

ELA7 Informational Writing *Freedom Walkers* Insert Assignment

Overview

You will have the choice to work with a partner. Your text insert will convey (present) *accurate* information that is *organized* around a controlling idea (question) that addresses WHAT, HOW, or WHY about your topic.

Your topic will be a person/event related to the *Freedom Walkers* text. All topics must be appropriate and approved by your teacher and parent/guardian.

Length of Text

Inserts will be 2-4 pages in length, so it is important to choose one *perspective* of that event/issue to be the focus of your chapter. This will include text features such as pictures.

Text Features to be Included in the product

Your presentation should include many of these text features.

- Title (required)- clearly identifies the topic and includes a direct quote that reveals the big idea/controlling topic
- Written text (required)
- **Bold**, *italicized*, and/or underlined text (at least one required)
- Photos with captions (required)
- Works Cited/sources page (last page; required)

Other possible features might include:

- Sub-Headings
- Labels
- Illustrations
- Cartoons
- Charts or tables
- Maps
- Timelines
- Picture timelines

Other Requirements and Information You Need to Know

- Team plan
- You will be given several days in class to work on research and finalizing your writing.
- This may require additional work at home, including the research/writing. *Keep this in mind when choosing a partner.*

Accuracy and Safety of Information

Using the websites provided through the OLMS Media Center will assure the information found on those sites is accurate, safe, and age appropriate. Using websites other than those suggested in this assignment could lead to inaccurate information, computer viruses, or inappropriate information and is strongly discouraged.

Jianna Taylor 7/1/15 10:43 AM

Comment [1]: This assignment is different than the one detailed in the informational writing unit. Students were to pick something from the informational text, *Freedom Walkers*, that they wanted to learn more about. After researching, students wrote a chapter that could be inserted into *Freedom Walkers*.

Chapter 0

Emmett Till

"Let the world see what has happened, because there is no way I could describe this."

In the summer of 1955 a black boy was pulled out of the Tallahatchie River in Mississippi. His name was Emmett Louis Till, he was 14 years of age and was said to have flirted with a white woman. Till was a Chicago native visiting family in Money, Mississippi in the August of 1955.



Emmett Louis Till

On August 24th Till and his cousin went into a drugstore to buy some things. While in there Till was alone with the white cashier lady for a minute. She said that he harassed her and then left. No one can be sure but whatever happened it sealed the boys fate. On August 28th Till was abducted from his uncle Moses Wright's house by the husband, Roy Bryant, of the woman, Carolyn Bryant, and her brother J.W. Milam.



Roy Bryant and J.W. Milam

Jianna Taylor 6/30/15 10:01 AM

Comment [2]: The writer chose to have her insert chapter come at the beginning of the book.

Jianna Taylor 6/18/15 10:54 PM

Comment [3]: The informational text, Freedom Walkers, begins each chapter with a quote that sums up the chapter.

Jianna Taylor 6/18/15 10:55 PM

Comment [4]: Includes informational text features like images and captions.

Jianna Taylor 6/18/15 11:03 PM

Comment [5]: Begins "insert" chapter with a brief description of what most people know about Till's death. Hooks the reader in before telling more details about what happened to him.

Till was beaten, shot and his body dumped in the Tallahatchie River. When his body was recovered Till's uncle Wright, could only identify him by the ring he was wearing, which had been his father's. By the time Till's funeral came the whole country knew his story. His mother Mamie insisted upon an open casket, "Let the world see what has happened," she said "because there is no way I could describe this."



When the day of Till's murder trial rolled around the country was waiting to see if his murderers would be caught. Well, a black boy's murder trial was held in an all white court house. The killers were

Emmett's ring with his fathers initials
white men. Till was an outsider. The jury found Bryant and Milam not guilty.



A newspaper showing the country's shock.

This infuriated the country, especially when the two murderers sold the story of how they killed Till to a magazine. But nothing could be done. But Till was not forgotten. Till's murder was an important part of the civil rights movement. 100 days after Till's murder Rosa Parks refused to give up her seat on that bus. Nine years later congress passed the Civil Rights Act of 1964.

So although his life was taken Emmett Louis Till made a difference in the world. And we are all better off for it. Mamie Till once said "people really didn't know that things this horrible could take place. And the fact that it happened to a child, that make all the difference in the world."

Jianna Taylor 6/18/15 11:06 PM

Comment [6]: The writer connects this event to the greater Civil Rights movement and sets the stage for the rest of Freedom Walkers.

<http://law2.umkc.edu/faculty/projects/frtrial/till/tillaccount.html>

<http://www.history.com/topics/black-history/emmett-till>

Gianna Taylor 6/18/15 10:57 PM
 Comment [7]: Incorrect citation format

Element	Advanced	On-Target	Novice
Content	The writer: Artfully presents the hook, thumbnail sketch of the event, and central idea in the introductory paragraph. Has crafted a central idea that outlines multiple key moments and their importance. Thoughtfully presents an abundance of summary and description highly relevant to the central idea and topic sentences. Always carefully analyzes summary and description to explain their importance in the historical event. Uses the concluding paragraph to examine the historical event's effect on society/culture and future events. Draws larger conclusions about the significance of this event in history.	The writer: Presents the hook, thumbnail sketch of the event, and central idea in the introductory paragraph. Has crafted a central idea that outlines key moments and their importance. Presents summary and description highly relevant to the central idea and topic sentences. Often analyzes summary and description to explain their importance in the historical event. Uses the concluding paragraph to examine the importance of this historical event and its lasting impact on society/culture and future events.	The writer: Presents the hook, the thumbnail sketch of the event, or the central idea in the introductory paragraph, but not all these crucial elements. Has crafted a central idea that does not outline key moments and their importance. Presents little summary or description or does not balance one with the other. Occasionally or never analyzes summary and description; the essay is fact-heavy. Uses the concluding paragraph only to summarize what has already been explored in the essay.
Organization	The chronological structure is clear and evident. Headings and sub-headings, if used, always have effective titles and assist the reader in understanding how information is organized. The use of signal words and phrases creates a logical flow between sentences and paragraphs. Each paragraph has a clear central idea that is presented in the topic sentence.	The chronological structure is evident. Headings and sub-headings, if used, usually have effective titles and often assist the reader in understanding how information is organized. The use of signal words and phrases usually creates a logical flow between sentences and paragraphs. Most paragraphs have a clear central idea that is presented in the topic sentence.	A chronological structure is not used. Headings and sub-headings, if used, create confusion for the reader about how information is organized. Signal words and phrases are rarely or never used to create a logical flow between sentences and paragraphs. Few paragraphs have a clear central idea that is presented in the topic sentence.
Style & Mechanics	Writing voice is engaging and consistently appropriate for the intended audience. The word choice is specific to the chosen topic. Sentence structures are varied and complex. The essay contains no errors in spelling or punctuation.	Writing voice is engaging and usually appropriate for the intended audience. The word choice is somewhat specific to the chosen topic. Sentence structures are often varied and sometimes complex. The essay contains minimal spelling and punctuation errors.	Writing voice is not engaging or is not appropriate for the intended audience. The word choice is not specific to the chosen topic. Sentence structures are not varied or complex. The essay contains multiple spelling or punctuation errors.
Process Checklist	The writer: Brainstormed to discover multiple topics and selected one suited to the writing task. Researched to explore and refine his/her topic choice. Drafted to organize and analyze information. Revised his/her draft to achieve greater coherency and clarity. Edited for clarity and an error-free essay.		

Teacher Comment:

For this assignment, students wrote and designed “insert chapters” for the informational book, Freedom Walkers. Students chose topics from the book they felt needed more explanation or they wanted to know more about. In addition to using the summary skills we had been working on throughout the informational reading unit, students had to use the same informational text features as were used in Freedom Walkers. This writer in particular did an exceptional job of imitating the text features present in Freedom Walkers and setting the stage for the book’s discussion of the Montgomery Bus Boycott. She also organized the events surrounding Till’s murder chronologically, though she chose not use organizational features like headings because those are not used in Freedom Walkers. Even though we had talked about and used correct bibliographic formatting earlier in the year, this writer could have used a refresher.