.”

2. Which **three** details from the passage should be included in a summary of this passage?

- a. Claudette was a teenager.
- b. Claudette attended church like most African Americans in Montgomery.
- c. Members of the WPC looked into Claudette’s personal life.
- d. Claudette was raised by her great-aunt and great-uncle.
- e. The African-American elite social set revolved around Alabama State College.
- f. Leaders in Montgomery were unsure of Claudette’s ability to be a spokesperson.
- g. The bus boycott group turned away from Claudette because of their concerns.

3. Read this sentence from the second paragraph.

“I had to be sure that I had somebody I could win with.”

What is the role of this quotation in the second paragraph?

- a. This sentence gives context for the boycott leaders’ decision to turn away from Claudette.
- b. This sentence shows a different point of view from that of most of the leaders in Montgomery.
- c. This sentence shows why the boycott leaders chose Claudette Colvin.
- d. This sentence reveals that the boycott leaders were more interested in winning than in equality.

Day 9

- 1. **Preview Vocabulary.** Complete the Glossary.

- 2. **Watch** “[Start of the Montgomery Bus Boycott Footage from the 1950s.](#)”
Open the camera app on your phone and scan the QR code to watch.



- 3. **Read Chapter 7.**
Open the camera app on your phone and scan the QR code to listen.



- 4. **Track your comprehension.** Complete CSPA or book annotations.

- 5. Answer the Chapter Questions **OR** Complete the Quiz.

- 6. Complete the **Focusing Question Task #2 Evidence Collector** for Chapter 7.

- 7. **Set a Goal.** Today, I will be successful if I _____

To meet my goal, I should _____

I will know I have reached my goal when _____
_____.

- 8. **Reflect.** Did you meet your goal? _____

Claudette Colvin: Twice Toward Justice
Chapter 7

Guiding Questions	Strategy	Response
<ul style="list-style-type: none"> <input type="checkbox"/> Who is the main character? <input type="checkbox"/> What is he/she <u>doing</u>? <input type="checkbox"/> How is he/she <u>interacting</u> with the other characters? 	<p style="font-size: 2em; margin: 0;">C</p> <p>Characters</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Where <u>in the world</u> does the story take place? <input type="checkbox"/> Where <u>in the plot</u> does the story take place? <input type="checkbox"/> When <u>in time</u> does the story take place? <input type="checkbox"/> When <u>in the plot</u> does the story take place? 	<p style="font-size: 2em; margin: 0;">S</p> <p>Setting</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> What is the major conflict in the text? 	<p style="font-size: 2em; margin: 0;">P</p> <p>Plot</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> What challenge are the characters currently facing <u>related to the major conflict</u>? 	<p style="font-size: 2em; margin: 0;">P</p> <p>Problem</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters successful? 	<p style="font-size: 2em; margin: 0;">S</p> <p>Solution</p>	

Summarize the text.

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

Somebody	
Wanted...	
But...	
So...	
Summary	

Claudette Colvin: Twice Toward Justice
Chapter 7

1. Compare and contrast Rosa Parks and Claudette Colvin. How were they similar and different?

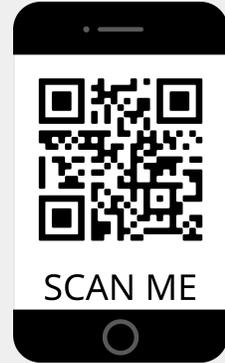
2. What made Rosa Parks the 'right' person to be the face of the Civil Rights Movement?

3. How does understanding why Parks was the face of the Civil Rights Movement help you understand why Claudette Colvin was not?

Day 10

- 1. **Preview Vocabulary.** Complete the Glossary.

- 2. **Watch** “[1955-1956 -The Montgomery Bus Boycott.](#)”
Open the camera app on your phone and scan the QR code to watch.



- 3. **Read Chapter 8.**
Open the camera app on your phone and scan the QR code to listen.



- 4. **Track your comprehension.** Complete CSPS or book annotations.

- 5. Answer the Chapter Questions **OR** Complete the Quiz.

- 6. Complete the **Focusing Question Task #2 Evidence Collector** for Chapter 8.

- 7. **Set a Goal.** Today, I will be successful if I _____

To meet my goal, I should _____

I will know I have reached my goal when _____
_____.

- 8. **Reflect.** Did you meet your goal? _____

Claudette Colvin: Twice Toward Justice
Chapter 8

Guiding Questions	Strategy	Response
<input type="checkbox"/> Who is the main character? <input type="checkbox"/> What is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the other characters ?	<p style="font-size: 2em; margin: 0;">C</p> <p style="margin: 0;">Characters</p>	
<input type="checkbox"/> Where <u>in the world</u> does the story take place? <input type="checkbox"/> Where <u>in the plot</u> does the story take place? <input type="checkbox"/> When <u>in time</u> does the story take place? <input type="checkbox"/> When <u>in the plot</u> does the story take place?	<p style="font-size: 2em; margin: 0;">S</p> <p style="margin: 0;">Setting</p>	
<input type="checkbox"/> What is the major conflict in the text?	<p style="font-size: 2em; margin: 0;">P</p> <p style="margin: 0;">Plot</p>	
<input type="checkbox"/> What challenge are the characters currently facing <u>related to the major conflict</u> ?	<p style="font-size: 2em; margin: 0;">P</p> <p style="margin: 0;">Problem</p>	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters successful ?	<p style="font-size: 2em; margin: 0;">S</p> <p style="margin: 0;">Solution</p>	

Summarize the text.

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

Somebody	
Wanted...	
But...	
So...	
Summary	

Claudette Colvin: Twice Toward Justice
Chapter 8

1. Read the last line on page 73. How does Hoose define the black protesters' strategy?

2. Who organized the boycott, and what specific actions did they organize?

3. What kinds of details and plans had to come together for the boycott to succeed?

4. What happened in Montgomery as a result of the boycott?

Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 10

Chapter 8 Quiz

Directions: Read the passage and answer each item.

**from *Claudette Colvin: Twice Toward Justice*
by Phillip Hoose**

Determined to apply economic pressure peacefully, black protestors let the nearly empty buses rumble on by like green ghosts, ignoring the doors that snapped open invitingly at the corners, and devised their own transportation system. Coached by leaders of Baton Rouge’s bus boycott of 1953, the Montgomery Improvement Association (MIA) designed an alternative to the buses on the scale of a wartime military transport system, moving tens of thousands of maids and yard men and clerks and students around Montgomery’s far-flung neighborhoods every day. And it was entirely voluntary—it ran on dedication, generosity, and hope.

The MIA network was unveiled in detail at a mass meeting on December 12. There would be forty-two morning pickup “stations” and forty-eight evening stations scattered throughout Montgomery. These points had been carefully plotted on maps by mail carriers, the workers who knew the city best. The central dispatch station would be a black-owned downtown parking lot, manned by an on-call transportation committee. The “buses” would be a giant car pool consisting of ordinary people’s automobiles. Car owners were asked to lend their vehicles to the MIA car pool so that other people could drive them around town. For most people, especially if they had little money, having a car was a proud symbol of status. Letting total strangers drive one’s car around all day was a hard thing to ask, but nearly two hundred people turned over their keys to the boycott.

Hoose, Phillip. *Claudette Colvin: Twice Toward Justice*. 2009. Farrar, Straus and Giroux, 2011, pp. 73–75.

1. This item has two parts. Answer PART A; then answer PART B.

Read the last sentence of the first paragraph.

“And it was entirely voluntary—it ran on dedication, generosity, and hope.”

PART A: Which of the following pair of words **best** describes the attitude of the volunteers during the bus boycott?

- a. proud and independent
- b. casual and nice
- c. devoted and giving
- d. careful and worried

Day 10

PART B: Which piece of evidence **best** supports the description of the attitudes of the volunteers of the bus boycott from PART A?

- a. “The MIA network was unveiled in detail at a mass meeting on December 12.”
 - b. “These points had been carefully plotted on maps by mail carriers”
 - c. “For most people, especially if they had little money, having a car was a proud symbol of status.”
 - d. “nearly two hundred people turned over their keys to the boycott.”
2. Why does the author compare the MIA’s alternative transportation plan to a “wartime military transport system”?
- a. to show the effort necessary to make the boycott a reality
 - b. to introduce the role of the military in the bus boycott in Montgomery
 - c. to describe how warlike the bus boycott organizers were
 - d. to display the tensions between the city and the boycott organizers
3. What is the central idea of this passage?
- a. During the bus boycott, the buses of Montgomery continued to run as usual, even though they were almost empty.
 - b. The bus boycott was vast and carefully planned by generous volunteers who used their economic power to make change.
 - c. The organizers of the bus boycott could use the earlier Baton Rouge bus boycott as a model for how to organize.
 - d. Many people, including mail carriers who helped map the routes, were responsible for working together.

Week 3 Goals and Daily Agenda

Goals for the Week	How will I reach these goals?
1. Learn the meaning of two new vocabulary words.	Complete the Glossary pages and quiz yourself.
2. Learn about key events and people involved in the Civil Rights Movement.	Use the QR code to watch a video before you reach each chapter.
3. Read Chapters 9, 10, and the Epilogue of <i>Claudette Colvin: Twice Toward Justice</i> .	You can also listen to the chapters. Use the QR code in the daily agenda.
4. Track your comprehension as you read each chapter.	Complete the CSPS Note-Catcher <u>or</u> annotate in the book.
5. Collect evidence for an essay you will write next week.	Complete the FQT #2 Evidence Collector .
6. Answer questions about each chapter.	Complete the Chapter Questions and/or the Quiz .
7. Complete 30 minutes of online grammar practice .	Log on to Quill.com . Choose the “Sign in with Google” option and use your Clever username and password.
8. Write an essay.	Complete the Essay Planning Organizer .

Choice Board

Week 3

You can use the choice board to design your own weekly experience, or you can follow the daily agendas.

*To use the choice board, choose activities that will **total 100 points** for the week. **Accuracy counts.***

You can exceed 100 points to increase your chances of a better total score.

5 points	Complete a CSPS organizer for one chapter.	Use three vocabulary words in your written responses to Chapter Questions.	Log 10 minutes of grammar practiced on Quill. <i>(Maximum of 30 minutes each week for credit.)</i>	Use evidence from one of the videos in a written response to a Chapter Question. <i>(Maximum 5 references per week for credit.)</i>
10 points	Complete one Chapter Quiz.	Participate in a Zoom session led by your teacher.	Research a Civil Rights activist and write a paragraph explaining the person's role in the Civil Rights Movement. <i>(Maximum 2 activists per week for credit.)</i>  SCAN ME	Read " What's Wrong with the Rosa Parks Myth? " and write two paragraphs that answer the question in the title. 
15 points	Complete Chapter Questions for one chapter.	Rewrite one of the "Claudette" sections of the chapter from one of her parents' or her friend's perspective.	Create a 6 panel comic strip to "explode the moment" of the most important part in the chapter.	Create a TikTok that summarizes the chapter with identifiable characters. Choose a song that matches the <u>tone</u> and events of the chapter.
30 points	Complete the Focusing Question Task #2 Evidence Collector for Chapters 9-10.		Complete Focusing Questions Task #2.	

Week 3 At a Glance

Monday	Tuesday	Wednesday	Thursday	Friday
Day 11	Day 12	Day 13	Day 14	Day 15
<p>Preview Vocabulary.</p> <p>Watch “Browder v Gayle.”</p> <p>Read/listen to Chapter 9.</p> <p>Complete CSPPS or book annotations.</p> <p>Collect evidence for Focusing Question Task #2.</p> <p>Answer Chapter 9 Questions.</p> <p>Log Grammar Practice online.</p>	<p>Preview Vocabulary.</p> <p>Watch “Always Fight With Love.”</p> <p>Read/listen to Chapter 10.</p> <p>Watch “Civil Rights pioneer Claudette Colvin honored for bus protest.”</p> <p>Read/listen to the Epilogue.</p> <p>Complete CSPPS or book annotations.</p> <p>Collect evidence for Focusing Question Task #2.</p> <p>Answer Chapter 2 Questions.</p>	<p>Watch “Match the Body Paragraph to the Introduction.”</p> <p>Annotate Painted Essay.</p> <p>Complete Essay Planning.</p> <p>Write an introduction.</p> <p>Watch “Explain Cause and Effect Relationships.”</p> <p>Write body paragraphs.</p> <p>Log Grammar Practice online.</p>	<p>Watch “Add a Logical Conclusion to Informational Writing.”</p> <p>Write a conclusion.</p> <p>Complete self-editing checklist.</p> <p>Revise essay.</p> <p>Log Grammar Practice online.</p>	<p>Choose activities from the Week 3 Choice Board that total 20 points. Be sure not to repeat activities that you have already chosen this week.</p>

Focusing Question Task #2 Evidence Collector

Claudette Colvin: Twice Toward Justice

Day 11 Day 12

Focusing Question Task 2:

What role did Claudette Colvin in the Civil Rights Movement?

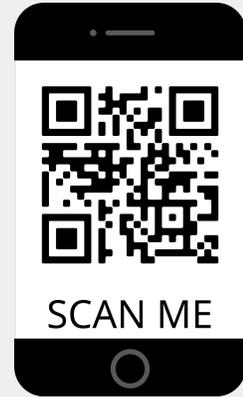
Chapter, Page #	What did _____ want to change? <input type="checkbox"/> His/Her behavior <input type="checkbox"/> Something in his/her daily life <input type="checkbox"/> A law <input type="checkbox"/> Something about society	How did he/she attempt to make this change?	What <u>role</u> did he/she play in the Civil Rights Movement?
Chapter 9 Pages			
Chapter 10 Pages			
Epilogue Pages			

Day 11

- 1. **Preview Vocabulary.** Complete the Glossary.

- 2. **Watch** “[Browder v Gayle.](#)”

Open the camera app on your phone and scan the QR code to watch.



- 3. **Read Chapter 9.**

Open the camera app on your phone and scan the QR code to listen.



- 4. **Track your comprehension.** Complete CSPTS or book annotations.

- 5. Answer the Chapter Questions **OR** Complete the Quiz.

- 6. Complete the **Focusing Question Task #2 Evidence Collector** for Chapter 9.

- 7. **Set a Goal.** Today, I will be successful if I _____

To meet my goal, I should _____

I will know I have reached my goal when _____
_____.

- 8. **Reflect.** Did you meet your goal? _____

Claudette Colvin: Twice Toward Justice
Chapter 9

Guiding Questions	Strategy	Response
<input type="checkbox"/> Who is the main character? <input type="checkbox"/> What is he/she <u>doing</u> ? <input type="checkbox"/> How is he/she <u>interacting</u> with the other characters ?	<p style="font-size: 2em; margin: 0;">C</p> <p>Characters</p>	
<input type="checkbox"/> Where <u>in the world</u> does the story take place? <input type="checkbox"/> Where <u>in the plot</u> does the story take place? <input type="checkbox"/> When <u>in time</u> does the story take place? <input type="checkbox"/> When <u>in the plot</u> does the story take place?	<p style="font-size: 2em; margin: 0;">S</p> <p>Setting</p>	
<input type="checkbox"/> What is the major conflict in the text?	<p style="font-size: 2em; margin: 0;">P</p> <p>Plot</p>	
<input type="checkbox"/> What challenge are the characters currently facing <u>related to the major conflict</u> ?	<p style="font-size: 2em; margin: 0;">P</p> <p>Problem</p>	
<input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters successful ?	<p style="font-size: 2em; margin: 0;">S</p> <p>Solution</p>	

Summarize the text.

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

Somebody	
Wanted...	
But...	
So...	
Summary	

*Claudette Colvin: Twice Toward Justice***Chapter 9**

1. What difference does Hoose identify between the lawsuit on February 21st and *Browder v. Gayle*? (p. 92)

2. How does Hoose describe the black citizens's attitude toward the trial? How does the setting of the lawsuit contribute to this attitude? (p. 92-93)

3. Using the text insert on page 90, how would you paraphrase the quoted section of the Fourteenth Amendment?

4. How do laws that require segregated seating on public buses violate this section of the Fourteenth Amendment?

5. How does the defendant's questioning develop this idea about Reverend Martin Luther King, Jr.?

Day 12

- 1. **Preview Vocabulary.** Complete the Glossary.

- 2. **Watch** “[Always Fight With Love.](#)”

Open the camera app on your phone and scan the QR code to watch.



- 3. **Watch** “[Civil Rights pioneer Claudette Colvin honored for bus protest.](#)”

Open the camera app on your phone and scan the QR code to watch.



SCAN ME

- 3. **Read Chapter 10 and the Epilogue.**

Open the camera app on your phone and scan the QR code to listen.



- 4. **Track your comprehension.** Complete CSPS or book annotations.

- 5. Answer the Chapter Questions **OR** Complete the Quiz.

- 6. Complete the **Focusing Question Task #2 Evidence Collector** for Chapter 10 and the Epilogue.

Day 12

7. **Set a Goal.** Today, I will be successful if I _____

To meet my goal, I should _____

I will know I have reached my goal when _____
_____.

8. **Reflect.** Did you meet your goal? _____

Claudette Colvin: Twice Toward Justice
Chapter 10

Guiding Questions	Strategy	Response
<ul style="list-style-type: none"> <input type="checkbox"/> Who is the main character? <input type="checkbox"/> What is he/she <u>doing</u>? <input type="checkbox"/> How is he/she <u>interacting</u> with the other characters? 	<p>C Characters</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Where <u>in the world</u> does the story take place? <input type="checkbox"/> Where <u>in the plot</u> does the story take place? <input type="checkbox"/> When <u>in time</u> does the story take place? <input type="checkbox"/> When <u>in the plot</u> does the story take place? 	<p>S Setting</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> What is the major conflict in the text? 	<p>P Plot</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> What challenge are the characters currently facing <u>related to the major conflict</u>? 	<p>P Problem</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> How do the characters <u>attempt to solve</u> the problem? <input type="checkbox"/> Are the characters successful? 	<p>S Solution</p>	

Summarize the text.

1. Write down key phrases to help you remember what happened.
2. Combine your phrases into one-two sentences for a summary.

Somebody	
Wanted...	
But...	
So...	
Summary	

Claudette Colvin: Twice Toward Justice
Chapter 10

1. How did Judge Johnson’s ruling affect the city of Montgomery?

2. What happened to Claudette after *Browder v. Gayle*?

3. What is the significance of Claudette’s absence in the photo on page 108? How does this relate to her *legacy*?

4. Reread pages 113-116. How does Hoose present Claudette’s *legacy* and *historical importance* in the Epilogue?

5. How does Hoose’s interpretation of Claudette’s legacy develop a central idea of *Claudette Colvin: Twice Toward Justice*?

Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 12

Chapter 10 and Epilogue Quiz

Directions: Read the passage and answer each item.

**from *Claudette Colvin: Twice Toward Justice*
by Phillip Hoose**

On Tuesday, November 13, Dr. King and other leaders sat in a courtroom, dejectedly¹ listening to the city’s lawyers tell a clearly sympathetic judge that the boycott was illegal and should be outlawed. During a recess² in the trial, Dr. King turned around and noticed Mayor Gayle, Commissioner Sellers, and two attorneys quickly disappearing into a back room. Several reporters hustled in and out of the same room. Something strange was going on.

Then one of the reporters walked up to King and handed him a news bulletin that had just come in. King read it and later wrote, “My heart began to throb with inexpressible joy.” The U.S. Supreme Court had just affirmed the lower court’s ruling in *Browder v. Gayle*.³ They had won! Word raced through the courtroom. One man rose and shouted, “God Almighty has spoken from Washington, D.C.!” Judge Carter banged his gavel for order. And then, in one last, utterly futile gesture, Carter ruled that the MIA car pool was illegal and must stop operating. It was all beside the point now. A team of creative lawyers and four tough women—two of them teenagers—had just booted Jim Crow off the buses.

1 **dejectedly:** In a depressed way

2 **recess:** A brief break

3 ***Browder v. Gayle:*** The Supreme Court case that ended bus segregation

Hoose, Phillip. *Claudette Colvin: Twice Toward Justice*. 2009. Farrar, Straus and Giroux, 2011, pp. 107–108.

1. This item has two parts. Answer PART A; then answer PART B.

Read this sentence from the second paragraph.

“And then, in one last, utterly futile gesture, Carter ruled that the MIA car pool was illegal and must stop operating.”

PART A: In the context of this sentence, what does **futile** mean?

- a. helpful
- b. useless
- c. good
- d. evil

Day 12

PART B: Why was Judge Carter's ruling **futile**?

- a. The boycott no longer had to run because the Supreme Court had ended bus segregation.
 - b. The boycott organizers could use Judge Carter's ruling as additional evidence in the case.
 - c. Judge Carter's decision showed that none of the people with power would help to end segregation peacefully.
 - d. Judge Carter's decision was an example of how help came from unusual and unexpected places.
2. Which **three** details from the passage should be included in a summary?
- a. Dr. King and others were worried the court would order them to stop the bus boycott.
 - b. Dr. King noticed that during a break from the trial many important people left the court room.
 - c. Then news was reported; the Supreme Court agreed with the ruling of *Browder v. Gayle*.
 - d. There was lots of excitement in the courtroom.
 - e. The Supreme Court made its decision on *Browder v. Gayle* on November 13.
 - f. Judge Carter ruled that the bus boycott in Montgomery was illegal.
 - g. The team who brought the case to the Supreme Court had just ended bus segregation.
3. How does the author structure the second paragraph to show the significance of the Supreme Court's ruling?
- a. He repeats the causes and effects of the bus boycott.
 - b. He uses quotations to show the different points of view of the ruling.
 - c. He compares the reactions of the two different sides.
 - d. He provides details of the news of the ruling in chronological order.

Day 13

- 1. **Watch** “[Match the Body Paragraph to the Introduction.](#)”
Open the camera app on your phone and scan the QR code to watch.



- 2. **Annotate the Exemplar Essay.**
 - Color-code the Painted Essay Template.
 - Use the Painted Essay Template to annotate the Exemplar Essay for each part that is in the Painted Essay.
 - Example: Find the Introduction of the Exemplar Essay and color it red just like you colored the Introduction red on the Painted Essay Template.

- 2. **Complete Essay Planning.** Review the Focusing Questions #2 Evidence Collector.

- 3. **Plan and Write the Introduction Paragraph.**
Use the organizer to plan an answer for your introduction.

- 4. **Watch** “[Explain Cause and Effect Relationships.](#)”
Open the camera app on your phone and scan the QR code to watch.



- 5. **Plan and Write the Body Paragraphs.** Use the organizer to plan an answer for your body paragraphs.

- 6. **Set a Goal.** Today, I will be successful if I _____

To meet my goal, I should _____

I will know I have reached my goal when _____
_____.

- 7. **Reflect.** Did you meet your goal? _____

Directions

1. Color-code the Painted Essay Template and the Exemplar Explanatory Essay.
2. Use the key below to color code.
 - a. Introduction: RED
 - b. Thesis: GREEN
 - c. Point 1: YELLOW
 - d. Point 2: BLUE
 - e. Conclusion: GREEN

Painted Essay® Template

Introduction	
Thesis	
point 1	point 1

Supporting Paragraph	
----------------------	--

transition	
Supporting Paragraph	

Conclusion	
------------	--

Directions

1. Use the Painted Essay Template to annotate the Exemplar Explanatory Essay below.
2. Be sure to include the all parts of the explanatory essay when you write your essay.

Exemplar Explanatory Essay

The maxim “when one door closes, another door opens” applies to people’s experiences during the Great Depression, a period lasting from 1929 until World War II. Many Americans during the Great Depression experienced some type of hardship, whether that meant a lost job, a lost farm or home, or an inability to feed or take care of their families. Because of these hardships, Americans had to adapt to loss and difficulty by finding a way to make something positive come from something negative. The communities built in Hooverilles and the unions formed in factories show how the people of the Great Depression opened doors for themselves.

Unemployment and homelessness, two “closing” doors of the Great Depression, created shantytowns called Hooverilles, which became home to many people. During this period, some “13 [million] to 15 million Americans were unemployed,” (“Hooverilles”) and unemployment often caused homelessness. Because people could no longer pay their rent or mortgage, people were turned out of their homes with nowhere to go. Often young teenagers would leave their homes and become homeless, hoping to ease the burden they placed on their families. For some, Hooverilles became their new home. Hooverilles were “shantytowns that cropped up across the nation, primarily on the outskirts of major cities” (“Hooverilles”). However, despite the conditions at the camps (for example, many people slept in shelters made out of cardboard boxes), Hooverilles opened doors for people. Hooverilles offered a sense of community; a migrant could find food and shelter, and most important, a sympathetic ear: “The one place where the young hobo was assured a welcome was the ‘jungle,’ as the hobo camps were called” (Uys). People helping people defined these “hobo camps” or Hooverilles. In a time when everything was scarce, Hooverilles offered people a place where generosity and compassion were practiced. Even though the door of a home had closed for some people, the door of community help had opened.

Poor labor conditions closed another door for people during the Great Depression, resulting in a door opening with the formation of unions. Manufacturer workers had “no rights” and could be fired for any reason (“GM Strike Video”). For example, people did not have job security if they got hurt at work; if they could not perform their job, a worker would simply be let go without pay. If a worker lost his job, often he would face additional hardships, like losing his home. Protected employment was a necessity for people so that they could depend on their wages to pay their bills and feed their families. As a result of this closed door, workers banded together to form unions, an action that resulted in opening doors for countless people. The union’s purpose was for workers to help other workers. They helped each other by organizing “sit-downs” and bravely standing up to injustice, eventually securing workplace rights as a result of their protests and strikes. Because of their actions, “the auto worker became a different human being” (“GM Strike Video”). The people who formed unions and organized protests successfully opened doors for all future workers to have legal rights that could not be taken away by an employer.

Few periods in American history have been as catastrophic as the Great Depression was for so many millions. It closed doors for many, sometimes doors that would stay slammed shut. Yet for some, even with those closed doors of homelessness and unemployment, doors were opened. Sometimes, people found community and joined unions. For these people, the Great Depression was a positive and negative experience, where hardship was countered by the strength of the human spirit.

ToSEEC Explanatory Essay Model

Introduction			
Hook			
Introduce			
Thesis & Preview			
Body Paragraph 1 <i>(Supporting Point 1)</i>		Body Paragraph 2 <i>(Supporting Point 2)</i>	
Topic Statement:		Topic Statement:	
Evidence: Citation:	Elaboration:	Evidence: Citation:	Elaboration:
Evidence: Citation:	Elaboration:	Evidence: Citation:	Elaboration:
Concluding Statement:		Concluding Statement:	
Conclusion			

Instructions: Your end goal will be to construct a 4-paragraph essay answering the prompt:

What role did Claudette Colvin in the Civil Rights Movement?

- Refer back to the **"Focusing Question Task #2" Evidence Collector** you have been completing for each chapter of the novel.

- Do you need to add more detail to your evidence collector before you start writing?
Yes or No (Circle one.)



Remember! An introductory paragraph should include the following:

- Hook: Catch your audience’s attention.
- Introduce: Introduce your audience to the topic.
- Thesis: State your essential idea about the topic, and preview your supporting points. This is like the topic sentence of the entire essay.

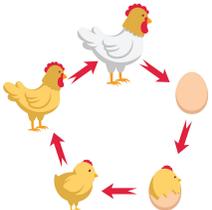
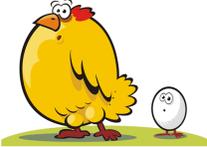
Use the organizer below to outline your introduction. Outlines don’t need to be in complete sentences; just get your ideas down.

Introductory Paragraph Outline

<p><u>Hook</u> What can you say to immediately make your reader interested in the topic? (For example, ask a question, give a quotation, give a surprising statistic, etc.)</p>	
<p><u>Introduce</u> Summarize background information (think of the who, what, where, when, and why).</p>	
<p><u>Thesis</u> Restate the prompt and preview the main points of your essay (you can go back and revise this after writing your essay).</p>	<p>As a _____, Claudette Colvin _____ _____ and _____ _____ during the Civil Rights Movement.</p>

Instructions: First, you need to decide if you are organizing your response in chronological order or compare/contrast.

Written Response Structure Choices

<p>Chronological Order</p>  <p>Chronological order means to explain events in the time sequence that they happened.</p>	<p>Compare/Contrast</p>  <p>Compare/contrast means to explain how things are similar AND how they are different.</p>
<p>Example:</p>  <p>First, the egg was laid in a nest. Then, the egg hatched into a chick. Next, the chick grew up into an adult hen. Finally, she started laying her own eggs.</p>	<p>Example:</p>  <p>Both chicken eggs and adult chickens are the same animal. However, there are differences. Eggs are smaller and round, and the baby chicken grows inside them. Adult chickens protect themselves and eggs from predators.</p>

Reread the prompt: **What role did Claudette Colvin in the Civil Rights Movement?**

<p>What would you put in chronological order for this essay?</p> <hr/> <hr/>	<p>What would you be comparing and contrasting for this essay?</p> <hr/> <hr/>
--	--

You must choose ONE! Which will you use, chronological order or compare/contrast, and why?

Instructions: Now you will outline your body paragraphs either based on chronological order or compare/contrast. Ask yourself: what are the two main ideas that support your thesis?

Two main ideas that support thesis, in chronological order or in compare/contrast:

1. Claudette Colvin was a _____ during the Civil Rights Movement because she _____.
2. Claudette Colvin also served as a _____ during the Civil Rights Movement by _____.

These two main ideas will become the topic sentences (ToS) for each of your body paragraphs.

Remember! A body paragraph follows ToS.E.E.E.E.C:



- ToS: Topic sentence introduces what the paragraph is about.
- E: Evidence provides text evidence supporting your idea.
- E: Elaboration explains your evidence.
- E.E: A second set of evidence and elaboration further develops your idea.
- C: Conclusion summarizes the idea of your paragraph.

Body paragraph 1	
ToS	<p>Claudette Colvin was a _____ during the Civil Rights</p> <p>Movement because she _____</p> <p>_____.</p>
Point #1	<p>Colvin wanted to change _____</p> <p>because _____.</p>
Evidence 1	<p>According to _____, " _____</p> <p>_____ "(p. ____).</p>
Elaboration	<p>Colvin showed _____ by</p> <p>_____.</p>
Point #2	<p>Colvin decided to _____</p> <p>when _____.</p>
Evidence 2	<p>According to _____, " _____</p> <p>_____ "(p. ____).</p>
Elaboration	<p>Colvin's choices revealed that she _____</p> <p>_____.</p>

Body paragraph 2	
ToS	<p>Claudette Colvin also served as a _____ during the Civil Rights Movement by _____.</p> <p>_____.</p>
Point #1	<p>Colvin worked hard to _____</p> <p>because _____.</p>
Evidence 1	<p>According to _____, " _____</p> <p>_____ "(p. _____).</p>
Elaboration	<p>Colvin showed _____ by _____.</p> <p>_____.</p>
Point #2	<p>Colvin decided to _____</p> <p>when _____.</p>
Evidence 2	<p>According to _____, " _____</p> <p>_____ "(p. _____).</p>
Elaboration	<p>Colvin's choices revealed that she _____</p> <p>_____.</p>

Day 14

- 1. **Watch** “[Add a Logical Conclusion to Informational Writing.](#)”
Open the camera app on your phone and scan the QR code to watch.



- 2. **Plan and Write the Body Paragraphs.**
Use the organizer to plan an answer for your introduction.

- 3. **Plan and Write the Conclusion Paragraph.** Use the organizer to plan an answer for your body paragraphs.

- 4. **Complete the Self-Editing Checklist.** Revise Essay.

- 5. **Set a Goal.** Today, I will be successful if I _____

To meet my goal, I should _____

I will know I have reached my goal when _____

- 6. **Reflect.** Did you meet your goal? _____

Instructions: Today, you will write your final paragraph! First, think about what makes a strong conclusion.

Remember! A good conclusion should:



- Re-state your ideas (everything is tied together in a neat, easy-to-understand package).
- Bring a sense of closure to your reader's mind.
- Connect your ideas to a bigger picture. Tell your reader why they should care about this topic!

Thinking about this, outline your conclusion. An outline does not need to be in complete sentences.

Concluding Paragraph Outline

<u>Re-state</u> Remind your reader of the purpose of the essay (in other words, restate the thesis).	
<u>Closure</u> Make your reader feel they understand the topic; closure should create a bridge between your restating your ideas and the bigger picture.	
<u>Bigger picture</u> Give a reason why your reader should care about this topic. Did it change the world? Does it affect us today?	

Instructions: Today, you will bring your written response together, revising and editing as needed. Your essay can either be written on separate paper or typed, but make sure to use the editing checklist to catch any mistakes you have made!

Editing Checklist

Capitalization

- Are all proper names capitalized?
- Is the first letter of every sentence capitalized?
- Is everything else in lower case?

Spelling

- Did you run spell check or look up words you aren't sure of?
- Are the homonyms all correct? (Ex. there/they're/their, to/too/two, etc.)
- Did you double-check the spelling of names (spell check can miss these!)?

Punctuation

- Is there a period (or other appropriate punctuation mark) at the end of every sentence?
- Do all possessives have an apostrophe? (ex. the students' books, John's idea)

Citations

- Is all directly cited text evidence in quotation marks?
- Do all citations have the page number in parentheses at the end of the sentence?

Transitions

- Are the transitions doing the right job? (Ex. The conclusion starts with a conclusion transition like "Ultimately.")
- Are all ideas clearly linked for the reader?

Word Bank of Transition Phrases

Introduce	Sequence	Alternative Viewpoint	Same Idea, Different Way	Adding more	Adding Emphasis
For example For instance Namely Including	First Next Another Finally	By contrast However Although In fact	In that case In other words Or	In addition Besides Similarly Furthermore	In conclusion All the same After all Despite

Grades 7-8 Informational Writing

	4 (Exceeds Expectations)	3 (Meets Expectations)	2 (Partially Meets Expectations)	1 (Does Not Yet Meet Expectations)
Struc	<ul style="list-style-type: none"> - Responds thoroughly to all elements of prompt. - Maintains focus on topic throughout piece. - Introduces topic clearly and thoroughly, previewing what is to follow. - Organizes ideas clearly and effectively. - Provides a strong conclusion that follows from, supports, and expands on the focus. - Uses appropriate transitions to create cohesion and clarify relationships. 	<ul style="list-style-type: none"> - Responds to all elements of prompt. - Maintains focus on topic throughout piece, with occasional minor departures. - Introduces topic clearly, previewing what is to follow. - Organizes ideas clearly and effectively. - Provides a conclusion that follows from and supports the focus. - Uses appropriate transitions to create cohesion and clarify relationships. 	<ul style="list-style-type: none"> - Responds to some elements of prompt. - Often departs from focus on topic. - Introduces topic in an incomplete or unclear way. - Organizes ideas inconsistently. - Provides a conclusion that is incomplete or may not follow from the focus. - Inconsistently uses transitions to connect ideas. 	<ul style="list-style-type: none"> - Does not respond to prompt; off topic. - Piece lacks focus on topic. - Does not introduce topic. - Ideas are disorganized. - Does not provide a conclusion. - Does not use transitions to connect ideas.
Dev	<ul style="list-style-type: none"> - Develops topic with relevant and sufficient evidence from text(s). - Elaborates upon evidence thoroughly, with accurate, insightful analysis. 	<ul style="list-style-type: none"> - Develops topic with sufficient, relevant evidence from text(s). - Elaborates upon evidence with accurate analysis. 	<ul style="list-style-type: none"> - Develops topic with insufficient relevant evidence from text(s). - Elaborates upon evidence vaguely or superficially. 	<ul style="list-style-type: none"> - Develops topic with insufficient relevant evidence from text(s). - Elaborates upon evidence vaguely or superficially.
Style	<ul style="list-style-type: none"> - Varies sentence patterns for clarity, interest, emphasis, and style. - Uses precise language and domain-specific vocabulary. - Consistently expresses ideas precisely and concisely. - Establishes and maintains a consistent, formal, and engaging style. - Writing shows exceptional awareness and skill in addressing audience's needs. 	<ul style="list-style-type: none"> - Varies sentence patterns for clarity and interest. - Uses domain-specific vocabulary. - Mostly expresses ideas precisely and concisely. - Establishes a formal style, with occasional minor lapses. - Writing is appropriate to audience. 	<ul style="list-style-type: none"> - Varies sentence patterns occasionally for clarity or interest. - Uses general vocabulary with a few domain-specific words. - Language is occasionally precise and may be unnecessarily wordy. - Attempts to use a formal style but with many lapses. - Writing is somewhat appropriate to audience. 	<ul style="list-style-type: none"> - Sentence patterns are basic and repetitive. - Uses limited vocabulary inappropriate to the content. - Language is imprecise and lacks concision, often wordy or redundant. - Uses an inappropriately informal style. - Writing is inappropriate to audience.
Conv	<ul style="list-style-type: none"> - Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few 	<ul style="list-style-type: none"> - Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning 	<ul style="list-style-type: none"> - Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning 	<ul style="list-style-type: none"> - Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning and writing is difficult to follow

Day 15

1. **Review the Week 3 Choice Board.**

2. Choose activities from the Choice Board to complete that **total 20 points.**

3. **Set a Goal.** Today, I will be successful if I _____

To meet my goal, I should _____

I will know I have reached my goal when _____
_____.

4. **Reflect.** Did you meet your goal? _____

Week 4 Goals

Goals for the Week	How will I reach these goals?
1. Learn the meaning of seven new vocabulary words.	Complete the Glossary pages and quiz yourself.
2. Decide whether social media can start social movements.	Read two articles.
3. Track your comprehension as you read each article.	Complete the Note-Catcher <u>or</u> annotate on the article.
4. Collect evidence for an essay you will write next week.	Complete the FQT #3 Evidence Collector .
5. Answer questions about each article.	Complete the Quiz .
6. Complete 30 minutes of online grammar practice .	Log on to Quill.com . Choose the “Sign in with Google” option and use your Clever username and password.

Choice Board

Week 4

You can use the choice board to design your own weekly experience, or you can follow the daily agendas.

*To use the choice board, choose activities that will **total 100 points** for the week. **Accuracy counts.***

You can exceed 100 points to increase your chances of a better total score.

5 points	Complete the graphic organizer for one article.	Take the Montgomery Bus Boycott MythBuster Quiz .  SCAN ME	Log 10 minutes of grammar practiced on Quill. <i>(Maximum of 30 minutes each week for credit.)</i>	Research a Civil Rights activist and write a paragraph explaining the person's role in the Civil Rights Movement.  SCAN ME
10 points	Complete one Article Quiz.		Read " Nonviolence v. Jim Crow ." Create a comic strip depicting the narrator's experience on the bus.	 
15 points	Write a script and create a video that teaches someone your age or younger about Claudette Colvin or the Montgomery Bus Boycott.	Research the events of 1963 . Choose 3 events. Summarize what happened and describe why each event was important to the Civil Rights Movement.  SCAN ME	Write a catchy song with dance movements that teaches someone your age or younger about Claudette Colvin or the Montgomery Bus Boycott.	
30 points	Complete the Focusing Question Task #3 Evidence Collector for both articles.	Create a Podcast: Pretend that you are being interviewed on a Podcast as an expert on the Montgomery Bus Boycott. Create a list of questions you might be asked and draft the answers to the questions. Be sure to include the name of the podcast and the name of the host.		

Week 4 Goals

Monday	Tuesday	Wednesday	Thursday	Friday
Day 16	Day 17	Day 18	Day 19	Day 20
<p>Preview Vocabulary.</p> <p>Read “Social Media Sparked, Accelerated Egypt’s Revolutionary Fire.”</p> <p>Complete Notice and Wonder Note-Catcher or annotations on the article.</p> <p>Collect evidence for Focusing Question Task #3.</p> <p>Complete Quiz.</p>	<p>Preview Vocabulary.</p> <p>Read “Social Media Sparked, Accelerated Egypt’s Revolutionary Fire.”</p> <p>Complete Note-Catcher or annotations on the article.</p> <p>Collect evidence for Focusing Question Task #3.</p> <p>Complete Quiz Corrections.</p> <p>Log Grammar Practice online.</p>	<p>Preview Vocabulary.</p> <p>Read “Small Change: Why the revolution will not be tweeted.”</p> <p>Complete Notice and Wonder Note-Catcher or annotations on the article.</p> <p>Collect evidence for Focusing Question Task #3.</p> <p>Complete Quiz.</p>	<p>Preview Vocabulary.</p> <p>Read “Small Change: Why the revolution will not be tweeted.”</p> <p>Complete Note-Catcher or annotations on the article.</p> <p>Collect evidence for Focusing Question Task #3.</p> <p>Complete Quiz Corrections.</p> <p>Log Grammar Practice online.</p>	<p>Choose activities from the Week 4 Choice Board that total 20 points. Be sure not to repeat activities that you have already chosen this week.</p>

Focusing Question Task #3 Evidence Collector

“Small Change” and “Social Media Sparked, Accelerated Egypt’s Revolutionary Fire”

Day 16 Day 19

Focusing Question Task 3:

What strategies do people use to effect social change?

Article	What did _____ want to change? <input type="checkbox"/> Something about society	How did he/she attempt to make this change?	Was the strategy <u>effective</u>? How do you know?

Day 16

- 1. **Preview Vocabulary.** Complete the Glossary.

- 2. **Notice and Wonder about “Social Media Sparked, Accelerated Egypt’s Revolutionary Fire.”**
Use the Notice and Wonder organizer to take notes as you read “Social Media Sparked, Accelerated Egypt’s Revolutionary Fire.”

- 3. **Complete Quiz.**
Go back in the text to find the answers.

- 4. **Set a Goal.** Today, I will be successful if I _____

To meet my goal, I should _____

I will know I have reached my goal when _____

Day 17

- 1. **Review Vocabulary.** Quiz yourself on the meaning of each word.

- 2. **Collect evidence about “Social Media Sparked, Accelerated Egypt’s Revolutionary Fire.”**
Use the Stop and Jot organizer to take notes as you read “Social Media Sparked, Accelerated Egypt’s Revolutionary Fire.”

- 3. **Quiz Corrections**
 - Get the answers to the quiz from your teacher.
 - Make corrections to the answers you missed.

- 4. **Reflect.** Did you meet your goal? _____

Glossary: “Social Media Sparked, Accelerated Egypt’s Revolutionary Fire”



Instructions: Use the vocabulary and definitions below to help you understand the article. After you read, find the sentences that use the vocabulary and record them.

Word	Paragraph	Definition	Image	Write a sentence from the article using the word
Accelerant (n.)	1	Substance used to ignite the spread of fire		
Galvanize (v.)	1	Inspire or excite (someone) into taking action		
Pamphlet (n.)	2	Small booklet of information		
Coordinate (v.)	2	Organize and bring together		
Revolutions (n.)	3	Uprising or rebellion		

Social Media Sparked, Accelerated Egypt's Revolutionary Fire



Anti-government protesters celebrate in Tahrir Square in downtown Cairo, Egypt, Friday, Feb. 11, 2011. Fireworks burst over Tahrir Square and Egypt exploded with joy and tears of relief after pro-democracy protesters brought down President Hosni Mubarak with a momentous march on his palaces and state TV.

(AP Photo/Emilio Morenatti)

IF THREE DECADES of violent repression and despotic rule were kindling for the Egyptian revolution, social media was both a spark and an **accelerant** for the movement.

Did social media like Facebook and Twitter cause the revolution? No. But these tools did speed up the process by helping to organize the revolutionaries, transmit their message to the world and **galvanize** international support.



"In the same way that **pamphlets** didn't cause the American Revolution, social media didn't cause the Egyptian revolution," said Sascha Meinrath, director of the New America Foundation's Open Technology Initiative. "Social media have become the pamphlets of the 21st century, a way that people who are frustrated with the status quo can organize themselves and **coordinate** protest, and in the case of Egypt, revolution."



It is a truism in political science that successful **revolutions** are born in the streets – from the Boston Massacre of March 1770 and the storming of the Bastille in Paris in July 1789, to the streets of Cairo in January and February 2011. What has shocked most observers of the current Egyptian scene is the sheer speed with which the regime fell – 18 days.



And that's where modern communications technology has had the most potent impact.

Social Media Sparked, Accelerated Egypt's Revolutionary Fire



Directions:

1. Read the text.
2. Stop and Jot what you Notice and Wonder about **at least 3 elements** in the first column.

Text Elements	Notice I see... I notice...	Wonder How come...? Why...?
<p style="text-align: center;">Text Features</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title <input type="checkbox"/> Subheadings <input type="checkbox"/> Picture <input type="checkbox"/> Caption <input type="checkbox"/> Bold, Italicized words <input type="checkbox"/> Map <input type="checkbox"/> Diagram 		
<p style="text-align: center;">Text Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chronological <input type="checkbox"/> Problem/Solution <input type="checkbox"/> Cause/Effect <input type="checkbox"/> Compare/Contrast <input type="checkbox"/> Description 		
<p style="text-align: center;">Time Period</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is this about the present or the past? <input type="checkbox"/> How is the time period similar and different to present-day? 		
<p style="text-align: center;">Events or Effects</p> <ul style="list-style-type: none"> <input type="checkbox"/> What happened? <input type="checkbox"/> Why did it happen? 		

Social Media Sparked, Accelerated Egypt's Revolutionary Fire



Directions:

1. Re-read the article.
2. Each time you see    a ,

Stop and Jot the answer to the HOW question.

3. After reading the article, **summarize** your evidence and **write the main ideas** of the article.

Question	Evidence
   <p>How did social media spark or accelerate Egypt's Revolutionary fire?</p>	

Main Idea: How did social media spark or accelerate Egypt's Revolutionary fire?

Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 16 and Day 17

"Social Media Sparked, Accelerated Egypt's Revolutionary Fire" Quiz

Directions: Read the passages and answer each item.

Passage 1
from "Social Media Sparked, Accelerated Egypt's Revolutionary Fire"
by Sam Gustin

Go to the article online (<http://witeng.link/0523>), or read the text provided by your teacher. Read paragraphs one to three of the article, beginning with "If three decades" and ending with "in the case of Egypt, revolution."

Gustin, Sam. "Social Media Sparked, Accelerated Egypt's Revolutionary Fire." *Wired*, Condé Nast, 11 Feb. 2011, Web. Accessed 6 Dec. 2016.

Passage 2
from "Small Change"
by Malcom Gladwell

The platforms of social media are built around weak ties. Twitter is a way of following (or being followed by) people you may never have met. Facebook is a tool for efficiently managing your acquaintances, for keeping up with the people you would not otherwise be able to stay in touch with. That's why you can have a thousand "friends" on Facebook, as you never could in real life...

... It's terrific at the diffusion¹ of innovation, interdisciplinary collaboration,² seamlessly matching up buyers and sellers, and the logistical functions of the dating world. But weak ties seldom lead to high-risk activism.

1 diffusion: Spreading out

2 interdisciplinary collaboration: Working together across different fields of study, such as if a scientist and artist work together

Gladwell, Malcolm. "Small Change." *The New Yorker*, Condé Nast, 4 Oct. 2010, Web. Accessed 6 Dec. 2016.

1. This item has two parts. Answer PART A; then answer PART B.

Read this sentence from Passage 1.

“If three decades of violent repression and despotic rule were kindling for the Egyptian revolution, social media was both a spark and an accelerant for the movement.”

PART A: The author of Passage 1 uses the word **spark** to show that social media

- a. hurt the Egyptian revolution.
- b. sped up the Egyptian revolution.
- c. fixed the Egyptian revolution.
- d. caused the Egyptian revolution.

PART B: What are **two** ways that the author of Passage 1 supports this claim about social media and revolution from PART A in these three paragraphs?

- a. He outlines a chronological set of facts.
- b. He makes a connection to a previous revolution.
- c. He provides a list of social media websites.
- d. He includes a quotation from an expert.
- e. He imagines the revolution without technology.
- f. He describes his personal experience in Egypt.

2. This item has two parts. Answer PART A; then answer PART B.

PART A: In the context of Passage 2, what does the word **weak** signify about social media and activism?

- a. Because people are only loosely connected on social media, they are not willing to take the risks needed for change.
- b. Social media can create stronger ties among different groups and individuals, leading to activism.
- c. Just as with activist groups created in person, social media can create stronger networks or weaker ones.
- d. Social media can take away the need for activism because people’s opinions weaken when they see so many different ideas online.

PART B: How does the author of Passage 2 support this claim about social media and activism from PART A?

- a. He explains how social media connects different people around the world but that they do not listen to each other.
- b. He suggests that the tools of social media are not capable of reaching people from different fields of study.
- c. He points out that social media connects people but does not motivate them to help each other.
- d. He argues that the organizational power of social media can help people stay in touch with each other.

Day 18

- 1. **Preview Vocabulary.** Complete the Glossary.

- 2. **Notice and Wonder about “Small Change: Why the revolution will not be tweeted.”**
Use the Notice and Wonder organizer to take notes as you read “Small Change: Why the revolution will not be tweeted.”

- 3. **Complete Quiz.**
Go back in the text to find the answers.

- 4. **Set a Goal.** Today, I will be successful if I _____

To meet my goal, I should _____

I will know I have reached my goal when _____

Day 19

- 1. **Review Vocabulary.** Quiz yourself on the meaning of each word.

- 2. **Collect evidence about “Small Change: Why the revolution will not be tweeted.”**
Use the Stop and Jot organizer to take notes as you read “Small Change: Why the revolution will not be tweeted.”

- 3. **Make Quiz Corrections.**
 - Get the answers to the quiz from your teacher.
 - Make corrections to the answers you missed.

- 4. **Reflect.** Did you meet your goal? _____

Glossary: “Small Change: Why the revolution will not be tweeted.”



Source: <<https://www.timeout.com/newyork/things-to-do/political-and-social-activism-in-nyc>>.

Instructions: Use the vocabulary and definitions below to help you understand the book. After you read, find the sentences that use the vocabulary and record them.

Word	Paragraph	Definition	Image	Write a sentence from the book using the word.
Revolution (n)	7	<p>A massive change in the way things currently are.</p> <p>Example: the American Revolution caused the government in the U.S. to go from a monarchy to a democracy</p>		
Social activism (n)	7	<p>An action that seeks to cause change to social issues such as gender inequality.</p> <p>Example: protesting and petitioning.</p>		
Innovators (n)	9	<p>People who think and act differently from other people.</p> <p>Example: a scientist who invents something new is innovative.</p>		

Small Change

Why the revolution will not be tweeted.



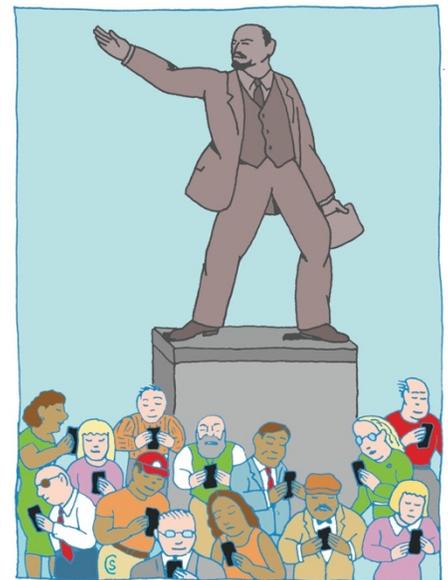
By **Malcolm Gladwell**

At four-thirty in the afternoon on Monday, February 1, 1960, four college students sat down at the lunch counter at the Woolworth's in downtown Greensboro, North Carolina. They were freshmen at North Carolina A. & T., a black college a mile or so away.

"I'd like a cup of coffee, please," one of the four, Ezell Blair, said to the waitress.

"We don't serve Negroes here," she replied.

The Woolworth's lunch counter was a long L-shaped bar that could seat sixty-six people, with a standup snack bar at one end. The seats were for whites. The snack bar was for blacks. Another employee, a black woman who worked at the steam table, approached the students and tried to warn them away. "You're acting stupid, ignorant!" she said. They didn't move. Around five-thirty, the front doors to the store were locked. The four still didn't move. Finally, they left by a side door. Outside, a small crowd had



Social media can't provide what social change has always required.
SEYMOUR CHWAST

gathered, including a photographer from the Greensboro *Record*. “I’ll be back tomorrow with A. & T. College,” one of the students said.

By next morning, the protest had grown to twenty-seven men and four women, most from the same dormitory as the original four. The men were dressed in suits and ties. The students had brought their schoolwork, and studied as they sat at the counter. On Wednesday, students from Greensboro’s “Negro” secondary school, Dudley High, joined in, and the number of protesters swelled to eighty. By Thursday, the protesters numbered three hundred, including three white women, from the Greensboro campus of the University of North Carolina. By Saturday, the sit-in had reached six hundred. People spilled out onto the street. White teen-agers waved Confederate flags. Someone threw a firecracker. At noon, the A. & T. football team arrived. “Here comes the wrecking crew,” one of the white students shouted.

By the following Monday, sit-ins had spread to Winston-Salem, twenty-five miles away, and Durham, fifty miles away. The day after that, students at Fayetteville State Teachers College and at Johnson C. Smith College, in Charlotte, joined in, followed on Wednesday by students at St. Augustine’s College and Shaw University, in Raleigh. On Thursday and Friday, the protest crossed state lines, surfacing in Hampton and Portsmouth, Virginia, in Rock Hill, South Carolina, and in Chattanooga, Tennessee. By the end of the month, there were sit-ins throughout the South, as far west as Texas. “I asked every student I met what the first day of the sitdowns had been like on his campus,” the political theorist Michael Walzer wrote in *Dissent*. “The answer was always the same: ‘It was like a fever. Everyone wanted to go.’ ” Some seventy thousand students eventually took part. Thousands were arrested and untold thousands more radicalized. These events in the early sixties became a civil-rights war that engulfed the South for the rest of the decade—and it happened without e-mail, texting, Facebook, or Twitter.

The world, we are told, is in the midst of a **revolution**. The new tools of social media have reinvented **social activism**. With Facebook and Twitter and the like, the traditional relationship between political authority and popular will has been upended, making it easier for the powerless to collaborate, coordinate, and give voice to their concerns. When ten thousand protesters took to the streets in Moldova in the spring of 2009 to protest against their country’s Communist government, the action was dubbed the Twitter Revolution, because of the means by which the demonstrators had been brought together. A few months after that, when student protests rocked Tehran, the State Department took the unusual step of asking Twitter to suspend scheduled maintenance of its Web site, because the Administration didn’t want such a critical organizing tool out of service at the height of the demonstrations. “Without Twitter the people of Iran would not have felt empowered and confident to stand up for freedom and democracy,” Mark Pfeifle, a former national-security adviser, later wrote, calling for Twitter to be nominated for the Nobel Peace Prize. Where activists were once defined by their causes, they are now defined by their tools. Facebook warriors go online to push for change. “You are the best hope for us all,” James K. Glassman, a former senior State Department official, told a crowd of cyber activists at a recent conference sponsored by Facebook, A. T. & T., Howcast, MTV, and Google. Sites like Facebook, Glassman said, “give the U.S. a significant competitive advantage over terrorists. Some time ago, I said that Al Qaeda was

‘eating our lunch on the Internet.’ That is no longer the case. Al Qaeda is stuck in Web 1.0. The Internet is now about interactivity and conversation.”

These are strong, and puzzling, claims. Why does it matter who is eating whose lunch on the Internet? Are people who log on to their Facebook page really the best hope for us all? As for Moldova’s so-called Twitter Revolution, Evgeny Morozov, a scholar at Stanford who has been the most persistent of digital evangelism’s critics, points out that Twitter had scant internal significance in Moldova, a country where very few Twitter accounts exist. Nor does it seem to have been a revolution, not least because the protests—as Anne Applebaum suggested in the *Washington Post*—may well have been a bit of stagecraft cooked up by the government. (In a country paranoid about Romanian revanchism, the protesters flew a Romanian flag over the Parliament building.) In the Iranian case, meanwhile, the people tweeting about the demonstrations were almost all in the West. “It is time to get Twitter’s role in the events in Iran right,” Golnaz Esfandiari wrote, this past summer, in *Foreign Policy*. “Simply put: There was no Twitter Revolution inside Iran.” The cadre of prominent bloggers, like Andrew Sullivan, who championed the role of social media in Iran, Esfandiari continued, misunderstood the situation. “Western journalists who couldn’t reach—or didn’t bother reaching?—people on the ground in Iran simply scrolled through the English-language tweets post with tag #iranelection,” she wrote. “Through it all, no one seemed to wonder why people trying to coordinate protests in Iran would be writing in any language other than Farsi.” 🚫

Some of this grandiosity is to be expected. **Innovators** tend to be solipsists. They often want to cram every stray fact and experience into their new model. As the historian Robert Darnton has written, “The marvels of communication technology in the present have produced a false consciousness about the past—even a sense that communication has no history, or had nothing of importance to consider before the days of television and the Internet.” But there is something else at work here, in the outsized enthusiasm for social media. Fifty years after one of the most extraordinary episodes of social upheaval in American history, we seem to have forgotten what activism is. 🚫

Greensboro in the early nineteen-sixties was the kind of place where racial insubordination was routinely met with violence. The four students who first sat down at the lunch counter were terrified. “I suppose if anyone had come up behind me and yelled ‘Boo,’ I think I would have fallen off my seat,” one of them said later. On the first day, the store manager notified the police chief, who immediately sent two officers to the store. On the third day, a gang of white toughs showed up at the lunch counter and stood ostentatiously behind the protesters, ominously muttering epithets such as “burr-head nigger.” A local Ku Klux Klan leader made an appearance. On Saturday, as tensions grew, someone called in a bomb threat, and the entire store had to be evacuated.

The dangers were even clearer in the Mississippi Freedom Summer Project of 1964, another of the sentinel campaigns of the civil-rights movement. The Student Nonviolent Coordinating Committee recruited hundreds of Northern, largely white unpaid volunteers to run Freedom Schools, register black voters, and raise civil-rights awareness in the Deep South. “No one should go *anywhere* alone, but certainly not in an automobile and certainly not at night,” they were instructed. Within days of arriving in Mississippi, three volunteers—Michael

Schwerner, James Chaney, and Andrew Goodman—were kidnapped and killed, and, during the rest of the summer, thirty-seven black churches were set on fire and dozens of safe houses were bombed; volunteers were beaten, shot at, arrested, and trailed by pickup trucks full of armed men. A quarter of those in the program dropped out. Activism that challenges the status quo—that attacks deeply rooted problems—is not for the faint of heart. 📌

What makes people capable of this kind of activism? The Stanford sociologist Doug McAdam compared the Freedom Summer dropouts with the participants who stayed, and discovered that the key difference wasn't, as might be expected, ideological fervor. “*All* of the applicants—participants and withdrawals alike—emerge as highly committed, articulate supporters of the goals and values of the summer program,” he concluded. What mattered more was an applicant's degree of personal connection to the civil-rights movement. All the volunteers were required to provide a list of personal contacts—the people they wanted kept apprised of their activities—and participants were far more likely than dropouts to have close friends who were also going to Mississippi. High-risk activism, McAdam concluded, is a “strong-tie” phenomenon.

This pattern shows up again and again. One study of the Red Brigades, the Italian terrorist group of the nineteen-seventies, found that seventy per cent of recruits had at least one good friend already in the organization. The same is true of the men who joined the mujahideen in Afghanistan. Even revolutionary actions that look spontaneous, like the demonstrations in East Germany that led to the fall of the Berlin Wall, are, at core, strong-tie phenomena. The opposition movement in East Germany consisted of several hundred groups, each with roughly a dozen members. Each group was in limited contact with the others: at the time, only thirteen per cent of East Germans even had a phone. All they knew was that on Monday nights, outside St. Nicholas Church in downtown Leipzig, people gathered to voice their anger at the state. And the primary determinant of who showed up was “critical friends”—the more friends you had who were critical of the regime the more likely you were to join the protest.

So one crucial fact about the four freshmen at the Greensboro lunch counter—David Richmond, Franklin McCain, Ezell Blair, and Joseph McNeil—was their relationship with one another. McNeil was a roommate of Blair's in A. & T.'s Scott Hall dormitory. Richmond roomed with McCain one floor up, and Blair, Richmond, and McCain had all gone to Dudley High School. The four would smuggle beer into the dorm and talk late into the night in Blair and McNeil's room. They would all have remembered the murder of Emmett Till in 1955, the Montgomery bus boycott that same year, and the showdown in Little Rock in 1957. It was McNeil who brought up the idea of a sit-in at Woolworth's. They'd discussed it for nearly a month. Then McNeil came into the dorm room and asked the others if they were ready. There was a pause, and McCain said, in a way that works only with people who talk late into the night with one another, “Are you guys chicken or not?” Ezell Blair worked up the courage the next day to ask for a cup of coffee because he was flanked by his roommate and two good friends from high school. 📌

The kind of activism associated with social media isn't like this at all. The platforms of social media are built around weak ties. Twitter is a way of following (or being followed by) people you may never have met.

Facebook is a tool for efficiently managing your acquaintances, for keeping up with the people you would not otherwise be able to stay in touch with. That's why you can have a thousand "friends" on Facebook, as you never could in real life. 

This is in many ways a wonderful thing. There is strength in weak ties, as the sociologist Mark Granovetter has observed. Our acquaintances—not our friends—are our greatest source of new ideas and information. The Internet lets us exploit the power of these kinds of distant connections with marvellous efficiency. It's terrific at the diffusion of innovation, interdisciplinary collaboration, seamlessly matching up buyers and sellers, and the logistical functions of the dating world. But weak ties seldom lead to high-risk activism.

In a new book called "The Dragonfly Effect: Quick, Effective, and Powerful Ways to Use Social Media to Drive Social Change," the business consultant Andy Smith and the Stanford Business School professor Jennifer Aaker tell the story of Sameer Bhatia, a young Silicon Valley entrepreneur who came down with acute myelogenous leukemia. It's a perfect illustration of social media's strengths. Bhatia needed a bone-marrow transplant, but he could not find a match among his relatives and friends. The odds were best with a donor of his ethnicity, and there were few South Asians in the national bone-marrow database. So Bhatia's business partner sent out an e-mail explaining Bhatia's plight to more than four hundred of their acquaintances, who forwarded the e-mail to their personal contacts; Facebook pages and YouTube videos were devoted to the Help Sameer campaign. Eventually, nearly twenty-five thousand new people were registered in the bone-marrow database, and Bhatia found a match.

But how did the campaign get so many people to sign up? By not asking too much of them. That's the only way you can get someone you don't really know to do something on your behalf. You can get thousands of people to sign up for a donor registry, because doing so is pretty easy. You have to send in a cheek swab and—in the highly unlikely event that your bone marrow is a good match for someone in need—spend a few hours at the hospital. Donating bone marrow isn't a trivial matter. But it doesn't involve financial or personal risk; it doesn't mean spending a summer being chased by armed men in pickup trucks. It doesn't require that you confront socially entrenched norms and practices. In fact, it's the kind of commitment that will bring only social acknowledgment and praise.

The evangelists of social media don't understand this distinction; they seem to believe that a Facebook friend is the same as a real friend and that signing up for a donor registry in Silicon Valley today is activism in the same sense as sitting at a segregated lunch counter in Greensboro in 1960. "Social networks are particularly effective at increasing motivation," Aaker and Smith write. But that's not true. Social networks are effective at increasing *participation*—by lessening the level of motivation that participation requires. The Facebook page of the Save Darfur Coalition has 1,282,339 members, who have donated an average of nine cents apiece. The next biggest Darfur charity on Facebook has 22,073 members, who have donated an average of thirty-five cents. Help Save Darfur has 2,797 members, who have given, on average, fifteen cents. A spokesperson for the Save Darfur Coalition told *Newsweek*, "We wouldn't necessarily gauge someone's value to the advocacy movement based on what they've given. This is a powerful mechanism to engage this critical population. They inform their

community, attend events, volunteer. It's not something you can measure by looking at a ledger." In other words, Facebook activism succeeds not by motivating people to make a real sacrifice but by motivating them to do the things that people do when they are not motivated enough to make a real sacrifice. We are a long way from the lunch counters of Greensboro. 🚫

The students who joined the sit-ins across the South during the winter of 1960 described the movement as a "fever." But the civil-rights movement was more like a military campaign than like a contagion. In the late nineteen-fifties, there had been sixteen sit-ins in various cities throughout the South, fifteen of which were formally organized by civil-rights organizations like the N.A.A.C.P. and CORE. Possible locations for activism were scouted. Plans were drawn up. Movement activists held training sessions and retreats for would-be protesters. The Greensboro Four were a product of this groundwork: all were members of the N.A.A.C.P. Youth Council. They had close ties with the head of the local N.A.A.C.P. chapter. They had been briefed on the earlier wave of sit-ins in Durham, and had been part of a series of movement meetings in activist churches. When the sit-in movement spread from Greensboro throughout the South, it did not spread indiscriminately. It spread to those cities which had preëxisting "movement centers"—a core of dedicated and trained activists ready to turn the "fever" into action.

The civil-rights movement was high-risk activism. It was also, crucially, strategic activism: a challenge to the establishment mounted with precision and discipline. The N.A.A.C.P. was a centralized organization, run from New York according to highly formalized operating procedures. At the Southern Christian Leadership Conference, Martin Luther King, Jr., was the unquestioned authority. At the center of the movement was the black church, which had, as Aldon D. Morris points out in his superb 1984 study, "The Origins of the Civil Rights Movement," a carefully demarcated division of labor, with various standing committees and disciplined groups. "Each group was task-oriented and coordinated its activities through authority structures," Morris writes. "Individuals were held accountable for their assigned duties, and important conflicts were resolved by the minister, who usually exercised ultimate authority over the congregation."

This is the second crucial distinction between traditional activism and its online variant: social media are not about this kind of hierarchical organization. Facebook and the like are tools for building *networks*, which are the opposite, in structure and character, of hierarchies. Unlike hierarchies, with their rules and procedures, networks aren't controlled by a single central authority. Decisions are made through consensus, and the ties that bind people to the group are loose. 🚫

This structure makes networks enormously resilient and adaptable in low-risk situations. Wikipedia is a perfect example. It doesn't have an editor, sitting in New York, who directs and corrects each entry. The effort of putting together each entry is self-organized. If every entry in Wikipedia were to be erased tomorrow, the content would swiftly be restored, because that's what happens when a network of thousands spontaneously devote their time to a task.

There are many things, though, that networks don't do well. Car companies sensibly use a network to organize their hundreds of suppliers, but not to design their cars. No one believes that the articulation of a coherent

design philosophy is best handled by a sprawling, leaderless organizational system. Because networks don't have a centralized leadership structure and clear lines of authority, they have real difficulty reaching consensus and setting goals. They can't think strategically; they are chronically prone to conflict and error. How do you make difficult choices about tactics or strategy or philosophical direction when everyone has an equal say?

The Palestine Liberation Organization originated as a network, and the international-relations scholars Mette Eilstrup-Sangiovanni and Calvert Jones argue in a recent essay in *International Security* that this is why it ran into such trouble as it grew: “Structural features typical of networks—the absence of central authority, the unchecked autonomy of rival groups, and the inability to arbitrate quarrels through formal mechanisms—made the P.L.O. excessively vulnerable to outside manipulation and internal strife.”

In Germany in the nineteen-seventies, they go on, “the far more unified and successful left-wing terrorists tended to organize hierarchically, with professional management and clear divisions of labor. They were concentrated geographically in universities, where they could establish central leadership, trust, and camaraderie through regular, face-to-face meetings.” They seldom betrayed their comrades in arms during police interrogations. Their counterparts on the right were organized as decentralized networks, and had no such discipline. These groups were regularly infiltrated, and members, once arrested, easily gave up their comrades. Similarly, Al Qaeda was most dangerous when it was a unified hierarchy. Now that it has dissipated into a network, it has proved far less effective.

The drawbacks of networks scarcely matter if the network isn't interested in systemic change—if it just wants to frighten or humiliate or make a splash—or if it doesn't need to think strategically. But if you're taking on a powerful and organized establishment you have to be a hierarchy. The Montgomery bus boycott required the participation of tens of thousands of people who depended on public transit to get to and from work each day. It lasted a *year*. In order to persuade those people to stay true to the cause, the boycott's organizers tasked each local black church with maintaining morale, and put together a free alternative private carpool service, with forty-eight dispatchers and forty-two pickup stations. Even the White Citizens Council, King later said, conceded that the carpool system moved with “military precision.” By the time King came to Birmingham, for the climactic showdown with Police Commissioner Eugene (Bull) Connor, he had a budget of a million dollars, and a hundred full-time staff members on the ground, divided into operational units. The operation itself was divided into steadily escalating phases, mapped out in advance. Support was maintained through consecutive mass meetings rotating from church to church around the city. 📌

Boycotts and sit-ins and nonviolent confrontations—which were the weapons of choice for the civil-rights movement—are high-risk strategies. They leave little room for conflict and error. The moment even one protester deviates from the script and responds to provocation, the moral legitimacy of the entire protest is compromised. Enthusiasts for social media would no doubt have us believe that King's task in Birmingham would have been made infinitely easier had he been able to communicate with his followers through Facebook, and contented himself with tweets from a Birmingham jail. But networks are messy: think of the ceaseless pattern of correction and revision, amendment and debate, that characterizes Wikipedia. If Martin Luther King,

Jr., had tried to do a wiki-boycott in Montgomery, he would have been steamrolled by the white power structure. And of what use would a digital communication tool be in a town where ninety-eight per cent of the black community could be reached every Sunday morning at church? The things that King needed in Birmingham—discipline and strategy—were things that online social media cannot provide.

The bible of the social-media movement is Clay Shirky's "Here Comes Everybody." Shirky, who teaches at New York University, sets out to demonstrate the organizing power of the Internet, and he begins with the story of Evan, who worked on Wall Street, and his friend Ivanna, after she left her smart phone, an expensive Sidekick, on the back seat of a New York City taxicab. The telephone company transferred the data on Ivanna's lost phone to a new phone, whereupon she and Evan discovered that the Sidekick was now in the hands of a teen-ager from Queens, who was using it to take photographs of herself and her friends.

When Evan e-mailed the teen-ager, Sasha, asking for the phone back, she replied that his "white ass" didn't deserve to have it back. Miffed, he set up a Web page with her picture and a description of what had happened. He forwarded the link to his friends, and they forwarded it to their friends. Someone found the MySpace page of Sasha's boyfriend, and a link to it found its way onto the site. Someone found her address online and took a video of her home while driving by; Evan posted the video on the site. The story was picked up by the news filter Digg. Evan was now up to ten e-mails a minute. He created a bulletin board for his readers to share their stories, but it crashed under the weight of responses. Evan and Ivanna went to the police, but the police filed the report under "lost," rather than "stolen," which essentially closed the case. "By this point millions of readers were watching," Shirky writes, "and dozens of mainstream news outlets had covered the story." Bowing to the pressure, the N.Y.P.D. reclassified the item as "stolen." Sasha was arrested, and Evan got his friend's Sidekick back.

Shirky's argument is that this is the kind of thing that could never have happened in the pre-Internet age—and he's right. Evan could never have tracked down Sasha. The story of the Sidekick would never have been publicized. An army of people could never have been assembled to wage this fight. The police wouldn't have bowed to the pressure of a lone person who had misplaced something as trivial as a cell phone. The story, to Shirky, illustrates "the ease and speed with which a group can be mobilized for the right kind of cause" in the Internet age.

Shirky considers this model of activism an upgrade. But it is simply a form of organizing which favors the weak-tie connections that give us access to information over the strong-tie connections that help us persevere in the face of danger. It shifts our energies from organizations that promote strategic and disciplined activity and toward those which promote resilience and adaptability. It makes it easier for activists to express themselves, and harder for that expression to have any impact. The instruments of social media are well suited to making the existing social order more efficient. They are not a natural enemy of the status quo. If you are of the opinion that all the world needs is a little buffing around the edges, this should not trouble you. But if you think that there are still lunch counters out there that need integrating it ought to give you pause. 

Shirky ends the story of the lost Sidekick by asking, portentously, “What happens next?”—no doubt imagining future waves of digital protesters. But he has already answered the question. What happens next is more of the same. A networked, weak-tie world is good at things like helping Wall Streeters get phones back from teen-age girls. *Viva la revolución.* ♦

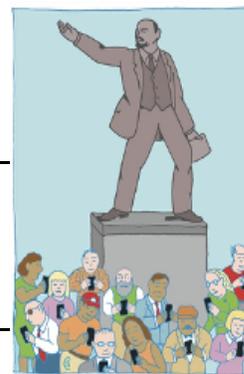
Clarification: This piece’s account of the Greensboro sit-in comes from Miles Wolff’s “Lunch at the Five and Ten” (1970).

Published in the print edition of the October 4, 2010, issue.

Small Change: Why the revolution will not be tweeted

Directions:

1. Read the text.
2. Stop and Jot what you Notice and Wonder about **at least 3 elements** in the first column.



Text Elements	Notice I see... I notice...	Wonder How come...? Why...?
<p>Text Features</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title <input type="checkbox"/> Subheadings <input type="checkbox"/> Picture <input type="checkbox"/> Caption <input type="checkbox"/> Bold, Italicized words <input type="checkbox"/> Map <input type="checkbox"/> Diagram 		
<p>Text Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chronological <input type="checkbox"/> Problem/Solution <input type="checkbox"/> Cause/Effect <input type="checkbox"/> Compare/Contrast <input type="checkbox"/> Description 		
<p>Time Period</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is this about the present or the past? <input type="checkbox"/> How is the time period similar and different to present-day? 		
<p>Events or Effects</p> <ul style="list-style-type: none"> <input type="checkbox"/> What happened? <input type="checkbox"/> Why did it happen? 		

Small Change: Why the revolution will not be tweeted



Directions:

1. Re-read the article.
2. Each time you see a , Stop and Jot the answer to the WHY question.
3. After reading the article, **summarize** your evidence and **write the main ideas** of the article.

Question	Evidence
<div style="text-align: center;">  <p>Why won't the revolution be tweeted?</p> </div>	

Main Idea: Why won't the revolution be tweeted?

Ask your teacher for the answers to the quiz. Make corrections if needed.

Day 18 and Day 19

Article: "Small Change" Quiz

Directions: Read the passage and answer each item.

**from "Small Change"
by Malcom Gladwell**

The civil-rights movement was high-risk activism. It was also, crucially, strategic¹ activism: a challenge to the establishment² mounted with precision and discipline. The N.A.A.C.P.³ was a centralized organization, run from New York according to highly formalized operating procedures. At the Southern Christian Leadership Conference, Martin Luther King, Jr., was the unquestioned authority. At the center of the movement was the black church, which had, as Aldon D. Morris points out in his superb 1984 study, "The Origins of the Civil Rights Movement," a carefully demarcated⁴ division of labor, with various standing committees and disciplined groups. "Each group was task-oriented and coordinated its activities through authority structures," Morris writes. "Individuals were held accountable for their assigned duties, and important conflicts were resolved by the minister, who usually exercised ultimate authority over the congregation."

This is the second crucial distinction between traditional activism and its online variant:⁵ social media are not about this kind of hierarchical organization. Facebook and the like are tools for building *networks*, which are the opposite, in structure and character, of hierarchies. Unlike hierarchies, with their rules and procedures, networks aren't controlled by a single central authority. Decisions are made through consensus,⁶ and the ties that bind people to the group are loose....

... There are many things ... that networks don't do well. ... Because networks don't have a centralized leadership structure and clear lines of authority, they have real difficulty reaching consensus and setting goals. They can't think strategically; they are chronically prone to conflict and error. How do you make difficult choices about tactics or strategy or philosophical direction when everyone has an equal say?

1 **strategic:** Well-planned

2 **the establishment:** The group in power

3 **N.A.A.C.P.:** National Association for the Advancement of Colored People

4 **demarcated:** Divided or separated

5 **variant:** Different form of the same thing

6 **consensus:** General agreement

Gladwell, Malcolm. "Small Change." *The New Yorker*, Condé Nast, 4 Oct. 2010, Web. Accessed 6 Dec. 2016.

1. Read the last sentence of the first paragraph.

“Individuals were held accountable for their assigned duties, and important conflicts were resolved by the minister, who usually exercised ultimate authority over the congregation.”

When the author writes that the minister **exercised ultimate authority**, this means that the minister

- a. worked well with others.
 - b. was a religious teacher.
 - c. made the final decisions.
 - d. believed in equal rights.
2. This item has two parts. Answer PART A; then answer PART B.

PART A: According to the excerpt, what is the main feature of a **hierarchy**?

- a. a loose, informal web of connections
- b. strong, central leadership and organization
- c. talented people involved in tasks
- d. decisions that are made as a group

PART B: In the context of the article, what is the difference between a **hierarchy** and a **network**?

- a. A hierarchy can grow larger than a network.
- b. A hierarchy is less efficient than a network.
- c. A hierarchy has one or a few decision makers while a network has many.
- d. A hierarchy is run by people while a network is run by a computer.

3. This item has two parts. Answer PART A; then answer PART B.

PART A: Which **best** describes the claim that Gladwell makes in this passage?

- a. Hierarchies work best when members use social media.
- b. Hierarchies require leadership from a religious organization.
- c. Hierarchies should give individuals more power to make decisions.
- d. Hierarchies are more effective than networks for activism.

PART B: Which piece of evidence is the **least** relevant for developing the claim from PART A?

- a. “The N.A.A.C.P. was a centralized organization, run from New York according to highly formalized operating procedures.”
- b. “At the Southern Christian Leadership Conference, Martin Luther King, Jr., was the unquestioned authority.”
- c. “Facebook and the like are tools for building *networks*”
- d. “Because networks don’t have a centralized leadership structure and clear lines of authority, they have real difficulty reaching consensus and setting goals.”

Day 20

1. **Review the Week 4 Choice Board.**

2. Choose activities from the Choice Board to complete that **total 20 points.**

3. **Set a Goal.** Today, I will be successful if I _____

To meet my goal, I should _____

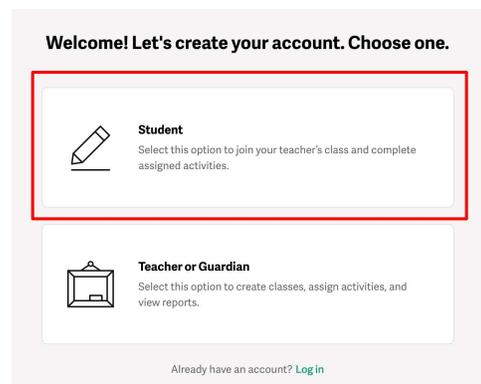
I will know I have reached my goal when _____
_____.

4. **Reflect.** Did you meet your goal? _____

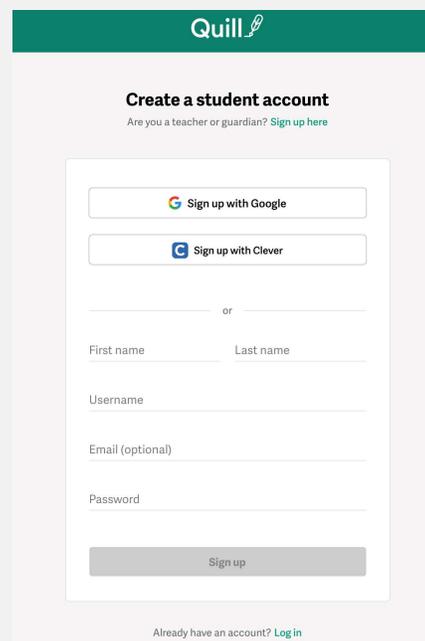
1. Go to www.quill.org.
2. Click the "Sign Up" button. There is one located in the middle of the screen and one located in the upper right corner of the screen.



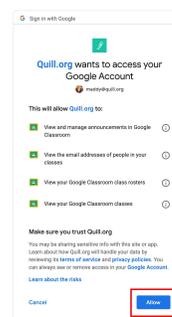
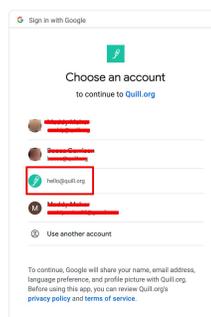
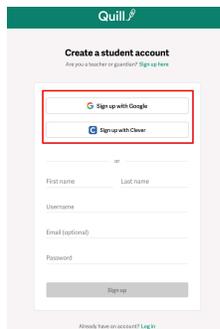
3. To sign up as a student, click the "Student" button.



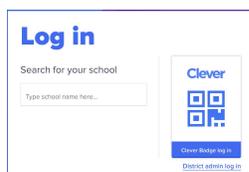
4. Next, fill in all of the boxes below (email is optional). If your teacher requested you sign up with Google or Clever, see the next step.



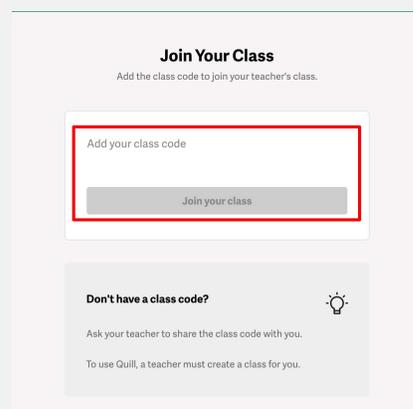
5. If your teacher has requested you to sign up with Google, press the "Sign Up with Google" button and select the Google account you would like to use.



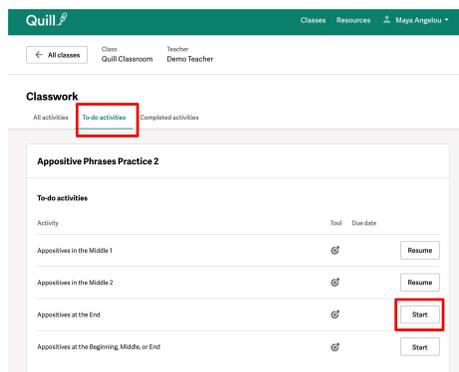
If your teacher has requested you sign up with Clever, press the "Sign Up with Clever" button and search for your school.



6. To join a class, enter the class code that your teacher gave you into the box.



7. To get started on your first activity, go to "To-do activities" and press the "Start Activity" button to the right of the activity name.



8. The colorful squares indicate completed activities. Green means you've mastered the skill, yellow means you're almost there, and red means you need some more practice with the skill.

