

Reading Activity: Linda Brown, woman at center of Brown v. Board case, dies

Link: <https://www.cnn.com/2018/03/26/us/linda-brown-dies/index.html>

1. **Pre-Reading:** Scroll through the twelve pictures near the top, what do you think this article is going to be about? Explain how you came to this conclusion.

3. **Point of View:** Several people discuss the type of person Linda Brown was, including herself. Summarize one thing that Linda Brown says about herself and one thing another person says about Linda Brown, provide a quote to add strength to your summary for each:

Linda Brown says about herself...	Someone else says about Brown...

Quote: “ _____ _____ _____”	Quote: “ _____ _____ _____”
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5. **Inquiry:** After reading and reviewing the article, create five level 2 or level 3 divergent questions that can lead to gaining further knowledge about rhinoceroses:

* _____

* _____

* _____

* _____

* _____

2. **Vocabulary:** Using your knowledge, the article, or approved research techniques, select the matching definitions and/or synonyms for each vocabulary term:

- | | |
|----------------------------|--|
| 1. _____ Segregation (n.) | a. Role, gift, influence |
| 2. _____ Supreme (adj.) | b. Separating, excluding, discriminating |
| 3. _____ Equality (n.) | c. Common, usual, average |
| 4. _____ Contribution (n.) | d. Fairness, impartiality, equivalence |
| 5. _____ Ordinary (adj.) | e. Highest, most important, unparalleled |

4. **Multiple Choice:** Select the best possible answer from the options provided:

1. Which court case created a legal argument that separating people by race still guaranteed equality (separate but equal)?

a. Board of Education v. Plessy	c. Plessy v. Brown
b. Brown v. Board of Education	d. Plessy v. Ferguson
2. Which court case found that separating people by color was not equal according to the constitution.

a. Brown v. Board of Education	c. Plessy v. Ferguson
b. Brown II	d. None of the Above
3. About how old was Linda Brown when the Supreme Court finally outlined stages for desegregation in public schools?

a. 9	c. 16
b. 13	d. 18
4. According to Linda Brown’s 1985 interview, what was her father’s primary reason for enrolling Linda in a Summer Elementary School?

a. For better sports and clubs	c. To be with her sister
b. The quality of schooling was not the same	d. Elementary schools were too far
5. What do you think is the author’s primary reason for writing this article?

a. To reinforce that segregation is a blemish on the history and culture of the United States	c. To introduce the idea of legal precedence by using established court cases
b. To give the reader insight to the choices that parents had to make during the 1950s to overcome segregation.	d. To explain the importance and character of Linda Brown to people who may not know about her.

6. **Evidence support:** Look at the choice you made for Multiple Choice Question #5, identify lines from the text that support your answer and provide explanations and connections to make your logic clear:

Line From Text	Explanation & Connection
<i>Any line from the text, put in quotations to indicate the words are not yours</i>	<i>Explain what the line means and make a clear connection to your choice above.</i>
“ _____ _____ _____”	_____ _____ _____
“ _____ _____ _____”	“ _____ _____ _____”

7. **Character:** Several words have been used to describe Linda Brown: Heroic, Courageous, Ordinary, Incredible, which word do you think best describes Brown’s character? You can use your own word if you want.

I would use the word _____ because

_____.

One line from the article that supports my conclusion is, “_____

_____” and another line states, “_____

_____.”

9. **Counterclaims:** Look at the word you chose for Question #7, list five counterclaims a person could make to challenge that a different word is a stronger word than yours:

A person might argue the word _____ because

_____.

Another person might argue a different word like _____

because _____.

A third word a person might argue is _____

because _____.

11. **Inquiry:** Using approved technological devices, complete historical profile for *Brown v. The Board of Education (1954)*

Who: Americans	What: Brown v. Board of Education
When: 1954	Where: United States
Why it's important to who we are, why we remember the person, place, event, or thing:	
1. <u>Challenged Plessy v. Ferguson which made the concept of separate but equal illegal in public education.</u>	
2. _____	
3. _____	

8. **Critical Thinking:** Look around you, think about the community you live in, and the world around you. How might your entire world be changed if *Brown v. The Board of Education* did not occur?

If *Brown v. The Board of Education* (1954) did not occur my world would

be different because _____

_____.

One example of life in this imaginary world is _____

_____. Another example might be _____

10. **Conclusion:** What inferences can you draw about what the author is trying to tell you:

- Sometimes things that need to change the most move the slowest
- Ordinary people can change the world in extraordinary ways
- It is right to remember the people and events that shaped us
- Don't be afraid to challenge what seems to be morally wrong

The reason I chose the one I did is because _____

_____.

The text supports this by saying, “_____

_____.” One other example not in

the text is _____.

12. **Inquiry:** Using approved technological devices, complete historical profile for Thurgood Marshall

Who: Thurgood Marshall	What:
When:	Where: United States
Why it's important to who we are, why we remember the person, place, event, or thing:	
1. <u>Helped argue for Brown v. The Board of Education which led to the end of racial segregation in American Public Education</u>	
2. _____	
3. _____	

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1. **Pre-Reading:** Scroll through the twelve pictures near the top, what do you think this article is going to be about? Explain how you came to this conclusion.

- 5 – Excellent, proficient detail, space is full
- 4.5 – Good, proficient detail, space is mostly full
- 4.0 – Average (+) sufficient detail, space is over half full
- 3.5 – Average (-), sufficient detail, space is about half full
- 3.0 – Below Average, marginal detail, space less than half full
- 2.5 – Effort, Detail and descriptiveness are insufficient
- 0.0 – No Data

3. **Point of View:** Several people discuss the type of person Linda Brown was, including herself. Summarize one thing that Linda Brown says about herself and one thing another person says about Linda Brown, provide a quote to add strength to your summary for each:

Linda Brown says about herself...	Someone else says about Brown...
<ul style="list-style-type: none"> 5 – Very Logical reasons, clear connection of quotes 4.5 – Very Logical reasons, sufficient connection of quotes 4.0 – Logical reasons, quotes show connection 3.5 – Logical reasons, quotes show weak connection 3.0 – Logical reasons, quotes seem irrelevant 2.5 – Logic is not clear and/or quotes show no connections 0.0 – No Data 	
Quote: " _____ _____	Quote: " _____ _____
"	"

5. **Inquiry:** After reading and reviewing the article, create five level 2 or level 3 divergent questions that can lead to gaining further knowledge about rhinoceroses: (1 Point per question)

* _____

* _____

* _____

* _____

* _____

2. **Vocabulary:** Using your knowledge, the article, or approved research techniques, select the matching definitions and/or synonyms for each vocabulary term:

- | | |
|-------------------------------|--|
| 1. <u>B</u> Segregation (n.) | a. Role, gift, influence |
| 2. <u>E</u> Supreme (adj.) | b. Separating, excluding, discriminating |
| 3. <u>D</u> Equality (n.) | c. Common, usual, average |
| 4. <u>A</u> Contribution (n.) | d. Fairness, impartiality, equivalence |
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4. **Multiple Choice:** Select the best possible answer from the options provided:

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6. **Evidence support:** Look at the choice you made for Multiple Choice Question #5, identify lines from the text that support your answer and provide explanations and connections to make your logic clear:

Line From Text	Explanation & Connection
<i>Any line from the text, put in quotations to indicate the words are not yours</i>	<i>Explain what the line means and make a clear connection to your choice above.</i>
" _____	_____
<ul style="list-style-type: none"> 5 – Quotes show clear connection and logic is very clear 4.5 – Quotes show clear connection and logic is clear 4.0 – Quotes show connection and logic is noticeable 3.5 – Quotes show connection and logic is weak 3.0 – Quotes show some connection, logic is suspect 2.5 – Quotes show no connection, logic does not make sense 0.0 – No Data 	
"	"

7. **Character:** Several words have been used to describe Linda Brown: Heroic, Courageous, Ordinary, Incredible, which word do you think best describes Brown's character? You can use your own word if you want.

I would use the word _____ because _____

One

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4.5 – Good, proficient detail, space is mostly full
4.0 – Average (+) sufficient detail, space is over half full
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_____” and another line states, “_____”

9. **Counterclaims:** Look at the word you chose for Question #7, list five counterclaims a person could make to challenge that a different word is a stronger word than yours:

A person might argue the word _____ because _____

And because

5 – Excellent, proficient detail, space is full
4.5 – Good, proficient detail, space is mostly full
4.0 – Average (+) sufficient detail, space is over half full
3.5 – Average (-), sufficient detail, space is about half full
3.0 – Below Average, marginal detail, space less than half full
2.5 – Effort, Detail and descriptiveness are insufficient
0.0 – No Data

A third word a person might argue is _____ because _____

11. **Inquiry:** Using approved technological devices, complete historical profile for *Brown v. The Board of Education (1954)*

Who: Americans	What: Brown v. Board of Education
When: 1954	Where: Missouri
Why: Advice: Focus on strength of logic for Why, the top four, if graded are convergent that require little to no critical thinking:	
1. _____	5 – Excellent, proficient detail, space is full
but	4.5 – Good, proficient detail, space is mostly full
2. _____	4.0 – Average (+) sufficient detail, space is over half full
	3.5 – Average (-), sufficient detail, space is about half full
	3.0 – Below Average, marginal detail, space less than half full
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	0.0 – No Data
3. _____	

8. **Critical Thinking:** Look around you, think about the community you live in, and the world around you. How might your entire world be changed if *Brown v. The Board of Education* did not occur?

If *Brown v. The Board of Education* (1954) did not occur my world would be different because _____

One

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4.0 – Average (+) sufficient detail, space is over half full
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10. **Conclusion:** What inferences can you draw about what the author is trying to tell you:

- Sometimes things that need to change the most move the slowest
- Ordinary people can change the world in extraordinary ways
- It is right to remember the people and events that shaped us
- Don't be afraid to challenge what seems to be morally wrong

The reason I chose the one I did is because _____

The best answer is marked, however, suggestions are to grade only on detail of argument, according to 5-point rubric

The

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4.5 – Good, proficient detail, space is mostly full
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3.0 – Below Average, marginal detail, space less than half full
2.5 – Effort, Detail and descriptiveness are insufficient
0.0 – No Data

in _____ the text is _____

12. **Inquiry:** Using approved technological devices, complete historical profile for Thurgood Marshall

Who: Thurgood Marshall	What:
When:	Where:
Why: Advice: Focus on strength of logic for Why, the top four, if graded are convergent that require little to no critical thinking:	
1. _____	5 – Excellent, proficient detail, space is full
to	4.5 – Good, proficient detail, space is mostly full
2. _____	4.0 – Average (+) sufficient detail, space is over half full
	3.5 – Average (-), sufficient detail, space is about half full
	3.0 – Below Average, marginal detail, space less than half full
	2.5 – Effort, Detail and descriptiveness are insufficient
	0.0 – No Data
3. _____	