**Unit Contents: The Power of Peaceful Protest (ELA Grade 7)**

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**Unit Overview: The Power of Peaceful Protest**

**Purpose-** My purpose in this unit is to provide students with the following:

1. A sequence of instruction that supports deeper comprehension of a complex text
2. Development of student’s ability to identify, trace, analyze and discuss an author’s development of various points of view in a text
3. A format for students to question their own views on prejudice and violence in a historical and personal context.

**Objectives-**

1. Students will develop a deep comprehension of a complex text through use of metacognitive and explicit vocabulary strategies, reading and rereading, generating questions and answers based on the text, and participating in extended text based discussions.
2. Students will deepen their understanding of the history of segregation as a backdrop to explore their thoughts, feelings, and opinions on the use of violence.
3. Through this instructional sequence students will master the following CCSS:
   1. CCSS.ELA-LITERACY.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies
   2. CCSS.ELA-LITERACY.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
   3. CCSS.ELA-LITERACY.SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
   4. CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
   5. CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
   6. CCSS.ELA-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.
   7. CCSS.ELA-LITERACY.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Vocabulary-**

1. Explicit instruction: *epiphany, degradation, segregation, advocate, transcend, inferiority, milieu, foray, deluged, gauntlet, predominantly, shrewd, hypocrisy, insipid, fawn, mecca*
2. In preparation for the FSA, students will highlight the context clues and morphemes within a sentence that aid in developing metacognitive denotations.
3. Finally, students will develop dictionary references skills to assess their word predictions then use each word to write a creative short story based on a historically relevant picture.

**Materials-**

1. Document camera, projector, PowerPoint, virtual polls, chart paper, highlighters, white boards, dry erase markers, erasers, sticky notes, The History Channel video clip “The Little Rock 9”, ABC’s “What Would You Do?” episode,
2. Anchor Texts: Anchor texts are from Houghton Mifflin Harcourt Florida Collections Grade 7 copyright 2015. (Collections Close Reader consumable pg. 95-102)
   1. Text 1

- from "The Most Daring of [Our] Leaders" by Lynne Olson

- Quantitative: Lexile Level 1190

- Qualitative: Text contains more than one meaning that can be easily inferred, a sequential text structure, some unfamiliar language and somewhat complex social studies concepts.

* 1. Text 2:

- speech by John Lewis from the Democratic National Convention

- Quantitative: Lexile level 890

- Qualitative: Text contains more than one purpose, genre traits common to speeches, clear/direct language, and some specialized language.

1. Supplemental Texts: Segment of Gov. George Wallace’s 1963 Inaugural Address, Segment of “God's Judgment of White America (The Chickens Come Home to Roost)” by Malcolm X & edited by Imam Benjamin Karim
2. Handouts: Vocabulary Anticipation Guide, Directed Note taking organizers, Reciprocal Viewing Guide, Reading Comprehension Questions, Argumentative Essay Planner, Argumentative Rubric

**Essential Questions-** To what extent is violence ever justified? What is the most effective form of social change?

***Prior to Beginning Unit: Hook and Activation of Background Knowledge***

Lessons on Inequality

1. Watch an episode of ABC’s “What Would You Do?” Take note of the people who stand up for “victims” and discuss what character traits they have in common. As an exit ticket, students design and share their own social experiment ideas that could be implemented successfully at school.
2. Classroom Social Experiment: Students will be given the task of shooting a paper ball into a trashcan at the front of the room under the following conditions: they only have one shot, they must stay in their assigned seat, and only the students in the front row may ask questions. Obviously, the students in the front row have quite an advantage over the students in the back of the room, but they do not see this until we debrief because they are so focused on achieving their goal. At the end, students are able to see the privileges and advantages they have in this country and learn the value of speaking up for those without a voice.
3. Post the Essential Question on Edmodo in a classroom poll for students to share their opinions.

***Instructional Day 1***

1. Topic Question and Strategic Use of Afferent Discussion
   1. Post the Essential Question #1 as with a picture of a student protest.
   2. Students write as SRES paragraph explaining their opinions.
   3. Students think/pair/share their paragraphs with their partners and groups.
   4. One student from each group shares their most effective paragraph with the class.
   5. Vote with your feet: All those who believe one should always defend themselves with violence go to one side; all those who think one should never engage in violence go to other; those who aren’t sure stand in middle. Each group create an argument to win over the people in the middle.
2. Reciprocal Viewing: “Little Rock- School Integration”
   1. One student will take note of any act of violence while his/her partner takes note of any peaceful act of protest.
   2. Groups will think/pair/share notes and discuss whether or not this video changed their perspective on the essential question.
3. Vocabulary Instruction
   1. Introduce the following words in sentences from the text: *epiphany, degradation, segregation, advocate, transcend, inferiority, milieu, foray, deluged, and gauntlet*
   2. Have students highlight context clues and word parts in the sentence that help them understand the word
   3. Students write a metacognitive denotation for each word.
   4. Students use a dictionary to check their suppositions and find the best denotation for each word.
   5. Homework: Students will use each word to write a story about the girl in the picture.

***Instructional Day 2***

1. Predictive Writing
   1. Students view 4 pictures of Diane Nash and decide how to best arrange them chronologically.
   2. Students then caption each picture.
   3. Students share their speculations in small groups then in whole group.
2. Background Knowledge
   1. Students have two minutes to speed read the three paragraphs of historical information and author information on page 95 in the Close Reader.
   2. Students work in groups to write a timeline of events based on the information in the three paragraphs. Each group must have at least 5 dates with captions.
   3. Groups will write their timelines on chart paper to hang around the room.
3. Text Marking: Reading #1 (articles 1 and 2)
   1. Teacher explains what text marks will be used to meet the learning goal.
      1. S/ any character or action that shows Segregation
      2. I/ any character or action that shows Integration
      3. N/ any character or action that is Neutral
   2. Teacher reads aloud chunk 1, page 96 of text and models questions to ask yourself during reading to mark text.
   3. Teacher reads chunk 2, page 97 but pauses to let students explain what to mark and why.
   4. Students work with partners to finish marking chunk 3, page 98.
   5. Teacher circulates to assist then has students check their marks on page 98.
   6. Students read independently and continue marking through page 102.
   7. Teacher circulates to assist then has students check their marks at the end of class.
   8. Exit ticket: How would these authors answer the essential question?
4. Reading Comprehension Questions
   1. Students complete leveled factual and inferential reading comprehension questions for homework.

***Instructional Day 3***

1. Idea generation
   1. Organize an informational paragraph by arranging ideas in order of most general to most specific.
   2. Think/pair/share responses and discuss differences in persuasive writing.
2. Directed Note Taking: Reading #2 (articles 1 and 2)
   1. Teacher models how to use text marks to paraphrase information into the Directed Note Taking handout on the first chunk of text pg. 96
   2. Students read and raise hands to assist with the second chunk of text pg. 97
   3. Students work in pairs for the third chunk of text on pg. 98 then check their answers
   4. Students complete 4-5 notes per chunk individually
3. Text based writing
   1. Students will use evidence from the chart to write about what they believe is the most effective means of social change.
   2. Students will finish paragraph for homework and discuss in the following lesson.

***Instructional Day 4***

1. Text Based Discussion:
   1. Students write a quick response SRES paragraph to give their opinion on whether or not we still have segregation today.
   2. Groups will share and discuss paragraphs then pick one to read to the class for open discussion and responses.
2. Student Generated Questioning: Reading #3 (articles 1 and 2)
   1. Teacher explains the chart of low, med and high questions using the Reading comprehension questions from lesson 1.
   2. Teacher models question generation of low, med and high questions in chunk 1 on pg. 96.
   3. Students work in pairs to write low, med and high questions for chunk 2 on pg. 97. Partners will exchange questions with another group.
   4. We will discuss the best high questions from each group.
   5. Students work independently to write high level analytical question for each remaining page of text.
   6. Questions will be posted on sticky notes by page number, and students will select one question to answer for homework.

***Instructional Day 5***

1. Text based writing of Essential Question #2.
   1. Students will write an SRES paragraph about whether they think segregation or integration is more effective.
   2. Students share paragraphs and discuss in groups before they choose one to share with the whole group.
   3. Whole group discussion of why our answers are one-sided and what type of articles we would need to argue for segregation.
   4. Group brainstorm will be written on the Goals and Scales in the back of the room.
   5. Students view Gov. George Wallace’s 1963 Inaugural Address to predict his position/ opinion on segregation.
2. Text Marking: Reading #1 (articles 3 and 4)
   1. Teacher models text marking for first 2 paragraphs of the 1963 Wallace speech.
   2. Students assist each other with paragraphs 3 and 4.
   3. Teacher checks student work before releasing students to work independently.
   4. Students finish coding the speech and answer the comprehension questions.
   5. Teacher models paragraph 1 on the Malcolm X speech.
   6. Students work in pairs to mark paragraphs 2, 3, and 4.
   7. Teacher checks progress.
   8. Students finish marking both texts and complete reading comprehension questions for homework.

***Instructional Day 6***

1. Directed Note Taking: Reading #2 (articles 3 and 4)
   1. Teacher models directed note taking in first paragraph of the Wallace speech.
   2. Students work in pairs to write and analyze a note from paragraph 2 then check their progress with the teacher before moving on.
   3. Students finish directed note taking individually.
2. Question Generation: Reading #3 (articles 3 and 4)
   1. Teacher reminds students to use the criteria for high level questions.
   2. Students write two high level questions for each article and post on the board.
   3. Students choose one question to answer for homework.
3. Text Based Discussion: Essential Question #2
   1. Students discuss which side they are choosing to defend for the essay.
   2. Students will share their reasons and the evidence they are going to use.
   3. Students within each group who agree will begin formulating their pre-writing ideas and evidence together.

***Instructional Day 7***

1. Comparison:
   1. Teacher posts original Edmodo poll and sample responses from lesson 1.
   2. Students discuss in small groups how their opinions have changed over the last two weeks and how they have changed through this process.
2. Final Written Response:
   1. Students will have the remainder of the period to write, evaluate and revise their argumentative writing in answer to Essential Question #2.

***Enrichment Activities***

* Mock Trial
  + Students develop arguments to put a historical figure on trial
  + Students will use media clips as models of how historical figures in the Civil Rights Movement would be viewed today
* Symbolism and Propaganda Poster
  + Have students use their texts to find symbols to represent the different points of view of various characters
  + Students create a list of possible symbols and ideas
  + Create a poster that uses the symbol to persuade others to accept the point of view of the historical figure (Use a Hunger Games movie poster for ideas)
* Write in Character
  + Have students choose a character and respond to segregation from his or her viewpoint
* Facebook Meme
  + Students will write/draw/create a Facebook style meme that shows the irony of the segregationist viewpoint during the civil rights movement

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| **Supplemental Text- God's Judgment of White America (The Chickens Come Home to Roost) Malcolm X, edited by Imam Benjamin Karim**  December 4 , 1963  *Note: This speech is sometimes called "The Chickens Come Home To Roost," because of an answer Malcolm X gave in response to a question following the speech. The question concerned the late President John Kennedy. It was Malcolm X's answer, that the Presidents death was a case of "chickens coming home to roost" -- that the violence that Kennedy had failed to stop had come back to him, this resulted in the Elijah Muhammad silencing him. Malcolm X left the Nation of Islam a short time later*  Famous Quotes  “Power in defense of freedom is greater than power in behalf of tyranny and oppression.”  “You can’t separate peace from freedom because no one can be at peace unless he has freedom.”  ‘It is criminal to teach a man not to defend himself, when he is the constant victim of brutal attacks. It is legal to own a shotgun or a rifle. We believe in obeying the laws.” |
| Example: If I have a cup of coffee that is too strong for me because it is too black, I weaken it by pouring cream into it, I integrate it with cream. If I keep pouring enough cream in the coffee, pretty soon the entire flavor of the coffee is changed; the very nature of the coffee is changed. If enough cream is poured in, eventually you don't even know that I had coffee in this cup. This is what Happened with the March on Washington. The whites didn't integrate it; they infiltrated it. Whites joined it; they engulfed it; they became so much a part of it, it lost its original flavor. It ceased to be a black march; it ceased to be militant; it ceased to be angry; it ceased to be impatient. In fact, it ceased to be a march. It became a picnic, an outing with a festive, circus-like atmosphere...CLOWNS AND ALL.  The government had learned that in cases where the demonstrators are predominantly black, they are extremely militant, and often very violent. But to the same degree that whites participate, violence most times is decreased. The government knew that in cases wherein blacks were demonstrating all by themselves, those blacks are so dissatisfied, disenchanted, and angry at the white man that they will often strike back violently regardless of the odds or the consequences. The white government had learned that the only way to hold these black people in check is by joining them, by infiltrating their ranks disguised as integrationist; by integrating their marches and all their demonstrations, and weakening them: in this way only could they be held in check.  The government told the marchers what time to arrive in Washington, where to arrive, and how to arrive. The government then channeled them from the arrival point to the feet of a dead President, George Washington, and then let them march from there to the feet of another dead President, Abraham Lincoln.  The original black militants had planned to march on the White House, the Senate, and the Congress and to bring all political traffic on Capitol Hill to a halt, but the shrewd politicians in Washington, realizing that those original black militants could not be stopped, joined them. By joining the marchers, the white liberals were able to lead the marchers away from the White House, the Senate, the Congress, Capitol Hill, and away from victory. By keeping them marching from the Washington Monument to the Lincoln Monument, marching between the feet of two dead Presidents, they never reached the White House to see the then living President.  The entire march was controlled by the late president. The government in Washington had told the marchers what signs to carry, what songs to sing, what speeches to make, and what speeches not to make, and then told the marchers to be sure to get out of town by sundown.  One of the Big Six leaders, John Lewis, chairman of the Student Non-Violent Coordinating Committee, was prevented from making a very militant speech. He wanted to attack the Kennedy administration for its hypocrisy of civil rights. The speech was censored by the Rt. Rev. Patrick O'Boyle, the Catholic Archbishop of Washington, D.C.. This was a case in which the Catholic Church itself, for whom Rev. O'Boyle speaks, put itself in the position of censoring the legitimate opinion of one of the Big Six Negro civil rights leaders.  The late President's shrewd strategy was: If you can't beat them, join them. The Catholic President placed his Catholic bishop in a strategic position to exercise censorship over any one of the Big Six Negro leaders who tried to deviate from the script in this great "extravaganza" called the March on Washington, which the government had controlled right from the very beginning.  So, in the final analysis of the march: It would have to be classified as the best performance of the year; in fact it was the greatest performance of this century. It topped anything that Hollywood could have produced. If we were going to give out Academy Awards in 1963, we would have to give the late President an Oscar for the "Best Producer of the Year"; and to the four white liberals who participated should get an Oscar as the "Best Actors of the Year," because they really acted like sincere liberals and fooled many Negroes. And to the six Negro civil rights leaders should go and Oscar for the "Best Supporting Cast," because they supported the late President in his entire act, and in his entire program.  Now that the show is over, the black masses are still without land, without jobs, and without homes...their Christian churches are still being bombed, their innocent little girls murdered. So what did the March on Washington accomplish? Nothing!  The late President has a bigger image as a liberal, the other whites who participated have bigger liberal images also, and the Negro civil rights leaders have now been permanently named the Big Six (because of their participation in the Big Fix?)...but the black masses are still unemployed, still starving, and still living in the slums...and, I might add, getting angrier and more explosive every day.  History must repeat itself! Because of America's evil deeds against these twenty-two million "Negroes," like Egypt and Babylon before her, America herself now stands before the "bar of justice." White America is now facing her Day of Judgment, and she can't escape because today God himself is the judge. God himself is now the administrator of justice, and God himself is to be her divine executor!  Is it possible for America to escape this divine disaster? If America can't atone for the crimes she has committed against the twenty-two million "Negroes," if she can't undo the evils she has brutally and mercilessly heaped upon our people these past four hundred years, then America has signed her own doom...and our own people would be foolish to accept her deceitful offers of integration into her doomed society at this late date!  How can America atone for her crimes? The Honorable Elijah Muhammad teaches us that a desegregated theater or lunch counter won't solve our problems. Better jobs won't even solve our problems. An integrated cup of coffee isn't sufficient pay for four hundred years of slave labor, and a better job in the white man's factory or position in his business is, at best, only a temporary solution. The only lasting or permanent solution is complete separation on some land that we can call our own.  **“The 1963 Inaugural Address of Governor George C. Wallace”  January 14, 1963 Montgomery, Alabama**  **[wallace5](http://myauctionfinds.com/wp-content/uploads/2014/02/wallace5.jpg)**  **Today I have stood, where once Jefferson Davis stood, and took an oath to my people. It is very appropriate then that from this Cradle of the Confederacy, this very Heart of the Great Anglo-Saxon Southland, that today we sound the drum for freedom as have our generations of forebears before us done, time and time again through history. Let us rise to the call of freedom-loving blood that is in us and send our answer to the tyranny that clanks its chains upon the South. In the name of the greatest people that have ever trod this earth, I draw the line in the dust and toss the gauntlet before the feet of tyranny . . . and I say . . . segregation today . . . segregation tomorrow . . . segregation forever.**  **The Washington, D.C. school riot report is disgusting and revealing. We will not sacrifice our children to any such type school system--and you can write that down. The federal troops in Mississippi could be better used guarding the safety of the citizens of Washington, D.C., where it is even unsafe to walk or go to a ballgame--and that is the nation’s capital. I was safer in a B-29 bomber over Japan during the war in an air raid, than the people of Washington are walking to the White House neighborhood. A closer example is Atlanta. The city officials fawn for political reasons over school integration and THEN build barricades to stop residential integration--what hypocrisy!**  **Let us send this message back to Washington by our representatives who are with us today . . that from this day we are standing up, and the heel of tyranny does not fit the neck of an upright man . . . that we intend to take the offensive and carry our fight for freedom across the nation, wielding the balance of power we know we possess in the Southland . . . . that WE, not the insipid bloc of voters of some sections . . will determine in the next election who shall sit in the White House of these United States . . . That from this day, from this hour . . . from this minute . . . we give the word of a race of honor that we will tolerate their boot in our face no longer . . . . and let those certain judges put that in their opium pipes of power and smoke it for what it is worth.**  **Hear me, Southerners! You sons and daughters who have moved north and west throughout this nation . . . . we call on you from your native soil to join with us in national support and vote . . and we know . . . wherever you are . . away from the hearths of the Southland . . . that you will respond, for though you may live in the fartherest reaches of this vast country . . . . your heart has never left Dixieland.**  **And you native sons and daughters of old New England's rock-ribbed patriotism . . . and you sturdy natives of the great Mid-West . . and you descendants of the far West flaming spirit of pioneer freedom . . we invite you to come and be with us . . for you are of the Southern spirit . . and the Southern philosophy . . . you are Southerners too and brothers with us in our fight.**  **What I have said about segregation goes double this day . . . and what I have said to or about some federal judges goes TRIPLE this day.**  **Alabama has been blessed by God as few states in this Union have been blessed. Our state owns ten percent of all the natural resources of all the states in our country. Our inland waterway system is second to none . . . and has the potential of being the greatest waterway transport system in the entire world. We possess over thirty minerals in usable quantities and our soil is rich and varied, suited to a wide variety of plants. Our native pine and forestry system produces timber faster than we can cut it and yet we have only pricked the surface of the great lumber and pulp potential.**  **With ample rainfall and rich grasslands our livestock industry is in the infancy of a giant future that can make us a center of the big and growing meat packing and prepared foods marketing. We have the favorable climate, streams, woodlands, beaches, and natural beauty to make us a recreational mecca in the booming tourist and vacation industry. Nestled in the great Tennessee Valley, we possess the Rocket center of the world and the keys to the space frontier.**  **I promise you that I will try to make you a good governor. I promise you that, as God gives me the wisdom and the strength, I will be sincere with you. I will be honest with you.**  **I will apply the old sound rule of our fathers, that anything worthy of our defense is worthy of one hundred percent of our defense. I have been taught that freedom meant freedom from any threat or fear of government. I was born in that freedom, I was raised in that freedom . . . I intend to live live in that freedom . . . and God willing, when I die, I shall leave that freedom to my children . . . as my father left it to me.**  **My pledge to you . . . to "Stand up for Alabama," is a stronger pledge today than it was the first day I made that pledge. I shall "Stand up for Alabama," as Governor of our State . . . you stand with me . . . and we, together, can give courageous leadership to millions of people throughout this nation who look to the South for their hope in this fight to win and preserve our freedoms and liberties.**  **So help me God.**  **And my prayer is that the Father who reigns above us will bless all the people of this great sovereign State and nation, both white and black.**  **I thank you.** |

**Directions**: 1. Use context clues and word parts to write your own definitions for each word. 2. Circle any words or word parts that helped your definition. 3. Then look up each word to check your definitions.

1. I had a moment of epiphany when I saw the picture of the girl trying to go to school.
2. She suffered the degradation of being treated unfairly and unequally.
3. Segregation firmly ruled in theatres, hotels, restaurants and libraries.
4. Gandhi is a philosopher and an advocate of passive resistance.
5. Young activists would have to transcend their hate and learn to love.
6. Segregation gave her a sense of inferiority.
7. Having been raised in a milieu that downplayed her blackness, she was suddenly proud to be called “black.”
8. Their first foray into nonviolent protest went off without a hitch.
9. Officials were deluged with complaints from store owners about the sit-ins.
10. They had to walk through a gauntlet of white protestors to get to school.

**Formative**: Write a story about the girl in this picture using each vocabulary word.



**Reading Comprehension Questions:** Close Reader “The Most Daring of [Our] Leaders” pg. 96-100 and “Speech from the Democratic National Convention” by John Lewis pg. 101-102

1. Who did not share Diane Nash’s outrage over segregation?
2. In what ways was Nashville, Tennessee already integrated?
3. What did Diane Nash believe about herself and being black?
4. What made Diane Nash such a strong leader? Give two examples.
5. In what way was the sit-in a victory because of Diane Nash?

6. What example shows how the government permitted segregation?

7. What are two examples of successful integration in this speech?

8. In what ways do these two authors share a similar point of view?

9. Which article do you think is the most inspiring and why?

10. Who do you think is the stronger leader and why?

**Directed-Note Taking Graphic Organizer 1**

*from* “The Most Daring of [Our] Leaders” by Lynne Olson

Speech from the Democratic National Convention by John Lewis

Close Reader pg. 95-102

**Directions:** As you read, record notes containing the most important information relevant to the essential question.

*Essential Question:* To what extent is violence ever justified?

Check all categories that apply

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| **Page/ para.** | **Notes** | **Physical Violence** | **Emotional Violence** | **Peaceful Protest** | **Effective Action** | **Ineffective Action** |
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Which form of protest is the most effective? And why do you think that is? Write an SRES paragraph using text evidence from your chart.

**Directed-Note Taking Graphic Organizer 2**

*from* Gov. George Wallace’s Inaugural Address 1963 and speech by Malcolm X “God’s Judgment on White America” 1963

**Directions:** As you read, record notes containing the most important information relevant to the essential question.

*Essential Question:* Is segregation or integration more effective?

Check all categories that apply

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| **Page/ para.** | **Notes** | **Emotional**  **Violence** | **Physical**  **Violence** | **Non-violent** | **Effective** | **In-effective** |
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1. What is George Wallace’s main argument/opinion and what facts does he give as support?

2. What is Malcolm X’s main argument/ opinion and what facts does he give as support?

3. Which argument do you think is stronger and why?

4. According to these two articles? Is segregation or integration more effective and why?

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| --- | --- | --- | --- |
|  | **Purpose, Focus, Organization** | **Evidence and Elaboration** |  |
| **FOUR** | Response is **consistently focused** within the purpose, audience, and task; clear and effective structure creating coherence and completeness:  + Clearly stated/ strongly maintained claim  + Clearly addressed opposing claims or counterargument\*  + Skillful use of a variety of transitional strategies  + Logical progression of ideas from beginning to end  + Established and maintained appropriate style and objective tone | Provides **thorough, convincing, and credible support/evidence** for the writer’s claim with effective use of sources, facts, and details:  + Smoothly integrated, thorough, and relevant evidence, including precise references  + Effective use of a variety of elaborative techniques to support the claim, and demonstrate understanding of the topic/text  + Academic, domain-specific vocabulary, and effective precise words clearly appropriate for the audience and purpose  + Various sentence structures creating language facility | **Final Score:** |
| **THREE** | Response **is adequately focused** within the purpose, audience, and task; and has evident organizational structure with a sense of completeness. Has most of the following:  + Clear and maintained claim  + Alternate or opposing claims included but may not be completely addressed\*  + Adequate use of transitional strategies with some variety to clarify the relationships among ideas  + Adequate progression of ideas from beginning to end with a sufficient intro and conclusion  + Appropriate style and objective tone | Response provides **adequate** **support/evidence** for the writer’s claim that includes the use of sources, facts, and details. Most of the following included:  + Generally integrated and relevant evidence from sources, though references may be general  + Adequate use of some elaborative techniques  + Adequate expression of ideas, employing a mix of precise and general language  + Domain-specific vocabulary generally appropriate for the audience and purpose  + Some variation in sentence structure |
| **Conventions of Standard English** |
| **TWO** | Response is **somewhat sustained** within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an inconsistent organizational structure. May include some the following:  - Focused on a claim but insufficiently sustained or unclear  - May not sufficiently address counter claim  - Inconsistent use of transitional strategies with little variety  - Uneven progression of ideas from beginning to end with an inadequate intro or conclusion | Response provides **uneven, cursory support/evidence** for the writer’s claim that includes partial use of sources, facts, and details. Includes some of the following:  - Weakly integrated evidence from sources and erratic or irrelevant references  - Repetitive or ineffective use of elaborative techniques  - Imprecise or simplistic expression of ideas  - Some use of inappropriate domain-specific vocabulary  - Most sentences limited to simple constructions | **Adequate command** of basic conventions. May include:  + Some minor errors in usage but no patterns of errors  + Adequate use of punctuation,  capitalization, sentence formation,  and spelling |
| **ONE** | Response is related to the topic but may demonstrate **little or no awareness of the purpose, audience, and task**; and it may have little or no discernible organizational structure. The following may be included:  - Absent, confusing, or ambiguous claim  - Missing alternate or opposing claims\*  - Few or no transitional strategies  - Frequent extraneous ideas impeding understanding  - Too brief to demonstrate knowledge of focus or organization | The response provides **minimal support or evidence** for writer’s claim, including little if any use of sources, facts, and details. The response may include the following:  - Minimal, absent, erroneous, or irrelevant evidence from the source material  - Expression of ideas that is vague, unclear, or confusing  - Limited and often inappropriate language or domain-specific vocabulary  - Sentences limited to simple constructions | **Partial command** of basic conventions. May include:  - Various errors in usage  - Inconsistent use of correct punctuation, capitalization,  sentence formation, and spelling |
| **ZERO** |  |  | - Response demonstrates a lack of command of conventions, with frequent and severe errors that obscure meaning. |

**Essay Organizer/ Outline for level 1 ELL Students**

In 1963, the governor of Alabama, George C. Wallace, said to a cheering crowd, “Segregation today…segregation tomorrow… segregation forever.” The fact that politicians today would not be cheered for such a statement shows \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

In today’s society, *violence* is still effective as you can see in the words of Governor George C. Wallace and Malcolm X.

As a Southern politician, Gov. Wallace’s speeches promoting segregation were effective for many reasons. In paragraph \_\_\_\_, he says, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

This quote shows \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Additionally, he also says in paragraph \_\_\_\_, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. “

In other words, he means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

As you can see, this evidence proves how effective violence is still today.

Another example of the effectiveness of violence is shown in a speech by Malcolm X in 1963.

In paragraph \_\_\_\_, he says, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

This quote shows \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

He also says in paragraph \_\_\_\_, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

In other words, he means, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

This speech clearly demonstrates the power of words and of the segregation movement.

Although violence is historically difficult to overcome, some people would say that it does not exist today. To those people, Malcolm X would say, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

I also see this in my life when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

This shows that segregation is still effective and happening all around us today.

In conclusion, the words of George Wallace and Malcolm X are still true today because violence is still effective and active in our society. In the future, I hope \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

If we all work together we can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

like Malcolm X said in his speech in 1963, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Prompt:** What is the most effective means of social change? Write an argumentative essay supporting your opinion. Include textual evidence (lessons, facts, stories, and quotes) from “The Most Daring of Our Leaders” about Diane Nash, the speech from the Democratic National Convention by John Lewis, the “Little Rock 9” video on Edmodo, **“The 1963 Inaugural Address of Governor George C. Wallace,” and “**God's Judgment of White America (The Chickens Come Home to Roost).” You may also want to use your direct-note taking handouts, and your two-column notes.

**Hook:** (fact, quote, personal example)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Connector:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Thesis:** (Violence or Non-violence) is the most effective means of social change as shown in the lives of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (person 1) and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (person 2).

**Restate Thesis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Prediction:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Zinger: (call to action, refer to hook, global connection, emotional appeal):**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Counterargument (What would the opposing side say to one of your reasons? How would you respond / what would you say to them?)**

**Person 2 (list facts, quotes, or details to show how this idea supports your thesis)**

**Person 1 (list facts, quotes or details to show how this idea supports your thesis)**