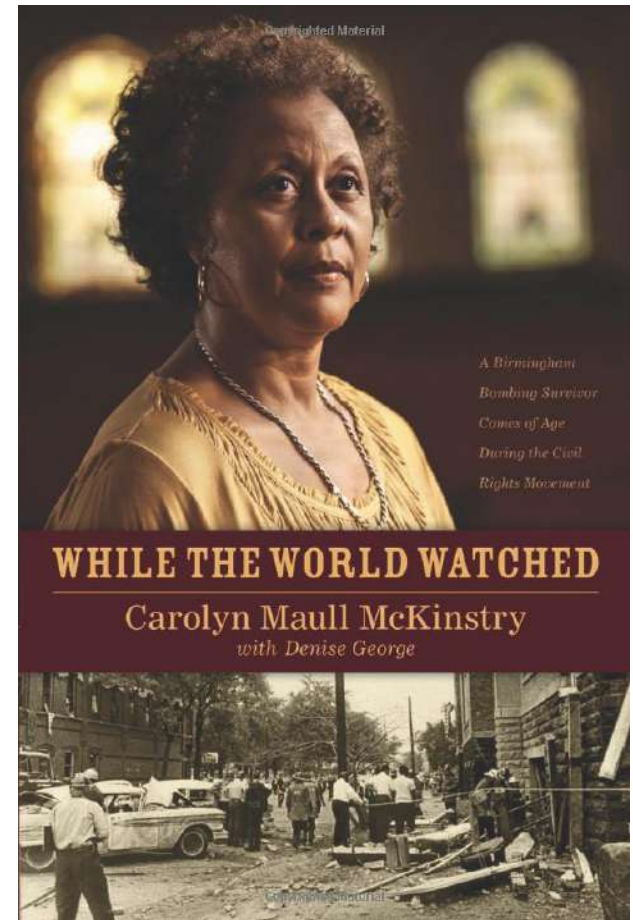



Unit 2: Never Give Up!

While the World Watched

by Carolyn Maull McKinstry

The coming of age story of a Birmingham bombing survivor during the Civil Rights Movement



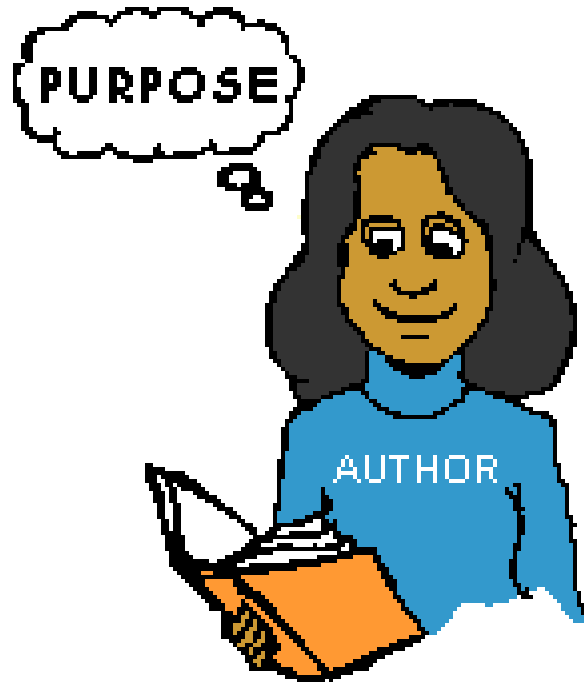
- 
- **Essential Question: How do authors use factual evidence to persuade readers?**
 - **Task: Pre-reading and Prediction**
 - **Standards: ELACCC7RI3, ELACCC7RI5, ELA7CC7SL1, ELACCC7SL2,**



Authors Purpose

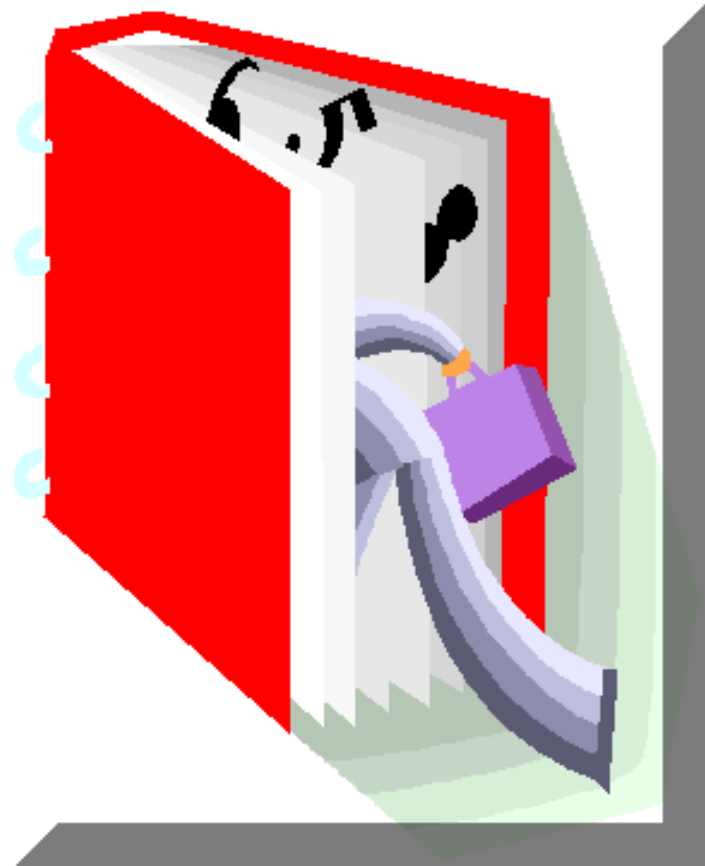
- Use Cornell Notes graphic organizer. Be prepared to write a summary and three questions about this PowerPoint.

Author's Purpose and Point of View



What are our learning goals?

- To understand and identify the different **purposes** of texts.
- To distinguish between **non-fiction** and **fiction**.
- To understand how the author's **point of view** affects the text.



What is **Fiction**?

- A **fiction** piece is from the author's imagination and is not based on facts.
- **Fiction** pieces will be stories.
- The purpose of **fiction** is to entertain the reader.
- **Fiction** creates a mood, a feeling you get from reading the selection. The mood could be happy, sad, scary, angry, peaceful, etc...

What is **Non-fiction**?

- **Non-fiction** pieces are based on facts and author's opinions about a subject.
- **Non-fiction** pieces could be biographies, articles from textbooks, newspaper and magazine articles.
- The purpose of non-fiction writing is to **inform** and sometimes to **persuade**.

What is the **purpose**?

- Did you know that everything you read has a **purpose**?
- When an author writes something (book, magazine, textbook, newspaper article), he/she chooses his/her words for a **purpose**.



What is the purpose?

- The author's purpose is the main reason that he/she has for writing the selection

- The author's purpose will be to:

- Entertain
- Inform
- Persuade

Ex: Entertain
Inform
Persuade

PURPOSE

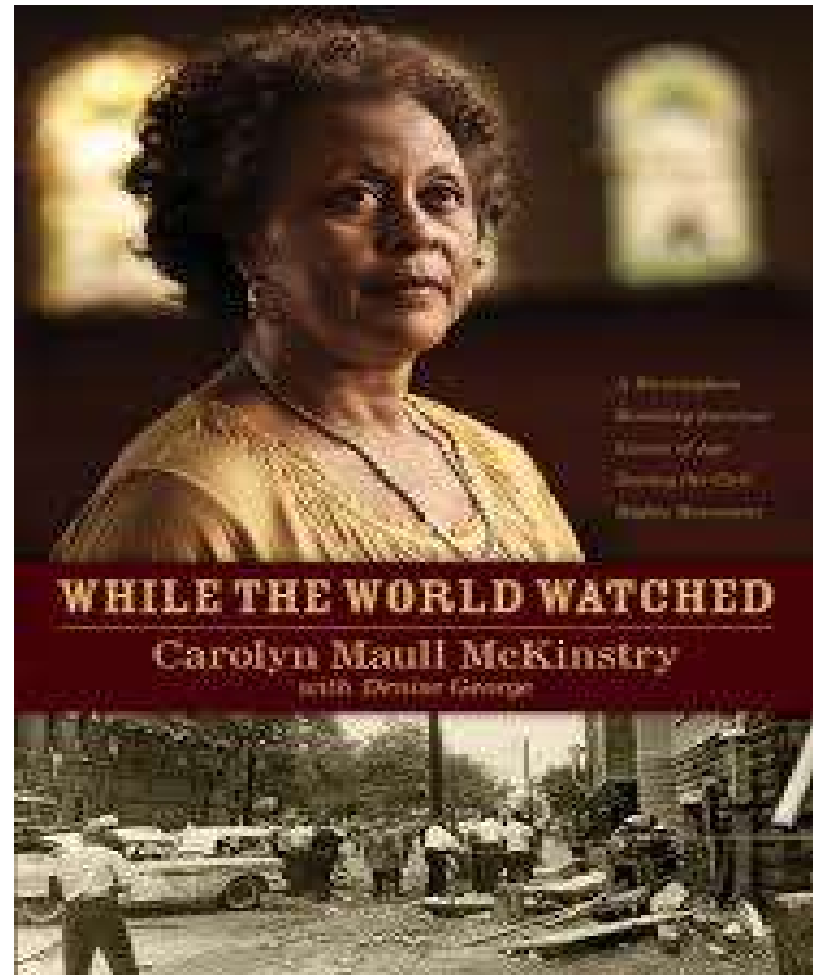


What is the author's **point of view?**

- When an author writes to **entertain**, **persuade**, or **inform**, he/she will have his/her **point of view** on the subject.
- **Point of view** is an author's opinion about the subject.

How does the author's **purpose** & author's **point of view** go together?

- Author's **purpose** and **point of view** go together.
- The author will want you to see the topic from his/her **point of view** or through his/her eyes.
- For some issues, you will be able to tell if the author is **FOR** or **AGAINST** something.



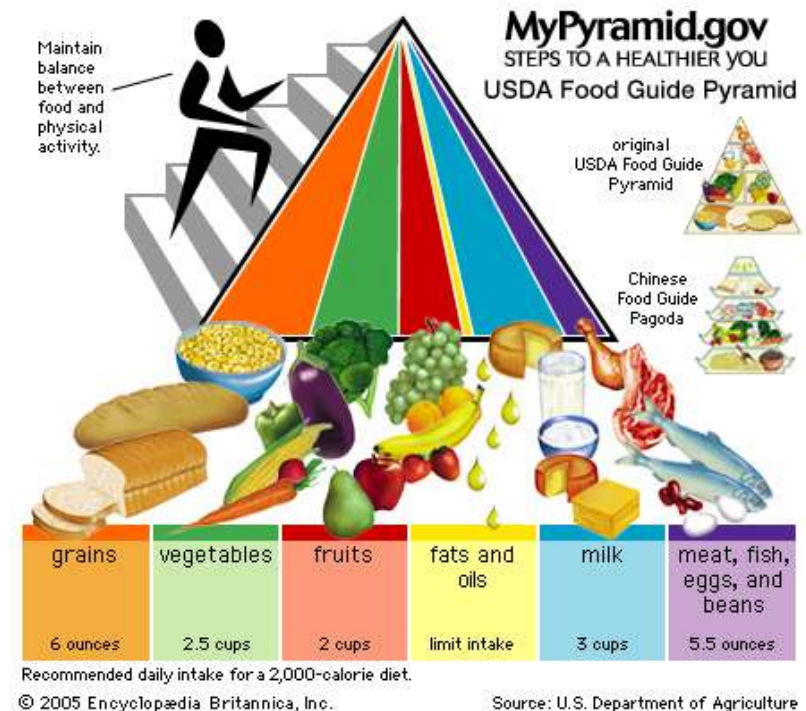
I know the **purpose!**

- When you are able to recognize the author's purpose, you will have a better understanding of the selection.
- Also, the purpose will determine how you read a selection.



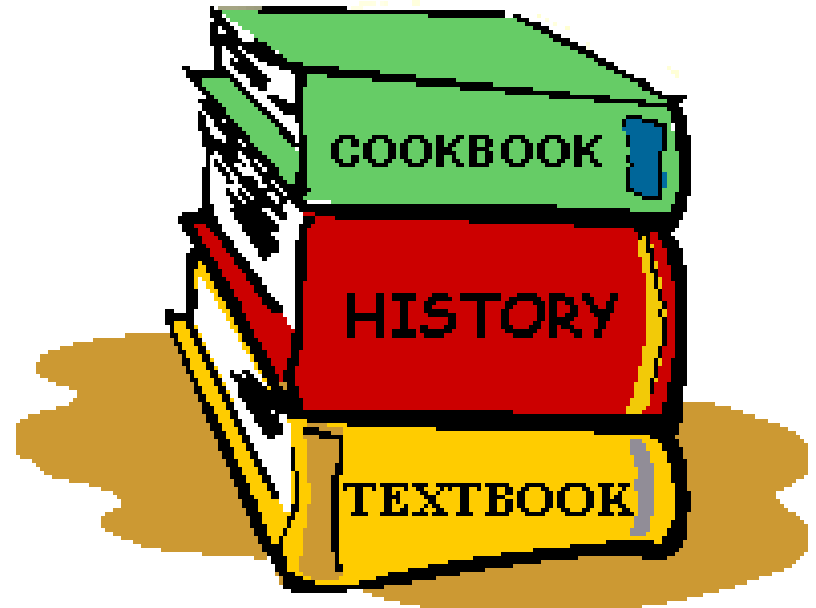
Can a selection have two purposes?

- Some selections will have two **purposes**.
- For example, if the article is about eating healthy, it will try to **persuade** you to eat your vegetables as well as, **inform** you about the different types of food groups.



Author's Purpose: Inform

- If the author's **purpose** is to **inform**, you will learn something from the selection.
- **Information** pieces sometime use one or more of the following:
 - Facts
 - Details/Instructions
 - Places
 - Events
 - People



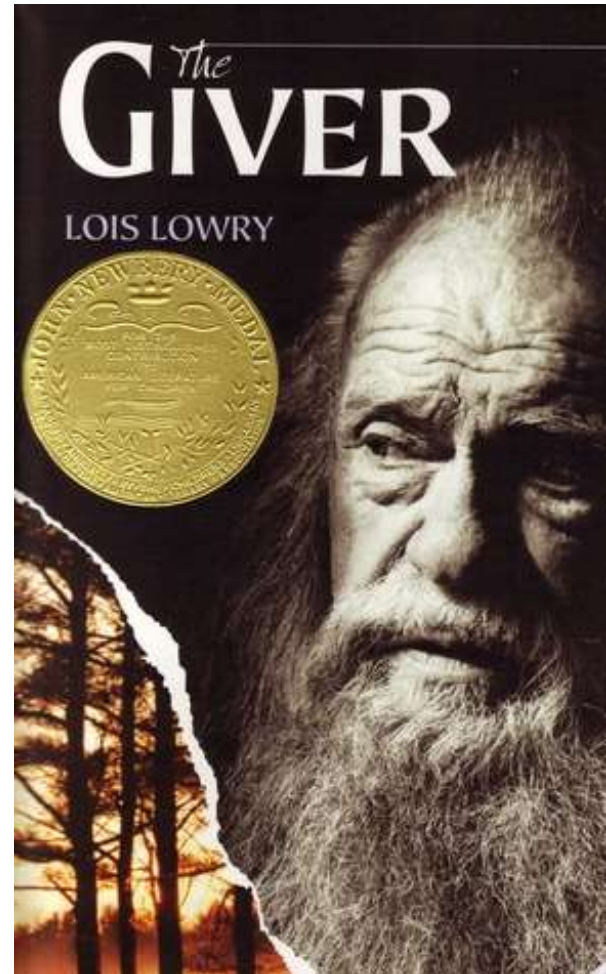
Author's Purpose: Persuade

- If the author's purpose is to persuade, the author will want you to believe his/her position.
- Persuasive pieces are usually non-fiction.
- Although there are facts, it contains the author's opinions.
- With persuasive pieces, it is clear on the author's point of view (if he/she is FOR or AGAINST it).

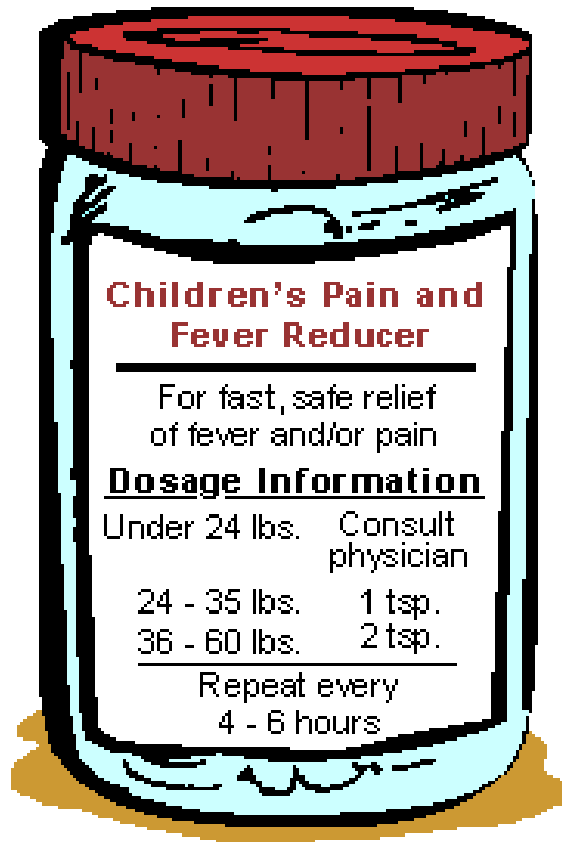


Author's Purpose: Entertain

- If the author's **purpose** is to **entertain**, one goal may be to tell a story or to describe characters, places or events (real or imaginary).
- Examples of entertaining texts include: plays, poems, stories, jokes, or even comic strips..

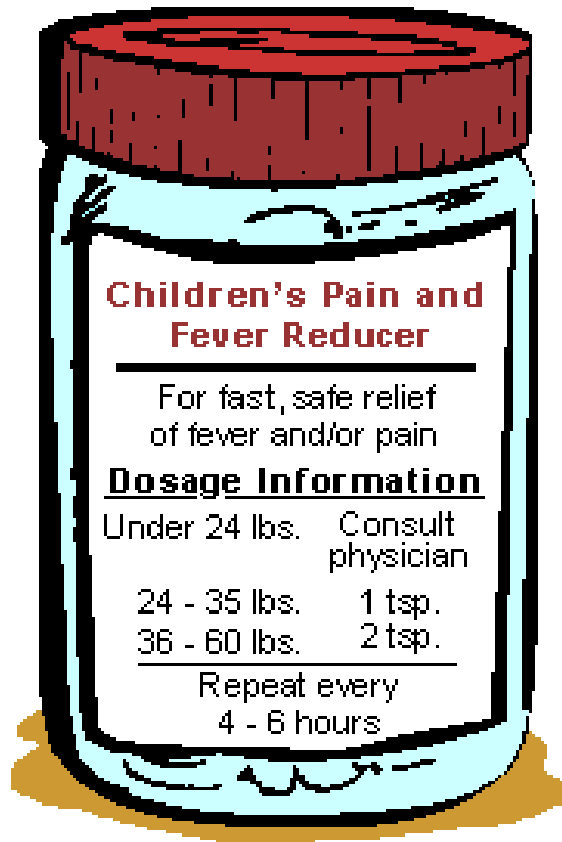


Determine the author's purpose



- Use the information on the bottle to determine the author's purpose.
 - A. To Inform
 - B. To Entertain
 - C. To Persuade

Can you identify the author's purpose?



- The correct answer is **A, to inform.**
- The label contained information and instructions on how to use the medicine.

Can you identify the author's purpose?

Inform

Entertain

Persuade



- His face appeared in the window. She knew he had been the cause of her waking at 3 a.m. Was she seeing things? Was his face real? She tried to lie still and decide what to do. Just then, the window shattered. She flew across the room to the hallway and straight into her mother's room.

Can you identify the author's purpose?

- The correct answer is to **entertain**.
- The author tried to capture a suspenseful mood in the story.
- The story is probably **fiction**.





Can you identify the author's **purpose**?

- It is recommended that parents read to their children everyday, starting as early as six months of age. When you read with your children, you are starting them off in life as a life-long reader and learner. It is never too late to pick up a book and read; people in their eighties have learned how to read and discovered the pleasure of reading. Turn off the television and read a book!

Can you identify the author's purpose?

- You can tell the author wrote this passage to
- **A. Inform**
- **B. Entertain**
- **C. Persuade**



Can you identify the author's purpose?

- The correct answer is **C, to persuade.**
- This is an emotional appeal to do the right thing: READ!
- Also, the last sentence tells you encourages you to do something: “Turn off the television”



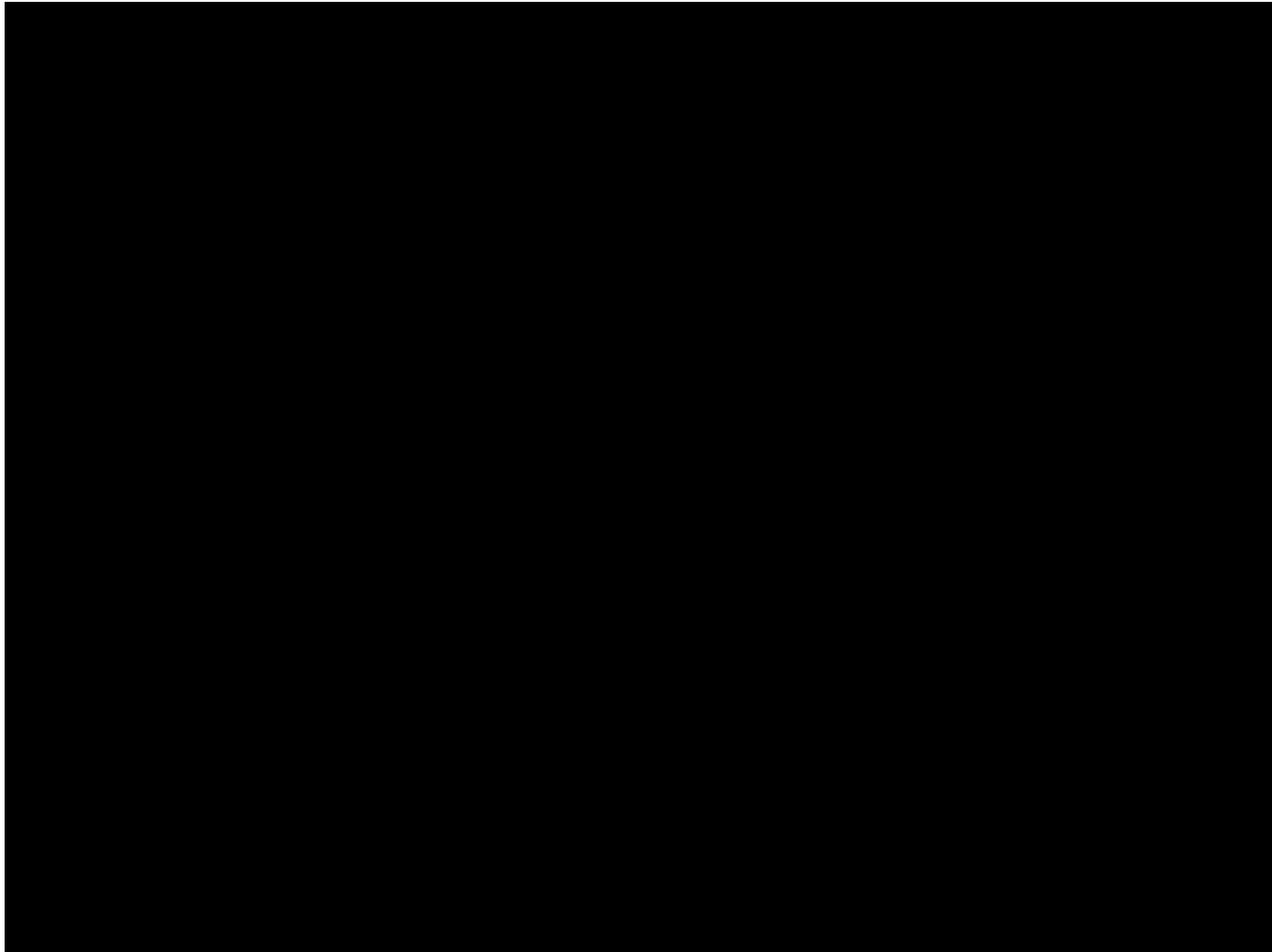
Vocabulary Chapter 1-8

- Chapter 3: instilled (42), bowels (44), precocious (46), somber (49), dietitian (52)
- Chapter 4: advocate (55), unfathomable (57), commotion (57)
- Chapter 1: confrontation (3), segregation (3), menial (5), prestigious (5), earmarked (5), Klan (6), disciplinarian (6), regimented (6), unwieldy (6), nonnegotiable (7), sulked (7), mischievous (9), integrity (9), aggravation (10), unassuming (11), flustered (16), enviable (17), doted (17), gravitate (18), prim (19), reconvened (20)
- Chapter 2: tranquil (23), perplexing (23), atrocities (24), naivete (24), hostile (24), inferior (25), Jim Crow Laws (25), status quo (25), accustomed (27), impenetrable (28), demeanor (29), detrimental (31), denoting (31), proponents (32), devoured (33), malapropisms (35), mezzanine (36)

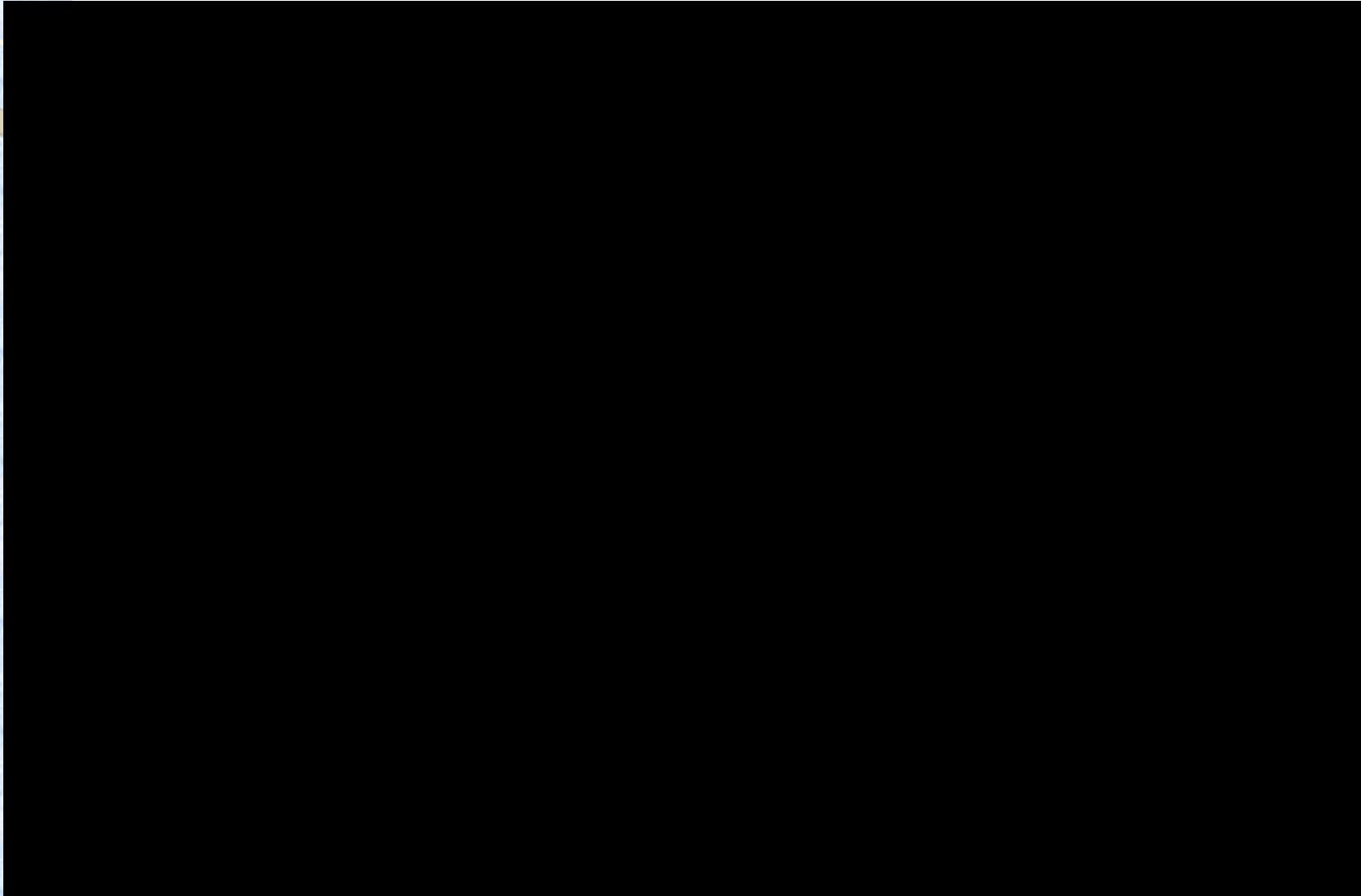
First Things Article

- Standard: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Interview with the author

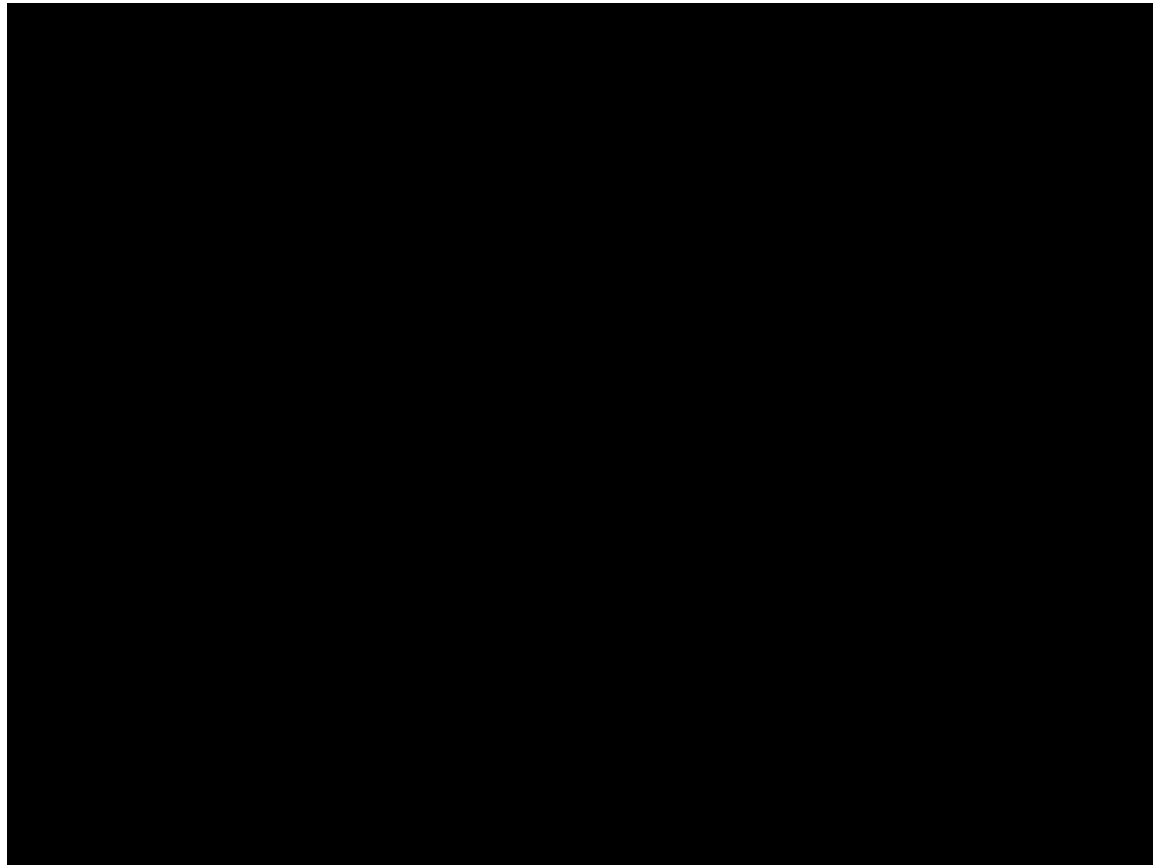


Long Road to Equality



Background Information

- The Civil Rights Movement Inspirational



What is Civil Rights?

- The Road To Civil Rights








Road to Civil Rig

- ELACC7W7

- Web search to research civil rights terms

The Road to Civil Rights Name: _____

 The Civil Rights Movement has a long history with many different leaders, participants, places, and events. Categorize the terms from the list in the middle into the correct category. You will learn about all of these items in this lesson!

LEADERS	EVENTS
 	 

LEADERS

EVENTS

Martin Luther King, Jr.
NAACP: National Association for the Advancement of Colored People
The March on Washington
Loving v. Virginia
Voting Rights Act of 1965
Montgomery bus boycott
Malcolm X
Little Rock Nine
Freedom Riders
CORE (Congress on Racial Equality)
Rosa Parks
March from Selma to Montgomery
Brown v. Board of Education
27th Amendment
SCLC (Student Nonviolent Coordinating Committee)
SCLC (Southern Christian Leadership Conference)
Civil Rights Act of 1964
Medgar Evers

LAWS & THE COURTS

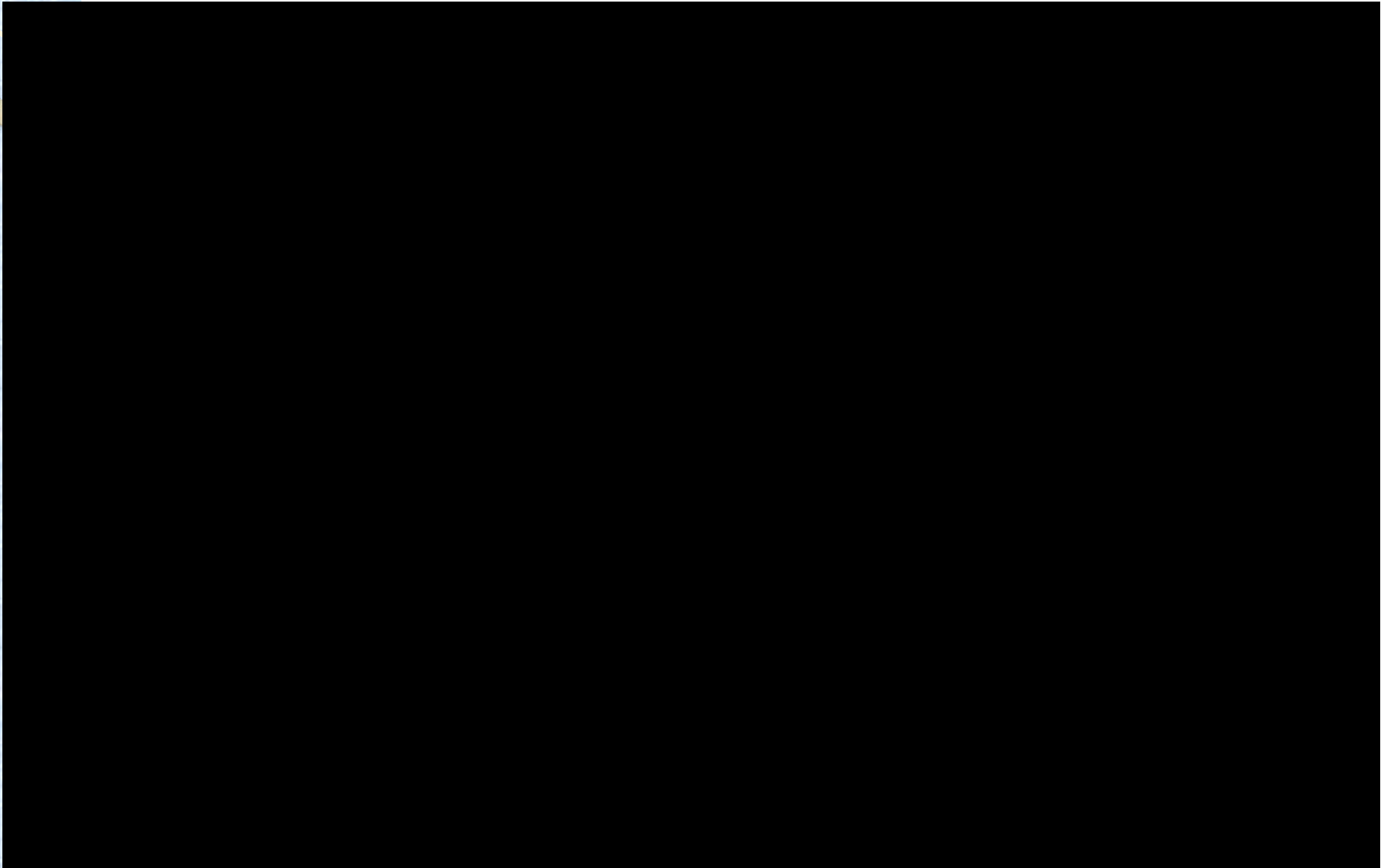
GROUPS

iCivics Introduction

Rosa Parks



Civil_Rights_Biograph





EQ: Why do authors use historical fiction?

Standard ELACCC7RL9:

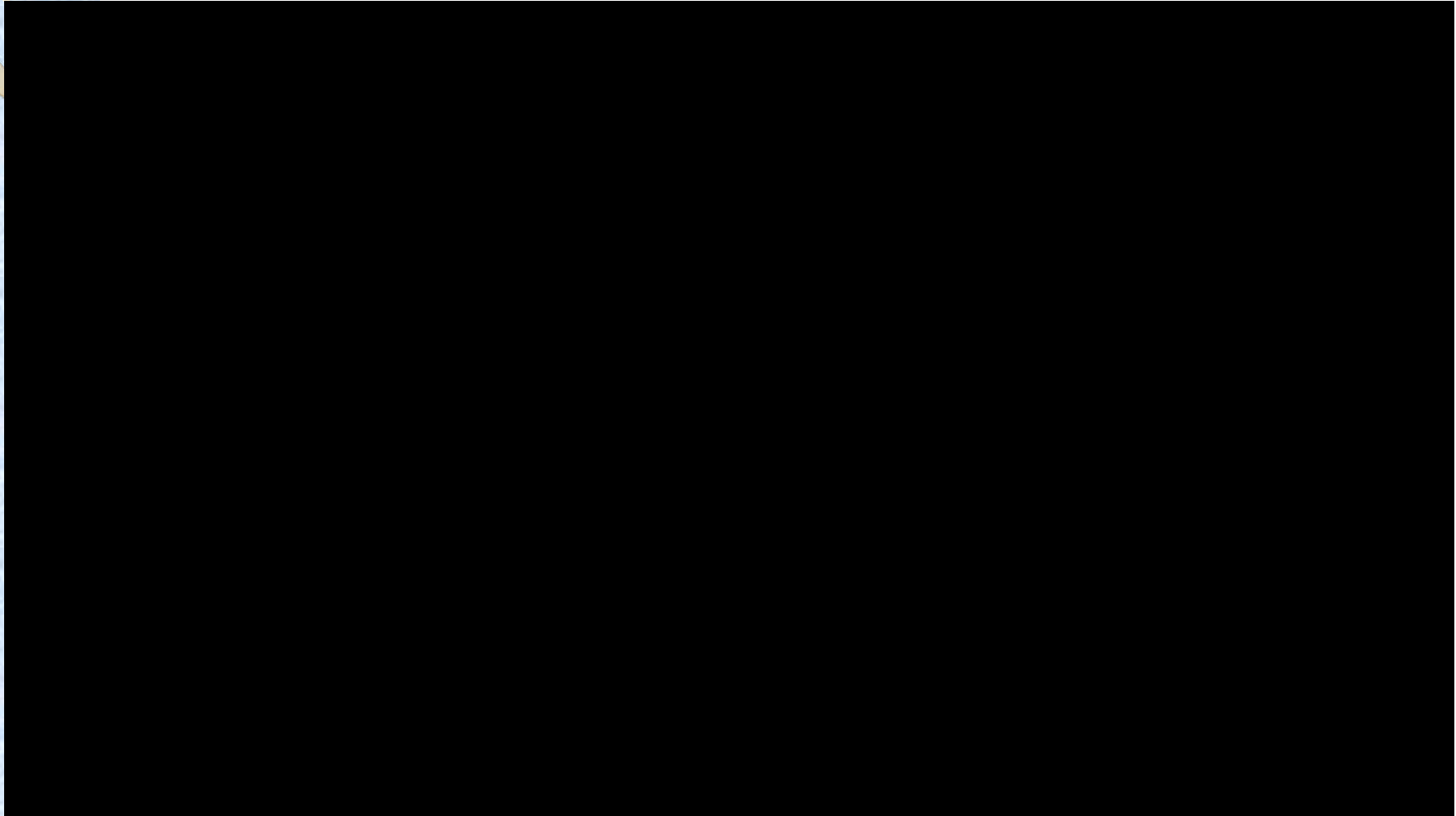
- Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.



Why is it important to express my ideas clearly?

- **ELACC7SLI: Engage effectively in a range of collaborative discussions.**

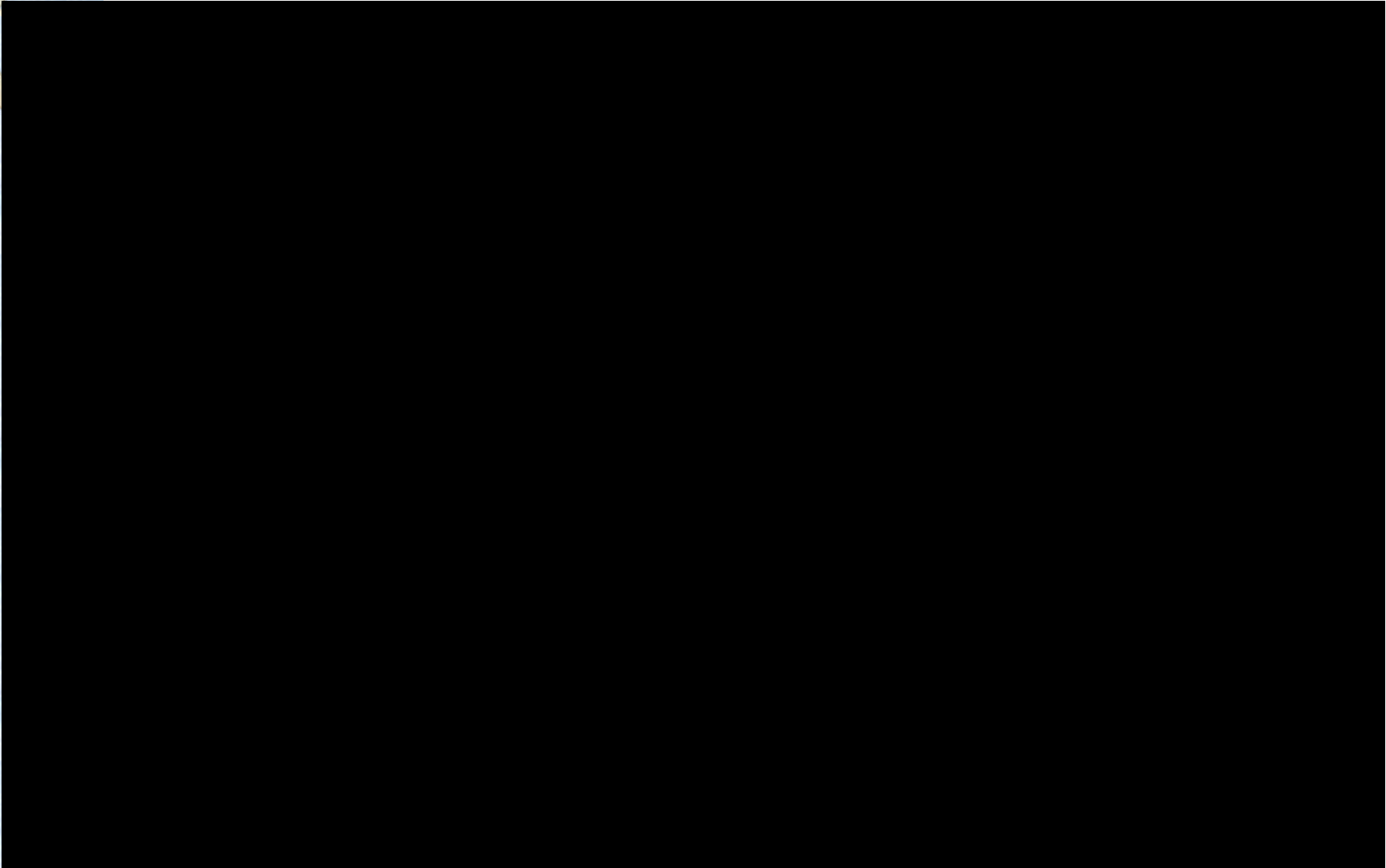
Freedom Riders





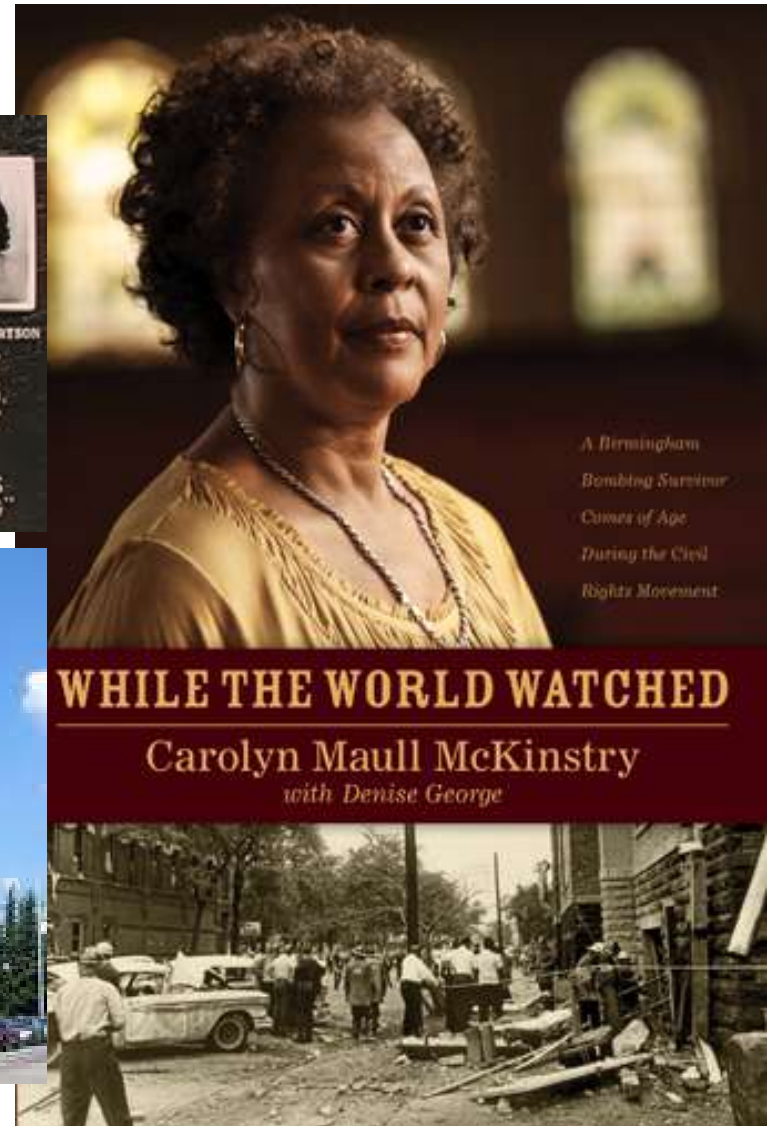
Readers Theater

Brown vs. Board of Education



While the World Watched

Carolyn McKinstry's story





**Essential Question: What techniques
can I use to comprehend what I read?**

**Task: Introduce evidence chart and
discuss citing text evidence**

**Standards: ELACCC7RII, ELACCC7RI5,
ELACCC7RI7, ELACCC7SLI,
ELACCC7SL2, ELACCC7W9**

Evidence Chart

Name _____
Class Period _____

Evidence for Unit 2: Never Give Up! Assessment #2: *While the World Watched*

Event <i>What happened to Carolyn</i>	Evidence	Explanation
<i>as a young girl?</i> 1: Church was the center of Carolyn's Life		
2: She answered the phone and minutes later the bomb went off at the 16 th Street Baptist Church.		
3. Carolyn went home; she found out what happened to the girls.		
4. No one talked about the funerals.		



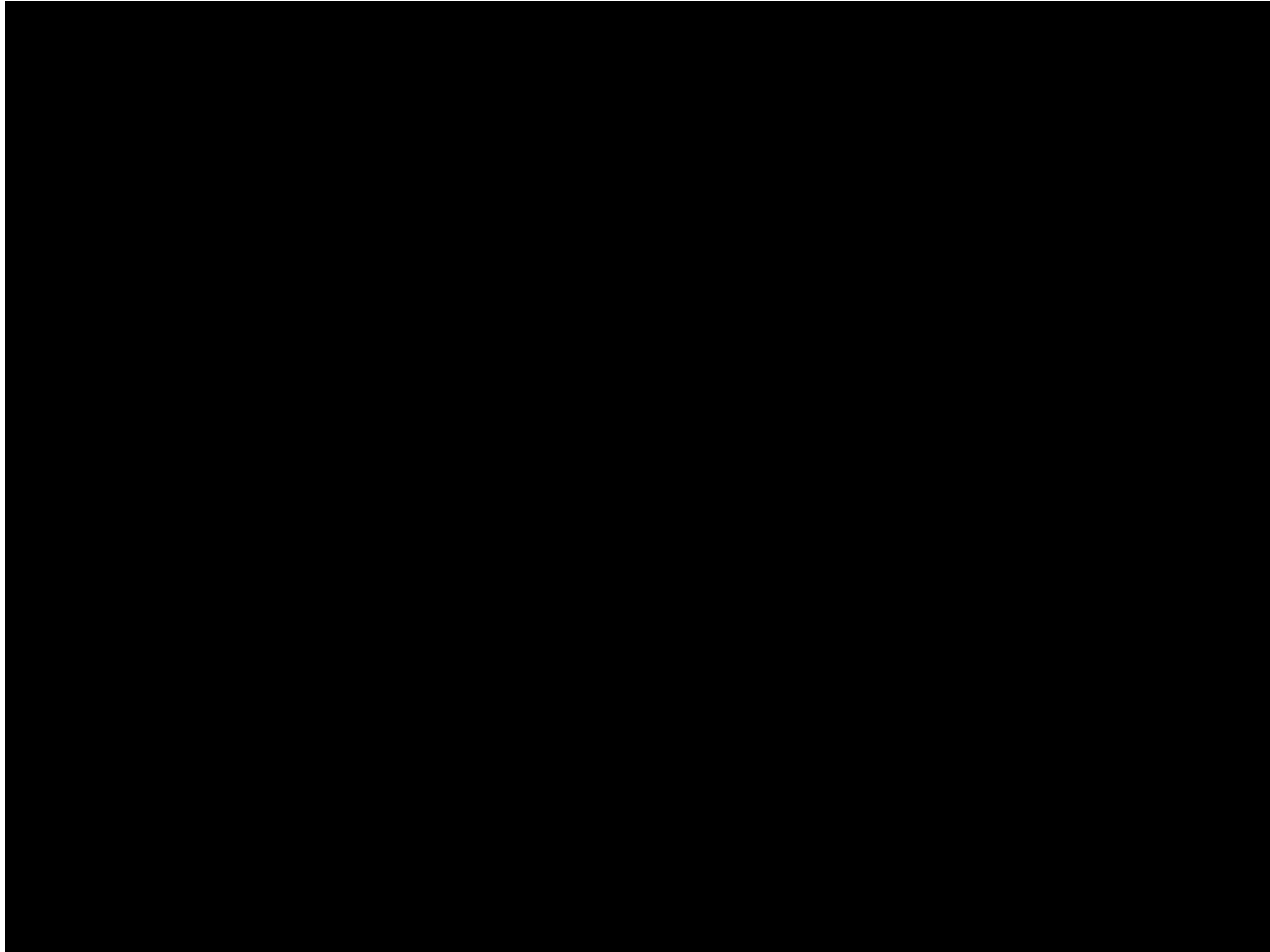
Secondary Text

- While the World Watched Article

Inference/Theme

- Inference
- Students take notes on Inferencing using Cornell Notes
- The Learning Toolbox - Cornell Notes

Inference Video

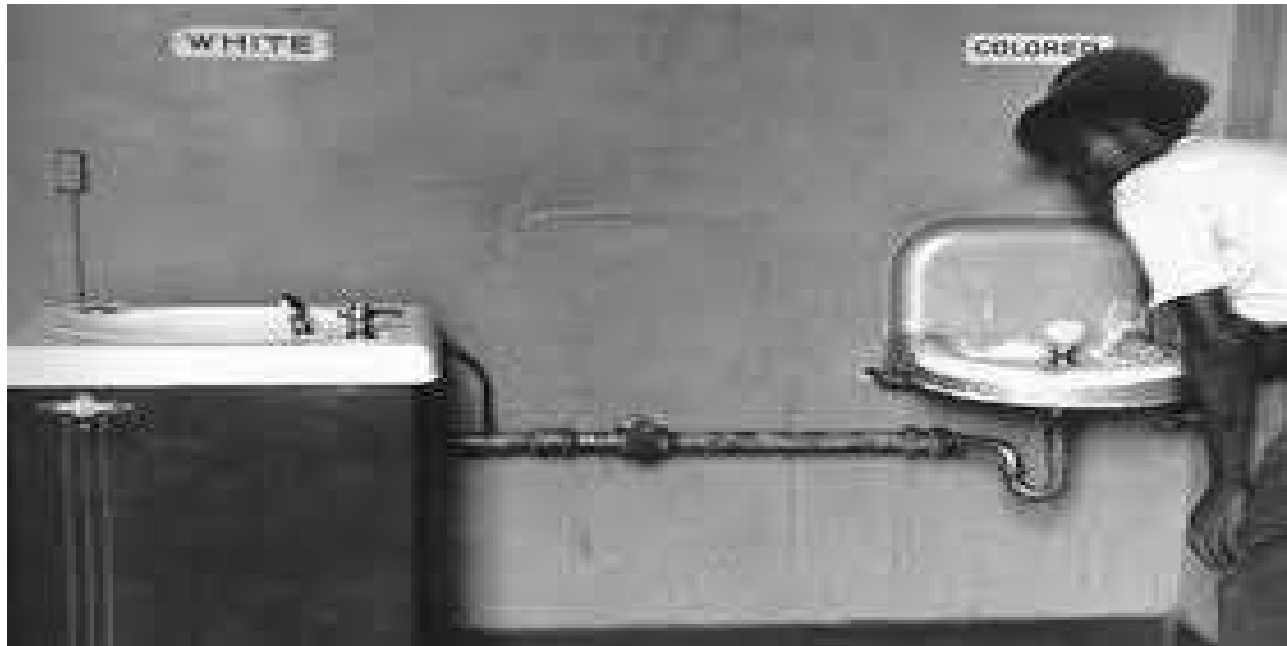


Inference

- Take what you know and make a guess!
- Draw personal meaning from text (words) or pictures.
- You use clues to come to your own conclusion.

Make an Inference!

- What does this image tell me?



Question...

- What did I already know that helped me make that inference?
- Did I use picture or written clues?



Help Me Make an Inference!

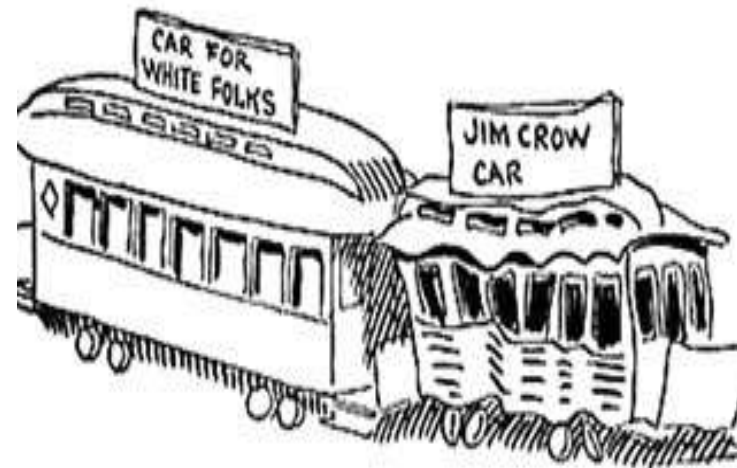


More Questions...

- Did you use words, graphs, or picture clues to help you make a guess about what that cartoon meant?

Try Again!

- What is this cartoon saying?
 - Look up words you don't know!



Make 1 more Inference



How Do Good Readers Make Inferences?



- They use:
 1. Word/text clues
 2. Picture clues
 3. Define unknown words
 4. Look for emotion (feelings)
 5. Use what they already know
 6. Look for explanations for events
 7. ASK themselves questions!

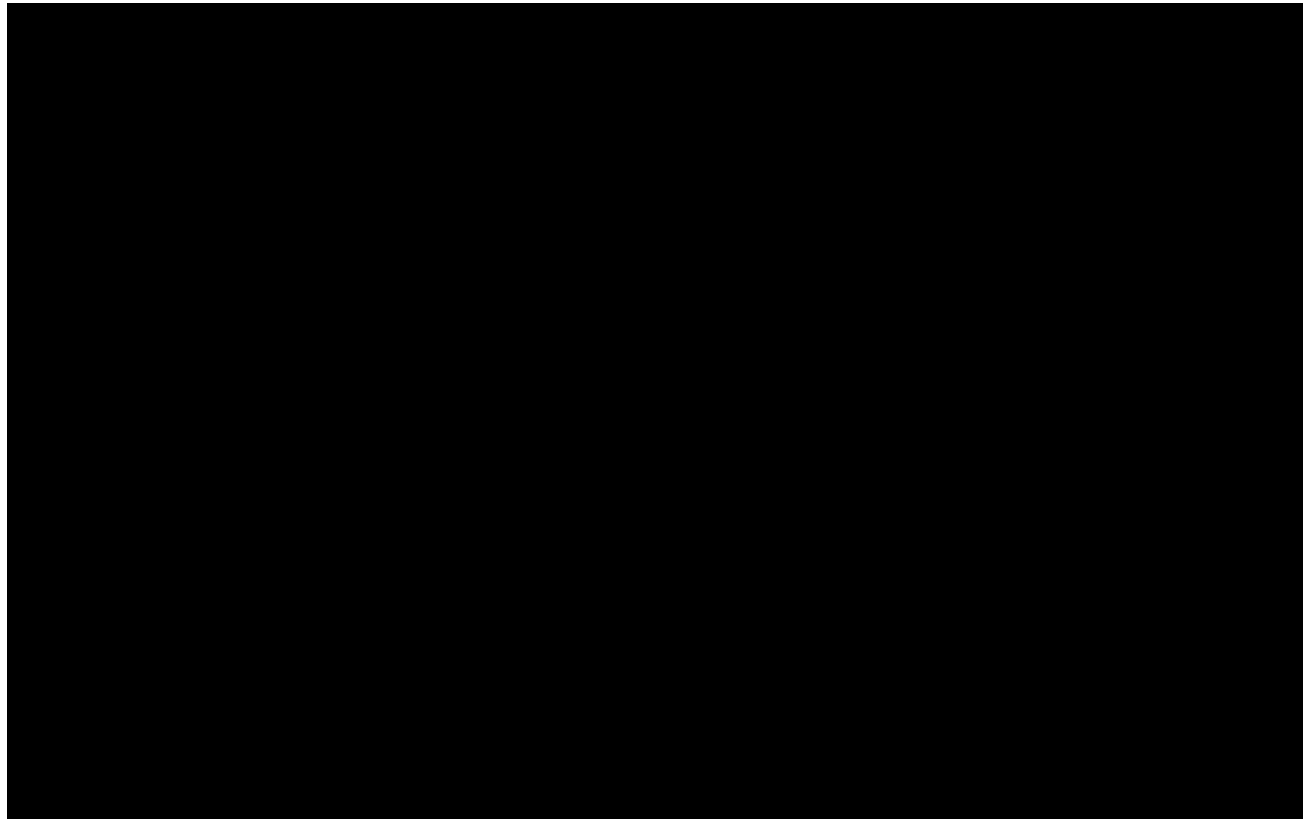
Make Another Inference

- Miss White has recess duty. Jacob finds a frog, picks it up, and runs over to show it to Miss White. Miss White screams, jumps, and runs as fast as she can into the school.
- What can you infer from this passage?
- What are the “clues” in this passage?

Authors vs. Readers

- Authors Imply, Readers Infer.
- Authors make implications that readers have to infer.
- What do I mean by these statements?
- Good Readers are Detectives who are always looking out for clues to help them better understand stories and pictures.

Inference Video



Inference Practice



inference



inference



inference



inference works!



Essential Question: What techniques can I use to comprehend what I read?

Task: Reading the text group reading and note taking

**Standards: ELACC7RII, ELACC7RI7,
ELACC7SLI, ELACC7SLI, ELACC7SL2,
ELACC7W9**

Summarizing Chapters 1 and 2

- Chapter 1:
 - Read pages 1 – 4 to find evidence for #1 on your evidence chart:
 - “Church was the center of Carolyn’s life
 - Listen or copy a list a summary from your teacher of the events you already know from pre-reading activities (pgs. 5 – 16).
 - Read pages 16 – 21 to answer #2 on your evidence chart:
 - “She answered the phone and minutes later...

Summarizing Chapters 1 and 2

- Read and summarize Chapter 2:
 - Discuss the title “Halfway In and Halfway Out”
 - Read page 24, first two paragraphs for further evidence of #1 and #2 on evidence chart.
 - Listen or copy a list a summary from your teacher of the events you already know from pre-reading activities (pgs. 24 - 38).
 - Read pages 38 and 39 for further evidence of #1 and #2 on evidence chart.

Evidence Chart

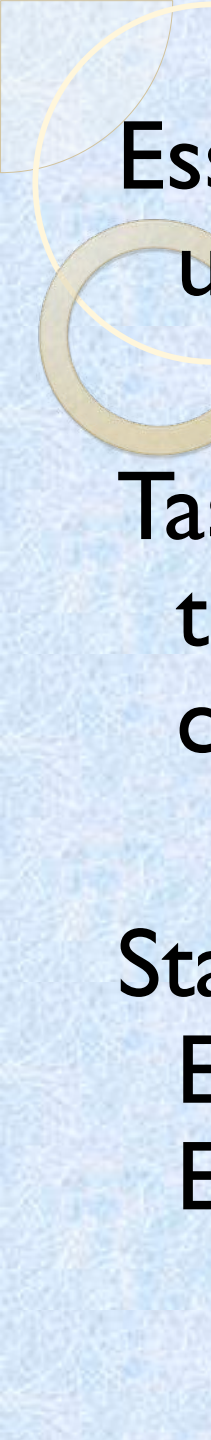
Name _____
Class Period _____

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4. No one talked about the funerals.		

Guided Reading of Chapter 1-2

- Consider the author's title choice for Chapter 2, "Halfway in and Halfway out." What evidence does the author use as clues? How is this considered an example of inference?



Essential Question: What techniques can I use to comprehend what I read?

Task: Listen to Dr. Martin Luther King give the entire “I have a Dream” speech and complete writing assignment.

**Standards: ELACC7RII, ELACC7RI7,
ELACC7SLI, ELACC7SLI, ELACC7SL2,
ELACC7W9**

Martin Luther King Jr.

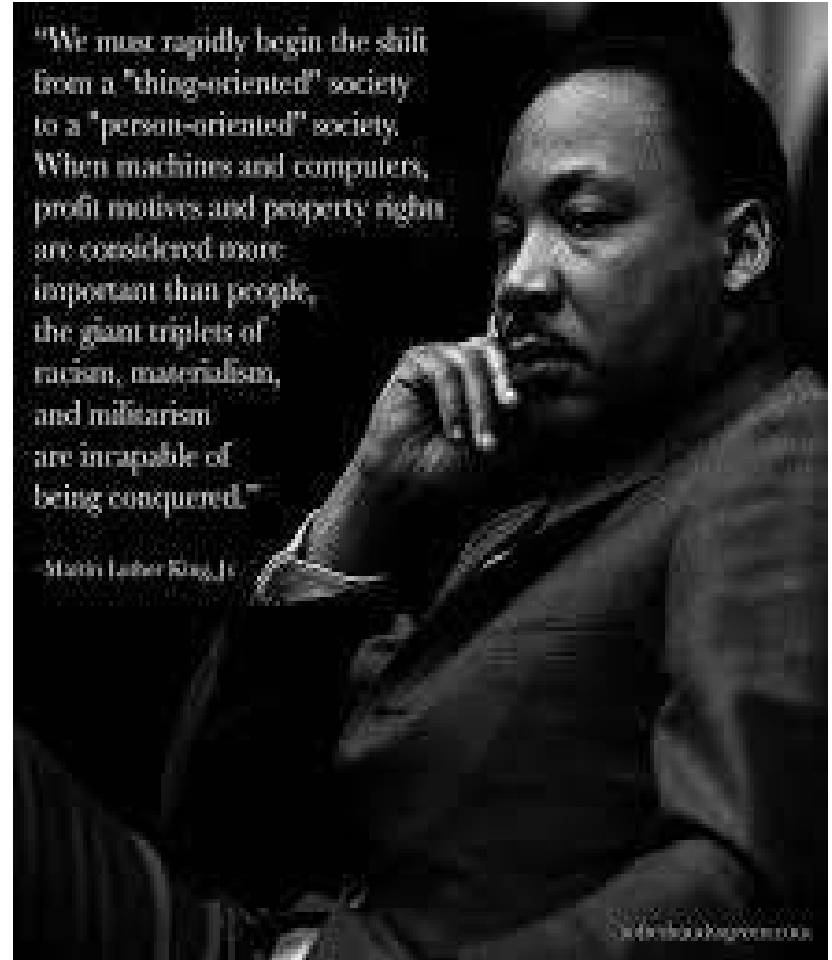
Martin Luther King Jr.

Jan. 15, 1929 – April 4, 1968



"We must rapidly begin the shift from a "thing-oriented" society to a "person-oriented" society. When machines and computers, profit motives and property rights are considered more important than people, the giant triplets of racism, materialism, and militarism are incapable of being conquered."

-Martin Luther King, Jr.



Civil_Rights_Biograp



I_have_a_dre

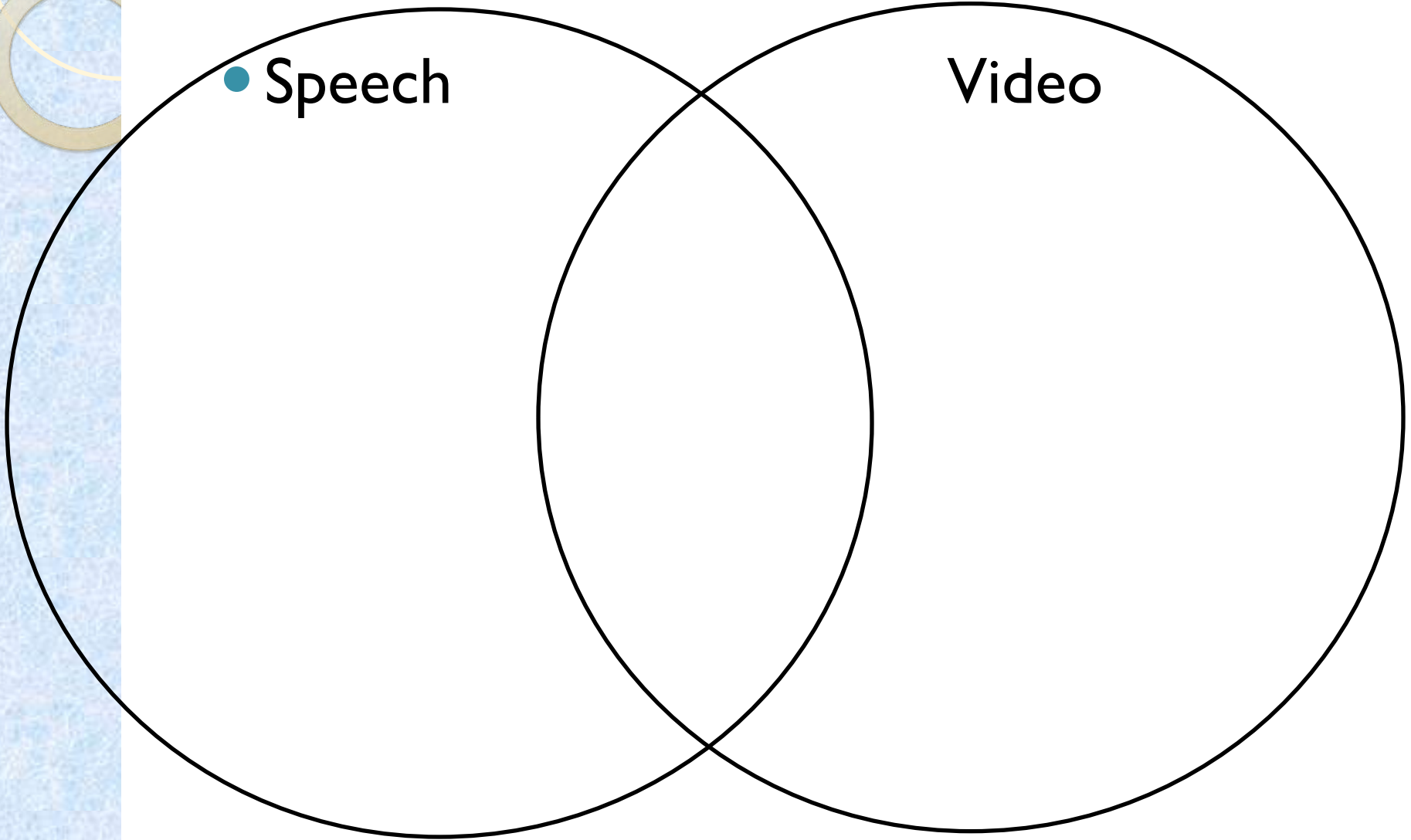
Compare/Contrast Text to a Video

- Reread MLK's "I have a dream speech" in Chapter 1 and the conclusion in Chapter 3.
- I Have A Dream Speech text
- Play video of the actual speech
- I Have a Dream video
- Pay close attention to the expressionism in his voice in speed, volume, and diction in the video.
- Compare and Contrast the speech to the video representation
(Venn Diagram or Double Bubble Map)

Venn Diagram

- Speech

Video



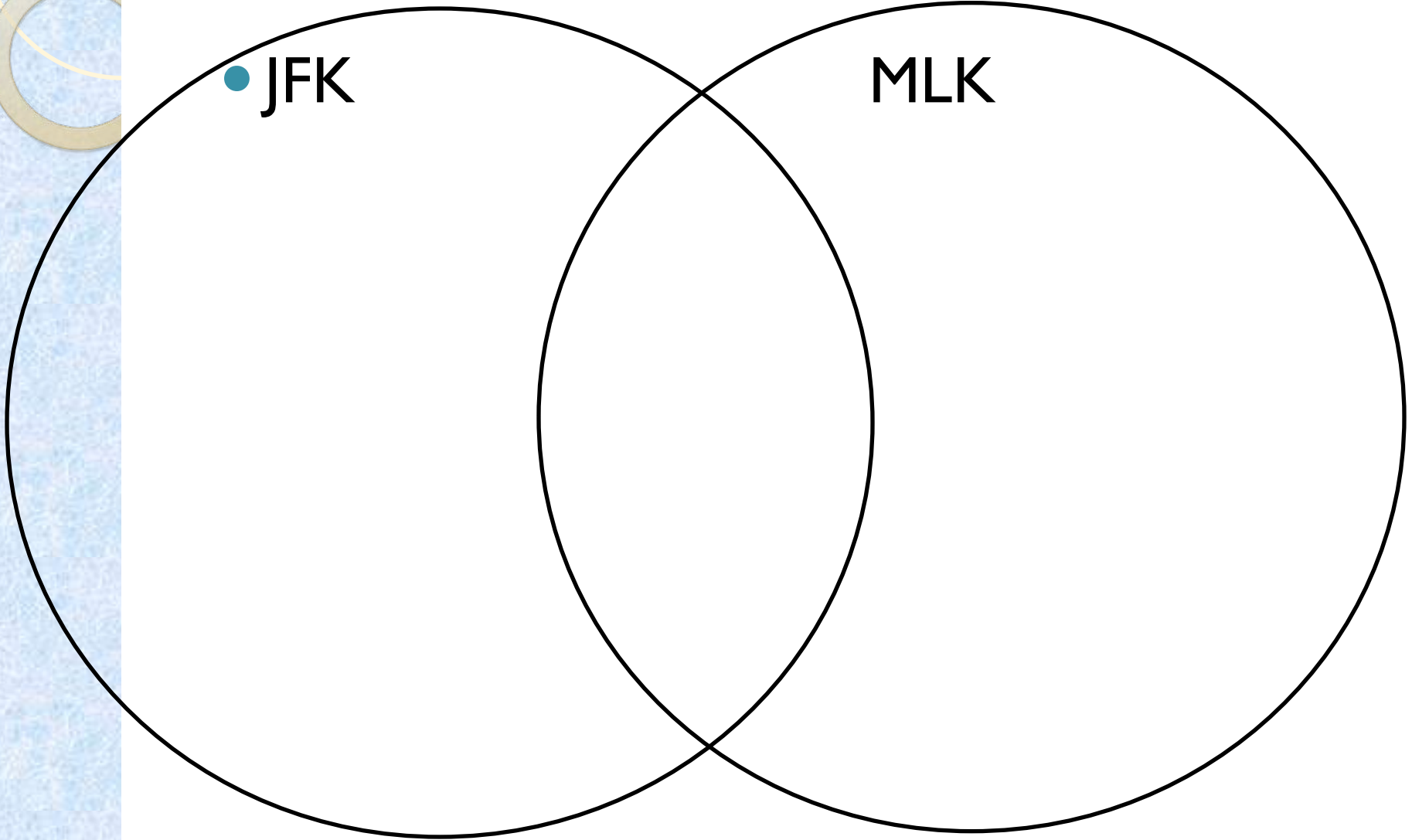
Compare/Contrast Text to Text

- Read John F. Kennedy's speech
- [John F. Kennedy's Speech](#)
- Compare and Contrast the, "I Have a Dream speech," to JFK's Speech using Venn Diagram or Double Bubble Map.

Venn Diagram

• JFK

MLK



Reflection

- Why do you think JFK's speech is not as memorable as other Kennedy speeches, such as in the inauguration speech of 1961? Why is it not as memorable as the speech made by MLK?

Guided Reading Chapter 3

- Chapter 3: Students should specify author's central/main ideas and about Carolyn's character by the time she is a young teen.
- Why does she call herself “the strong one,” “the timid one,” or “the scared one”? (see page 49)

Guided Reading Chapter 3

- How does Mrs. McKinstry build suspense in this chapter in the final paragraphs on page 53?
- Use your evidence chart to record quotes or paraphrases for # 2.

Evidence Chart

Name _____
Class Period _____

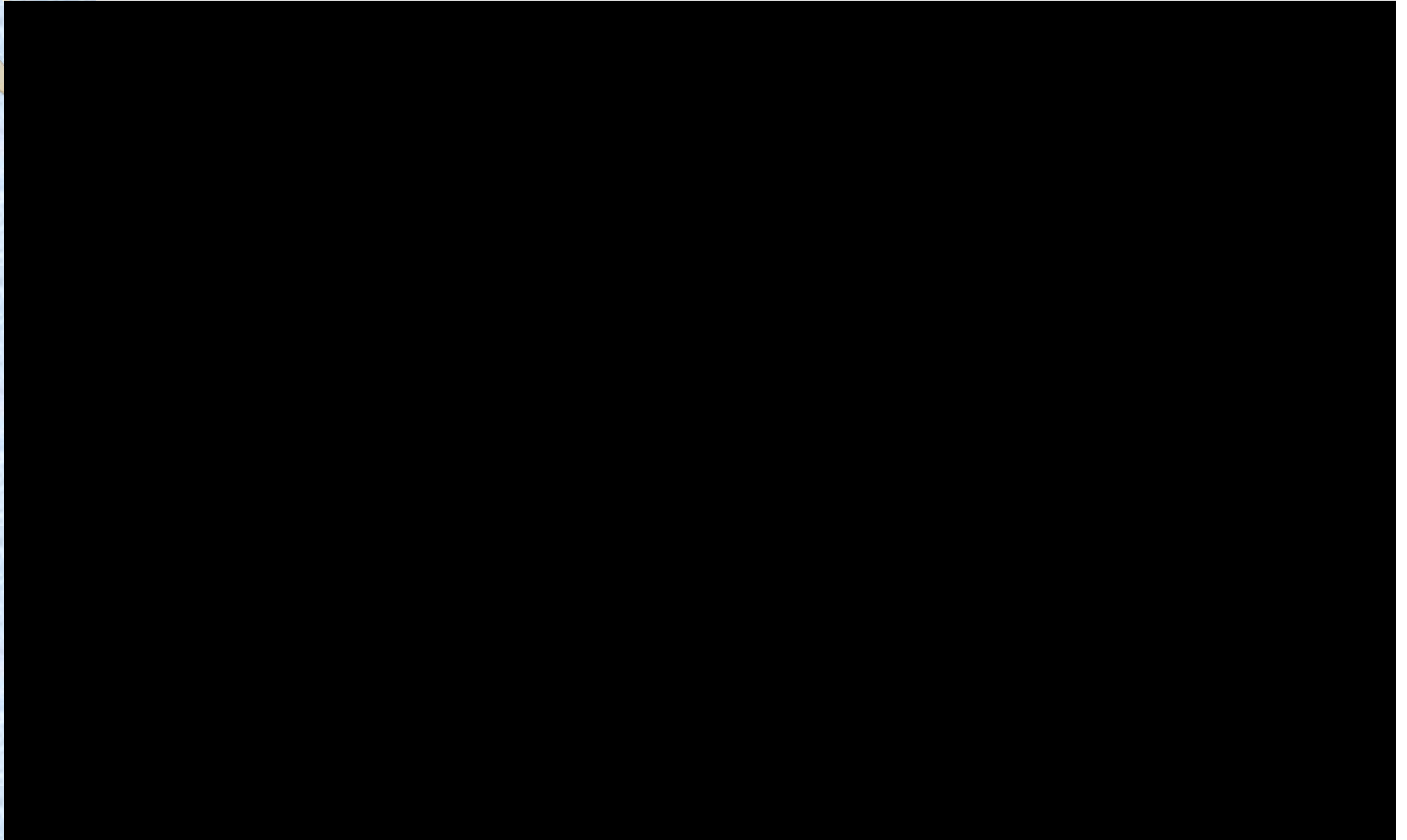
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2: She answered the phone and minutes later the bomb went off at the 16 th Street Baptist Church.		
3: Carolyn went home; she found out what happened to the girls.		
4: No one talked about the funerals.		

Chapter 4: The Bomb Heard 'Round the World

- Read this chapter together as a class.
- Look for symbols within the chapter to determine how Carolyn and her parents first reacted to the bombing.
- Discuss how the author uses the final paragraphs on pages on pages 61 and 62 to build suspense.
- Narrative quick write/journal prompt:
Imagine you were at the 16th Street Baptist Church the morning of the bombing. Your friend has been seriously injured in the bombing. Write a journal entry regarding the events of that day based on the details of the bombing as given by Carolyn Maull McKinstry in While the World Watched. What emotions are you feeling? How will these events affect your future? What will you do to see that justice is served?

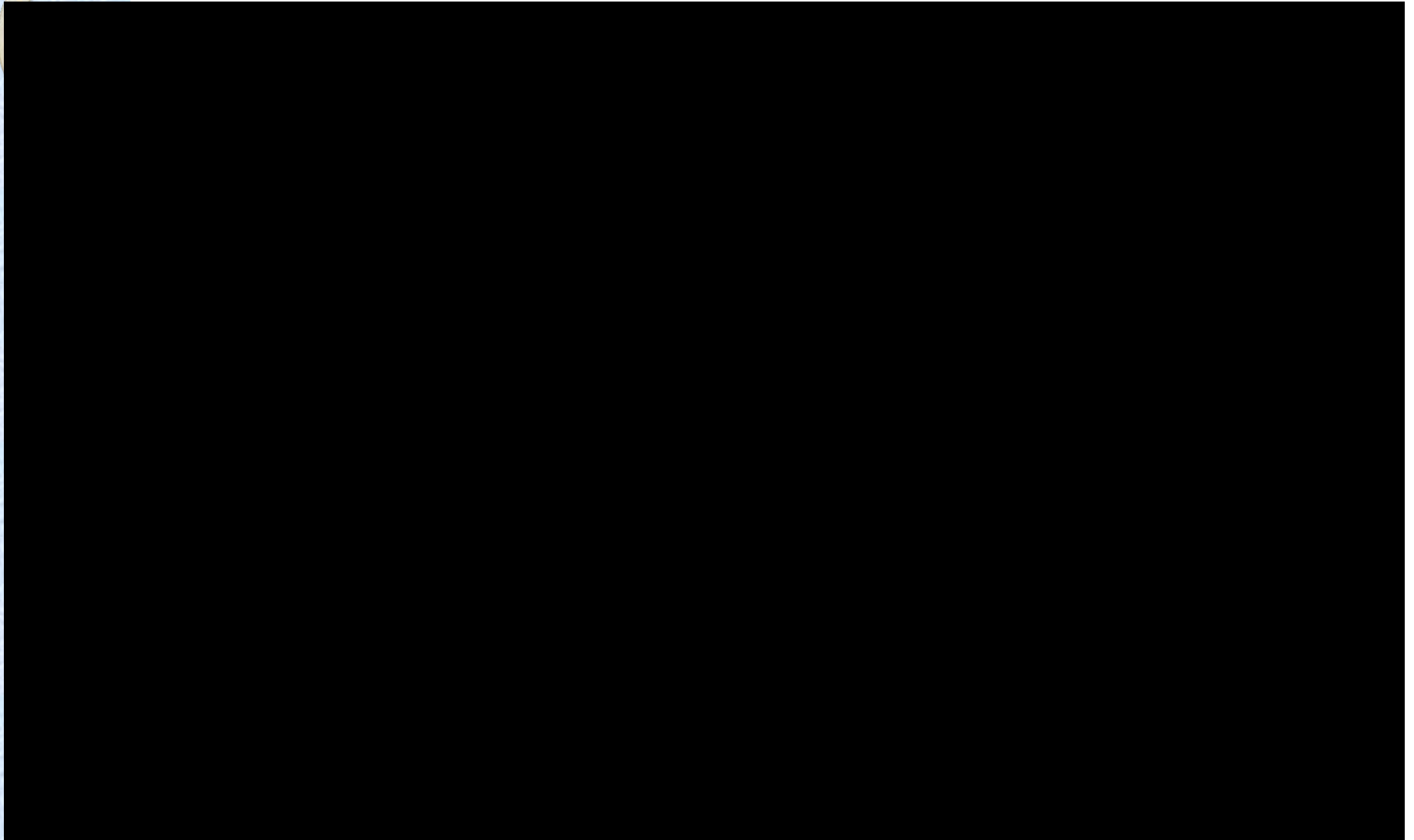
Bombing Video



Chapter 5: Life is but a Vapor

- Discuss the chapter title.
- Look for biblical allusions, metaphors, and similes as you read.
- Read pages 63 – 72. Find evidence for # 3 on your evidence chart.
- What does Carolyn mean when she says, “But it would get worse for me before it got better.”? (last paragraph pg. 74)

Sarah Collins Video



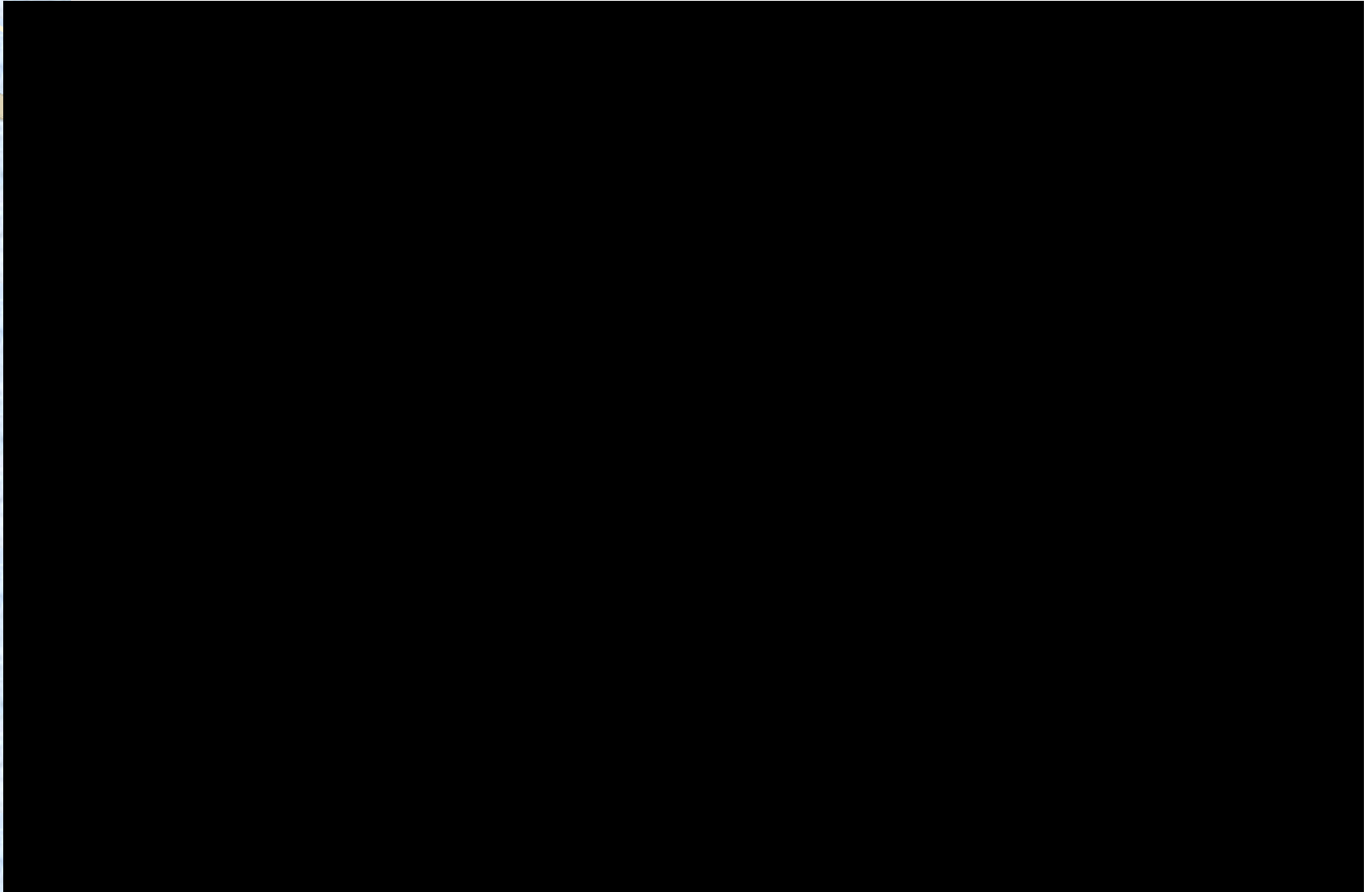
Evidence Chart

Name _____
Class Period _____

Evidence for Unit 2: Never Give Up! Assessment #2: *While the World Watched*

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3. Carolyn went home; she found out what happened to the girls.		
4. No one talked about the funerals.		

Four Little Girls Tribute



Guided Reading using Dr. King's Letter to Birmingham in Chapter 8

- Attention should be given to Dr. King's arguments as to his purpose of coming to Birmingham during that particular time period. How sound is his judgment in this decision ? What evidence supports his reasoning?
- Discuss relevancy and how it applies to Dr. King's letter
- Relevancy- the condition of being relevant, or connected with the matter at hand



Letter to Birmingham