

Skills students learn during this module

- Write arguments to support claims with clear reasons and relevant evidence
- Analyze the development of a central idea in a text
- Provide an objective summary of a text
- Analyze how a paragraph's structure develops its key concepts
- Evaluate the advantages and disadvantages of different media
- Evaluate the reasoning and evidence in an argument

How to Help From Home

Beyond ensuring your student completes any assigned ELA homework, the best way to support your student in ELA is to **discuss the books they are reading in school and at home!**

Your student will be asked to read 2-3 times a week at home. As they read, they should practice naming **who** the text is about, **what happened**, and **why** it happened.

Reading with your student and helping them generate their who, what, and why responses is a great way to support them in class.

You could also:

- Review important vocabulary from the texts (attached)
- Review Comprehension questions with your students (attached)
- Have students practice writing essays at home!

Sample Writing Task

Over the course of this module, students will be practicing writing **informative essays**. Below, find a sample task. While students benefit from more opportunities to write, they also learn a great deal from **reflecting** on what they wrote and **reviewing and revising** what they wrote with others.

If you want to support your student's writing, you could have them try this practice task and review their writing together. The texts are linked in the underlined titles.

You have just read two articles about removing Confederate Monuments in New Orleans, "PRO: These monuments should be removed because they honor slavery and segregation" by Mitch Landrieu and "CON: Confederate monuments should stay because they connect past racial crimes to current racial inequality" by Alfred L. Brody. **Write an essay to evaluate the reasoning and evidence they use to support their claims. Cite evidence from both texts.**

New Vocabulary from the texts

As students read the texts, they will encounter many new words. The more opportunities they get to hear, discuss, and think about these terms, the more likely they are to remember and use them in their own speaking and writing. **You can help your student by reviewing vocabulary from class!**

Term	Definition
<i>absently</i>	inattentive; not paying attention
<i>vacate</i>	to make unoccupied by leaving
<i>rebellion</i>	the act of disobeying rules or fighting against authority.
<i>ordinances</i>	laws or rules
<i>customs</i>	a way of acting that is usual or accepted for a person or social group
<i>inquisitive</i>	given to questioning and inquiring; eager to learn
<i>emulate</i>	to try to be the same as or better than (another person), especially by imitating
<i>radicalized</i>	to become a supporter of extreme social and political changes
<i>hypocrisy</i>	the practice or instance of stating or pretending to hold beliefs or principles that one does not actually live by
<i>objective</i>	not influenced by personal feelings or opinions
<i>profane</i>	vulgar or obscene
<i>ridiculed</i>	made fun of or laugh at in an unkind way
<i>integrity</i>	a strong sense of honesty
<i>propose</i>	to present or suggest as an idea to be considered
<i>brazen</i>	shameless; bold
<i>conceded</i>	to admit the truth or justice of
<i>advocate</i>	one who speaks or acts in favor of something
<i>superiority</i>	the quality or state of being better, higher, or greater
<i>inferiority</i>	the fact or condition of being lesser in quality, worth, importance, rank, or position
<i>distort</i>	to twist out of shape; change the way a thing looks or acts
<i>affluent</i>	wealthy
<i>unequivocal</i>	allowing no doubt or uncertainty; clear and definite
<i>constructive</i>	serving to improve; helpful
<i>equity</i>	fairness

Questions about the texts

Question

Answer

(be sure to ask students to cite evidence to support their answers :))

<p>Review the details in chapter 2 about Claudette's religious life. Then, write an objective summary that states a central idea about that life and includes key details from the chapter.</p>	<p>In chapter 2 of the informational book <i>Claudette Colvin: Twice Toward Justice</i> by Phillip Hoose, Claudette shares that she was very religious and the church was a center of town life. "Big Meeting Sunday" was an all-day affair and drew people from all over. Claudette "was a serious prayer." She noticed that whites seemed to spend less time in church and says, "How could anyone serve God on Sunday in less than an hour?" (p. 15)</p>
<p>Write a paragraph to explain why Claudette refused to change her seat. Choose and cite the strongest textual evidence for support.</p>	<p>Claudette Colvin refused to change seats because she believed that the rule saying she should give up her seat to a white rider was unfair and insulting. She pointed out that the rule was "that you didn't need have to get up for a white person if there were no empty seats left on the bus—and there weren't" (p. 32). She says that the point of the rule was to push blacks down, "blacks had to be <i>behind</i> whites" (32). Finally, Claudette said that since she paid her fare, she had the same constitutional right to a seat as a white person.</p>
<p>Write a paragraph to explain how the structure and sentences in paragraph 13 of "Letter from Birmingham Jail" develop key concepts. Be sure to state the main idea, describe the structure, and explain the role sentences play. Cite at least three pieces of evidence for support.</p>	<p>In "Letter from Birmingham Jail," King uses a question and answer structure to help develop his claim. First, he asks the question, "How does one determine when a law is just or unjust?" Then he answers by explaining the difference between just and unjust laws. For example, he explains that segregation laws are unjust "because [they] distort the soul and damage the personality." He uses several sentences to build his claim that people should disobey segregation laws because they are unjust, concluding with "Thus it is that I can urge men to obey the 1954 decision of the Supreme Court, for it is morally right; and I can urge them to disobey segregation ordinances for they are morally wrong."</p>

Question**Answer****(be sure to ask students to cite evidence to support their answers :)**

<p>Write a paragraph to trace the development of the central idea that Claudette would not be the “trigger that precipitated the movement.” Support your answer with at least three details from pp. 51–52 of <i>Claudette Colvin</i>.</p>	<p>The author introduced the idea that Claudette would not be the “trigger that precipitated the movement” by first explaining the context that “blacks were as near a breaking point as they had ever been” (p. 51). Then, he adds the supporting idea that “opinions differed where Claudette was considered” and reasons why. People were curious about her background and an “investigation” showed that her family was poor. Then, he said “Doubts crept in” and used an example that Claudette was described as “emotional, uncontrollable, profane, and feisty” to show why. Lastly, he directly stated that the leaders “turned away from Claudette Colvin” (p. 52).</p>
<p>Write a paragraph to explain how the structure and sentences in paragraph 3 on p. 65 of <i>Claudette Colvin</i> develop key concepts. Be sure to state the main idea, describe the structure, and explain the role sentences play. Cite at least three pieces of evidence for support.</p>	<p>In paragraph 3 on p. 65 of <i>Claudette Colvin</i>, the author uses a compare and contrast structure to show readers why Parks was a strong representative for the bus boycott. The first sentence presents the main idea that it was important what Parks “wasn’t.” The next three sentences contrast Parks with Claudette: Parks “wasn’t a teenager...’feisty’...or ‘emotional;” instead Parks was “contained, pleasant, committed, and levelheaded,” and “safe.” This paragraph develops the idea that Parks was more mature and stable, so she was a better choice to represent the bus boycott.</p>
<p>Write a few sentences to explain how Knabe was connecting the bus boycotters and Dr. King. What technique(s) did he use? Was he successful in his attempt? Explain your answer with details from the text.</p>	<p>Knabe was trying to prove that the witnesses hadn’t formed their own opinions about the bus boycott. He used metaphor to describe the relationship between them and Dr. Martin Luther King, Jr, saying they were “nothing but puppets,” “under the spell of Dr. King” and that he had “bewitched them all.” (p. 95) Knabe was not successful in his attempt because the witnesses denied that King represented them and did not fall into Knabe’s trap.</p>