



Appendices

Reading Formats & Their Benefits

Shared Reading

During shared reading, a proficient reader—usually the educator—models effective reading strategies for less advanced readers. This activity creates a safe environment where the students are able to learn to read while listening. Ideally, the students follow along in their own text while the educator reads aloud. The group may pause at times to ask questions or highlight effective reading strategies. Shared reading is useful during whole class settings. The activity builds students' sight word knowledge and reading fluency. This activity also enables struggling readers to enjoy the same text as their more proficient peers.

Guided Reading

During Guided Reading, the educator works with a small group (3-6) of readers as they work through a book. Sometimes the teacher may read the text aloud, while other times the students read aloud. In some guided reading lessons, the teacher will ask the students to whisper read to themselves. During these sessions, the educator is able to provide specific guidance to students by providing prompts, asking questions, and encouraging certain reading strategies (context clues, letter and sound relationships, word structure, and so forth, plot development, etc.). This scaffolded reading format prepares students with the skills they need to eventually read on their own.

Independent Reading

Independent reading is the type of reading students do alone. This activity is usually done to gain information or to have fun! The most successful independent reading activity is when students engage in reading voluntarily; during the reading no one requires a report and no one checks on comprehension, as these strategies can disrupt the reader's concentration. Among many other benefits, independent reading has been found to build fluency, increase vocabulary, bolster background knowledge, and strengthen overall content comprehension.

Popcorn Reading

During popcorn reading lessons, the educator chooses one student to begin reading the chapter. After one page, the student or the educator randomly selects another student in class to continue reading. It is important to ask students to follow along in their own text while others read aloud. Some researchers say that popcorn reading helps students build fluency and pronunciation skills. We only recommend popcorn reading for groups of students who can confidently read on the level of the text assigned.

Recommendations for Discussion Activities⁷

What does a Classroom Discussion Look Like?

Classroom discussions can take place in many different participation structures. Discussion-based activities vary in the number of students present, the degree to which the educator's voice is present, and the amount of scaffolding necessary to prepare students for the activity. Listed below are five discussion-based activities that can be used to scaffold students' discussion skills. All of these activities are effective in bolstering students' comprehension of content and their prosocial capacities.

Think-Pair-Share

Pose a content-related question to the whole class and give students 30 seconds to reflect on their own thoughts. Next, allow students approximately two minutes to share their ideas with a partner. Following this brief exchange, reconvene the whole class and ask students to share aloud their partner's idea. This activity provides opportunities for students to practice reflection, listening, and perspective-taking skills. A think-pair-share typically takes a total of 5 minutes of class time.

Fishbowl

Ask a group of 3-5 students to sit in a circle in the center of the classroom. Be sure to include one empty seat in this inner circle (for observers who will want to join in). The rest of the class should form a standing ring around the outside of the inner circle. The educator will pose an open-ended, content related question to the inner group (e.g. Kenny learns a lot about friendship from Rufus who is kind and LJ Jones who's sneaky. What does it mean to be a good friend?). While students in the inside circle discuss the prompt, students in the outside circle should listen carefully to the ideas being generated. If a student in the outside circle has something to say, she may join the conversation by taking a seat in the available spot in the inner circle. When a new student joins the inner circle, another student must leave and join the outer circle. This activity allows students to practice directing their own conversational flow, maintain interpretive authority of the material, and sharpen general listening and reflecting skills required by discussions. A fishbowl can take anywhere from 10 to 30 minutes of class time.

⁷ As described in *The SAGE Handbook of Classroom Management's Managing Classroom Discussions* by S. Ronfard, T. Elizabeth, & J. Bempechat (2014).

Structured Debate

Depending on the size of the class, divide students into 2-4 groups. Introduce an open-ended topic in which more than one plausible solution or answer is evident (e.g. Kenny realizes that Larry Dunn stole his extra pair of leather gloves. What is the best way for Kenny to handle this situation?). Assign a stance to each group and let them know it will be their responsibility to 1) justify and defend that stance, and 2) rebut counterarguments. Give time for students to prepare their arguments and their rebuttal to the other team's argument. This activity provides students with opportunities to engage in complex reasoning about a shared text, as well as chances to formulate evidence-based arguments and practice strategies for respectfully disagreeing with others. A structured debate can take anywhere from 20 to 45 minutes of class time.

Whole Class Discussion

Typically, whole class discussions are started when the educator poses an open-ended question to the group (e.g. Do you think Byron thought about the danger of fire when he played his Nazi parachute game?). Then, students are encouraged to share their ideas and to respond to each other's thinking. It is ideal to encourage students to simply speak out when they have something to say, rather than raising their hand to request permission from the educator. Over the course of the academic year, the management of the whole-class discussion can shift from being predominantly facilitated by the educator to being driven by students (who will feel more and more comfortable questioning each other and sharing ideas). This activity provides an opportunity for students to learn how to manage large multi-party conversations, while at the same time deepening their comprehension of content and exercising prosocial discussion skills. A whole-class discussion can take anywhere from 3 to 45 minutes of class time; the activity is exceedingly versatile and can be integrated into just about any other instructional format.

Small-Group Discussion

In groups of 3 - 6, students are asked to contemplate academic content. They may be provided with an exploratory prompt (e.g. How are Flint and Birmingham similar? How are they different?); they may be requested to discuss a chapter from a text (e.g. In Chapter 4, what does it say about Kenny's personality that he shared his gloves with Rufus?); or students may be asked to solve a complex problem (e.g. How many miles did the Watsons drive when they traveled from Flint to Birmingham?). Typically, the entire class breaks into small groups at the same time, and then reconvenes at the same time to report their findings to the whole class. Small-group discussions offer students the most interpretive control over content, and are best suited for students who have had some modeling or practice engaging in discussion. The educator may circulate throughout the room to monitor that students are on task. This activity provides an opportunity for students to learn how to manage large multi-party conversations, while at the same time deepening their comprehension of content and exercising prosocial skills. A small-group discussion can take anywhere from 5 to 20 minutes of class time.

Strategies for Facilitating Healthy Discussions⁸

How Can Educators Promote Effective Classroom Discussions?

Establish Ground Rules

It is important for educators, together with their students, to set and enforce effective ground rules for classroom discussions very early on. Students will feel more dedicated to a set of rules if they have had a hand in creating them. The educator can start by asking students to reflect on positive conversations they have had with their friends or family members. The following are a few suggested prompts to get students thinking:

- ***What makes a good conversation partner?***
- ***What are the differences between a fight and a discussion?***
- ***How do you feel when others interrupt you when you are talking?***
- ***How does it make you feel when others laugh at your ideas?***
- ***How do you know when what is said in a discussion is a fact versus an opinion?***

The questions listed above will get students thinking about the importance of empathy and perspective taking during discussions, as well as the need for logic- and evidence- based contributions. After challenging students to visualize what constitutes a friendly and productive discussion, ask them to think of a few rules that would ensure respectful talk. Listed below are recommended ground rules. Having just a few rules is more effective than having a long list.

- ***Actively listen to your peers' ideas.***
- ***Wait for an appropriate moment in the discussion to speak.***
- ***Use evidence or reason to support your ideas.***
- ***Ask for clarification when you are confused.***
- ***Don't speak too much - give others a chance!***
- ***Use kind words, not insults.***

The purposes of student-generated ground rules are that 1) they are more likely to be adhered to and respected by students and therefore will reduce the likelihood of misbehavior and 2) introducing respectful standards will contribute to the overall harmony of the classroom climate and naturally create an atmosphere that is conducive to collaborative learning.

⁸ As described in *The SAGE Handbook of Classroom Management's Managing Classroom Discussions* by S. Ronfard, T. Elizabeth, & J. Bempechat (2014).

Instructional Techniques

During any type of discussion activity, the educator has the important job of making sure the talk remains academically focused and productive. While students should be allowed considerable interpretive authority, the educator may intervene when necessary. Listed below are ways the educator may gently get students back on track:

- ***Question how statements are related to the academic content or topic.***
- ***Review or repeat central points when students seem confused.***
- ***Remind students that differing opinions are okay.***

Talk Moves for Productive Classroom Discussion

No matter the structure, there are both student and educator “talk moves” that are conducive to productive classroom discussions. Talk moves, whether used by educators or students, help to improve the quality of conversations by helping to clarify, link, invite, and extend contributions. These moves promote both *academic* and *social* understanding at the same time because they repair and extend the discussion in an inclusive and respectful manner. Therefore, students who are engaged in a discussion about an academic topic will be practicing prosocial behavioral tendencies while also deepening their comprehension of subject matter.

Educator Moves⁹

Educator moves encourage students to externalize their thoughts and press students to deepen their reasoning. These educator moves can be used during any discussion format. These talk moves help the educator to:

- ***Ensure that students can hear one another:***
“Say that louder.” or “Can you say that again so that everyone can hear?”
- ***Prompt students to support contributions with evidence from the text:***
“What evidence in the book supports that position?” or “Where in the text does it say...?”
- ***Prompt students to provide general reasons for their contributions:***
“Why do you think that?” or “Can you explain your reasoning to us a little more?”
- ***Encourage students to clarify their contributions:***
“Can you say more about that?” or “What do you mean when you say...?”

⁹ Elizabeth, T., LaRusso, M., O’Connor, C., Selman, R. and Snow, C. (2014). *LIDO: A Low-Inference Discourse Observation Tool for Researchers and Practitioners.*

- **Prompt students to respond to other students' reasoning:**
"Who agrees or disagrees with X?" or "Who can add on to what Y just said?"

The educator moves listed above are subtle ways for the educator to hold students accountable for maintaining quality dialogue that promotes content understanding. Sometimes the educator will need to use more direct moves to:

- **Ensure that students pay attention to one another:**
"Who can put that into their own words?" or
"You need to listen to Alice."
- **Guide students back on topic:**
"How does that relate to X?" or "Let's remember that our topic is X..."
- **Remind students of the classroom rules for discussion:**
"Jeremy, please rephrase that using kind words." or "Don't interrupt your classmate."

Student Moves

Desirable student moves involve extended talk in which students provide evidence or reasoning for their ideas. Respectful disagreements, requests for peer elaboration, interrogation of sources, and attempts to gain clarity are key indicators that the discussion is going well. Students' use of these moves should be highlighted and encouraged:

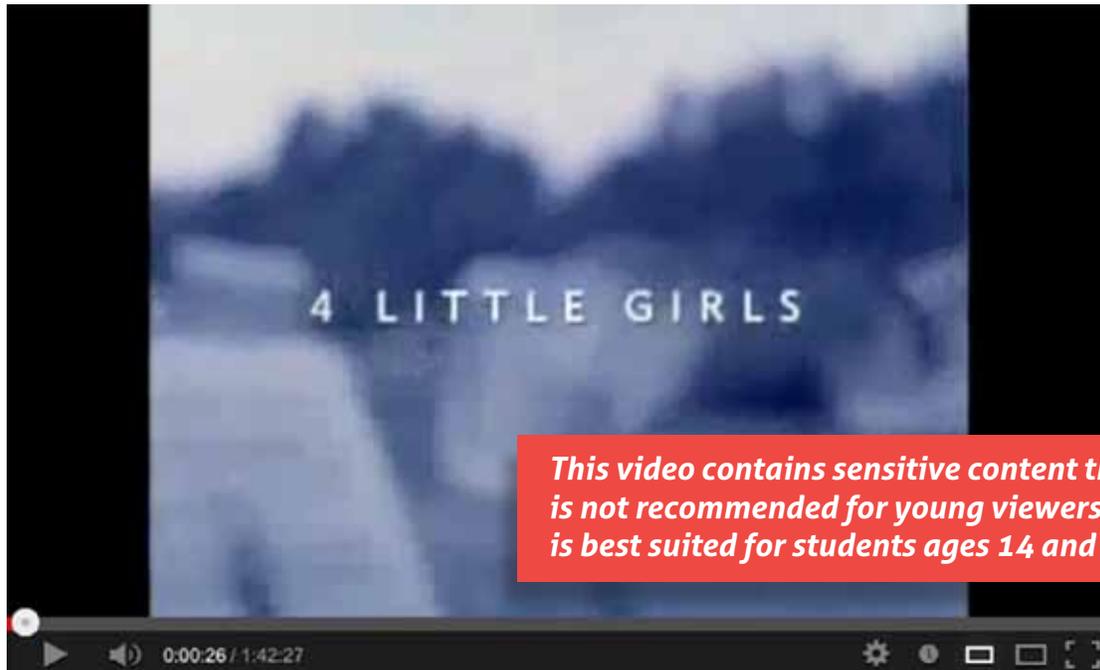
- ***Provide general reasons to support a contribution:***
 "I think the sum is nine **because** when you put four with five..."
- ***Refer to specific evidence from the text to support a contribution:***
 "On page 7, it says that water freezes at 32 degrees Fahrenheit."
- ***State that they agree or disagree with another student:***
 "I disagree with Eglantine. I do not think copper sticks to magnets."
- ***Acknowledge multiple perspectives in the discussion:***
 "Robbie thinks that the Pharaohs were kind, but Jeremy thinks they were oppressive."
- ***Ask another student a question about their contribution or the topic:***
 "Eglantine, what makes you think that the copper will stick to the magnet?"
- ***State that he/she has changed his/her mind:***
 "I used to think that we shouldn't use two languages at school, but now I think it's okay."

Not *all* educator and student talk moves need to happen during a single discussion in order to view the activity as a success. Rather, these moves will fluctuate depending on the activity structure and how advanced students are in their discussion skills. As students' discussion skills become more sophisticated, they can be expected to adopt educator moves to manage and extend discussions. Similarly, the educator can borrow student moves to model effective discussion techniques. Sharing with students why and how a particular talk move is important will help students understand the social and communicative purposes of each move and will help them learn to use talk moves effectively and independently.

4 Little Girls

Video Connection Activity

<http://www.youtube.com/watch?v=eGoP6TGa7ig>



Videotape: *4 Little Girls*

There are many references in the book to the racism, hatred and violence exhibited during the Civil Rights Movement in America. The subject matter of this 102 minute film somewhat mirrors the bombing episode in Chapter 14 and will enable the students to gain a better understanding of the effects crimes of this nature had not only the people personally involved, but also on the greater Civil Rights Movement.

4 Little Girls, directed by Spike Lee, is an extremely powerful documentary that takes an in-depth look at the crime that forever altered the lives of many Americans. It tells the story of a bomb tearing through a basement of a church taking the lives of four young girls: Denise McNair, Carole Robertson, Cynthia Wesley and Addie Mae Collins. The film features comments by surviving family members, as well as interviews with some notable personalities including Bill Cosby, Jesse Jackson, and Coretta Scott King.

Following the viewing of the videotape of *4 Little Girls*, the whole class should be involved in a discussion where they are allowed to voice their feelings and comments about the film. The discussion should be steered toward the main reason why the Civil Rights Movement came into being in the first place — black Americans were being treated unfairly in many respects. Then talk about the effects that this particular crime probably had on the progress of the Movement.

Historical Resources

Online Video

Excerpt, Report to the American People on Civil Rights, 11 June 1963

CBS (Columbia Broadcasting System) motion picture excerpt containing President John F. Kennedy's full radio and television report to the American people on civil rights.



<http://www.jfklibrary.org/Asset-Viewer/Archives/TNC-262-EX.aspx>

Birmingham and the Children's March

Video of Children's March



<http://www.pbs.org/wnet/religionandethics/2013/04/26/april-26-2013-birmingham-and-the-childrens-march/16051/>

Online Video (Cont'd)

PBS NewsHour: Freedom Riders Discuss 50th Anniversary of Protest Movement

Interview of two women Freedom Riders discussing their experiences.



<http://video.pbs.org/video/1922856991>

Finding Your Roots: Growing up under Jim Crow in Birmingham, Alabama

Growing up under Jim Crow Birmingham, Alabama.



<http://video.pbs.org/video/2227535292>

Online Video (Cont'd)

Civil Rights March

Civil Rights March on Washington.



<http://archive.org/details/CivilRightsMarch>

Segregation Now, Segregation Tomorrow, Segregation Forever

One-minute video with George Wallace saying, "Segregation now, segregation tomorrow, segregation forever."



<http://www.wyzant.com/help/history/hpol/wallace/segregation>

Online Video (Cont'd)

The 1963 March on Washington civil rights rally

MLK, John Lewis and clergymen exemplify the diversity of the march, indicating the importance of community, support and collective action.



<http://www.dvarchive.com/stock-footage/000-3946/themarchonwashingtoncivillightsrallymartinlutherkingarrives>

Birmingham, Alabama in 1963

Children's march, protesting, courageously being arrested, attack dogs being used against patrons, all to the backdrop of MLK's speech.



<http://fastimages.net/films/movie.jsp?id=205794>

Online Video (Cont'd)

Martin Luther King

Extended clip of MAJOR moments of Civil Rights Movement, incorporating all major moments.



http://www.myfootage.com/search.php?search=bull+connor&match_type=all

1963 MARCH ON WASHINGTON

Singing "we shall overcome" with the newscast V.O, and MLK's speech.



<http://fastimages.net/films/movie.jsp?id=88586>

Online Speech

Josephine Baker

“Speech at the March on Washington,” 1963

<http://www.blackpast.org/?q=1963-josephine-baker-speech-march-washington>

Friends and family...you know I have lived a long time and I have come a long way. And you must know now that what I did, I did originally for myself. Then later, as these things began happening to me, I wondered if they were happening to you, and then I knew they must be. And I knew that you had no way to defend yourselves, as I had.

And as I continued to do the things I did, and to say the things I said, they began to beat me. Not beat me, mind you, with a club—but you know, I have seen that done too—but they beat me with their pens, with their writings. And friends, that is much worse.

When I was a child and they burned me out of my home, I was frightened and I ran away. Eventually I ran far away. It was to a place called France. Many of you have been there, and many have not. But I must tell you, ladies and gentlemen, in that country I never feared. It was like a fairyland place.

And I need not tell you that wonderful things happened to me there. Now I know that all you children don't know who Josephine Baker is, but you ask Grandma and Grandpa and they will tell you. You know what they will say. “Why, she was a devil.” And you know something...why, they are right. I was too. I was a devil in other countries, and I was a little devil in America too.

But I must tell you, when I was young in Paris, strange things happened to me. And these things had never happened to me before. When I left St. Louis a long time ago, the conductor directed me to the last car. And you all know what that means.

But when I ran away, yes, when I ran away to another country, I didn't have to do that. I could go into any restaurant I wanted to, and I could drink water anyplace I wanted to, and I didn't have to go to a colored toilet either, and I have to tell you it was nice, and I got used to it, and I liked it, and I wasn't afraid anymore that someone would shout at me and say, “Nigger, go to the end of the line.” But you know, I rarely ever used that word. You also know that it has been shouted at me many times.

So over there, far away, I was happy, and because I was happy I had some success, and you know that too.

Then after a long time, I came to America to be in a great show for Mr. Ziegfeld, and you know Josephine was happy. You know that. Because I wanted to tell everyone in my country about myself. I wanted to let everyone know that I made good, and you know too that that is only natural.

But on that great big beautiful ship, I had a bad experience. A very important star was to sit with me for dinner, and at the last moment I discovered she didn't want to eat with a colored woman. I can tell you it was some blow.

And I won't bother to mention her name, because it is not important, and anyway, now she is dead.

And when I got to New York way back then, I had other blows—when they would not let me check into the good hotels because I was colored, or eat in certain restaurants. And then I went to Atlanta, and it was a horror to me. And I said to myself, My God, I am Josephine, and if they do this to me, what do they do to the other people in America?



Josephine Baker

You know, friends, that I do not lie to you when I tell you I have walked into the palaces of kings and queens and into the houses of presidents. And much more. But I could not walk into a hotel in America and get a cup of coffee, and that made me mad. And when I get mad, you know that I open my big mouth. And then look out, 'cause when Josephine opens her mouth, they hear it all over the world.

So I did open my mouth, and you know I did scream, and when I demanded what I was supposed to have and what I was entitled to, they still would not give it to me.

So then they thought they could smear me, and the best way to do that was to call me a communist. And you know, too, what that meant. Those were dreaded words in those days,

and I want to tell you also that I was hounded by the government agencies in America, and there was never one ounce of proof that I was a communist. But they were mad. They were mad because I told the truth. And the truth was that all I wanted was a cup of coffee. But I wanted that cup of coffee where I wanted to drink it, and I had the money to pay for it, so why shouldn't I have it where I wanted it?

Friends and brothers and sisters, that is how it went. And when I screamed loud enough, they started to open that door just a little bit, and we all started to be able to squeeze through it. Not just the colored people, but the others as well, the other minorities too, the Orientals, and the Mexicans, and the Indians, both those here in the United States and those from India.

Now I am not going to stand in front of all of you today and take credit for what is happening now. I cannot do that. But I want to take credit for telling you how to do the same thing, and when you scream, friends, I know you will be heard. And you will be heard now.

But you young people must do one thing, and I know you have heard this story a thousand times from your mothers and fathers, like I did from my mama. I didn't take her advice. But I accomplished the same in another fashion. You must get an education. You must go to school, and you must learn to protect yourself. And you must learn to protect yourself with the pen, and not the gun. Then you can answer them, and I can tell you—and I don't want to sound corny—but friends, the pen really is mightier than the sword.

I am not a young woman now, friends. My life is behind me. There is not too much fire burning inside me. And before it goes out, I want you to use what is left to light that fire in you. So that you can carry on, and so that you can do those things that I have done. Then, when my fires have burned out, and I go where we all go someday, I can be happy.

You know I have always taken the rocky path. I never took the easy one, but as I get older, and as I knew I had the power and the strength, I took that rocky path, and I tried to smooth it out a little. I wanted to make it easier for you. I want you to have a chance at what I had. But I do not want you to have to run away to get it. And mothers and fathers, if it is too late for you, think of your children. Make it safe here so they do not have to run away, for I want for you and your children what I had.

Ladies and gentlemen, my friends and family, I have just been handed a little note, as you probably say. It is an invitation to visit the President of the United States in his home, the White House.

I am greatly honored. But I must tell you that a colored woman—or, as you say it here in America, a black woman—is not going there. It is a woman. It is Josephine Baker.

This is a great honor for me. Someday I want you children out there to have that great honor too. And we know that that time is not someday. We know that that time is now.

I thank you, and may god bless you. And may He continue to bless you long after I am gone.