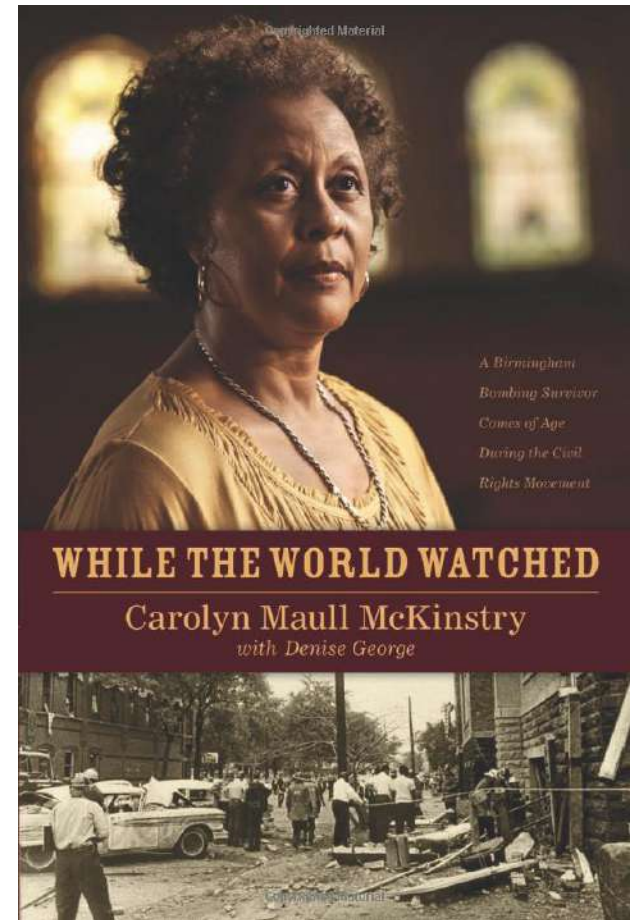


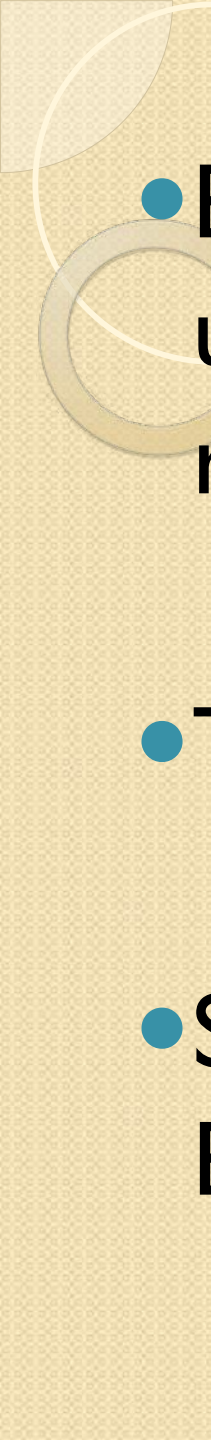
Burning Bridges: What History Has Taught Us About Civil Rights

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: ELACC7RI3, ELACC7RI5, ELA7CC7SL1, ELACC7SL2,

Background Information

- The Civil Rights Movement Inspirational
<http://www.youtube.com/watch?v=g88rMfYFe64>

Background Information

[Civil Rights Movement](#)

Text Preview

Text Preview: *While the World Watched*

•Describe and discuss the cover art and what it reveals about the story.

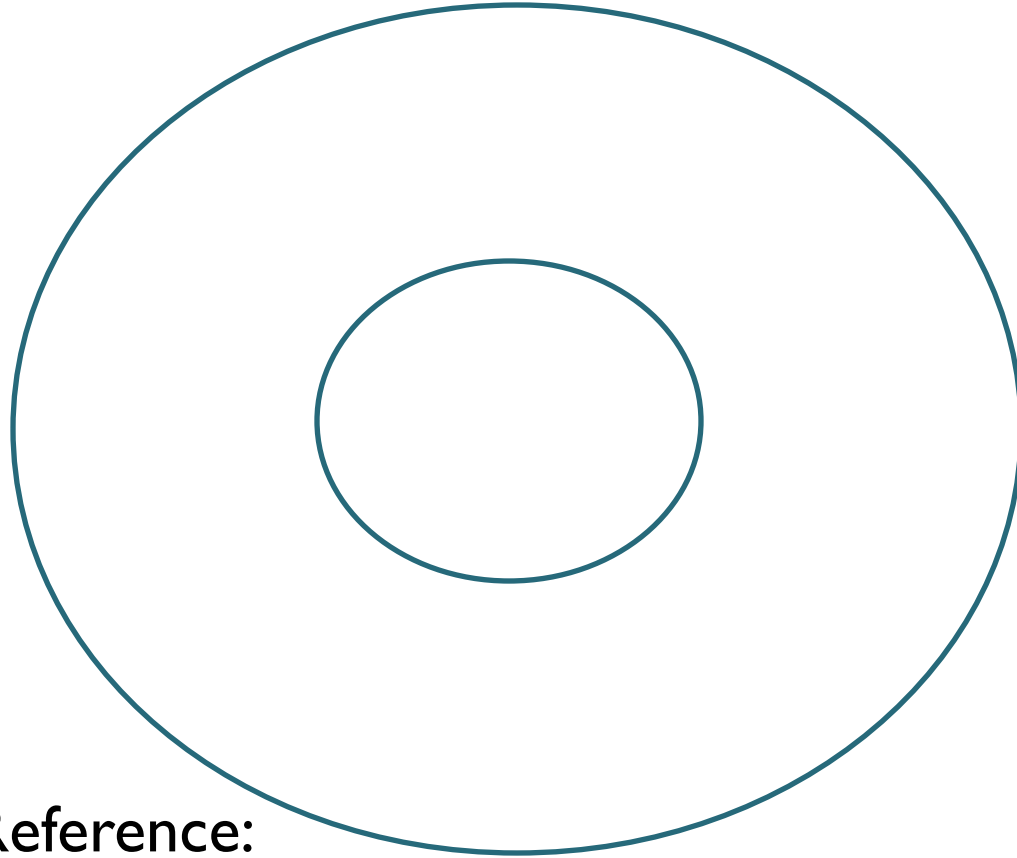
•Describe any graphic features presented in the text.

•How is the text organized?

•Describe any persuasive elements noted in the preview.

What is Civil Rights?

- Prediction using a Circle Map or other graphic organizer. What do you know about civil rights?



- Frame of Reference:

How does Civil Rights affect every day life? Who is affected?

Civil Rights

- Class Discussion (Preview links before showing to students)
- Civil Rights definition: the personal rights of the individual citizen, in most countries upheld by law, as in the US, established by the 13th and 14th Amendments to the U.S. constitution and certain Congressional acts, especially as applied to an individual or a minority group.
- [Picard's Civil Right Speech](#)
- [United States Department of Health and Human Services](#)

Civil Rights Struggles in South Africa and India

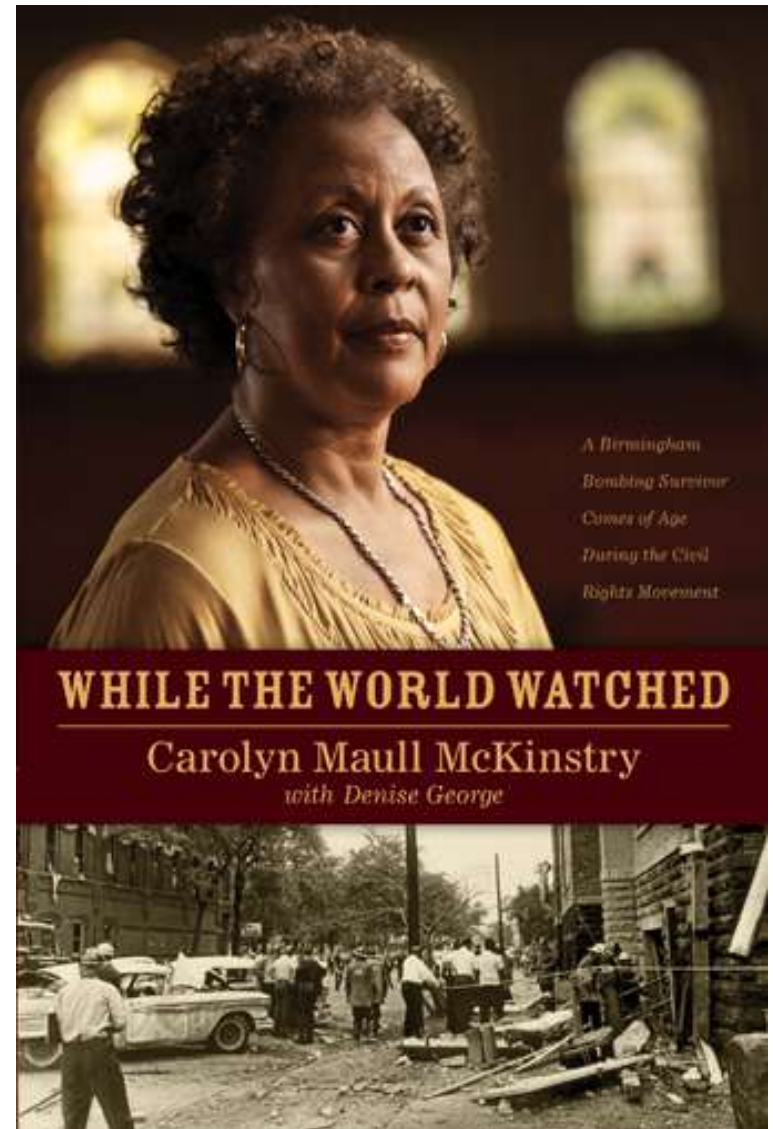
South Africa Apartheid: a rigid policy of segregation of the nonwhite population; any system or practice that separates people according to race, caste, etc.

- The history of Apartheid in South Africa
(Student Copies)
- Mahatma Gandhi and Nonviolent Resistance
(Student Copies)
- Split class in half and have student groups explore the struggles of South Africa/India

Civil Rights Timeline

- Civil Rights Movement Timeline
- Computer lab (if available) can be used for pairs of student's to view and interact with the timeline

While the World Watched/ Freedom Riders



- Essential Question: How can learning Greek and Latin affixes and roots help me unlock the meaning of unknown words?
- Task: Greek and Latin affixes and roots
- Standards: ELACC7L4, ELACC7L6, ELACC7L3, ELACC7WI, ELACC7L3

Greek and Latin Affixes

- Class discussion on the similarities/ differences of prefixes and suffixes (Double Bubble Map)
- Prefix: an affix placed before a word, base, or another prefix to modify a term's meaning, as by making the term negative, as un- in unkind, by signaling repetition, as re- in reinvent, or by indicating support, as pro- in proabolition.
- Suffix: an affix that follows the element to which it is added, as -ly in kindly.
- (Greek Roots Power point on Intranet, or visit Drop box explained at end of unit for resources)

Prefixes & Suffixes

- Changing **prefixes** changes the **meaning** of a word.

preview **review**

- Changing **suffixes** changes the **function** of a word

fair (adjective) fair**ly** (adverb)
fair**ness** (noun)

Affixes and Roots I

	AFFIX/ROOT	DEFINITION	EXAMPLE
PREFIX	mis-	wrongly	misconduct
	in-, im-, ir, il	not	irrelevant
	anti-	against	anti-Semantic
GREEK ROOT	auto	self	autonomous
	dys	bad; hard	dysfunctional
	mono	one	monotonous
LATIN ROOT	aud	to hear	audible
	dict	to speak	dictator
	mal	bad	malevolent
SUFFIX	-able, -ible	is; can be	commendable
	-ist	one who does; one who makes	activist
	-ence, -ance	action; quality; condition of	tolerance

Affixes and Roots III

	AFFIX/ROOT	DEFINITION	EXAMPLE
PREFIX	dis-	not; opposite of	discriminate
	in-, im-	in	insubordinate
	super-	above; beyond	supercede
GREEK ROOT	chron	time	chronological
	hypo	below	hypothetical
	photo/phos	light	phosphorescent
LATIN ROOT	circum	around	circumstance
	ject	to throw	objection
	port	to carry	deport
SUFFIX	-ic	having characteristics of	diplomatic
	-ly	how something is	belligerently
	-ous, -eous, -ious	having qualities of	courageous

Affixes and Roots IV

	AFFIX/ROOT	DEFINITION	EXAMPLE
PREFIX	bel-	war	rebel
	sub-	under	subordinate
	semi-	partial; not final	semi-conscious
GREEK ROOT	hyper	over; above	hyperactive
	tele	distance	telecommunications
	therm	heat	thermal
LATIN ROOT	vid/vis	to see	visualize
	scrib/script	to write	inscription
	voc	voice; to call	advocate
SUFFIX	-ism	state of; act of	plagiarism
	-ness	state of; condition of	relentless
	-ment	state of being; act of	accomplishment



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

Task: Reading the text group reading
and note taking

Standards: ELACC7RI1, ELACC7RI5,
ELACC7RI7, ELACC7SL1,
ELACC7SL2, ELACC7W9

Inference/Theme


- Inference
- Students take notes on Inferencing using Cornell Notes
- The Learning Toolbox - Cornell Notes
- Alternate Text to use for Inference/Reading Comprehension
- Jackie Robinson text

Possible Vocabulary for Chapter 1-2

- 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)

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: Reading the text group reading and note taking

Standards: ELACC7RI1, ELACC7RI7, ELACC7SL1, ELACC7SL1, ELACC7SL2, ELACC7W9

Symbolism

- Symbolism
- Cornell Notes can be used to take notes

Possible Vocabulary for Chapters 3-4

- Chapter 3: instilled (42), bowels (44), precocious (46), somber (49), dietitian (52)
- Chapter 4: advocate (55), unfathomable (57), commotion (57)

Guided Reading Chapter 3

- Chapter 3: Students should specify author's central/main ideas and how the individual sections of the chapter contribute to the whole (Sequencing graphic organizer or Flow Map)

Homework

- Read Chapter 4. Take notes on symbolism found in this chapter. What symbols do you find and what do they represent? Write down any words that are unfamiliar to you.



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

Task: Reading the text group reading and note taking

Standards: ELACC7RI1, ELACC7RI7, ELACC7SL1, ELACC7SL1, ELACC7SL2, ELACC7W9

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)

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.

Reflection (40% Grade)

- 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?

- 
- Essential Question: How does my choice of words impact my writing and my readers?
 - Task: The importance of word choice
 - Standards: ELACCC7RI5, ELACCC7L5, ELACCC7L6

Think, Pair, Share

- In pairs, share your homework from Chapter 4, what did your partner find for symbolism in the chapter?

Lift Every Voice and Sing

- Using “Lift Every Voice and Sing,” by James Weldon Johnson, review figurative language in a text.
- Text: (preview before use with students)
<http://www.poets.org/viewmedia.php/prmMID/15588>
- How is figurative language used in a nonfiction text and how it compares to that found in literary text such as poetry. In Chapter 5, “Life Is but a Vapor,” as an example and have students determine what the author means by using this metaphor.

Possible Vocabulary for Chapters 5,6,7

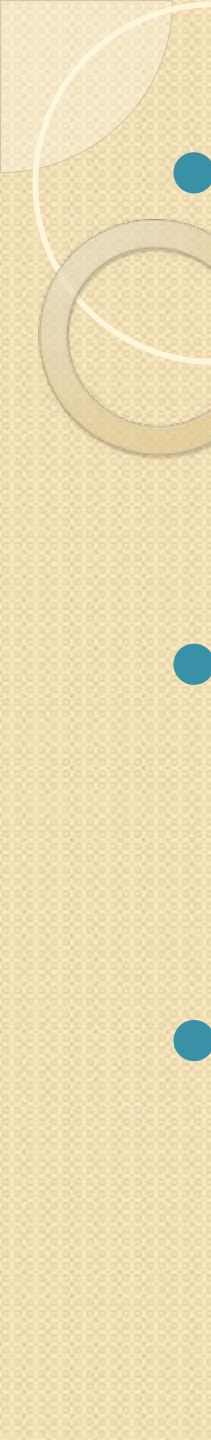
- Chapter 5: entombed (65), dismembered (66), embedded (66), woe (67), reverence (68), volatility (68), fathom (68), holocaust (69), engulfed (72), incomprehensible (72), hover (72), indignation (73), depravity (73), pivotal (73), pervasive (74), condemned (74)
- Chapter 6: undemocratic (75), hypocrisy (75), unrelentingly (75), eulogy (76), mourners (76), clergy (76), unoffending (77), perpetrated (77), humanity (77), martyred (77), crusade (77), dignity (77), irrevocably (77), seclusion (78), redemptive (78), aristocracy (78),
- Chapter 7: impetus (81), epitomized (81), retaliate (81), brood (83), permeated (83), yearned (83), adamant (86), memorandum (88), stifle (88), injustice (89), unconscionable (91), supremacy (91), wanton (91), carbine (91), democracy (92), solace (92)

Guided Reading of Chapter 5

- While reading Chapter 5, place emphasis on questioning the biblical allusions, metaphors, similes, and draw attention to unfamiliar words asking students to clarify meaning using context clues.

Homework

- Read Chapters 6 and 7 . List ten words that you do not know and the meaning as reveled through the context clues in the text

- 
- Essential Question: How do I make the reasoning in my arguments sound and relevant?
 - Task: Tracing and evaluating arguments
 - Standards: ELACC7RI8, ELACC7WI, ELACC7W9

Possible Vocabulary Chapters 8, 9, 10

- Chapter 8: lynch (93), whim (93), ominous (93), inferiority (93), distort (93), degenerating (93), misshapen (94), inflicted (95), grotesque (95), carcass (95), plight (96), exhumed (98), circumvent (100), opposition (100), intensified (101), smoldering (101), contradiction (104), libel (104), savages (104), rabble-rousing (105), epitome (106)
- Chapter 9: abyss (109), tyranny (110), gauntlet (110), disembark (114), reprimand (114), oratory (119), pulpit (120), humility (120), resonated (121), imprisonment (124), infiltrators (125), consensus (127), diligently (128)
- Chapter 10: inevitably (129), negotiation (129), disperse (130), escalated (131), paddy wagons (132), taut (133), pummeling (133), composure (135), wrath (135), trivial (135), forbade (136)

Literature Circles Chapter 8

- Conduct a literature circle to read Chapter 8
- Help with Literature Circles
- Circle discussions should be centered on questions the author poses in Chapter 8 regarding the justice system and desegregation

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

Response Letter 40%

- Write a response to Dr. King's Letter. Base your letter on your knowledge of the issues that Dr. King has stated. What will you encourage him to do? Would you stay the course and continue to fight or leave Birmingham as soon as he is released from jail? What evidence from the text will you use to support your reasoning?
- Class Discussion: Class discussion of the justice system and desegregation

Homework

- Read Chapter 9 and 10, as done with Chapter 1, take notes regarding the central/main ideas of this chapter. Document their development with specific statements by the author. Also, find vocabulary that you are unfamiliar with.
- On page 126 in Chapter 9, there is reference to the music being played in the church, “the freedom songs were playing a vital role in our struggle.” It’s not in the plans, but playing a clip of music would be a great opening for a lesson.
- [Songs Of The Civil Rights Movement : NPR](#)

- 
- Essential Question: How do I identify and correct a misplaced modifier?
 - Task: Identifying and correcting misplaced modifiers
 - Standards: ELACC7L1, ELACC7W9, ELACC7SL2,

Mini Lesson on Clauses

- Writer's Toolkit: Independent Clauses
- Writer's Toolkit: Dependent Clause

Review/Reinforce Clauses

- Clause Exchange Game
- Quia - Independent, Dependent Clauses Practice
- Locate and write down 2 examples of each where a subordinating clause occurs at the beginning, middle, and at the end of a sentence found in Chapter 9 and 10 of *While the World Watched*

Instruction on Misplaced/Dangling Modifiers

Fun Examples

Misplaced Modifiers and Dangling Participles

Funny Misplaced Modifiers

Misplaced Modifiers

Quiz

Misplaced Modifiers

Practice Misplaced/Dangling Modifiers

- Divide the class into small teams
- Each team will select a sentence from *While the World Watched* and turn it into a sentence with a misplaced modifier
- Next, have each team pass their creation to another team
- This team will illustrate the created sentence just as it is, then resolve it.
- The resolving team will write the misplaced modifier of the created sentence on a smaller sheet of paper and attach their illustrations by using a short piece of string, hence “dangling modifier.”
- Hang the dangling modifiers in the room or hallway

Class Discussion on Chapter 9/10


- Write a reflection on what happened in these chapters

Literature Circles Chapters 11/12

- Conduct literature circles for Chapters 11 and 12
- Students will use computer lab (if available) to find out what eventually became of Governor George Wallace of Alabama.
- Students respond to the question: How do the claims made by Mrs. Carolyn McKinstry regarding Governor Wallace hold up against the facts presented in the research you have done on Governor Wallace using the internet?

Homework Chapter 13/14

- Read Chapter 13. List the main concepts of the excerpts of the “Where Do We Go From Here?” speech by MLK. Give textual evidence of your choices.
- Read Chapter 14 and be prepared to discuss the pictures found there.

- 
- Essential Question: How do analogies and word choice help the reader better understand what the author is trying to say?
 - Task: Analogy and Word Choice
 - Standards: ELACC7SL4, ELACC7L5, ELACC7L6, ELACC7L3

Think, Pair, Share

- Students present findings from Chapter 13 homework concerning the “Where Do We Go from Here?” speech
- Class discussion of pictures presented in Chapter 14. Why did the author choose those pictures as part of the book?



Direct Instruction: Denotation and Connotation


- Shades of Meaning

Direct Instruction: Analogy

- [Analogies](#)
- [Building Vocabulary Using Analogies](#)
- [Analogies Lesson](#)
- Set up computer stations for analogy practice (if available) using the following links.
- [Analogies](#)
- [Analogies](#)

Homework

- Using any chapter in *While the World Watched*, find an example of an analogy Carolyn McKinstry has used.
- Explain the analogy and why you would consider this to be an appropriate analogy for that situation or chapter.

- 
- Essential Question: How can I become a vital participant in a group discussion?
 - Task: Becoming an integral part of a group discussion
 - Standards: ELACC7SLI

Definition of Formal/Informal Discussion

- Formal discussion: usually guided by predetermined questions which are developed to drive discussions. In addition, they are often led by a moderator or facilitator.
- Informal discussion: begin with participants suggesting points to be discussed and rarely have a facilitator.
- Collegial discussions: include setting specific goals, deadlines, and defined roles



Direct Instruction: Establishing Norms

- Class Discussion and Development of Class Norms
- Discussion Norms

Civil Rights Movement in the South

- Use pictures from Chapter 14 of While the World Watched
- Freedom Riders Pictures
- Political Cartoon: 3 Slain Civil Rights Workers from Mississippi by Clifford Baldowski
- Cartoon
- Class Discussion: How do the pictures of actual events stimulate the reader? How do you feel if you were one of the student's in this pictures? What lessons can be learned by looking at pictures of such a turbulent time in our nation's history?

Carolyn McKinstry Discussion of events of September 15


- Video Clip
- Choose Chapter 10 Video Clip

Guided Reading of Chapter 15

- Discuss Chapter 15 events and how they relate to Carolyn's recitation of the 23 Psalm


Homework Chapter 16-18

- Read Chapters 16-18
- Write a brief essay discussion the relativity of what President Kennedy in Chapter 16, page 191, regarding the future of African American children in 1963 and the passing of the Civil Rights Act of 1964.
- Also, answer the question posed by Carolyn Maull McKinstry on page 205 in Chapter 17. “We can, by law, change the outside, I thought. But we can’t so easily change people’s hearts. How do we change the inside?”

- 
- Essential Question: How do I cite sources when writing?
 - Task: Citing Sources
 - Standards: ELACC7W4, ELACC7W5, ELACC7W6, ELACC7W8, ELACC7SL5

Direct Instruction: Citing Sources

- How to Cite a Site
- Other Lessons
- Research Building Blocks: “Cite Those Sources!” - ReadWriteThink

- 
- Essential Question: How do I develop a strong opposing claim that is both relative and logical?
 - Task: Understanding and developing arguments and relevant counter arguments
 - Standards: ELACC7W1, ELACC7W9, ELACC7SL1

The Argument Clinic performed by Monty Python

- The Argument Clinic
- Class Discussion: How far does the argument progress? Why do you think the argument seems to stall?

Direct Instruction: Argument

- Starting Point: Finding Common Ground: Using Logical, Audience-Specific Arguments - ReadWriteThink
- Instruction: Build a Better Argument

Group Work

- Divide class into groups
- Put several argument topics in a bag and have each group select one from the bag.
- Using the skills learned, have students prepare a group argument either for or against their random argument

Horseshoe Game


- Select an argument from <http://www.tweentribune.com/> -
- Create a poll based one of the topics in the Opinion section.
- Allow students to choose sides by giving them 3 choices: yes, no, or maybe. Students write their response down on a piece of paper, but do not discuss it with anyone.
- Allow students to choose sides by giving them 3 choices: yes, no, or maybe. Students write their response down on a piece of paper, but do not discuss it with anyone.
- Form a horseshoe with the yes side and no side facing each other and the maybes at the top of the horseshoe. The teacher stands in the middle. The teacher randomly throws a small object such as a tennis ball to students which become a signal for the student who catches it to talk.
- The receiving student expresses his or her vote and gives a 2 sentence reason why they feel that way
- Once everyone has voiced their opinion, ask if anyone has changed sides
- If they have, they move and then say why.

Homework

- Read Chapter 17-21 and find examples of counterarguments and explain how they are relevant and logically used in this text
- Write a journal entry as to what you think should be done now that the most three most influential people in the fight for civil rights are killed. How will the fight continue without its leaders?

Assessment #1: Argumentative (60%)

- Prompt (Rough Draft, Final Draft)
- Author Carolyn Maull McKinstry noted in her book, *While the World Watched*, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life's work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the importance of a college education.

- 
- Essential Question: How do events or ideas influence the lives of individuals?
 - Task: Compare and Contrast the lives of two similar people dealing with the same situations
 - Standards: ELACCC7RI3, ELACCCRI5

Paired Reading

- Conduct Paired Reading of the biographies of Martin Luther King Jr. and Malcolm X
- [Martin Luther King Jr. Biography - Facts, Birthday, Life Story - Biography.com](#)
- [Malcolm X Biography - Facts, Birthday, Life Story - Biography.com](#)
- Students pair up to compare and contrast the lives of Martin Luther King, Jr. and Malcolm X by creating corresponding timelines. Present the timelines to the class

Small/Whole Group Activity

- Create a Venn diagram or Double Bubble Map in small groups of how the two men are similar and different in what they believed and how they lived.
- Conduct whole group discussion: How do you think the lives of Dr. King and Malcolm X influenced young people like Carolyn Maull? They were grown men, yet their work greatly influenced America's African-American youth

Homework: Write a Newspaper Editorial (60%)

- What is an editorial?
- An editorial is an article that presents the newspaper's opinion on an issue
- Students write a newspaper editorial answering this question: Do you think there are people like Martin Luther King, Jr. and Malcolm X that can stir the youth of today, regardless of race? Why or why not? Who would that be? How would they create that same type of unity created by these two influential leaders?
- Resource: [Writing an Editorial](#)

- This was all I had time to finish. I finished vocabulary for Chapters 1-10 but the rest of the vocabulary will need to be pulled individually.
- Please follow the Unit Plan and Pacing Guide for upcoming lessons
- FYI: These are the prompts for the other 2 assessments

#2: Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King's was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand.

#3: Argumentative: Write a letter to the editor of the Atlanta Journal Constitution stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence.

This is a great link to use at the end of the unit for Carolyn talking about the book

[Carolyn McKinstry Sheldon High School](#)