

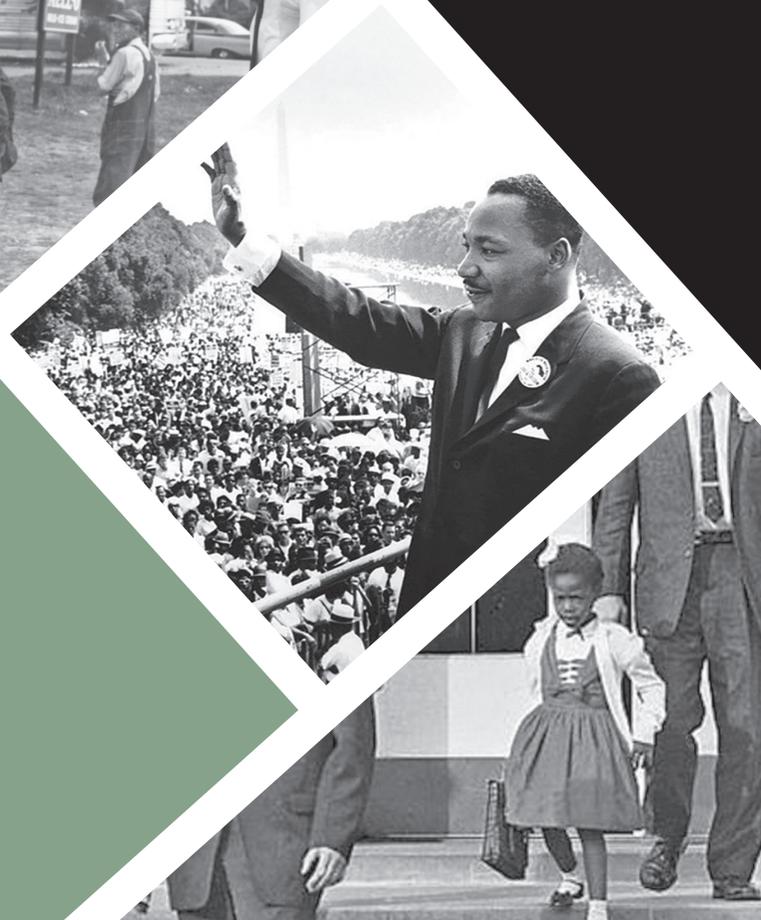


**The Joan Trimpauer
Mulholland Foundation**

TEACHER RESOURCE

UT
11th Grade

Standing for Freedom

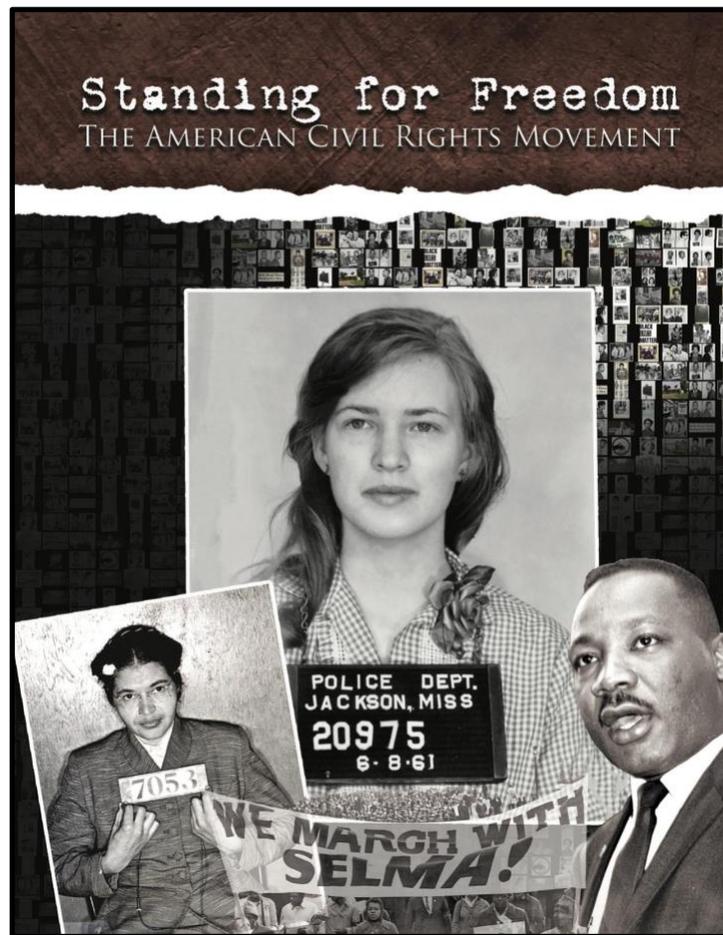


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Teaching Guide and Resources 11th-Grade Students

“Standing for Freedom The American Civil Rights Movement”



Author and Producer: Loki Mulholland
The Joan Trumpauer Mulholland Foundation
<https://joantrumpauermulholland.org/>

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Dear Educator,

These are suggested lesson plans and resources to be used in conjunction with the magazine "Standing for Freedom: The American Civil Rights Movement" and recommended videos and primary sources. Teachers should use their professional judgment to decide which activities and projects are appropriate for the unique needs of their classes and individual students. Teachers will need to differentiate the ideas presented here to ensure all students, regardless of exceptionality or first language, are able to meet with success and enjoy learning about this special time in American history and this special lady, Joan Trumpauer Mulholland.



Joan Trumpauer Mulholland and her son Loki Mulholland

Note to the teacher



Learner-Centered Instruction

"The roots of learner centeredness are found in constructivism. That is, knowledge is constructed in a social inquiry context where the student or learner is an active participant in the construction, renovation and demolition of knowledge as they make sense of the world in which they live" (Jonassen, 1991). "To the constructivists, the development of an instructional activity includes two parts: the identification of a problem and providing the students with the resources to solve the problem (Bednar et al., 1992)" (Newmaster, Lacroix, and Roosenboom, 2006).

Students should create a journal to use with this publication. Each article will require students to interact with text using close reading techniques of meta-cognition and annotation. Students will also produce a written product for each lesson and use evidence to support their responses. These products will include short pieces such as paragraphs, editorials, one-minute essays, and graphic organizers.

In addition, students will use communication skills to share their thinking and learning throughout all activities.

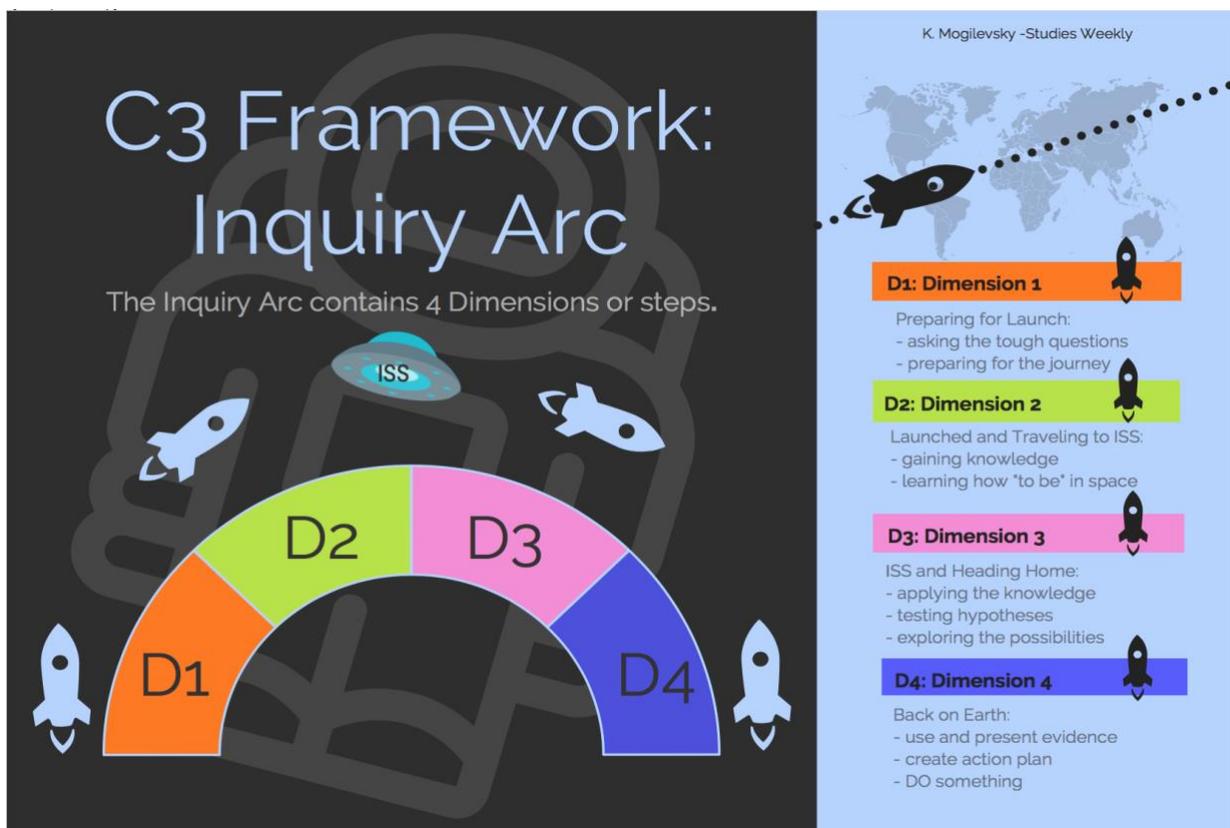
CC3 Framework Information

This Teaching Guide incorporates the C3 Framework. “The C3 is driven by the following shared principles about high quality social studies education:

- Social studies prepares the nation’s young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
- Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts”

~National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* (Silver Spring, MD: NCSS, 2013). <https://www.socialstudies.org/c3>

The C3 Framework is organized into Four Dimensions to support the inquiry and learning process. Please review the infographic to gain an overview of what the Four Dimensions are and how they work together to support robust social studies



Prerequisite Activities & Lesson Plans



Lesson 1: Introduction to the Unit

- ❑ The purpose of this lesson is to engage students by activating their prior knowledge regarding figures of the American Civil Rights Movement. Students will use writing and communication skills to demonstrate prior knowledge.

Materials

- ❑ Colored Index Cards (at least 4 colors)
- ❑ Chart Paper

Approximate Time for Lesson

- ❑ 30 minutes

Activities:

1. Ask students to write everything they know about the Civil Rights Movement on the index card.
2. Put students in groups according to the colors of their index cards.
3. In their color groups, allow 2 minutes to share their knowledge.
4. While in their groups, think about the following...Name as many leaders or participants of the Civil Rights Movement as you can in 30 seconds. Write their names on the chart paper. Groups share their responses. As groups share, other groups must check off the name on their chart. They should only share responses that are not checked. Students may return to their seats following this activity.
5. Introduce the theme of the unit which is learning about ordinary people who did extraordinary things to change the world.

Pre-Test Standing for Freedom

Provide students with the pre-test, grade, and retain scores because it will be used for data collections.



Lesson 2- Doing What is Right Close Reading

- The purpose of this lesson is to set a frame of reference for historical perspective as students read about different historical figures in this publication. Students will use close reading strategies to summarize the article, thinking skills to create a frame of reference for the author's perspective and communication skills to share their learning.

Materials

- Frame of Reference Handout

Approximate Time for Lesson

- 20 minutes

Activities

1. Ask students to silently read or skim the short article, "Doing What is Right". Allow 3- 5 minutes.
2. Have students reread and annotate key points. Have students underline or use sticky notes to identify statements that are interesting, thought provoking, or surprising.
3. After reading, have students share one of their annotations. This can be done with a partner, small group, or whole class discussion.
4. Have students complete the frame of reference activity.
5. In the middle, students will write the name Joan Trumpauer Mulholland. In the next area outside the name, students will write descriptions/ thoughts of JTM based on their reading. On the outside of the circle, students will answer the questions:
 - a. What is the main idea or theme?
 - b. Where did I get my information?
 - c. What is the author's perspective?
 - d. Why is this important?



Lesson 3- The Movement Begins

- The purpose of this lesson is to deepen understanding of how some southern states worked to undermine the rights of African Americans. Students will ponder the questions below as they read. Some questions may require further research. After reading the text, students will create a four door foldable that defines and describes the start of the Civil Rights Movement.

1. What rights were granted to African Americans in 1890?
2. What legislative changes were made to infringe upon those rights?
3. How did these actions impact the quality of life for African Americans?
4. How did African Americans respond to these limitations?

Materials

- Blank Paper (Construction or colored printing paper)
- Sticky Notes
- Four Door Foldable Template

Approximate Time for Lesson

- 90 minutes

Activities

1. Before reading, have students survey the images on page 4-5. Look at the pictures and enlarged quotes. Ask students the following questions. What emotions are evoked from the photograph or quote?. Why might the author include these particular images and quotes? Allow time for a few student to share their thoughts on sticky notes.
2. Have students silently read pp. 4-5. As they read they should continue to use sticky notes to annotate the text by noting word, phrases, or sections that elicit questions and /or revelations.
3. After reading, ask students to go back to their initial thoughts regarding the images on the page. Have your initial reactions or thoughts changed?
4. Repeat steps 1-3 with the rest of the article on pp. 6-7.
5. Use the four flap foldable template to create the foldable.
6. On the front of each flap, students will name an event that led to the start of the CRM.

Activities Continued

7. On the back of the flap, students will provide a date, short description, and statement of significance.
8. In middle of the foldable, students will write a paragraph or two in response to the following prompt: Why did these events serve as the catalyst for a widespread Civil Rights Movement in America? Define the goals of the Civil Rights Movement.



Lesson 4- Pebble in a Pond, Sit-Ins, and Freedom Rides

- The purpose of this lesson is to detail organized events that were planned to challenge the laws of segregation. In addition, students will examine perspectives of those directly and indirectly involved in the modern Civil Rights Movement. Students will create the following written products: a mind map connecting WEB Dubois and Booker T. Washington to the Modern Civil Rights Movement, a perspectives chart, and a sensory figure of one of the activists in these sections of the publication.

Materials

- Tools for drawing
- Perspectives Chart
- Sensory Figure Template
- Venn Diagram template
- Index Cards

Approximate time for lesson

- 120 minutes- This lesson can be broken into several class periods.

Activities

(30-45 minutes)

1. This activity should be done PRIOR to using the publication today. This is a background activity before beginning the days lesson.
2. Display/ Write the quote from p. 12 on the board. Ask students to read it and decide whether they agree or disagree.
3. Have students who agree move to one side of the room and those who disagree move to the other side of the room.
4. In their groups students should discuss why they agree or disagree. Provide evidence to support your response.
5. Allow time for each group to share out with the whole class.
6. Have students return to their seats and think about how their stance influences their thinking. Remind them that perspective often shapes historical narratives.
7. If students have already discussed the differing views of W.E.B. Dubois and Booker T. Washington, then have them think about how those views are connected to the Civil Rights Movement. Have them create a mind map using the template provided.
8. If students have not already discussed WEB Dubois and Booker T Washington and their roles in the fight for Civil Rights, have them conduct research to get a general idea to build background to help with creating a mind map.
(30 min)
9. Begin the reading by having students analyze images on page 9. They can use sticky notes to make note of their initial thoughts prior to reading.
10. Students will read the article, Pebble in a Pond. As they read, they should focus on perspective. Several perspectives are presented here. Challenge students to pick out these perspectives on their own. If they struggle to find them, you can direct them to look for the following perspectives- Mother, Joan, Duke University, SNCC and NAG.
 - a. Ask students to annotate their findings as they read.
 - b. After reading, have them get with a partner to share their annotations.
 - c. They can work together to complete a chart to show their findings.
 - d. Ask students to go back to their initial thoughts from their sticky note. Any changes?



Lesson 4- Pebble in a Pond, Sit-Ins, and Freedom Rides Continued

Activities

□ (30 min)

1. For this next part, the focus will be on the commonalities and differences between sit-ins and freedom rides and their impact on the Civil Rights Movement.
2. Show the clip of Freedom Rides from the Studies Weekly website.
3. Students will read the articles Freedom Rides and Tougaloo College. As they read, ask students to underline or make note of the goal, the plan, and the outcome of the Freedom Rides.
4. After reading, allow time for students to share with a classmate.
5. As students “How were sit-ins and freedom rides different?” Have them Complete a Venn Diagram to show comparisons. Compare the goal, plan, and outcomes.
6. Allow time for sharing. Both progressed the movement. Sit-ins were more localized while Freedom Rides tested interstate law.
7. Wrap-up question: Thinking about the pebble in a pond analogy...how were these events like pebbles in a pond? Have students write a one minute essay on the topic.(Index cards are great for this.)

(30 min)

8. Have students read about Dorie and Joyce Ladner.
9. Students have read about many people up to this point. Students will choose one of the people and create a sensory figure to contextualize his or her participation in the Civil Rights Movement.
10. A sensory figure is a full body drawing of a person (can be a stick figure or printed image). Students will write thought bubbles by the head, hands, heart, and feet.
 - a. HEAD- What was this person thinking? PERSPECTIVE
 - b. HEART- What were they feeling? MOTIVATION
 - c. HANDS- What were they doing? ACTION
 - d. FEET- Where were they going? LOCATION/ GOALS
LOCATION/ GOALS



Lesson 5- Growing Up In Mississippi

- The purpose of this lesson is to give context to the period of the Civil Rights Movement through close reading and summarizing.

Materials

- Sticky Notes
- Gist activity

Approximate time for lesson

- 30 minutes

Activities

1. Prior to reading, pose the following question to students: How might location play a role in ability to participate in the Civil Rights Movement? Do you think locale had an impact?
2. Have students respond in their journal.
3. Have students read the article.
4. After reading, ask students to revisit their initial response and note any changes.
5. Finally, ask students what evidence is presented that describes obstacles for people participating in the Civil Rights Movement.
6. Have students share out and complete a gist activity to summarize the article in 20 words or less.



Lesson 6- The Best and Worst Year

- The purpose of this lesson is for students to use image analysis and close reading to note progression of positives and negatives of the Civil Rights Movement.

Approximate Time for Lesson

- 20 minutes

Activities

1. Display the quote, "Change is good" Have students look at the title and images. Do the pictures convey this message?
2. Have students read the article and underline the "best of times" in blue and "worst of times".
3. After reading students will create a chart of positive and negative events of the Civil Rights Movement.



Lesson 7- Medgar Evers and Black Lives Matter

- The purpose of this lesson is for students to understand the danger of participating in Civil Rights and how Medgar Evers life and death are connected to the Black Lives Matter Movement.

Materials

- journal

Approximate Time for lesson

- 30 minutes

Activities

1. Begin by asking students to name any person in history or present who has died or was willing to die to gain rights in America. Students should name people like Patrick Henry, George Washington, Frederick Douglass, Martin L. King, etc. They should also name Medgar Evers since he was mentioned in the previous article.
2. Ask students to read about Mr. Evers, his legacy, and his willingness to give his life so that all people would be treated equally. Students should annotate as they read noting anything that resonates, is confusing, or causes them to generate a question.
3. After reading, students should share their annotations with a peer.
4. Now have students conduct research to find out what the Black Lives Matter movement is and what they believe.
5. Next, have students think about people who have lost their lives like Trayvon Martin and Michael Brown and Sandra Bland. Pose the following question: Did they have to die? Could they possibly have been saved? Did their lives matter? To whom did they matter? Write responses in the social studies journal.



Lesson 8- Freedom is Never Free and Selma to Montgomery

- The purpose of this lesson is for students to think about the cost of the Civil Rights Movement using the skill of cause and effect.

Materials

- Cause and Effect Chart
- Journal

Approximate Time for Lesson

- 60 minutes

Activities

1. Begin by posing the question; "What is the cost of freedom?" Have students begin thinking about how our freedoms are secured and protected today? Who protects our freedoms?
2. Ask students to read the articles Freedom is Never Free and Selma to Montgomery. As they read tell students to make a list of the "costs" associated with fighting for Civil Rights in America.
3. Students will write events mentioned in the article in the center of the cause and effect chart: Church bombing, missing activists, registering people to vote, murder of Medgar Evers, attacks on the Pettus Bridge.
4. Write a cause and effect for each event. Students will need to draw on background from previous articles.
5. After completing the cause and effect chart, students should go back to the list of "costs" they created during reading.
6. Write an editorial discussing the cost of freedom and the cost of Civil Rights for all Americans. Use evidence from the reading to support responses..



Lesson 9- On to Activism

- The purpose of this lesson is for students to answer a call to action. identify a civil rights issue in their school, community, state or national level.

Materials

- Journal

Approximate Time for Lesson

- Time will vary.

Activities

1. Allow students to work in pairs or groups for this activity
2. Identify a civil rights issue in their school, community, state or national level.
3. Create a plan of action to address the issue. Use the Joan's checklist to help.
4. Students will have to conduct research in outside sources to complete this activity.

Post-Test Standing for Freedom

Provide students with the pre-test, grade, and retain scores because it will be used for data collections. Please share the difference in scores - email is on Answer Key.



Worksheets

- Pre- and Post-test Assessment
- Frame of Reference
- Four Door Foldable Directions
- Primary Source Analysis Tool
- Perspectives
- Mind Map
- Sensory Figure
- Venn Diagram
- Positives and Negatives Chart

PRE-TEST
Standing for Freedom

11th Grade Summative Assessment

Student Name: _____ Date: _____

School Name: _____ Teacher Name: _____

1. Why was Joan Trumpauer Mulholland's participation in the Civil Rights Movement unusual for someone like her back in the 1950's and 1960's?

2. What is a "Freedom Rider"?

3. Why was Joan Trumpauer Mulholland sent to Parchman Prison?

4. Joan attended Tougaloo College in 1962. Why was Joan's attendance at Tougaloo College significant or unusual?

5. Who was Medgar Evers and why is he remembered as a significant contributor to the Civil Rights Movement?

6. How was Emmett Till's murder a defining moment for many Civil Rights Movement legends such as Rosa Parks and Luvaughn Brown?

7. What does the saying "freedom is never free" really mean?

8. What was the main purpose of the 1963 Jackson, Mississippi Woolworth's lunch counter sit-in?

9. Why was Joanne Blackmon Bland on the Edmund Pettus Bridge?

10. What are some peaceful ways of making a positive change?

Being a hero or doing something good doesn't always have to be dangerous or risky. Sometimes doing little things can make you a hero for a friend, family member, the environment, etc.

11. Do you think you can make someone's life better? Yes No
If so, how?

12. Have you ever decided to get involved in a project that made something better? Yes No If so, please describe.

This Area for Teacher Use Only
For this student, please calculate the following (questions 1-10 only):
Score: *Pre-test* _____/10 x 100 = _____

POST-TEST
Standing for Freedom

11th Grade Summative Assessment

Student Name: _____ Date: _____

School Name: _____ Teacher Name: _____

1. Why was Joan Trumpauer Mulholland's participation in the Civil Rights Movement unusual for someone like her back in the 1950's and 1960's?

2. What is a "Freedom Rider"?

3. Why was Joan Trumpauer Mulholland sent to Parchman Prison?

4. Joan attended Tougaloo College in 1962. Why was Joan's attendance at Tougaloo College significant or unusual?

5. Who was Medgar Evers and why is he remembered as a significant contributor to the Civil Rights Movement?

6. How was Emmett Till's murder a defining moment for many Civil Rights Movement legends such as Rosa Parks and Luvaughn Brown?

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Being a hero or doing something good doesn't always have to be dangerous or risky. Sometimes doing little things can make you a hero for a friend, family member, the environment, etc.

11. Do you think you can make someone's life better? Yes No
If so, how?

12. Have you ever decided to get involved in a project that made something better? Yes No If so, please describe.

This Area for Teacher Use Only

For this student, please calculate the following (only for questions 1-10):

Score: *Pre-test* _____ /10 x 100 = _____ (calculated earlier)
Score *Post-test* _____ /10 x 100 = _____
Difference (Post-test – Pre-test) = _____

When the student has completed both the pre-test and post-test surveys, please put them in order (by student name and page number), scan (into PDF) and email them to:

rhanson@thejtmfoundation.org

While it is not required, you may wish to keep the original surveys for your own classroom grading.

ANSWER KEY

Standing for Freedom

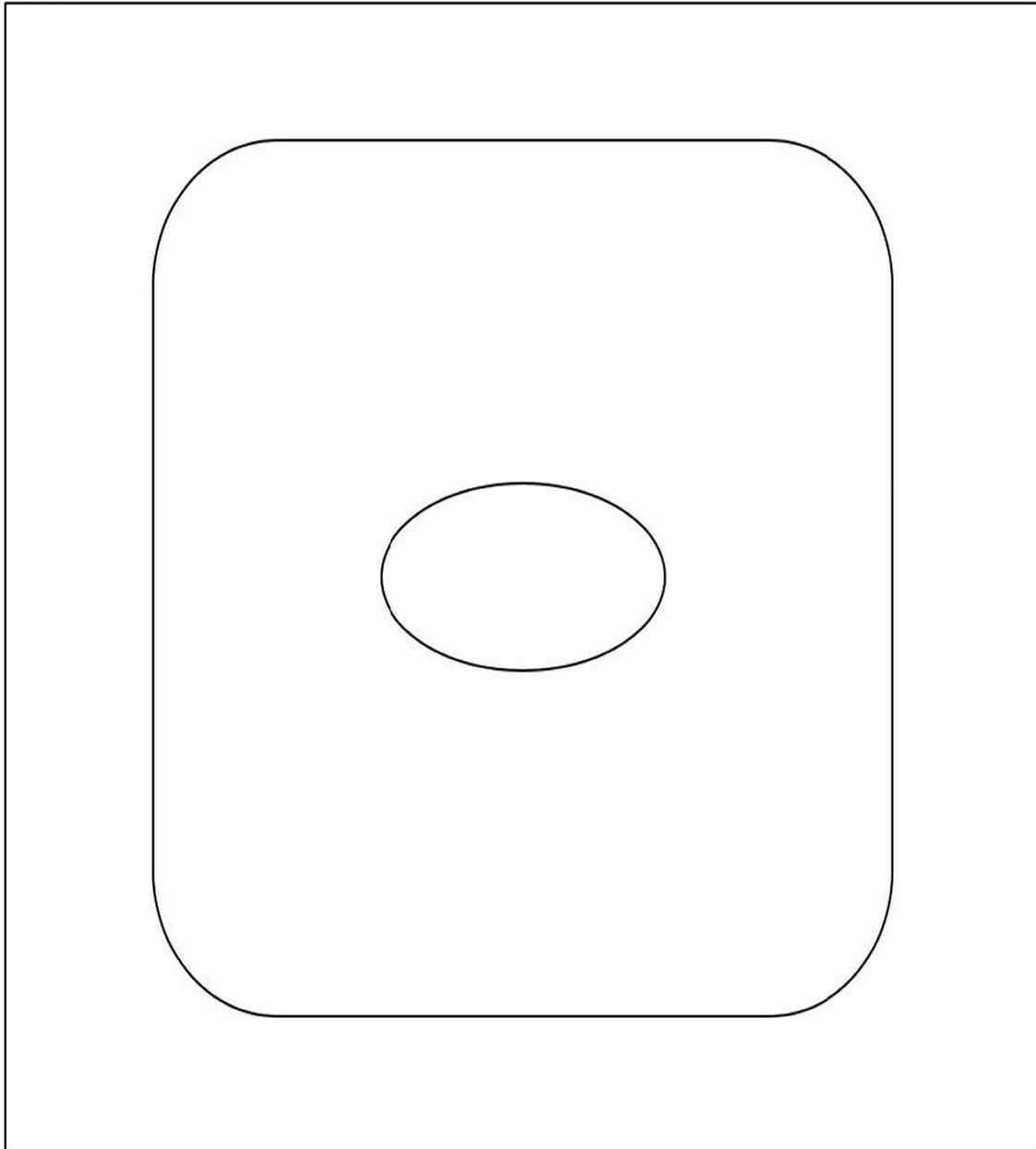
11th Grade Summative Assessment

1. Acceptable responses include: She was a white southern woman from a family that disowned her for joining the Movement. She decided at age nine to do something about the segregation she saw all around her (schools, communities, restaurants, shops, etc.).
2. A Freedom Rider was civil rights activist who rode interstate buses into the segregated southern United States in 1961 and following years in order to challenge the non-enforcement of the United States Supreme Court decisions *Morgan v. Virginia* (1946) and *Boynton v. Virginia* (1960), which ruled that segregated public buses were unconstitutional.
3. Joan was arrested in Jackson, Mississippi for participating in the Freedom Rides and was sent to Parchman Prison.
4. Tougaloo College was and is a historically Black College/University. When Joan attended Tougaloo, she broke a barrier by being accepted into the college and then broke another barrier when she was invited to join the Delta Sigma Theta sorority.
5. Acceptable responses include: Medgar Evers became the Mississippi field secretary of the National Association for the Advancement of Colored People (NAACP) in 1954. Medgar was to investigate and report all of the horrible things that were happening around the state to African-Americans like lynchings and bombings. He knew it was perilous work, but Medgar chose to work for equality, civil rights, fairness, and justice for African-Americans and all of the citizens of Mississippi. He served as a mentor to young activists at Tougaloo College and across the state. Tougaloo College was the "cradle of the Civil Rights Movement" beginning in the early 1950s and Medgar Evers served as a mentor on campus to students. Tougaloo's students (teenagers and young adults) were on the front lines of the Civil Rights Movement. Teachers and staff members like Prof. John Salter and Rev. Ed King were actively involved, too. A few famous alumni include Dr. Joyce Ladner,

Dorie Ladner, Anne Moody, Hollis Watkins, Memphis Norman, Perlina Lewis, Walter Williams, Rep. Bennie Thompson, Reuben Anderson and Joan Trumpauer Mulholland.

6. Acceptable responses include: Many of the Civil Rights activists were around Emmett Till's age when he was murdered. They were children and it made them aware of what could possibly happen to them. As the Civil Rights activists got older, they decided to do something because Emmett Till could not and they wanted the segregation, beatings, lynching, Jim Crow laws and unequal treatment to end.
7. Acceptable responses include: The saying "freedom is never free" really means that sacrifices are made to win freedom for everyone. Many people worked hard and spend time and money to change the laws. Some people were hurt and some even lost their lives.
8. The main purpose of the lunch counter sit-in was to desegregate public places, including businesses.
9. Joanne Blackmon Bland was on the Edmund Pettus Bridge to protest segregation and Jim Crow laws.
10. Acceptable responses include: holding signs; marching; making speeches; boycotting; sit-ins; contacting your elected representatives and asking for their help; participate with an aligned movement/charity

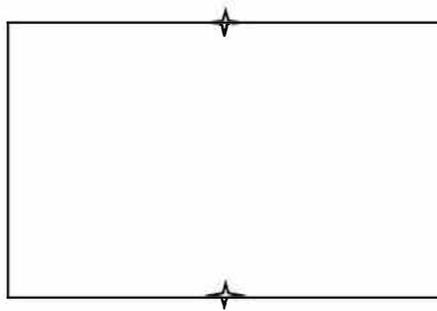
Frame of Reference



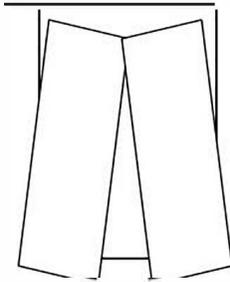
Four Door Foldable Directions

Turn paper lengthwise. Match short edges and pinch at each end.

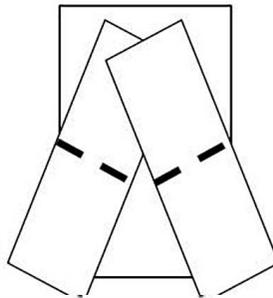
DO NOT CREASE!



Fold short end in to the middle using pinched ends as a guide. Crease edges.

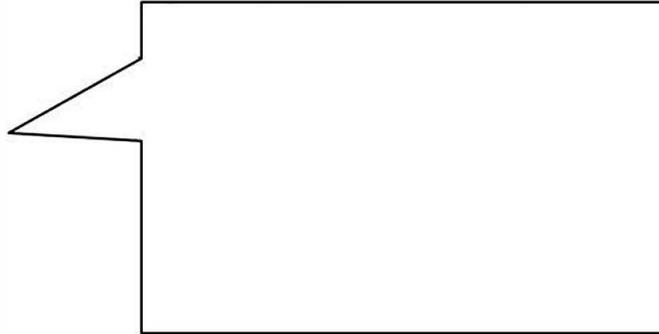
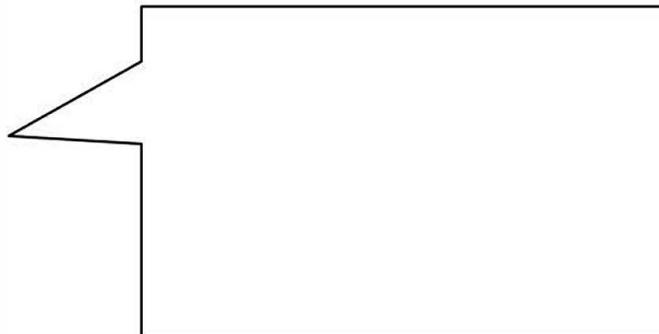


Cut flaps/doors on dotted lines. Do not cut past the crease.



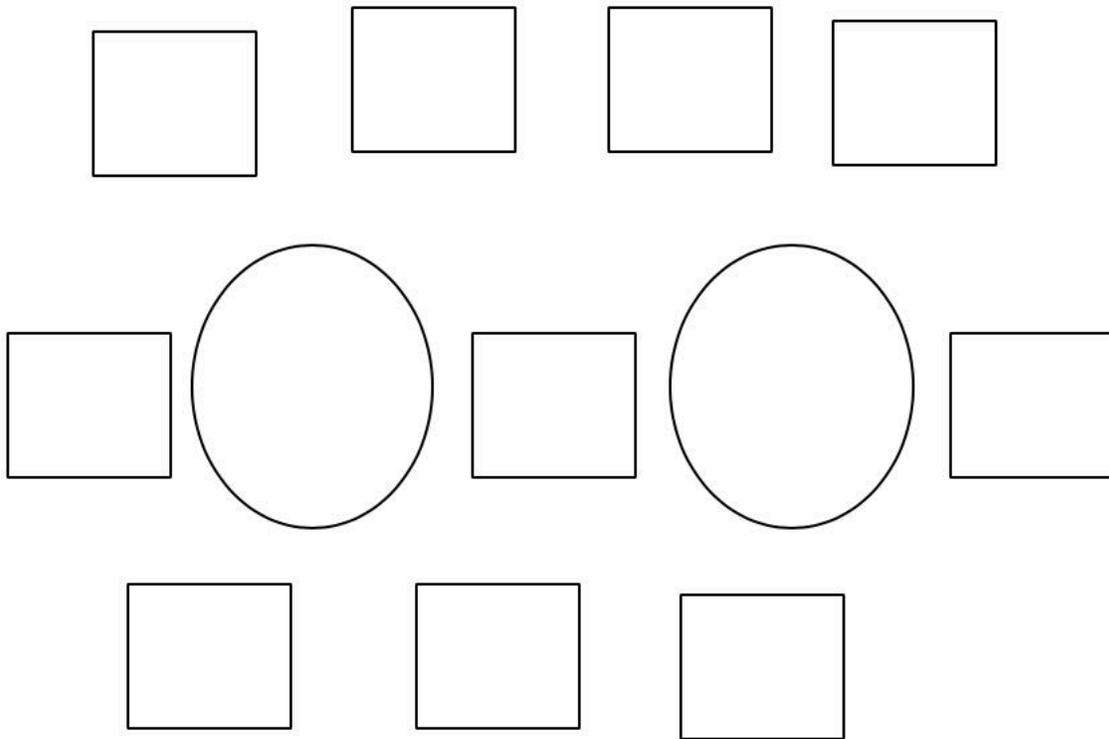
PERSPECTIVES

Directions: Place the name, group, or organization in the box. Write the perspective in the call-out bubble.

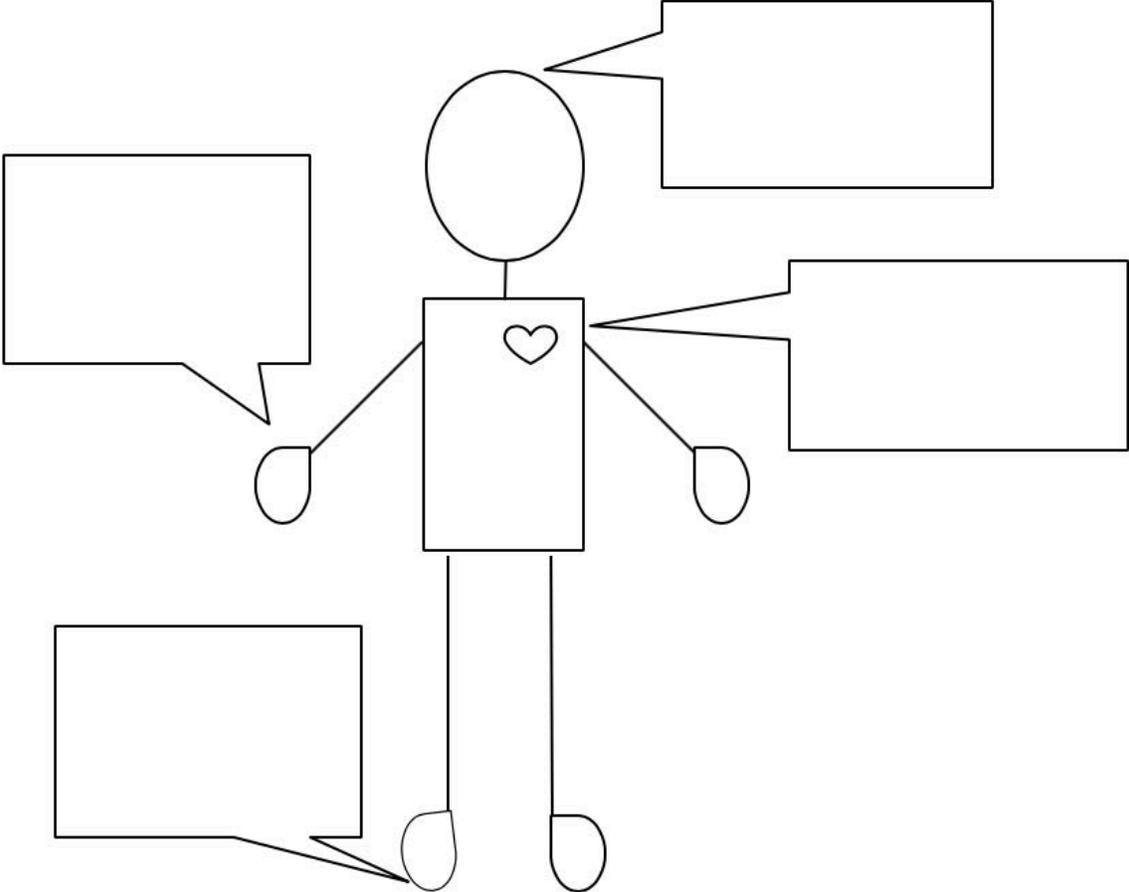
A large rectangular call-out bubble with a pointed left side, connected to the first input box.A large rectangular call-out bubble with a pointed left side, connected to the second input box.A large rectangular call-out bubble with a pointed left side, connected to the third input box.A large rectangular call-out bubble with a pointed left side, connected to the fourth input box.

Mind Map

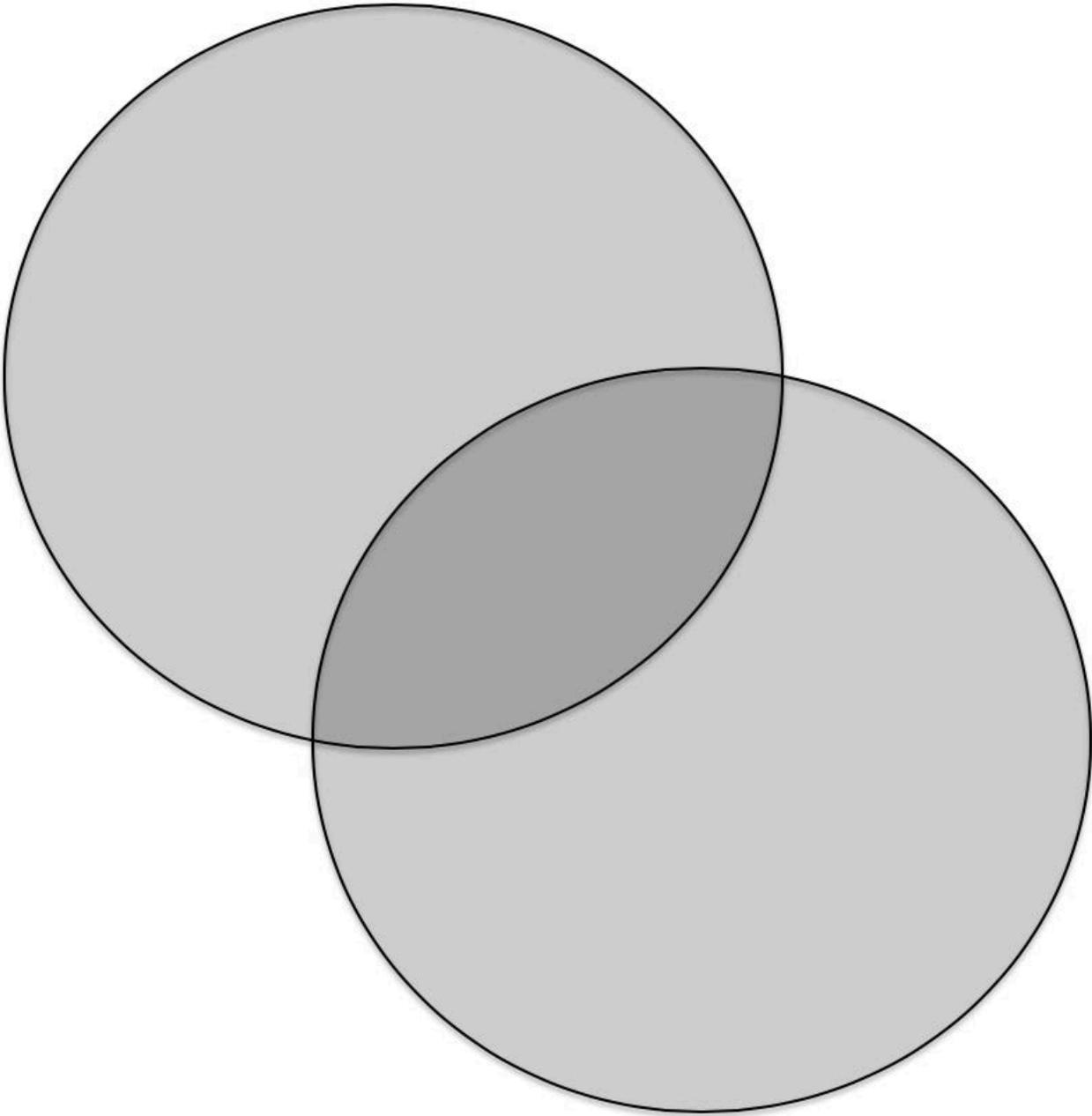
Directions: Write main idea or person in the circles. Write supporting details or thought in squares. Draw lines to connect thoughts.



Sensory Figure



Venn Diagram



Summary GIST

Summary GIST

Positives and Negatives Chart

CAUSE	EVENT	EFFECT

Utah Core Standards

Lesson	Social Studies	English Language Arts
Lesson 1: Pre-Assessment & Activating Prior Knowledge; Writing, Sharing	U.S. II Standard 4.2, U.S. II Standard 4.3	RH4, RH10, WHST10
Lesson 2: Doing What is Right Close Reading; Frame of Reference, Annotating Text, Main Idea, Info Sources, Author's Perspective	U.S. II Standard 4.2, U.S. II Standard 4.3	RH1, RH2, RH3, RH4, RH5, RH6, RH10, WHST10
Lesson 3: The Movement Begins; Define & Describe, Text-based Evidence, Analysis	U.S. II Standard 4.2, U.S. II Standard 4.3	RH1, RH2, RH3, RH4, RH5, RH10, WHST10
Lesson 4: Pebble in a Pond, Sit-Ins, and Freedom Rides; Examine Perspectives, Mind Mapping, Perspective Chart, Sensory Figure	U.S. II Standard 4.2, U.S. II Standard 4.3	RH1, RH2, RH3, RH4, RH5, RH7, RH10, WHST10
Lesson 4 Cont.: Pebble in a Pond, Sit-Ins, and Freedom Rides Cont.; Commonalities & Differences, Note-taking, Cause & Effect, Sensory Figure	U.S. II Standard 4.2, U.S. II Standard 4.3	RH1, RH2, RH3, RH4, RH5, RH10, WHST10

Lesson 5: Growing Up In Mississippi; Close Reading, Summarizing, Locating Evidence	U.S. II Standard 4.2, U.S. II Standard 4.3	RH1, RH2, RH3, RH4, RH5, RH7, RH10, WHST10
Lesson 6: The Best and Worst Year; Image Analysis, Close Reading, Analysis of Progress/Negatives	U.S. II Standard 4.2, U.S. II Standard 4.3	RH1, RH2, RH3, RH4, RH5, RH10, WHST10
Lesson 7: Medgar Evers and Black Lives Matter; Analysis, Questioning, Research	U.S. II Standard 4.2, U.S. II Standard 4.3	RH1, RH2, RH3, RH4, RH5, RH7, RH8, RH10, WHST6, WHST10
Lesson 8: Freedom is Never Free and Selman to Montgomery; Analysis, Cause & Effect, Text-based Evidence	U.S. II Standard 4.2, U.S. II Standard 4.3	RH1, RH2, RH3, RH4, RH5, RH10, WHST10
Lesson 9: On to Activism; Collaborative Problem Solving, Research, Presentation	U.S. II Standard 4.2, U.S. II Standard 4.3	RH1, RH2, RH3, RH4, RH5, RH7, RH8, RH10, WHST6, WHST7, WHST9, WHST10
Lesson 10: Post-Test	U.S. II Standard 4.2, U.S. II Standard 4.3	RH4, RH10, WHST10

Core Standards for Social Studies: Eleventh Grade

U.S. II Standard 4.2: Students will use case studies involving African-American civil rights leaders and events to compare, contrast, and evaluate the effectiveness of various methods used to achieve reform, such as civil disobedience, legal strategies, and political organizing.

U.S. II Standard 4.3: Students will identify the civil rights objectives held by various groups, assess the strategies used, and evaluate the success of the various civil rights movements in reaching their objectives, paying specific attention to American Indian, women, and other racial and ethnic minorities.

Utah State Standards 11th-Grade English Language Arts

Reading Standards for Literacy in History/Social Studies

RH

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
10. By the end of grade 12, read and comprehend his- tory/social studies

texts in the grades 11-CCR text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies

WHST

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
9. Draw evidence from informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Certificate of Completion

HAS SUCCESSFULLY COMPLETED THE JOAN TRUMPAUER MULHOLLAND FOUNDATION

"STANDING FOR FREEDOM: THE AMERICAN CIVIL RIGHTS MOVEMENT" CURRICULUM



- Pre-Test
- Lessons 1 - 9
- Research Completed
- Information Collected, Analyzed, and Shared
- Post-Test

DATE OF COMPLETION:

2-1-23

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