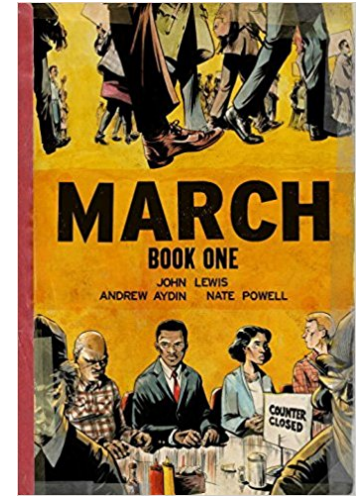
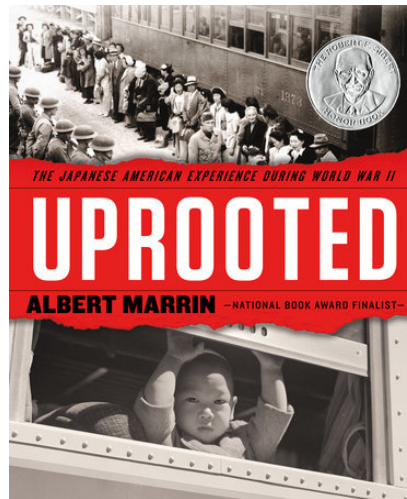
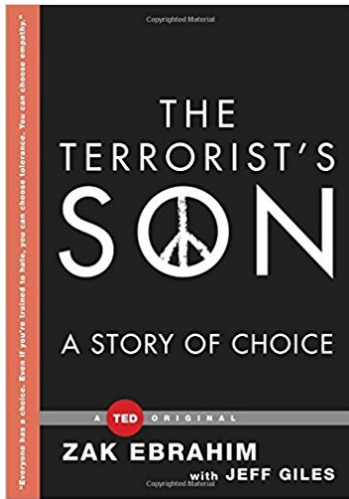


COMMON CORE CONNECTIONS – DISCRIMINATION IN AMERICA

U.S. History: Grade 10

By Nick Foley



The Standards	Questions to Ask with Students
<p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><i>The Terrorist's Son</i> How did the terrorist act of Zak's father affect Zak and his family? Explain how life changed and include three specific quotes that provide evidence for your statement. In groups of three review if your ideas are similar or different. If they are different, provide an explanation for the difference.</p>
<p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><i>Uprooted</i> Was racism a factor in the decision to send Japanese-Americans to internment camps? What was said by our top U.S. political and military leaders that proves or disproves that racism was a factor in creating internment camps? Write your answers and, when finished, add your quotes on the whiteboard in a yes or no column for later classroom discussion.</p>
<p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><i>March: Book One</i> One of the main events that John Lewis discusses in this book are the sit-ins that he took part in. It becomes evident that he and others attending the sit-ins expected many white citizens to behave a certain way. How did they expect white citizens to react? Did white citizens react in this way? How did those participating in the sit-ins prepare for this?</p>
<p>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><i>March: Book One</i> <i>March</i> moves between a meeting of Congressman Lewis and some young visitors and flashbacks of Mr. Lewis' time peacefully protesting in the Civil Rights Movement. What do you believe his central message is to the young visitors? How does the author advance this message throughout the story? Write a two paragraph summary explaining the author's main message and discuss at least three places throughout the book that he uses his experiences in the Civil Rights Movement to emphasize this message.</p>