

## ***We've Got a Job* Suggested Common Core ELA Standards Connections**

<b>Common Core Anchor Standards</b>	<b><i>We've Got a Job</i> Section</b>	<b>Lesson Idea</b>
<p><b>CCRRI1: Read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p>	<ul style="list-style-type: none"> <li>• Students could apply this standard to any section of the book.</li>   <li>• There is an excerpt from a poem on p. 10 that would be excellent to use in teaching this standard.</li>   <li>• page 7 – “Segregation Ordinances”</li>   <li>• Chapter 2, “Washington Booker III”</li>   <li>• pages 32-33, “No Fighting Back”</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher will choose a section to use in a close reading with students. He/she would read the selection to students, thinking aloud about what the text says and making inferences from it. The students will respond to teacher questions about the section read aloud using explicit text evidence (or even quotes) from the book.</li> <li>• Students will also use specific quotes when they are summarizing a section of the text or when researching specific points/ideas in the text.</li>   <li>• Students will read the poem independently and talk with a partner about what they learned. The teacher will then read the poem aloud following the ideas in bullet one above.</li>   <li>• The teacher will do a close reading of these ordinances and compare what is true today to what the ordinances decreed for that time period.</li>   <li>• The teacher will read Chapter 2 aloud to students, discussing important events and information on the situation in Birmingham in 1963. This information can be recorded on a chart. Using the information from the chart, students will make inferences regarding how life today is similar to/different from 1963 Birmingham. This activity could also lead into an informative/explanatory writing piece as students explain the differences and cite evidence from the text to support their thinking.</li>   <li>• The teacher will read this selection to students and discuss MLK’s point of view on how to end racism as shown in this section of the text. Then the class will discuss how his sermons impacted his followers, using text evidence to support the thinking. This activity could also be done as a writing task.</li> </ul>

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	<ul style="list-style-type: none"><li>• page 34, "10 Commandments of Nonviolence"</li><li>• page 41, "Inspiring Words"</li><li>• pages 102-104, "Nobody Else Was Getting Out"</li><li>• pages 125-126, "Thursday, May 9"</li></ul>	<ul style="list-style-type: none"><li>• The teacher will do a shared reading of these commandments with the class and discuss the literal meaning of each (what does it say?) and the inferential meaning (what are the implications for the marchers?). Note that the marchers had to sign this pledge as they were being trained in the ways of nonviolent responses to the attacks they were under.</li><li>• Using this same passage, students will respond to the following, citing text evidence to support their answers. Responses could be done in small discussion groups or in writing.<ul style="list-style-type: none"><li>○ Based on what you know about the march, which commandment would be the most difficult for you to follow?</li><li>○ Which would be the easiest?</li><li>○ Which commandment do you think is the most effective? Why?</li><li>○ If you could remove or change one of the commandments, which would it be and why?</li><li>○ Based on what you know about the march, would you have signed the pledge? Why or why not?</li></ul></li><li>• The teacher will do a shared reading of this selection and discuss how these words inspired members of this movement. As a follow up, students will use the text as a reader's theater and imagine what it must have been like to hear that sermon in person.</li><li>• The teacher will read this section with students and then discuss the importance/effect of singing on the protesters. How did the jailers use singing, and what was the children's response?</li><li>• This section describes the signing of the Biracial Subcommittee Agreement to end racial strife in Birmingham. The teacher will read this selection with students and then discuss why the two groups signed the agreement together</li></ul>
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		<p>the author's view on the costs as stated in the text. Further research could be done if needed to support the students' points of view.</p>
<p><b>CCRRI2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p>	<ul style="list-style-type: none"> <li>• Students can use multiple parts of the book to meet this standard. Here's one example: Chapter 4, "Arnetta Streeter", pages 32-35</li>   <li>• Any section of the book can be used when summarizing the text.</li>   <li>• page 34, "10 Commandments of Nonviolence"</li>   <li>• Choose any chapter or section of the book.</li>   <li>• pages 124-125, "Silence"</li> </ul>	<ul style="list-style-type: none"> <li>• The Birmingham children participated in training before they marched.             <ul style="list-style-type: none"> <li>○ The teacher will read pages 32-35 aloud to the class.</li> <li>○ Then the students will work in small groups to determine the central ideas/themes in the text and list them on a T-chart.</li> <li>○ Underneath each central idea/theme, students will list the key details that support each main idea.</li> <li>○ Finally, students will analyze the information from the chart to explain orally or in writing how the central ideas/themes are developed in the text.</li> </ul> </li>   <li>• Students can do an oral or written summary of the text read. The teacher may want to do a lesson on the difference between a summary and a retelling prior to asking students to summarize a section of the text.</li>   <li>• The teacher will continue the discussion from this selection listed under CCRRI1 (above). Students will determine how the commandments supported Dr. King's message of nonviolence, using key details from the text as supporting evidence.</li>   <li>• The teacher will choose a chapter or selection from a chapter and read it with students. Then students will discuss the central message of the text read aloud and design a bumper sticker that illustrates it. This activity could be done multiple times throughout the text.</li>   <li>• This lesson could be done with many portions of this text. Pages 124-125, "Silence", are one example. Read this selection with students. Students will then work with a partner or in small groups to discuss whether or not "Silence" is an appropriate name for this section. Students should use evidence from the text to support their</li> </ul>

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		<p>reasoning. Finally, two sets of partners or two groups will get together, share their ideas, and record the top three reasons from their groups. These reasons will be shared with the whole class.</p>
<p><b>CCRRI3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p>	<ul style="list-style-type: none"> <li>• This book offers many rich opportunities to meet this standard. Here are some examples using chapters 1-4.</li>   <li>• selections from Chapters 1-4</li>   <li>• pages 43-45, "A New Day Dawns"</li> </ul>	<ul style="list-style-type: none"> <li>• Over time, the teacher will read these chapters (or selections from these chapters) to the class. The teacher will discuss the information with students as each chapter is read and list it on a chart. Students will then analyze the how the events developed over time, who was involved, and the implications of the occurrences.</li> <li>• Another idea is to compare the connections and interactions between Audrey Faye Hendricks and Washington Booker III and how they develop over chapters 1-4. This comparison could continue throughout the book, with the teacher creating a chart or notes on how the roles and interactions of these (or any two or more) individuals develop across the text. The teacher can add information to the chart as more of the book is read.</li> <li>• Over time, the teacher will read these chapters (or selections from these chapters) to the class. Then the teacher and students will discuss the character traits of the four main marchers and analyze how those qualities influenced them in becoming involved in the Birmingham Children's March. It would be helpful to chart this information so students could use supporting evidence from the text to defend their thinking. The discussion could focus on personal traits of the marchers as well as characteristics of their families. For example, were their parents college graduates? Would that make a difference in whether the student marched or not? How? Were the marchers involved in any extracurricular activities that would have influenced them to want to march? What impact did their parents have on their decisions to participate in the march?</li> <li>• The teacher will do a shared reading of this section with the class and discuss events that lead to Birmingham's government being in such a chaotic state. What were the</li> </ul>

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	<ul style="list-style-type: none"><li>• Chapter 6, "Project C"</li><li>• pages 85-86, "Looking for Opportunities to Strike a Blow"</li><li>• pages 99-100, "A Cotton Curtain"</li></ul>	<p>advantages and disadvantages of having two governments in control of the city at the same time? Students will then work in pairs or small groups to predict how they think the government's situation will impact the black citizens' fight for freedom. Will it help or hurt their cause? Finally, as a whole class, discuss what led up to this strange situation. Students will share their predictions from the small group discussions.</p> <ul style="list-style-type: none"><li>• The teacher will do a shared reading of this chapter with students. Discuss what Project C is (confrontation). Students will then work in pairs or small groups to discuss why the marchers wanted to be arrested, supporting their thinking with evidence from the text. What events led up to their arrests?</li><li>• The teacher will read this section to students, making sure they see the photograph on page 85. Throughout the text, the message has been change through nonviolence. In this section, both sides of the argument engage in violence. What happened to create this turn of events and change of strategy? Why did the student marchers suddenly become violent? Students should use text evidence to support their answers.</li><li>• The teacher will read this section with students and then discuss what led the Birmingham media to suppress the story of the 1963 children's march until 2004. Here are some guiding questions for this lesson; students should use text evidence to support their responses.<ul style="list-style-type: none"><li>○ Why were some of the photos of the march not released until 2006?</li><li>○ Based on what you have learned from this book, what do you think Birmingham citizens did not want this story to be released?</li><li>○ What happened to cause the media to release the photos?</li></ul></li></ul>
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	<ul style="list-style-type: none"><li>• Chapter 13, "May 11-May 23, 1963"</li> <li>• pages 151-156, "Afterword"</li> <li>• pages 139-141, "A Little Closer to Freedom"</li></ul>	<ul style="list-style-type: none"><li>• The teacher will read this chapter with students over a period of time, charting the major events and the dates on which they occurred. Students will then analyze how the actions of people on both sides of biracial equality impacted the other side. For example, the policemen, paid to protect the citizens of Birmingham, left bombs on the steps of Reverend King's parsonage. What impact did that have on the implementation of the biracial agreement that had already been signed by both parties? How did these events lead to the eventual freedom of the blacks in Birmingham? What impact could electing a new mayor have on the movement?</li> <li>• This section describes what happened to the four main characters in this text after they grew up. The teacher will read each person's story and then compare and contrast the impact the march had on each of them. Depending on the age of the students completing this activity, students could be given one of the marchers to read about. They could then find key details that describe what that person did after high school, as a career, etc. Those findings could be shared with the class and a discussion to compare the four could be done.</li> <li>• In this section, Birmingham has a new mayor, and Bull Connors is out of a job. The teacher will read the selection with students. The class will then use the text to list the changes that were made to give equal opportunities to both blacks and whites. As they are making the list, students will note that not all the changes that were supposed to occur were made at this point. The teacher will discuss with the class why the new mayor would change many things except regulations regarding pools, playgrounds, and bathrooms in the library. Why did he choose to desegregate the city's golf courses first? What impact did these actions have on blacks in Birmingham?</li></ul>
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	<ul style="list-style-type: none"> <li>page 142, "Birmingham Put a Spotlight on National Racism"</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will read this selection with students and discuss how the Birmingham march impacted other communities around the country. What role did the marchers play in helping spread the movement? Students will use text evidence to support their thinking.</li> </ul>
<p><b>CCRRI4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p>	<ul style="list-style-type: none"> <li>Use selected words and phrases found throughout the book.</li> <li>paragraph 3, page 31</li> <li>page 96, "Voices of White Birmingham"</li> <li>pages 99-100, "A Cotton Curtain"</li> <li>page 115, "Making History"</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will select vocabulary that is unfamiliar to and appropriate for his/her students. First, the teacher will aid students in becoming familiar with the meanings of the terms and how they are used in the text. Then the class will analyze how specific terms shape the meaning and tone of the text as well as how the word choice illustrates specific points of view in the text. Here are a few examples:             <ul style="list-style-type: none"> <li>segregation</li> <li>desegregation</li> <li>sit-in</li> <li>Connor's spies</li> <li>boycott</li> <li>confrontation</li> </ul> </li> <li>The teacher will read this paragraph to students. Then students will turn and tell a partner what they think Arnetta's message is in this paragraph. Next, the class will briefly discuss this meaning and explain why the author chose to include this seemingly minor event in the text. How did Arnetta's mother's comment influence her decision to march? How do the word choices in this paragraph help shape the tone and meaning of the entire book?</li> <li>The teacher will read and discuss these quotes with students and lead a discussion that analyzes how including them shapes the meaning of Chapter 10.</li> <li>The teacher will read this selection with students, who will discuss what a "cotton curtain" is and explain how the term fits with the information found in the text.</li> <li>The teacher will read the excerpt from MLK's speech on page 115. As a class, students will highlight words from the</li> </ul>



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		<p>speech and discuss how those specific choices shape the meaning of it. They will then try substituting synonyms for the highlighted words and reread the text. Finally, students will determine if the impact of the speech changes with the synonyms – even though the meaning is the same. This activity illustrates how important word choice is in a text.</p> <ul style="list-style-type: none"> <li>• The teacher will read the quote in paragraph 3, last line: “There is an alarming vacuum of leadership between the two extremes.” As a class, discuss why the author included this quote and what a “vacuum of leadership” means in this text.</li> </ul>
<p><b>CCRRI5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p>	<ul style="list-style-type: none"> <li>• Use any chapter in the text; Chapter 7 will be used as an example for these activities.</li> <li>• Chapters 11-14</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher will preview Chapter 7 with students, ensuring they can see the pages of the text. Students will name any text structure elements they see, such as headings, photographs, sidebars, diagrams, quotes, etc.</li> <li>• Now the teacher will go back and read the text and the supporting elements and discuss how the text and text structure elements go together to deepen the readers’ understanding of the march. Here are some guiding questions for the discussion:             <ul style="list-style-type: none"> <li>○ How do the photos support the tone and information in the text?</li> <li>○ Why wouldn’t illustrations have the same effect?</li> <li>○ How does having a picture of James Bevel on page 60 work together with the quotes on page 61?</li> <li>○ How do the sidebars on pages 64-65 relate to the description of fewer and fewer marchers coming to the rallies in Birmingham?</li> <li>○ How does including a copy of a primary source, such as Shuttlesworth’s petition to march (page 67), impact the information in the chapter? How does it relate to the message of the entire book?</li> </ul> </li> <li>• Over time, the teacher will read Chapters 11-14 to students, who will then analyze the structure of the text (journal-style writing). Students should note how the dated entries go together to create a picture of the events that happened in the latter part of the movement and how black citizens’</li> </ul>

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<p><b>CCRRI6: Assess how point of view of purpose shapes the content and style of a text.</b></p>	<ul style="list-style-type: none"> <li>• Examples for this standard are found throughout the text. The four main children who are followed throughout the book offer one point of view; Bull Connor and his followers provide another.</li>   <li>• pages 15-19 (There are many other opportunities to teach this lesson in the text; choose any group of people who did not behave in a way that is acceptable to society.)</li>   <li>• page 34 "10 Commandments of Nonviolence"</li>   <li>• page 44, right column, second paragraph (voting test)</li> </ul>	<p>rights were obtained.</p> <ul style="list-style-type: none"> <li>• The teacher will select two or more major people from the book to compare and contrast. Some suggestions include comparing any two of the four main marchers to each other as well as one or more of them to Bull Connor and his followers.</li> <li>• The class will then discuss how each side's point of view shapes the content of the text. How did the author portray each point of view? How is the style in which the text is written influenced by the events of the time period? How does the word choice and dialogue support both the points of view and the style of the text?</li> <li>• The teacher will read Chapter 2 to students, paying particular attention to how the police behave in the text. Here are some questions to guide the discussion:             <ul style="list-style-type: none"> <li>○ How does this compare to the way you believe police should behave? What evidence from the text supports your thinking?</li> <li>○ How did the police force's point of view influence their actions?</li> <li>○ Were they more concerned with following the law or following their own viewpoints?</li> </ul> </li> <li>• The teacher will read this selection with students and then discuss how the nonviolent point of view shaped the word choice and content of the 10 commandments.</li> <li>• What if these were the "10 Commandments of Controlling Black Citizens" instead? Students will use what they know about the police department's point of view to discuss how the commandments would change if they were written from the opposite viewpoint.</li> <li>• The teacher will read this paragraph with students and then lead a discussion on how having a voting test was effective from the white government's point of view. Next, students will explain how the test was yet another obstacle for blacks to overcome as they stood for equal rights. Students will</li> </ul>
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		<p>support their answers with text evidence.</p> <ul style="list-style-type: none"> <li>• Some follow up activities are to have students compare voting then to voting now. Is there a test to pass? How do people qualify to vote? Are there any cultural biases in the voting process today?</li> <li>• Another idea is for the teacher to lead a discussion on whether or not white people in 1963 could have passed the voting test. Students should use evidence from the text to support their answers.</li> </ul>
<p><b>CCRRI7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p>	<ul style="list-style-type: none"> <li>• Choose any chapter from the text, or select a set of photographs found in multiple chapters of the text.</li> <li>• map on page 160</li> <li>• Chapter 8, "D-Day" and map on page 160</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher will show the photographs to the students without any text attached. Students will turn and talk to a partner, describing what they believe is happening in the photo(s) and why. The teacher will then read a portion of the text that corresponds to the photographs chosen. How does the information gleaned from the photos compare to what was learned from the text?</li> <li>• The previous lesson could also be done with a chapter of the text, such as Chapter 15.</li> <li>• Students will analyze the map on page 160, paying particular attention to specific locations on the map. For example, look at where the black business district is located compared to the retail district. What types of businesses are located there? What can you infer about each district? What other information from the text supports your thinking?</li> <li>• The teacher will read Chapter 8 to students and discuss the events leading up to and following Audrey's and James' arrests. Students will then use the map on page 160 to locate the routes both marchers used as well as where they were arrested. Students will use the information from both sources to infer details about the march. How far did each student travel before he/she was arrested? What do you notice about the two routes? Where did the marches and arrests take place? Use what you know about the Birmingham situation to explain why the students were using the same route.</li> </ul>

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	<ul style="list-style-type: none"> <li>• photograph on page 58</li>   <li>• page 94, photograph of MLK at Communist Training School</li> </ul>	<ul style="list-style-type: none"> <li>• Another idea for this chapter is for the teacher to discuss the following with students:             <ul style="list-style-type: none"> <li>○ How do the photos in Chapter 8 influence your opinion of whether the children should have been allowed to march?</li> <li>○ How do they help you understand the seriousness of the Birmingham situation and the determination of the students and their families?</li> </ul> </li> <li>• The teacher will show (or give) students the photo on page 58 (Fred Shuttlesworth, Ralph Abernathy, MLK). Ask students to analyze the photo in small groups, writing down what they notice. What information about the Birmingham movement can be gathered from this photo? How does this image add to the tone of the text and the author's message about the Civil Rights Movement?</li> <li>• The teacher will show (or give) students this photograph and ask them to discuss why they believe it was included in this book. Students will discuss whether they believe the photo is accurate/inaccurate based on what have learned about MLK and what they know about communism. Finally, the teacher will discuss how the media manipulates images and ideas to support one point of view. Does that still occur today? Where? Students will research to answer these questions.</li> </ul>
<p><b>CCRRI8:</b>  <b>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b></p>	<ul style="list-style-type: none"> <li>• Choose any chapter of the text. This activity can be done multiple times while reading <i>We've Got a Job</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will first research how to determine whether a written or digital source contains valid, reliable information. For example, many believe Wikipedia is a reliable source while, in reality, it contains much incorrect information because anyone can add to or change information that is present on the site. The teacher will list characteristics of a reliable source on a chart for future reference.</li> <li>• Next, the teacher will discuss the following with students:             <ul style="list-style-type: none"> <li>○ How does including interviews, photographs, timelines, etc. in the text give Cynthia Levinson's work validity?</li> <li>○ Can the accounts of the march given in this text be</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>• Chapter 10, “Views From the Other Side”</li> </ul>	<p style="text-align: center;">verified in any other sources? Students will research to determine the answer to this question.</p> <ul style="list-style-type: none"> <li>• The teacher will read Chapter 10 (or selections from it) and then discuss what other events were happening in the world in 1963. How are these events portrayed in Chapter 10? Why would the author include this chapter? How did the fear of Communism influence the Birmingham movement?</li> <li>• The class will revisit the photo on page 94. The teacher will ask them the following questions: Based on what you know about valid sources, is this photograph accurate? How do you know?</li> <li>• Are there any current events that compare to the suppression of the children’s march by the Birmingham press? The teacher will discuss with students how the media shapes our points of view on a variety of issues and remind them of the importance of making sure a source contains reliable and valid information that can be substantiated by other sources.</li> <li>• Students will check the validity of Cynthia Levinson’s sources that are cited in the book as examples of where to find valid, reliable resources and how to cite them.</li> </ul>
<p><b>CCRRI9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p>	<ul style="list-style-type: none"> <li>• pages 8-9, “Separate but Equal” and <i>Freedom Summer</i> by Deborah Wiles</li> <li>• <a href="http://www.thekingcenter.org">www.thekingcenter.org</a></li> <li>• <a href="http://www.uwlax.edu/universityrelations/images/2010/spring/children.pdf">www.uwlax.edu/universityrelations/images/2010/spring/children.pdf</a></li> <li>• <i>We've Got a Job</i></li> </ul>	<ul style="list-style-type: none"> <li>• The teacher will do a shared reading of both these texts, comparing the events described in the informational text to those described in the fictional text. Then students will discuss how the authors approached the topic in both texts. Why aren’t both texts informational? How does addressing the topic in a fiction text differ from using an informational text? Why did the Deborah Wiles choose this approach?</li> <li>• The teacher will read selections from these three resources (or any that are available). Then the class will analyze similar information in two or more of the sources to determine how the information in each contains compares. Charting the similarities and differences would support students as they analyze and discuss the texts. Here are some guiding questions:             <ul style="list-style-type: none"> <li>○ Do the authors approach the topic from the same</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"><li>• "The Ballad of Birmingham" by Dudley Randall, found at <a href="http://www.poetryfoundation.org/poem/175900">http://www.poetryfoundation.org/poem/175900</a> and pages 145-149</li></ul>	<p>point of view?</p> <ul style="list-style-type: none"><li>○ Are there differences in point of view? Why?</li><li>○ How did the authors each approach the topic of the march?</li><li>○ Are they all told in a narrative, or are there differences in the way the information is presented? Why?</li><li>○ How does the structure of the text support the author's approach?</li></ul> <ul style="list-style-type: none"><li>• After reading these two powerful texts, the class will discuss the church bombing that occurred in Birmingham in 1963. Students will analyze how the events are reported in both versions, including why one author chose to tell the story in a poem and another in a narrative text. Students will discuss which version they find to be the most effective in detailing the events of that day. How do the photographs in the book add to the gravity of the bombing?</li><li>• Another discussion the teacher will have with students is why the bombers chose to strike at a church, a place that is generally considered to be safe. Students will find evidence in the text to support their reasoning, or they may want to further research this event.</li></ul>
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# ***We've Got a Job* Suggested Common Core ELA Standards Connections**

## **Anchor Common Core Writing Standards**

**(See your grade level standards for specific information on each standard.)**

<b>CCGPS Standards</b>	<b><i>We've Got a Job</i> Section</b>	<b>Lesson Idea</b>
<p><b>CCRW1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p>	<ul style="list-style-type: none"> <li>• This task could be completed after reading the book or after reading Chapters 5, 6, 7, 8, 9, or 10.</li>   <li>• pages 73-74 "You are Freedom Fighters...But Without Weapons"</li>   <li>• Choose any section of the book that reports on a major event in the march, or give students a choice from several events.</li> </ul>	<ul style="list-style-type: none"> <li>• Should the children have participated in the march? Students will write their opinions and support them with evidence from the text. Some topics of discussion prior to writing could include reminding students the marchers experienced fear of job loss, jail, beating, and expulsion from school if they chose to march. On the other hand, marching led to their freedom and furthered their cause. Was it worth it?</li>   <li>• The teacher will read pages 73-74 with students and discuss what items the marchers put in the baskets and why. Students will then write an opinion piece on whether the students should have given up those objects and why. Supporting evidence should come from the text.</li>   <li>• The teacher will discuss and look at examples of different types of editorials found in newspapers, on blogs, etc. Then students will choose an event from the march and write an editorial stating their opinion on why the event happened, the consequences for the marchers or the police, the impact on the Civil Rights Movement, etc. Students</li> </ul>

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		<p>should use evidence from the text in their editorials. The teacher might consider putting editorials and informative/explanatory pieces together to create a newspaper or website on the march.</p>
<p><b>CCRW2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p>	<ul style="list-style-type: none"> <li>• This writing task could be completed after reading one or more of the following chapters: 10, 11, 12, 13, 14</li>   <li>• Choose any section of the book that describes a major event, or give students a choice from several events.</li>   <li>• Chapter 10, "Views From the Other Side"</li> </ul>	<ul style="list-style-type: none"> <li>• After discussing how the marchers were treated (as outlined in the selected chapters), students will write an informative piece detailing the advantages and disadvantages of having students march instead of adults. Students should include details from the text in their work.</li>   <li>• After reading and discussing a section of <i>We've Got a Job</i>, students will choose one of the major events that has been explored and write a newspaper, web, or blog article reporting on the event. Teachers can remind students that reporters are neutral – they don't take a point of view. That will provide a challenge for students as they are completing this task.</li> <li>• The informative pieces from this task could be combined with the editorial from CCRW1 above to create a web page or newspaper.</li>   <li>• The teacher will read and discuss this chapter (or selections from this chapter based on the age level of students involved) with the class. Then students will discuss what the white students knew about the march and the students involved in</li> </ul>



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	<ul style="list-style-type: none"> <li>• Page 149, "Civil Rights"</li> </ul>	<p>it. Finally, students will write an informative piece explaining what the "other side" (white students) knew about the march using information from the text.</p> <ul style="list-style-type: none"> <li>• Students will also research additional information on what white students were taught about black students being integrated into their schools.</li> <li>• The teacher will read and analyze this selection with students, focusing on the author's craft in creating a sense of closure for the text. Students will point out techniques the author used and experiment with one or more of them in creating a concluding section or statement for their work.</li> </ul>
<p><b>CCRW3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b></p>	<ul style="list-style-type: none"> <li>• Any section of the book that contains a lot of action and dialogue, such as pages 52-53</li> <li>• Choose any of the marches from Chapters 9, 11, 12, or 13</li> <li>• Chapter 1, 2, 3, or 4</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher will read the selected text to students. Then students will work in groups to create a drama containing the narrative elements of dialogue, descriptive details, and clear event sequences. Their work should be written as a play, with acts, scenes, characters, etc. Students will enjoy performing their drama for another class.</li> <li>• The teacher will read and discuss any of these chapters with students. Then students will then write several journal entries telling a fictional story of what their experience on the march could have been like.</li> <li>• Although this is an informational</li> </ul>

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		<p>text, much of it is relayed as a narrative. These four chapters tell the story of the main marchers and how they became involved in the movement. The teacher will begin by reviewing narrative techniques for the grade level and then read one of the suggested chapters (or selections from one of them) with students. Students will then work in small groups to find elements of narrative writing in the text and create a T-chart of techniques and examples from the text.</p> <ul style="list-style-type: none"> <li>• As a follow up activity, students can check their own writing for narrative elements and explain how they are used in their work.</li> </ul>
<p><b>CCRW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p>		<ul style="list-style-type: none"> <li>• Students will apply this standard when completing all of the writing tasks listed in this document.</li> <li>• The teacher and students will discuss the importance of audience when writing. For example, knowing the task, purpose, and audience helps determine word choice in a piece. If the piece is informative/explanatory, the tone should be more neutral and factual when compared to an argumentative piece.</li> </ul>
<p><b>CCRW5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p>		<ul style="list-style-type: none"> <li>• Teachers will confer with students throughout the writing process and provide feedback to support them as they complete the suggested writing tasks.</li> </ul>
<p><b>CCRW6: Use technology, including the Internet, to produce and publish writing and to interact and</b></p>		<ul style="list-style-type: none"> <li>• Students will create and publish blog or journal entries, websites, and/or newspapers as well as opinion,</li> </ul>

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<p><b>collaborate with others.</b></p>		<p>informative/explanatory, or narrative pieces using software available at their school.</p>
<p><b>CCRW7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b></p>	<ul style="list-style-type: none"> <li>• Any chapter or section of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Students can summarize the main points and key details of any chapter.</li> </ul>
<p><b>CCRW8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b></p>	<ul style="list-style-type: none"> <li>• <b>NOTE: These tasks are also listed with CCRI8. The two standards can easily be taught and applied simultaneously.</b></li> <li>• Choose any chapter of the text. This activity can be done multiple times while reading <i>We've Got a Job</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will first research how to determine whether a written or digital source contains valid, reliable information. For example, many believe Wikipedia is a reliable source while, in reality, it contains much incorrect information because anyone can add to or change information that is present on the site. The teacher will list characteristics of a reliable source on a chart for future reference.</li> <li>• Next, the teacher will discuss the following with students:             <ul style="list-style-type: none"> <li>○ How does including interviews, photographs, timelines, etc. in the text give Cynthia Levinson's work validity?</li> <li>○ Can the accounts of the march given in this text be verified in any other sources? Students will research to determine the answer to this question.</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>• Chapter 10, "Views From the Other Side"</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher will read Chapter 10 (or selections from it) and then discuss what other events were happening in the world in 1963. How are these events portrayed in Chapter 10? Why would the author include this chapter? How did the fear of Communism influence the Birmingham movement?</li> <li>• The class will revisit the photo on page 94. The teacher will ask them the following questions: Based on what you know about valid sources, is this photograph accurate? How do you know?</li> <li>• Are there any current events that compare to the suppression of the children's march by the Birmingham press? The teacher will discuss with students how the media shapes our points of view on a variety of issues and remind them of the importance of making sure a source contains reliable and valid information that can be substantiated by other sources.</li> <li>• Students will check the validity of Cynthia Levinson's sources that are cited in the book as examples of where to find valid, reliable resources and how to cite them.</li> </ul>
<p><b>CCRW9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p>	<ul style="list-style-type: none"> <li>• Any section of the text</li> </ul>	<ul style="list-style-type: none"> <li>• This standard is easily integrated with the reading standards. Students will use text evidence to support their thinking as they complete the reading and research tasks.</li> </ul>
<p><b>CCRW10: Write routinely over</b></p>	<ul style="list-style-type: none"> <li>• Sections of the book that pertain to</li> </ul>	<ul style="list-style-type: none"> <li>• Students will research one or more</li> </ul>

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<p><b>extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b></p>	<p>the marchers, such as Chapters 1-4, or chapters that involve other major players in the text, such as Bull Connor, Reverend Shuttlesworth, MLK, or Ralph Abernathy</p> <ul style="list-style-type: none"><li>• page 67, “Petition for Permit”</li></ul> <p>• page 80 photograph</p>	<p>of the main characters in the text. Teachers can provide an organizer to guide the research, or an organizer can be co-created with the class.</p> <ul style="list-style-type: none"><li>• The teacher will read and discuss the petition with the class. Students can then rewrite the petition using synonyms they believe would convince the City of Birmingham to grant their permit.</li><li>• An alternative activity would be for students to write their own petitions for a march around the school for a school cause, such as new playground equipment, bigger lockers, or for certain foods to be served in the cafeteria. The petition could be from the entire class, or each student could write one individually. Perhaps the principal will participate in the lesson by reading the petition(s) and responding to it/them.</li><li>• Throughout the book, the author states that students who marched carried signs. Page 80 has a photograph of students marching with signs. The teacher will discuss the significance of the messages on the signs and the role they played in the march. Then students will use the information from the discussion to design a sign that could have been used in the march. Finally, they will write a short explanation of why they</li></ul>
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	<ul style="list-style-type: none"> <li>• pages 98-100, "There's Trouble Downtown" and "A Cotton Curtain"</li>   <li>• Any section or event from the text</li> </ul>	<p>chose that particular phrase and the impact they hope it will have on the Birmingham government.</p> <ul style="list-style-type: none"> <li>• An alternative activity is to have students design a sign the police could have carried to prevent the marches.</li>   <li>• The teacher will read and discuss pages 98-100 with students. Students will do a routine writing explaining the role the media played in the march, using evidence from the text in their responses.</li>   <li>• The teacher will read and discuss pages 98-100 with students, focusing on the difference between reporting the news and reporting popular opinion. Students will then write a short response comparing and contrasting reporting news vs. popular opinion and the purposes for each. Examples from the text should be used in the explanation.</li>   <li>• Students will create a poem, song, rap, ABC book, brochure, or acrostic detailing their selected event. Finished pieces can be put together to make a book or scrapbook about the march.</li> </ul>
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