

Standards-Aligned Lesson Plan

Middle School ELA: Witness Walls (Nashville, TN)

*Developed in partnership with the
Metropolitan Nashville Arts Commission.*

Ayers Institute for Teacher Learning & Innovation
College of Education at Lipscomb University
One University Park Drive
Nashville, TN 37204-3951

www.AyersInstitute.org

Initial Publication: February 24, 2015
Last Update: February 24, 2015

Planning and Presenting an ELA Lesson Based TN Academic Standards

English Language Arts

Grades 6-12 focusing on Grades 6-8

DAY ONE

Section I: Planning

Overview: This section focuses on the elements to consider when planning for a standards-driven lesson, such as ELA Anchor Standards, content standards, clear learning targets, task objectives, new learning for students, anticipated learning challenges, scaffolding, opportunities for differentiation, ways to prompt student thinking through assessing and advancing questions, instructional strategies to be used in the lesson, and materials and resources.

Lesson Topic: The Nashville Civil Rights Movement	Time Frame/Lesson Length: Two 55 min class periods, plus extensions (Day One is 55 minutes)
--	--

Day One


ELA Content Standards	Anchor Standards	Assessments (Please describe the specifics of the assessment) ✓ Formative ➤ Summative
RI 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Formative assessment: Students write a response to assessing questions Summative assessment: Day one exit ticket: Citing textual evidence, who is the 'us' John Lewis is referring to? What actions are taken to abolish segregation in Nashville and throughout the South?

Planning Element	Description
Clear Learning Targets	<ul style="list-style-type: none"> • Students will be able to cite textual evidence to support claims about notable members of Nashville's Civil Rights Movement. (Days One and Two) • Students will be able to create jigsaw portions of a Witness Wall, by conducting mini-research

	projects on notable members of Nashville’s Civil Rights Movement. (Day Two)
Task Objectives (steps to reach mastery of clear learning targets)	<ul style="list-style-type: none"> As a whole group, students will read and discuss the article, “Area Students Lead the Way.” Teacher will model how to pull and cite textual evidence to support claims.
New Learning	<ul style="list-style-type: none"> Citing textual evidence to list meaningful portions of a person’s biography, pertaining to the Civil Rights Movement.
Anticipated Learning Challenges	<ul style="list-style-type: none"> Some students will find it challenging to pull meaningful textual evidence. Some students will complete the task at different paces than others.
Scaffolding (to address learning difficulties)	<ul style="list-style-type: none"> Students should be divided into groups based on learning levels.
Opportunities to Differentiate Learning (explain how you address particular student needs by differentiating process, content, or product)	<ul style="list-style-type: none"> Teacher should place students in groups strategically based on level. Each group should contain a designated peer leader, middle level learners, and lower level learners OR lower level learners should be placed together to allow direct instruction with the teacher while other groups have a designated peer leader whose job is to lead the group and report to the teacher with any questions or help. Students will be given a rubric to follow, including specific questions to answer when exploring their designated Civil Rights activist.
Questioning: Planning to Illuminate Student Thinking	<p><i>Assessing questions:</i></p> <ul style="list-style-type: none"> Refer to key notes in “Area Students Lead the Way” article to find both assessing and advancing questions, which guide students through thinking throughout the duration of the lesson. Students will respond to questions on paper to allow teacher to circulate and check for understanding, respond with table partners (and/or through stand up, hand up, pair-ups), and share a few with the class. What is a revolution? According to the article, “When the revolutionaries were ready, they attacked.” How did the revolutionaries attack? How is this different than our normal interpretation of the word “attack”? What can you infer this quote means? Cite textual evidence to support your answer. <p><i>Advancing questions:</i></p> <ul style="list-style-type: none"> What are the similarities and differences between the protests of desegregation in the 1960s to the protests today surrounding police brutality?
Instructional Strategies	Direct Instruction, Table Partner Work, Individual Check for Understanding, Group Work with Group Assessment of Member Involvement
Materials and Resources	http://archive.tennessean.com/civil-rights/

Section II: Presentation


Overview: This section focuses on the steps involved in presenting the lesson. The lesson presentation is divided into segments, such as “Framing the Lesson,” “Exploring the Texts,” “Sharing, Discussing and Analyzing Text Evidence,” “Closing the Lesson,” and “Extending the Learning.” For each of these lesson elements, there is an explanation of the procedure, teacher actions, and student outcomes.

<p> Framing the Lesson (10 minutes)</p>		
<p>Detailed Procedure</p> <ul style="list-style-type: none"> • 10 minute mini-lesson 	<p>Teacher Action</p> <ul style="list-style-type: none"> • Teacher will introduce the topic: Over the next two days, we will practice citing meaningful textual evidence to support claims. The reason we cite evidence from text is so that our statements are considered credible. • How do we do this? Steps for specifically citing textual evidence. <ol style="list-style-type: none"> 1. Rephrase the question in the form of a statement. 2. Answer the question. 3. Cite evidence to support your answer. (I know this because the text says, “_____.” <p>(Refer to projectable for different ways to cite evidence as well as an anchor chart including these steps.)</p> <p>Formative Assessment</p> <ol style="list-style-type: none"> 1. How do you cite textual evidence when responding to an article? 2. Why do we cite textual evidence? 	<p>Student Outcomes</p> <ul style="list-style-type: none"> • Students will gather the general outcome for how do appropriately respond to questions by citing textual evidence. <p>Possible responses to #1: quotations, paraphrasing, etc...</p> <p>Possible responses to #2: to support our work; to make our writing credible; to strengthen our own ideas on a topic</p>

<p>☞ Exploring the Text(s) (10 minutes)</p>		
<p>Detailed Procedure</p> <ul style="list-style-type: none"> • 5 minutes (close reading the text) • Students will have a copy of the article, “Area Students Lead the Way,” a sheet of paper, and a pencil on their desks throughout the read. • Students track teacher as teacher conducts a think aloud, responding in writing with text evidence to the first question. • Students discuss “attack” with table partners. Some share their responses with the class. 	<p>Teacher Actions</p> <ul style="list-style-type: none"> • Hook the students: Ask what, if anything, they know about the Civil Rights movement in Nashville. Ask students to guess the ages of some of the most influential members of the movement. Then tell your students that students played perhaps the most instrumental role in the movement in Nashville. • Explain to students that today you will be learning how to cite textual evidence while learning about Nashville’s Civil Rights movement and what kind of a difference kids can make. • Explain that we do this so that the reader knows exactly what we are talking about. When we cite evidence, our work is considered credible. Display the citing text evidence projectable (or give to students as a handout). • Teacher initiates a close read of the text aloud with the students. As an “I do,” respond to the first question by modeling a think-aloud and writing on the board. • According to the article, “When the revolutionaries were ready, they attacked.” How did the revolutionaries attack? <i>How is this different than our normal interpretation of the word “attack”?</i> (Have students discuss this portion of the question with their table 	<p>Student Outcomes</p> <ul style="list-style-type: none"> • Students will know our objectives for the day as well as why we are learning this skill. • Students will become engaged in the lesson based on the knowledge that kids have made a difference and by learning WHY students of all races and ethnicities are able to learn in the same classroom today.

	<i>partners to ensure differentiation in instruction and active listening.)</i>	
☺ Sharing, Discussing, and Analyzing Text Evidence (25 minutes)		
<ul style="list-style-type: none"> • “We do.” Teacher initiates round robin reading with the students, stopping to respond to the questions. Students practice responding to questions by citing specific text evidence. First, the class does one together out loud. For the next few questions, students will answer questions with table partners with a gradual release to individual responses upon teacher circulation to check for understanding and seeing the students are understanding the practice. Have students first write, then share with table partners for individual assessment of understanding throughout the lesson. This allows the students to practice as well as helps the teacher to identify students who need additional help. 	<p>Teacher Actions</p> <ul style="list-style-type: none"> • As students write, the teacher circulates and reads their responses, giving individual positive reinforcement and allowing opportunity to redirect students who may have misunderstood or have yet to grasp the concept/skill. When students finish early, teacher challenges students to add additional text evidence and personal experience to their answers. 	<p>Student Outcomes</p> <ul style="list-style-type: none"> • Responding to these text-based questions will guide students thinking toward what type of difference students can make. • Students will help their peers understand the text through close reading and discussion. • Peers will also help students cite text evidence appropriately and will help gain a greater understanding of a variety of ways to cite evidence.
☐ Closing the Lesson (10 minutes)		
<p>Detailed Procedure</p> <ul style="list-style-type: none"> • 10 minutes 	<p>Teacher Actions</p> <ul style="list-style-type: none"> • Circulate room to check for understanding as students complete the exit ticket. Exit Ticket: <p style="text-align: center;">“If not us, then who? If not now, then when?”</p> <p style="text-align: center;">- John Lewis</p> <p>What does this quote mean? Day one exit ticket: Citing textual evidence, who</p>	<p>Student Outcomes</p> <ul style="list-style-type: none"> • Students will accurately create responses to questions using text evidence appropriately to support their response.

	<p>is the 'us' John Lewis is referring to? What actions are taken to abolish segregation in Nashville and throughout the South?</p> <p><i>With additional class time, create a discussion about what this quote means, relying on accountable talk and the text to support students responses.</i></p>	
--	---	--

-  **Extending the Learning** (these extensions are outlined in the Day 2 Witness Walls lesson plan)
- Students will be able to conduct a mini-research project on instrumental members of Nashville's Civil Rights Movement.
 - Students will be able to create a jigsaw gallery walk, highlighting the instrumental members of Nashville's Civil Rights Movement.
 - In small groups, students will read articles (research) on the instrumental members of the Civil Rights Movement in Nashville.
 - Students will create a portion of a Witness Wall, which will jigsaw in order to create a complete literacy/art exhibit for the classroom or hallway.

Appendices:
<http://archive.tennessean.com/civil-rights/>

Lesson extensions:
 Students will could conduct mini-research projects on prominent people mentioned in the article: Ghandi, Jesus, etc.
 Lesson Extension: Compare the protests of desegregation in the 1960s to the protests today surrounding police brutality.

Planning and Presenting an ELA Lesson Based TN Academic Standards

English Language Arts

Grades 6-12, focusing on grades 6-8

DAY TWO

Section I: Planning

Overview: This section focuses on the elements to consider when planning for a standards-driven lesson, such as ELA Anchor Standards, content standards, clear learning targets, task objectives, new learning for students, anticipated learning challenges, scaffolding, opportunities for differentiation, ways to prompt student thinking through assessing and advancing questions, instructional strategies to be used in the lesson, and materials and resources.

Lesson Topic: The Nashville Civil Rights Movement	Time Frame/Lesson Length: 55 min
--	---

Day Two

ELA Content Standards	Anchor Standards	Assessments (Please describe the specifics of the assessment) ✓ Formative ➤ Summative
<p>RI 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>RI 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W 7. Conduct short research projects to answer a question.</p>	<p>Formative: Bell ringer activity</p> <p>Summative: The students' final work product is the summative assessment for this day's lesson, including each student's ability to present information on their assigned person.</p>

Planning Element	Description
Clear Learning Targets	<ul style="list-style-type: none"> • SWBAT create a portion of a Witness Wall by conducting a mini-research project and citing text evidence to support research.
Task Objectives (steps to reach mastery of clear learning targets)	<ul style="list-style-type: none"> • Students will review the YouTube video of Walter Hood's Witness Wall project in Nashville. • Students will be assigned a prominent member of Nashville's Civil Rights Movement to research. • Students will create a timeline of events for their assigned civil rights movement member.

	<ul style="list-style-type: none"> • Students will select a prominent quote to epitomize their character's involvement in the Civil Rights Movement. • Students will select a photograph to copy or sketch.
New Learning	<ul style="list-style-type: none"> • Students will learn how to extract textual evidence to answer specific questions (e.g. characters' motive, conflict, etc.)
Anticipated Learning Challenges	<ul style="list-style-type: none"> • Some students will find it challenging to pull meaningful textual evidence. • Some students will complete the task at different paces than others.
Scaffolding (to address learning difficulties)	<ul style="list-style-type: none"> • Student groups should be divided into groups based on learning levels.
Opportunities to Differentiate Learning (explain how you address particular student needs by differentiating process, content, or product)	<ul style="list-style-type: none"> • Teacher should place students in groups strategically based on level. • Each group should contain a designated peer leader, middle level learners, and lower level learners OR lower level learners should be placed together to allow direct instruction with the teacher while other groups have a designated peer leader whose job is to lead the group and report to the teacher with any questions or help. • Students will be given a rubric to follow, including specific questions to answer when exploring their designated Civil Rights activist.
Questioning: Planning to Illuminate Student Thinking	<p><i>Assessing questions:</i></p> <ul style="list-style-type: none"> • What is this person's involvement in Nashville's Civil Rights Movement? • What conflict(s) did this person face? • What was this person's motive in becoming involved? • List a specific quote from the article that sums up this character's involvement in the Nashville's Civil Rights Movement. <p><i>Advancing questions:</i></p> <ul style="list-style-type: none"> • What can you infer would be the impact of this person choosing not to become involved in Nashville's Civil Rights Movement?
Instructional Strategies	Direct Instruction, Table Partner Work, Individual Check for Understanding, Group Work with Group Assessment of Member Involvement
Materials and Resources	http://archive.tennessean.com/civil-rights/ https://m.youtube.com/watch?feature=youtu.be&v=f1Py_etBGvE


Section II: Presentation

Overview: This section focuses on the steps involved in presenting the lesson. The lesson presentation is divided into segments, such as “Framing the Lesson,” “Exploring the Texts,” “Sharing, Discussing and Analyzing Text Evidence,” “Closing the Lesson,” and “Extending the Learning.” For each of these lesson elements, there is an explanation of the procedure, teacher actions, and student outcomes.

🔔 Framing the Lesson (10 minutes)		
Detailed Procedure	Teacher Action	Student Outcomes
<ul style="list-style-type: none"> Students will engage in the bell ringer formative assessment activity Teacher will introduce the day’s project: Students will create a Witness Wall, like Walter Hood’s installation downtown Nashville by conducting research on prominent members of Nashville’s Civil Rights Movement and creating portions of a Witness Wall to display within the school. 	<ul style="list-style-type: none"> As a bell ringer activity, students will silently respond to the following questions to determine their ability to extract and appropriately cite textual evidence from an article, using the excerpt ‘Movement Spreads’ from Day One’s “Area Students Lead the Way” article. <ol style="list-style-type: none"> What are the freedom rides? What is the significance of these rides for the Civil Rights Movement? Teacher will conduct a brief review of citing textual evidence, by selecting exemplary student responses to the bell ringer to share, as well as referring to the text evidence projectable (see supporting materials). Teacher will introduce Walter Hood’s art exhibit in Nashville by showing an excerpt of the YouTube video (find link above). 	<ul style="list-style-type: none"> Students will gain a greater understanding of what a witness wall looks like. Students will revisit the practice of close reading and citing textual evidence.
🌀 Exploring the Text(s) (40 minutes)		
Detailed Procedure	Teacher Actions	Student Outcomes
<ul style="list-style-type: none"> Students will review the YouTube video of Walter Hood’s Witness Wall project in Nashville. Students will be assigned a prominent member of Nashville’s 	<ul style="list-style-type: none"> Teacher will introduce the rubric for the students’ witness wall project, framed after Walter Hood’s project. Teacher will assign each student(or group) a member of Nashville’s Civil 	<ul style="list-style-type: none"> Students will create a portion of a witness wall either individually or with a partner, by close reading and citing textual evidence. Students will become an expert on their

<p>Civil Rights Movement to research.</p> <ul style="list-style-type: none"> • Students will create a timeline of events for their assigned civil rights movement member. • Students will select a prominent quote to epitomize their character’s involvement in the Civil Rights Movement. • Students will select a photograph to copy or create a sketch. 	<p>Rights Movement to research:</p> <p>John Lewis Bernard Lafayette Diane Nash Will Campbell Jim Zwerg Catherine Burks-Brooks Rodney Powell, James Lawson</p> <hr/> <ul style="list-style-type: none"> • Teacher will direct students to the Tennessean’s website, where they will find an article written on each person. • Teacher will circulate the room as student’s work on the project, ensuring focus and understanding and allowing the teacher time to work with students may be struggling with the task. 	<p>assigned member of the Civil Rights Movement in order to share with the class. (If time, students can orally present this information. If not, this can be accomplished with a gallery walk.)</p>
<p>☺ Sharing, Discussing, and Analyzing Text Evidence (10-20 minutes, dependent on when students finish)</p>		
<p>Detailed Procedure</p> <ul style="list-style-type: none"> • As students finish early, they will peer review each other’s projects. • They will then take time to prepare their projects in order to present. • S will share their projects with the class. Students will exercise active listening by taking notes while watching the presentation. • Students will post their portions of the Witness Wall to create a classroom gallery. 	<p>Teacher Actions</p> <ul style="list-style-type: none"> • Teacher will encourage students to analyze each other’s work, checking for accuracy and strength in text evidence, as well as grammatical errors. • Teacher will circulate the room to ensure focus throughout presentations. 	<p>Student Outcomes</p> <ul style="list-style-type: none"> • Students will have the opportunity to apply learned skills by reviewing each other’s work. • Students will gain a greater understanding of the prominent members of the civil rights movement, becoming an expert on at least one.
<p>☑ Closing the Lesson (5 minutes)</p>		
<p>Detailed Procedure</p> <ul style="list-style-type: none"> • Have the student’s respond to the following question: How did creating a 	<p>Teacher Actions</p> <ul style="list-style-type: none"> • Teacher will circulate the room in order to read student answers and gauge the 	<p>Student Outcomes</p> <ul style="list-style-type: none"> • Students will gain an understanding for how close reading and creating projects

visual display help you gain a greater understanding of the Civil Rights Movement? What did you learn from this project?	understanding gained by the students.	can help us understand more about history.
--	---------------------------------------	--

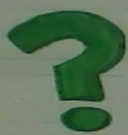
 **Extending the Learning** Students can create a witness wall on the Civil Rights Movement for the entire south. Students may create witness walls to highlight other parts of history as well.

**To adapt the lesson, making it more rigorous for grades 9-12, students may conduct research using multiple sources on their assigned Civil Rights participant.

Appendices:

- See Day One for additional resources

Accountable Talk



- Can you tell me more?
- Can you give me another example so I can understand?



- This reminds me of _____ because _____.
- I believe this is true because _____.



- Why do you think that?
- Couldn't it also be that _____?



- Can you give me an example from the text?
- Where can I find that in the text?



- I agree with _____ because _____.
- I would like to add _____.



- I disagree with _____ because _____.
- I respect your opinion but _____.

Scaffolded text-based questions for reading. Checks for understanding embedded in the article : Teacher Version

“Area Students Lead the Way”:

The seeds of revolution were planted in a church fellowship hall, in dorm rooms and in a rented house along Jefferson Street.

They were nurtured in a pivotal emergency meeting at First Baptist Church Capitol Hill, with all who were there convinced that the very idea of America was up for grabs.

When the revolutionaries were ready, they attacked. But they didn't fire guns, pull knives or throw punches.

They sat at lunch counters. They rode buses. They marched.

And they bled.

More than 50 years ago, a group of Nashville college students joined forces with local preachers to create a nonviolent army that went to war with the segregated South.

While similar groups did the same kind of work in other cities, the Nashville students had the first and most wide-ranging success in the decade when Jim Crow was routed. They stayed at it with such resolve that the Rev. Martin Luther King Jr., on a visit to Fisk University in the midst of the students' efforts, said he came not to inspire but to be inspired.

And later, when violence threatened to break them, the students defied the adults who advised them and kept going. They rode buses into police-sanctioned assaults in Alabama, knowing they might die - a decision made during that crucial First Baptist meeting, after one of them, John Lewis, posed two simple questions.

“If not us, then who?” he asked. “If not now, then when?”

The students would go on to play key roles in the civil rights movement's biggest victories.

“The Nashville students dramatically expanded the notion of what a movement was on two or three occasions,” said historian Taylor Branch, the Pulitzer Prize-winning author of “America in the King Years.”

Williams, Allison M 2/20/15 1:53 PM

Comment [1]: What is a revolution?

Williams, Allison M 2/20/15 1:53 PM

Comment [2]: According to the article, “When the revolutionaries were ready, they attacked.” How did the revolutionaries attack? How is this different than our normal interpretation of the word “attack”?

Williams, Allison M 2/20/15 1:53 PM

Comment [3]: Who is Jim Crow?

Williams, Allison M 2/20/15 1:53 PM

Comment [4]: What can you infer this quote means? Cite textual evidence to support your answer. Allow students to write individually. Circulate to CFU. Have a few share. Continue...

The students were - and are - complicated human beings. Many would go on to achieve spectacular successes, while others met spectacular failure. But most would come to view the protests as the most important undertaking of their lives.

'This is the cradle'

The students came together under the Rev. James Lawson, a graduate divinity student who moved to Nashville after King "literally begged him to move south," Branch said.

In the fall of 1959, Lawson started holding workshops on nonviolent action. Students from Fisk and Tennessee State universities, Meharry Medical College and American Baptist Theological Seminary gathered at Clark Memorial United Methodist Church on 14th Avenue North.

"Clark was the birthplace of the civil rights movement in Nashville," said Matthew Walker Jr., who participated in Lawson's workshops and the sit-ins as a Fisk student. "This is the cradle."

As Lawson stood or sat on one side of the fellowship hall and the students sat in rows of chairs, they talked about Jesus, Gandhi and Thoreau. Or they would role-play a sit-in, with some students pretending to ignore those who stood behind them, yelling slurs and blowing smoke in their faces.

The goal was clear: to desegregate the lunch counters in downtown department stores and five-and-dimes, where black customers could shop but couldn't buy a hamburger.

Lawson taught the students to react to violence by turning the other cheek and taking the blows. In a workshop captured on film, he urged them to imagine responding to their attackers in a "creatively loving fashion."

"It wasn't always easy, believe me," said Walker, who lost his lower front teeth in a beating at the Greyhound bus station lunch counter but came back to join the Freedom Rides.

And yet the students were meticulous about their own conduct. Two student leaders from American Baptist, Lewis and Bernard Lafayette, passed out a list of rules: Don't laugh out loud. Don't block entrances to stores. Be friendly and courteous. Always face the counter.

Williams, Allison M 2/20/15 1:53 PM

Comment [5]: Matthew Walker Jr. asserts that Clark is the birthplace—the cradle—of the Nashville Civil Rights Movement. What type of figurative language is this? (metaphor) What does this mean?

Williams, Allison M 2/20/15 1:53 PM

Comment [6]: Lesson Extension: Students conduct mini-research projects on Jesus, Gandhi, and Thoreau.

Williams, Allison M 2/20/15 1:53 PM

Comment [7]: What is the goal?

They dressed like they were going to church. Often they went to jail.

The sit-ins begin

The Nashville sit-ins began on Feb. 13, 1960, nearly two weeks after four North Carolina A&T students spontaneously sat in at a Woolworth's in Greensboro, N.C. Lawson didn't think the Nashville movement was ready, but his young charges wouldn't wait.

"They finally ran out from under him," Branch said.

Emerging from First Baptist, they would wind their way past the old National Life Building, walk down Union Street and south on Fifth Avenue, home to three department stores: Kress, McLellan's and Woolworth's. They also sat in at nearby Cain-Sloan, Harveys, Grant's, Walgreens and the Moon-McGrath drugstore.

On the first two weekends, waitresses refused to serve the students, so they sat at the counters and quietly did their homework.

On the third Saturday, Feb. 27, the police moved in. Some of the students were assaulted by white shoppers. More than 80 students were arrested and charged with disorderly conduct, while police left the attackers alone.

That began a nearly two-month standoff between the mostly black protesters - who kept coming and coming - and the white business owners. The students were spat on, gassed with insecticide and had beverages and condiments dumped on them.

Black residents began to boycott the downtown stores, punishing white merchants during the Easter season.

The tension exploded on April 19, when a bomb tore through the home of Z. Alexander Looby, a leading black civil rights lawyer who lived near the Meharry campus. Looby and his family somehow escaped unharmed, but the students and preachers had seen enough. They sent Mayor Ben West a telegram and started walking.

Williams, Allison M 2/20/15 1:53 PM

Comment [8]: Lesson Extension: Compare the protests of desegregation in the 60s to the protests today surrounding police brutality.

Williams, Allison M 2/20/15 1:53 PM

Comment [9]: Citing textual evidence, describe what is happening on the third Saturday. That is, what are the protestors doing? The aggressors? The police?

Led by Fisk junior Diane Nash and minister C.T. Vivian, thousands marched, three by three, to City Hall. After West met them on the plaza, Vivian delivered a blistering indictment. Then Nash quietly lowered the boom.

After getting West to acknowledge the evils of discrimination, she pressed him.

“Then, mayor, do you recommend that the lunch counters be desegregated?”

“Yes,” West replied.

Three weeks later, black students and residents ate at the lunch counters, and Nashville became the first city in the South to desegregate. By then the sit-ins had spread across the South, and students in other cities realized that victory was possible.

Movement spreads

But the Nashville students didn't stop there. They “stood in” outside movie theaters. They protested outside restaurants. And in the spring of 1961, they moved to the forefront of a national campaign.

The Freedom Rides, designed to require enforcement of a new federal rule desegregating interstate bus facilities, appeared to be over after riders had been savagely attacked in Rock Hill, S.C.; Anniston, Ala.; and Birmingham. Federal officials had gotten the battered riders to New Orleans when they learned that the students had other plans.

Back in Nashville, after a meeting at First Baptist, the students decided to keep the Freedom Rides alive. Though the adults who advised them said they would get themselves killed, the students said they couldn't let violence separate them from freedom. Several of them were beaten badly in Montgomery on May 20.

That was the first of 13 Freedom Rides to originate in Nashville, according to Raymond Arsenault's book about the rides. Operating out of a Jefferson Street house, Nash and Tennessee State graduate Leo Lillard cashed money orders and bought tickets for students on their way to Jackson, Miss. They intended to fill the jails.

Branch thinks the movement would have been set back by at least a year if the students hadn't responded as they did. It's a question the former students have contemplated themselves over the years.

Williams, Allison M 2/20/15 1:53 PM

Comment [10]: What is the outcome of the sit-ins in Nashville? Use text to support your answer.

Williams, Allison M 2/20/15 1:53 PM

Comment [11]: Why can you infer the Freedom Riders intended to fill the jails?

Not long ago, Ernest “Rip” Patton, a former TSU student, discussed with Vivian, who lives in Atlanta, how remarkable it was that this group had all come together at one time.

“John Lewis from Troy, Ala., wanted to go to Troy State,” said Patton, who still lives in Nashville. “Bernard Lafayette from Tampa, Fla., wanted to go to school in Florida. James Bevel, I think he wanted to work in Mississippi and Alabama. C.T. Vivian, who lived in Peoria, Ill., he wanted to go into Chicago and work.

“C.T. and I, we agree that this movement was God sent,” Patton said, “because all of these people who had different agendas ended up in Nashville.”

With 50 years of perspective, it’s easy to conclude that the justice the students were pushing for was inevitable.

But there were no guarantees during those anxious days in the Deep South. And while there’s no way of knowing what would have happened if they had not taken the risks they did, one thing is certain:

It would have been a different world.

By Michael Cass at 615-259-8838 or mcass@tennessean.com. Follow him on Twitter @tnmetro.

Source: <http://archive.tennessean.com/civil-rights/>

“If not us, then who? If not now, then when?”

- John Lewis

Williams, Allison M 2/20/15 1:53 PM

Comment [12]: What does this quote mean? Day one exit ticket: Citing textual evidence, who is the ‘us’ John Lewis is referring to? What actions are taken to abolish segregation in Nashville and throughout the South?

“Area Students Lead the Way”

The seeds of revolution were planted in a church fellowship hall, in dorm rooms and in a rented house along Jefferson Street.

They were nurtured in a pivotal emergency meeting at First Baptist Church Capitol Hill, with all who were there convinced that the very idea of America was up for grabs.

When the revolutionaries were ready, they attacked. But they didn't fire guns, pull knives or throw punches.

They sat at lunch counters. They rode buses. They marched.

And they bled.

More than 50 years ago, a group of Nashville college students joined forces with local preachers to create a nonviolent army that went to war with the segregated South.

While similar groups did the same kind of work in other cities, the Nashville students had the first and most wide-ranging success in the decade when Jim Crow was routed. They stayed at it with such resolve that the Rev. Martin Luther King Jr., on a visit to Fisk University in the midst of the students' efforts, said he came not to inspire but to be inspired.

And later, when violence threatened to break them, the students defied the adults who advised them and kept going. They rode buses into police-sanctioned assaults in Alabama, knowing they might die - a decision made during that crucial First Baptist meeting, after one of them, John Lewis, posed two simple questions.

“If not us, then who?” he asked. “If not now, then when?”

The students would go on to play key roles in the civil rights movement's biggest victories.

“The Nashville students dramatically expanded the notion of what a movement was on two or three occasions,” said historian Taylor Branch, the Pulitzer Prize-winning author of “America in the King Years.”

The students were - and are - complicated human beings. Many would go on to achieve spectacular successes, while others met spectacular failure. But most would come to view the protests as the most important undertaking of their lives.

'This is the cradle'

The students came together under the Rev. James Lawson, a graduate divinity student who moved to Nashville after King “literally begged him to move south,” Branch said.

In the fall of 1959, Lawson started holding workshops on nonviolent action. Students from Fisk and Tennessee State universities, Meharry Medical College and American Baptist Theological Seminary gathered at Clark Memorial United Methodist Church on 14th Avenue North.

“Clark was the birthplace of the civil rights movement in Nashville,” said Matthew Walker Jr., who participated in Lawson’s workshops and the sit-ins as a Fisk student. “This is the cradle.”

As Lawson stood or sat on one side of the fellowship hall and the students sat in rows of chairs, they talked about Jesus, Gandhi and Thoreau. Or they would role-play a sit-in, with some students pretending to ignore those who stood behind them, yelling slurs and blowing smoke in their faces.

The goal was clear: to desegregate the lunch counters in downtown department stores and five-and-dimes, where black customers could shop but couldn’t buy a hamburger.

Lawson taught the students to react to violence by turning the other cheek and taking the blows. In a workshop captured on film, he urged them to imagine responding to their attackers in a “creatively loving fashion.”

“It wasn’t always easy, believe me,” said Walker, who lost his lower front teeth in a beating at the Greyhound bus station lunch counter but came back to join the Freedom Rides.

And yet the students were meticulous about their own conduct. Two student leaders from American Baptist, Lewis and Bernard Lafayette, passed out a list of rules: Don’t laugh out loud. Don’t block entrances to stores. Be friendly and courteous. Always face the counter.

They dressed like they were going to church. Often they went to jail.

The sit-ins begin

The Nashville sit-ins began on Feb. 13, 1960, nearly two weeks after four North Carolina A&T students spontaneously sat in at a Woolworth's in Greensboro, N.C. Lawson didn't think the Nashville movement was ready, but his young charges wouldn't wait.

"They finally ran out from under him," Branch said.

Emerging from First Baptist, they would wind their way past the old National Life Building, walk down Union Street and south on Fifth Avenue, home to three department stores: Kress, McLellan's and Woolworth's. They also sat in at nearby Cain-Sloan, Harveys, Grant's, Walgreens and the Moon-McGrath drugstore.

On the first two weekends, waitresses refused to serve the students, so they sat at the counters and quietly did their homework.

On the third Saturday, Feb. 27, the police moved in. Some of the students were assaulted by white shoppers. More than 80 students were arrested and charged with disorderly conduct, while police left the attackers alone.

That began a nearly two-month standoff between the mostly black protesters - who kept coming and coming - and the white business owners. The students were spat on, gassed with insecticide and had beverages and condiments dumped on them.

Black residents began to boycott the downtown stores, punishing white merchants during the Easter season.

The tension exploded on April 19, when a bomb tore through the home of Z. Alexander Looby, a leading black civil rights lawyer who lived near the Meharry campus. Looby and his family somehow escaped unharmed, but the students and preachers had seen enough. They sent Mayor Ben West a telegram and started walking.

Led by Fisk junior Diane Nash and minister C.T. Vivian, thousands marched, three by three, to City Hall. After West met them on the plaza, Vivian delivered a blistering indictment. Then Nash quietly lowered the boom.

After getting West to acknowledge the evils of discrimination, she pressed him.

"Then, mayor, do you recommend that the lunch counters be desegregated?"

"Yes," West replied.

Three weeks later, black students and residents ate at the lunch counters, and Nashville became the first city in the South to desegregate. By then the sit-ins had spread across the South, and students in other cities realized that victory was possible.

Movement spreads

But the Nashville students didn't stop there. They "stood in" outside movie theaters. They protested outside restaurants. And in the spring of 1961, they moved to the forefront of a national campaign.

The Freedom Rides, designed to require enforcement of a new federal rule desegregating interstate bus facilities, appeared to be over after riders had been savagely attacked in Rock Hill, S.C.; Anniston, Ala.; and Birmingham. Federal officials had gotten the battered riders to New Orleans when they learned that the students had other plans.

Back in Nashville, after a meeting at First Baptist, the students decided to keep the Freedom Rides alive. Though the adults who advised them said they would get themselves killed, the students said they couldn't let violence separate them from freedom. Several of them were beaten badly in Montgomery on May 20.

That was the first of 13 Freedom Rides to originate in Nashville, according to Raymond Arsenault's book about the rides. Operating out of a Jefferson Street house, Nash and Tennessee State graduate Leo Lillard cashed money orders and bought tickets for students on their way to Jackson, Miss. They intended to fill the jails.

Branch thinks the movement would have been set back by at least a year if the students hadn't responded as they did. It's a question the former students have contemplated themselves over the years.

Not long ago, Ernest "Rip" Patton, a former TSU student, discussed with Vivian, who lives in Atlanta, how remarkable it was that this group had all come together at one time.

"John Lewis from Troy, Ala., wanted to go to Troy State," said Patton, who still lives in Nashville. "Bernard Lafayette from Tampa, Fla., wanted to go to school in Florida. James Bevel, I think he wanted to work in Mississippi and Alabama. C.T. Vivian, who lived in Peoria, Ill., he wanted to go into Chicago and work.

“C.T. and I, we agree that this movement was God sent,” Patton said, “because all of these people who had different agendas ended up in Nashville.”

With 50 years of perspective, it’s easy to conclude that the justice the students were pushing for was inevitable.

But there were no guarantees during those anxious days in the Deep South. And while there’s no way of knowing what would have happened if they had not taken the risks they did, one thing is certain:

It would have been a different world.

By Michael Cass at 615-259-8838 or mcass@tennessean.com. Follow him on Twitter @tnmetro.

Source: <http://archive.tennessean.com/civil-rights/>

“If not us, then who? If not now, then when?”

- John Lewis

Text Based Questions for “Area Students Lead the Way”:

1. What is a revolution?
2. According to the article, “When the revolutionaries were ready, they attacked.” How did the revolutionaries attack? How is this different than our normal interpretation of the word “attack”?
3. Who is Jim Crow?
4. What can you infer this quote means? Cite textual evidence to support your answer.
5. Matthew Walker Jr. asserts that Clark is the birthplace—the cradle—of the Nashville Civil Rights Movement. What type of figurative language is this? (metaphor) What does this mean?
6. What is the goal attempted to be achieved by sitting in at the lunch counters?
7. Citing textual evidence, describe what is happening on the third Saturday. That is, what are the protestors doing? The aggressors? The police?
8. What is the outcome of the sit-ins in Nashville? Use text to support your answer.
9. Why can you infer the Freedom Riders intended to fill the jails?
10. John Lewis says, “If not us, then who? If not now, then when?” What does this quote mean? Day one exit ticket: Citing textual evidence, who is the ‘us’ John Lewis is referring to? What actions are taken to abolish segregation in Nashville and throughout the South?

Collaborative Work Skills : witness wall

Teacher Name: Allison Williams

Student Name: _____

CATEGORY	4	3	2	1
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).

Director

- ◇ reads directions aloud for the group
- ◇ keeps group on task and following directions



Materials Manager

- ◇ sets up materials before beginning the activity
- ◇ makes sure all materials are cleaned up



Facilitator


- ◇ helps to decide who will do each part of the activity
- ◇ makes sure group is quiet
- ◇ keeps track of time



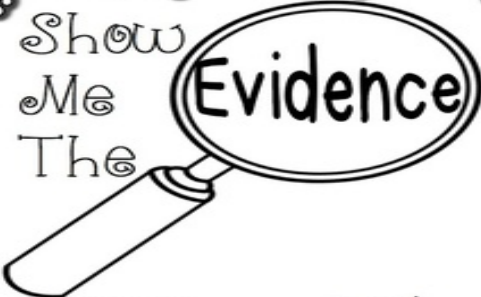
Technician

- ◇ measures accurately
- ◇ makes sure everyone is recording data, diagrams, and observations







Show
Me
The




Evidence

- On page _____, it said...
- The author wrote...
- For instance...
- According to the text...
- In the _____ stanza...
- From the reading, I know that...
- Based on what I read...
- For example...
- The graphic showed...
- Based on the visual clues in the illustration...

Krista Wallden © 2015 thecreativechalkboard.blogspot.com




Show
Me
The



Evidence

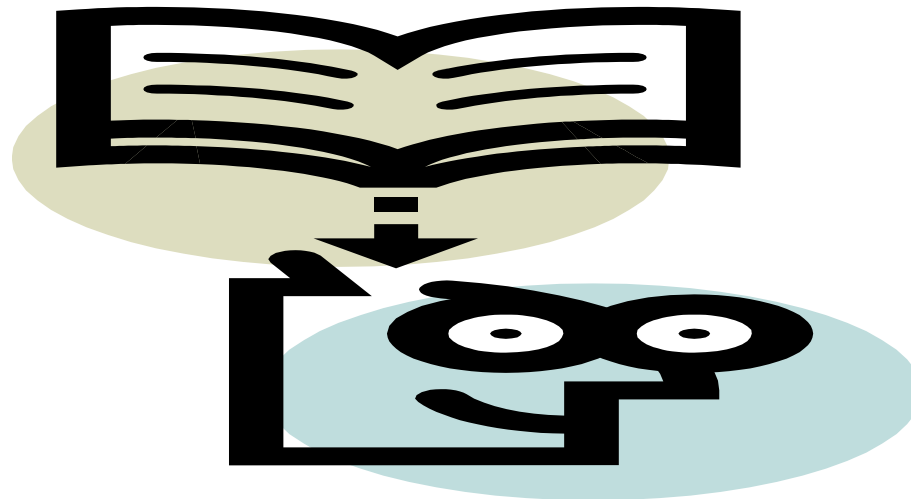
- On page _____, it said...
- The author wrote...
- For instance...
- According to the text...
- In the _____ stanza...
- From the reading, I know that...
- Based on what I read...
- For example...
- The graphic showed...
- Based on the visual clues in the illustration...

Krista Wallden © 2015 thecreativechalkboard.blogspot.com



Steps for specifically citing textual evidence:

1. **Rephrase** the question in the form of a statement. (We do this so that the reader knows exactly what we are talking about.)
2. **Answer** the question.
3. **Cite** evidence to support your answer. I know this because the text says, “_____.”



Witness Wall Rubric

Teacher Name: **Allison Williams**

Student Name: _____

CATEGORY	4	3	2	1
Layout - Headlines & Captions	Witness wall has a headline(quote) that captures the reader's attention and accurately describe the content. All articles have a byline. All graphics have captions that adequately describe the people and action in the graphic.	Witness wall has a headline(quote) that accurately describes the content. All articles have a byline. All graphics have captions.	Witness wall has a headline (quote) that accurately describes the content. All articles have a byline. Most graphics have captions.	Witness wall has a headline(quote) that is missing bylines OR many articles do not have adequate headlines OR many graphics do not have captions.
Who, What, When, Where & How	Witness wall adequately address the 5 W's (who, what, when, where and how).	90-99% of the Witness wall adequately address the 5 W's (who, what, when, where and how).	75-89% of the Witness wall adequately address the 5 W's (who, what, when, where and how).	Less than 75% of the Witness wall adequately address the 5 W's (who, what, when, where, and how).
Witness wall - Purpose	90-100% of the Witness wall establishes a clear purpose and demonstrates a clear understanding of the topic.	85-89% of the Witness wall establishes a clear purpose and demonstrates a clear understanding of the topic.	75-84% of the Witness wall establishes a clear purpose and demonstrates a clear understanding of the topic.	Less than 75% of the Witness wall establishes a clear purpose and demonstrates a clear understanding of the topic.
Witness wall - Supporting Details	The details in the Witness wall are clear, effective, and vivid 80-100% of the time.	The details in the Witness wall are clear and pertinent 90-100% of the time.	The details in the Witness wall are clear and pertinent 75-89% of the time.	The details in more than 25% of the Witness wall are neither clear nor pertinent.
Graphics	Graphics are in focus, are well-cropped and are clearly related to the Witness wall they accompany.	Graphics are in focus and are clearly related to the Witness wall they accompany.	80-100% of the graphics are clearly related to the Witness wall they accompany.	More than 20% of the graphics are not clearly related to the Witness wall OR no graphics were used.
Use of Primary Sources	Reading of primary source material was thorough.	Reading of primary source material was fairly thorough.	Reading of primary source material was incomplete.	Reading of primary source material was not done.

Knowledge Gained	All students in the group can accurately answer all questions related to a) stories in the Witness wall and b) technical processes used to create the Witness wall.	All students in the group can accurately answer most questions related to a) stories in the Witness wall and b) technical processes used to create the Witness wall.	Most students in the group can accurately answer most questions related to a) stories in the Witness wall and b) technical processes used to create the Witness wall.	Several students in the group appear to have little knowledge about the facts and the technical processes used for the Witness wall.
Spelling and Proofreading	No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the Witness wall.	No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the Witness wall.	No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the Witness wall.	Several spelling or grammar errors remain in the final copy of the Witness wall.