

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



JIANNA TAYLOR: The writer chose to have her "insert" chapter go before any of the chapters in the book. Freedom Walkers.



# THE JIM CROW LAWS LIST

"As a southerner born after the epic events of the civil rights movement, I've always wondered how on earth people of good will could have conceivably lived with Jim Crow - with the daily degradations, the lynchings in plain sight, and, as the movement gathered force, with the fire hoses and the police dogs and the billy clubs."

-Jon Meacham

Some of the Jim Crow norms are:

- A black male could not offer his hand (to shake hands) to a white male because it implied being socially equal. Obviously, a black male could not offer his hand (or any other part of his body) to a white woman, because he risked being accused of rape.
- Blacks and whites were not supposed to eat together. If they did eat together, whites were to be served first, and some sort of partition was to be placed between them.
- Under no circumstance was a black male to offer to light the cigarette of a white female -- that gesture implied intimacy.
- Blacks were not allowed to show public affection toward one another in public, especially kissing, because it offended whites.
- Jim Crow etiquette prescribed that blacks were introduced to whites, never whites to blacks. For example: 'Mr. Peters (the white person), this is Charlie (the black person), that I spoke to you about.'
- Whites did not use courtesy titles of respect when referring to blacks, for example, Mr., Mrs., Miss., Sir, or Ma'am. Instead, blacks were called by their first names.
- Blacks had to use courtesy titles when referring to whites, and were not allowed to call them by their first names. If a black person rode in a car driven by a white person, the black person sat in the back seat, or the back of a truck.

Property of Birmingham Public Library

JIANNA TAYLOR: Chose to begin chapter with an important quote that helps sum up the chapter, just as in Freedom Walkers.

## WHERE DID THE JIM CROW LAWS ORIGINATE FROM?

Thomas Dartmouth "Daddy" Rice was one of the most famous comics in his time to perform black face, even though he was white. He put coal on his face, and ran onto the stage and sang a bunch of song like "Negro ditties" and "Jump Jim Crow." He was inspired by an old African American who lived in Louisville, Kentucky. Daddy Rice always sang the same song that the African American sang too. The chorus ended with these words:

"Wheel about and turn about and do just so,  
Every time I wheel about I jump Jim Crow."

Rice's imitation of the song had influenced the laws to be called the Jim Crow laws.

Also, pretty much everyone in the South was involved in this event. The blacks were the victims, and the most of the whites were the bad guys.

Below is the QR Code for the song "Jump Jim Crow"



To the right, you'll see Thomas "Daddy" Dartmouth doing his famous dance for his audience.

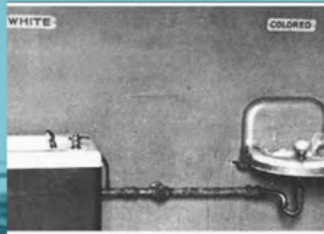


JIANNA TAYLOR: Section headings help organize the writing.

JIANNA TAYLOR: The writer included a QR code that links to multimedia content, a text feature of many recent informational texts.



The Jim Crow Laws were the reason for many lynchings, protests, and riots. They were laws established in the Southern United States that separated the African Americans and the whites. Examples of this include the picture above, stating that the black people had to stay in a separate waiting room than everybody else. It was started in 1832 and ended in 1964, when Lyndon B. Johnson signed the Civil Rights Act. The Jim Crow Laws were officially banned all over America and everybody was able to live in harmony with one another. But the beginning of the end of the Jim Crow Laws all started with a 15-year old girl named Claudette Colvin.



The picture above shows how even the drinking fountains were segregated.

JIANNA TAYLOR: Included images and captions, common informational text features.



JIANNA TAYLOR: Incorrect citation format

Element	Advanced	On-Target	Novice
<b>Content</b>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<b>Organization</b>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<b>Style &amp; Mechanics</b>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<b>Process Checklist</b>	<p>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.</p>		

**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

Unit: Informational Writing

Grade: 7

Assessment Task: Informational Writing Summative Assessment

Title: Prologue: Jim Crow Laws

---

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 chose to go outside of the mentor text and use additional informational text features, including QR codes to take readers to multimedia content, though readers would benefit from more cohesion between sections.