

**School Tours
Teacher Guide**

FIGHT

FOR YOUR RIGHTS

Table of Contents

04 Welcome

06 Background Resources

08 Elementary Teacher Resources

10 Middle School Teacher Resources

12 High School Resources

14 Content-based Standards

21 Skill-based Standards

30 Social Emotional Competencies



Welcome to the Fight For Your Rights Tour

This tour is a series of three interactive learning experiences. First, students will delve into an immersive digital pop-up book to time travel to the voting rights movement and sit-in movement in Atlanta. Then, they will continue their time travel on live Zoom, where they will be able to put the skills and information they have already learned to practice as they join Freedom Riders in 1961. Finally, we invite students to interact with a larger community of learners who have participated in the tour as they reflect on their experiences and determine how they will draw on the legacy of the activists involved.

Overview of Standards

- Content Standards *Georgia Standards of Excellence*
- Skill-based Standards *Common Core English Language Arts (ELA) and Literacy in History/Social Studies*
- Social Emotional Competencies

Prior to Virtual Tour

Before the virtual field trip, your students should examine a Genially produced time-traveling guide to the voting rights movement of 1946 and the Atlanta sit-in movement of 1960.

What to expect from Genially?

Genially is software that delivers interactive content. It uses buttons, clickable symbols, and layered content to appeal to diverse learners.

What you can do to supplement and differentiate the Genially Guide for your students' needs

- To help your English language learners and students who struggle with reading, connect them to Immersive Reader, which will read aloud and provide a dictionary. They will need a free Microsoft Education Account.
- Students can use this general document analysis graphic organizer or organizers specific to the type of primary source to improve their understanding of the primary documents interspersed throughout the Genially.
- Students can create an Activist handbook to help process information in Genially and activate thinking for the Virtual Tour. Here's a suggested answer key and exemplar.
- The rest of the supplementary resources have been divided by grade band.

Elementary (Grades 3-5)

Middle School (Grades 6-8)

High School (Grades 9-12)

Post Virtual Tour

After the Virtual Field Trip, your students will use Flipgrid (an educational supercharged Tiktok—minus the security concerns and trolls) to discuss their learning with a community of peers beyond their class. You will receive a link to share with your students after your virtual tour.

Here's how to leverage this discussion in your classroom:

- Conduct a whole group or small group discussion in your class before sending students to Flipgrid.
- Encourage students to integrate visual elements into presentations on Flipgrid using [screen recording](#).
- Remind students that their audience includes students who attend this tour at the History Center as well as the educational facilitators who guided them. They can pose questions for their peers to consider and respond too.

For students who want more after Fight For Your Rights:

The History Center is open to the public. In the [Gatheround Exhibit](#), students can see a [Pickrick Drumstick](#) and in [Black Citizenship in the Age of Jim Crow](#), they can examine the promises of the 14th and 15th amendments and how the government failed to ensure these rights for Black Americans for over 100 years.

Students can use the [Kenan Research Center](#) to launch their own investigation and grow it into a [National History Day Project](#).

Background Resources

Contextualization

- [Atlanta in the Civil Rights Movement 1940-1970](#)
- [“From Reconstruction to Mass Incarceration”](#) Equal Justice Initiative’s 6-minute overview of Black oppression in America

More on the voter registration drive of 1946 and integration of the Atlanta Police Department

- Even after the victory of the 1946 voter registration drive, Black citizens continued to face obstacles to voting in Georgia and across the South. Because Georgia had abolished the poll tax in 1945 and the Supreme Court ended the all-white primary, counties primarily used literacy tests and threats of violence to disenfranchise Black voters. Some of the more subtle tactics Georgia governments used like purging voter lists and closing polling sites have been reintroduced in the 21st century.
- In *Where Peachtree Meets Sweet Auburn*, Gary Pomerantz explains what John Wesley Dobbs was up against:

Delivering sewers and streetlights to substandard Black neighborhoods was palatable to white voters. Delivering Black police was a different matter since Black police would signify the erosion of white supremacy. The idea of a Black licensed to hold a gun scared white Atlantans. And the idea of a Black licensed to hold a gun and invested with the authority to arrest whites terrified them.
- [Excerpts of interviews with the first Black police officers in Atlanta](#)
- The deal that Dobbs orchestrated with Mayor Hartsfield demonstrates The Atlanta Style in which white elites negotiated with Black leaders to make small tightly orchestrated concessions to the Black community. This allowed Atlanta to promote the image of a peaceful city free of public unrest and racial division.

More on sit-ins

- Women played a foundational role in the movement. Not only did Roslyn Pope draft *The Appeal of Human Rights* and Herschelle Sullivan Challenor co-chair the Committee on Appeal for Human Rights (COAHR), but they also participated in greater numbers.
- [Atlanta History Center’s online exhibit “Voices Across the Color Line: Atlanta In the Civil Rights Movement](#)
- Many whites in power responded to the protest with retaliation. Landlords evicted protestors. Stores fired between 400-600 Black lunchroom employees.
- [Genially presentation](#) that examines the black community of Atlanta and the extent of its support for the sit-in protests.

More on Lester Maddox

- From 1950–1964, Maddox published “Pickrick Says” in the Saturday edition of the Atlanta Journal. It was a mixture of stories from the restaurant, folksy wisdom, and political tirades many of which stressed the necessity of “racial integrity.” This is one of his last [Pickrick Says](#).
- [Digital Lester Maddox Photographs Collection](#)
- Maddox was an amazingly resilient loser who unsuccessfully ran for mayor of Atlanta in 1957 & 1961, lieutenant governor in 1962, president in 1976, and governor in 1974 & 1990. Furthermore, he is one of the few governor’s who left the office poorer than when he began. Hosea Williams, one of Martin Luther King’s closest confidants and an opponent to Maddox in the 1966 gubernatorial race who went on to become a Georgia representative, unsuccessfully proposed a bill to provide Maddox a pension in 1984. Williams explained, “Lester Maddox did more for Black people than any governor in the history of Georgia. He talked that racist talk, but the walk he walked was much different.”

Elementary Teacher Resources

Guidance

This [FFYR Quizlet](#) set will help students master vocabulary and provide the foundations for further [word work](#).

Extend Students' Learning

- Picture books (The High Museum of Atlanta [Picture The Dream](#) exhibition will inspire students to imagine the scenes they read about in the Genially & introduces numerous other possibilities)
- *Sit-In: How Four Friends Stood Up by Sitting Down* ([link to read aloud](#)). Picture book. By Andrea Davis Pinkney. Illustrated by Brian Pinkney. 2010
- *Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965* ([link to read-aloud](#)) by Jonah Winter, illustrated Shane W. Evans
- *Freedom Riders: John Lewis and Jim Zwerg on the Front Lines of the Civil Rights Movement* by Ann Bausum or *She Stood for Freedom: The Untold Story of a Civil Rights Hero, Joan Trumpauer Mulholland* by Loki Mulholland
- [Comprehensive student-friendly overview](#) of Jim Crow, the Atlanta Race Riot, and the long Civil Rights Movement that highlights events in Georgia civil rights history outside of Atlanta.
- "[Organizations of the civil rights movement](#)" Newsela article at a variety of reading level that delineates the four predominant national civil rights organizations
- "[Freedom Riders](#)" nonfiction story by Rhonda Brownstein with comprehension questions could be paired with this 7 minute illustrated [oral interview](#) of Moses Newson
- Atlanta History Center's [Civil Rights Playlist](#) short videos on topics in black history mostly focusing on the Civil Rights Movement
- [Taking a Stand](#) lesson plan that students examine civil disobedience and nonviolent protests through oral interviews of the youngest protesters and role-playing
- [7 Ways to Commemorate the 50th Anniversary of the Civil Rights Activities](#)—a list of activities and resources to extend students understanding of the Civil Rights Act
- [Standing Up By Sitting In](#)—readers theatre at 4th-grade level on the sit-ins with CommonLit created comprehension activities

Connecting Fight For Your Rights Tour to Present Day

- [“What The Civil Rights Movement Of The ‘60s Can Teach Atlanta Protesters Now”](#) a 7-minute audio program that begins with Black Lives Matter protesters speaking and rapping about the importance of King’s legacy (no full transcript available)
- [“House Passes Bill to Restore Key Parts of Voting Rights Act”](#) Newsela article that explains the effects of Shelby v. Holder and emphasizes the power of Congress to correct it
- [U.S. v. Hate](#) a campaign for students to share what you learned in FFYR and how it inspires your fight for greater equality nationwide
- [“Our voices carry weight”: Young women of color lead activist charge”](#) Newsela article that focuses on the instrumental role women play in our current fight against racial inequity.
- [Introduction to Black Lives Matter](#) Seattle Public School lesson plan that guides students to examine the origin of the Movement, its goals, and how they might help

Middle School Teacher Resources

Contextualization of Jim Crow and the Civil Rights Movement

- [Interactive Timeline](#) focuses on significant national events in the expansion of civil rights for Black Americans.
- [Television and the Civil Rights Movement](#) short insightful video

Guidance

- Printable [Stop and jot activity](#) to guide students reading and discussion.
[Google doc version of activity](#)

Ways to extend learning

- Freedom Riders [PBS documentary](#) and [video guide](#)
- Atlanta Student Movement [online exhibit](#) and [short excerpts of participants' oral interview](#)
- [Timeline of John Wesley Dobbs's life](#)
- [Walking with the Wind](#) an excerpt from John Lewis's 1998 autobiography about his sit-in experience with comprehension questions
- [Nobody Dared Her to Do It](#) provides a biographical sketch of a white protestor who joined the sit-in movement in Birmingham
- [Stepping into Selma: Voting Rights History and Legacy Today](#) is an role-playing lesson that allows students to examine various perspectives of individuals present in Selma in 1965

Using FFYR in World Studies

- Compare activists who fought for human rights.
 - [Gandhi and MLK Comparison Graphic Organizer](#) offers a quick activity while [Martin Luther King, Jr., Gandhi, and the Power of Nonviolence](#) is a document-based lesson
 - [Nelson Mandela and John Lewis](#)
 - Other human rights activists that students might investigate for comparison purposes include Czechoslovakian President Vaclav Havel, Argentinian Estela Barnes De Carlotto, & the Soviet human rights activists, Andrei Sakharov & Yelena Bonner.
- [Pan Africanism](#)
- Examine how Jim Crow and white resistance to civil rights' activist peaceful protest undermined international confidence in U.S. democracy.
 - [Cold War and Civil Rights](#) offers a document-based lesson that will allow students to examine how supporters and detractors of the Civil Rights Movement used the rhetoric of the Cold War to promote their agenda.
 - [Nazi Germany's Anti-American Propaganda](#)

- Investigate how the Civil Rights Movement inspired human rights movements.
 - [The influence of the Freedom Rides on the Aboriginal Rights Movement](#)
 - [The international influence of “We Shall Overcome”](#) (for a more personal interpretation see “Vincent Harding and the Legacy of Southern Freedom Movement”)
 - [Connecting the Civil Rights Movement and the anti-apartheid struggle](#)
 - [“Why Martin Luther King Jr. matters to Black Canadians”](#)

Connecting FFYRT to Present Day

- [“What the International Response to the Civil Rights Movement Tells Us About Ferguson”](#) is an article that suggests that international pressure could motivate the government to address police brutality.
- [“A Modern Day Freedom Ride”](#) is an article about how a young woman employed the tactics of the Freedom Riders to raise awareness on the need for school reform.

High School Teacher Resources

Guidance

- Transform the Genially into an opportunity for class discussion. Use these [guided questions](#) and [strategies](#) to inspire you.

Further investigation

- [“Was John F. Kennedy a supporter for civil rights for African Americans?”](#) document-based investigation that encourages students to evaluate the extent that Kennedy used his position to advance equality. The FFYR favorably portrays the Kennedys, both John and his brother Robert highlighting their efforts to secure Martin Luther King Jr. release after his sit-in at a department store in Atlanta and end segregation in interstate bussing. This investigation provides students greater context and allows them to consider how the Kennedys may have done more.
- [“How effective were the differing strategies of the Civil Rights Movement?”](#) This document-based investigation includes Black nationalism and the Black Panther Party Platform and Program allowing students to consider alternative voices other than those the FFYR presents.
- [Eyes on the Prize: America’s Civil Rights Movement 1954-1985](#) a series of four lessons from Facing History and Ourselves on the philosophy of nonviolence.
- [“The Press and the Civil Rights Movement”](#) video-based lesson from NewseumED.org pairs well with [“The Power of Images”](#) that focus on media coverage of Ferguson.

FFYR in World History

- [“The Global Context of the Civil Rights Movement”](#) is an article and questions that guide students to consider the role international pressure played in expanding civil rights in the US.
- [The U.S. Civil Rights Era in Global Context](#) includes a library of linked primary sources that connect the Civil Rights Movement to anti-imperialism, the Cold War, the fall of the Soviet Union, Pan-Africanism, etc.
- [Influence of Kenyan Minister’s Visit to Atlanta on the student sit-in movement](#) provides a secondary account and supporting primary materials to explore this key moment in 1963.
- Transform the Genially into an opportunity for class discussion. Use these [guided questions](#) and [strategies](#) to inspire you.

Independent Research

- [The Freedom Archives](#) provide students digital access to a variety of primary sources including SNCC’s publication *The Student Voice*.
- [Civil Rights Movement Archive](#) offers an extensive collection of primary sources as well as a timeline that contextualizes events from 1951-1968.

Connecting FFYR to Present Day

- [“Voting Rights Then and Now”](#) is a document-based lesson from the Anti-Defamation League that encourages students to compare current 21st-century voting restrictions to those that the 24th amendment and Voting Rights Act of 1965.
- [“Exploring Solutions to Address Racial Disparity Concerns”](#) is a lesson from the Anti-Defamation League that guides students to consider how racism impacts policing and challenges them to propose solutions.
- [“The Alt Right and White Supremacy”](#) shows that the attitudes of Lester Maddox are still alive and well. In this Anti-Defamation lesson, students investigate “What is white supremacy and why is it intensifying?”

Content-based Standards

| Grade Level | Genially Voter Registration & Sit-Ins | Live Virtual Field Trip Freedom Rides | Flipgrid |
|-------------|---|--|--|
| 3rd | <u>Georgia's Information Processing Skills</u> | | |
| | <u>Skill #1</u> Compare similarities and differences <u>Skill #3</u> Interpret timelines, charts, and tables <u>Skill #5</u> Identify main idea, detail, sequence of events, and cause and effect in a social studies context <u>Skill #6</u> Identify and use primary and secondary sources <u>Skill #10</u> Analyze artifacts <u>Skill #11</u> Draw conclusions and make generalizations <u>Skill #12</u> Formulate appropriate research questions <u>Skill #13</u> Determine adequacy and/or relevancy of information | <u>Skill #11</u> Draw conclusions and make generalizations <u>Skill #5</u> Identify main idea, detail, sequence of events, and cause and effect in a social studies context | <u>Skill #1</u> Compare similarities and differences <u>Skill # 3</u> Interpret timelines, charts, and tables <u>Skill #5</u> Identify main idea, detail, sequence of events, and cause and effect in a social studies context <u>Skill #6</u> Identify and use primary and secondary sources <u>Skill #10</u> Analyze artifacts <u>Skill #11</u> Draw conclusions and make generalizations <u>Skill #12</u> Formulate appropriate research questions <u>Skill #13</u> Determine adequacy and/or relevancy of information |

Content-based Standards

| Grade Level | Genially Voter Registration & Sit-Ins | Live Virtual Field Trip Freedom Rides | Flipgrid |
|-------------|---|--|----------|
| 4th | <u>GA Standards for United States History Year 2: Revolution to Reconstruction</u> | | |
| | <p><u>SS4H6 Analyze the effects of Reconstruction on American life.</u></p> <p>a. Describe the purpose of the <i>13th, 14th, and 15th Amendments</i>. [Genially only addresses 14th & 15th]</p> <p>c. Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights.</p> <p>d. Describe the effects of Jim Crow laws and practices.</p> <p><u>SS4CG1 Describe the meaning of:</u></p> <p>a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)</p> <p>b. “We the People” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty</p> <p>c. The federal system of government in the U.S. (federal powers, state powers, and shared powers)</p> <p>d. Representative democracy/republic</p> | <p><u>SS4H6 Analyze the effects of Reconstruction on American life.</u></p> <p>a. Describe the purpose of the <i>13th, 14th, and 15th Amendments</i>. [Tour only covers 14th]</p> <p>d. Describe the effects of Jim Crow laws and practices.</p> | |

Content-based Standards

| 4th | <p><u>SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.</u></p> <p>d. Explain how voluntary exchange helps both buyers and sellers. (Genially touches upon the power of boycotting)</p> | | |
|-------------|---|--|----------|
| Grade Level | Genially | Live Virtual Field Trip | Flipgrid |
| 5th | <u>GA Standards for United States History Year 3: Industrialization to the Digital Age</u> | | |
| | <p><u>SS5H4 Explain America's involvement in World War II.</u></p> <p>e. Describe the effects of rationing and the changing role of women and African Americans or Blacks; include "Rosie the Riveter" and the Tuskegee Airmen.</p> <p><u>SS5H6 Describe the importance of key people, events, and developments between 1950-1975.</u></p> <p>a. Analyze the effects of Jim Crow laws and practices.</p> <p>b. Explain the key events and people of the Civil Rights movement: Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.</p> | <p><u>SS5H6 Describe the importance of key people, events, and developments between 1950-1975.</u></p> <p>a. Analyze the effects of Jim Crow laws and practices.</p> <p>b. Explain the key events and people of the Civil Rights movement: Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.</p> <p><u>SS5CG1 Explain how a citizen's rights are protected under the U.S. Constitution.</u></p> <p>a. Explain the responsibilities of a citizen.</p> <p>b. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen's rights by due process.</p> | |

Content-based Standards

| Grade Level | Genially | Live Virtual Field Trip | Flipgrid |
|-------------|---|---|----------|
| 5th | <p><u>SS5CG1 Explain how a citizen's rights are protected under the U.S. Constitution.</u></p> <p>a. Explain the responsibilities of a citizen.</p> <p>b. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen's rights by due process.</p> <p><u>SS5CG3 Explain how amendments to the U. S. Constitution have maintained a representative democracy/republic.</u></p> <p>a. Explain how voting rights are protected by the 15th, 19th, 23rd, 24th, and 26th amendments (Genially only covers 15th and 24th amendments).</p> | | |
| 6th | <u>GA Standards Latin America, the Caribbean and Canada, Europe, and Australia</u> | | |
| | <p><u>SS6CG1, SS6CG3, SS6CG4 Compare and contrast various forms of government.</u></p> <p>a. Explain citizen participation in autocratic, and democratic governments.</p> | <p><u>SS6CG1, SS6CG3, SS6CG4 Compare and contrast various forms of government.</u></p> <p>a. Explain citizen participation in autocratic, and democratic governments.</p> | |

Content-based Standards

| Grade Level | Genially | Live Virtual Field Trip | Flipgrid |
|-------------|--|--|----------|
| 7th | <u>GA Standards Africa, Southwest Asia (Middle East), Southern and Eastern Asia</u> | | |
| | <u>SS7CG1, SS7CG3, SS7CG4</u> <u>Compare and contrast different forms of citizen participation in government.</u> a. Explain citizen participation in autocratic, and democratic governments. | <u>SS7CG1, SS7CG3, SS7CG4</u> <u>Compare and contrast different forms of citizen participation in government.</u> a. Explain citizen participation in autocratic, and democratic governments. | |
| 8th | <u>GA Standards Georgia Studies</u> | | |
| | <u>SS8H10 Evaluate key post-World War II developments in Georgia.</u> c. Describe the relationship between the end of the white primary and the 1946 governor's race. <u>SS8H11 Evaluate the role of Georgia in the modern civil rights movement.</u> b. Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement. c. Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox. | <u>SS8H11 Evaluate the role of Georgia in the modern civil rights movement.</u> b. Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement. | |

Content-based Standards

| Grade Level | Genially | Live Virtual Field Trip | Flipgrid |
|-------------|--|--|----------|
| 9th–12th | <u>GA Standards United States History</u> | | |
| | <p><u>SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.</u></p> <p>e. Examine Roosevelt’s use of executive powers including the integration of defense industries and the internment of Japanese-Americans.</p> <p><u>SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations</u></p> <p>b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson’s Great Society, following the assassination of John F. Kennedy.</p> <p>c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.</p> | <p><u>SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations</u></p> <p>b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson’s Great Society, following the assassination of John F. Kennedy.</p> <p>c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.</p> <p>d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.</p> | |

Content-based Standards

| | | | |
|----------|---|---|-----------------|
| 9th-12th | d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez. | | |
| | Genially | Live Virtual Field Trip | Flipgrid |
| | GA Standards World History | | |
| | <u>SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.</u> d. Analyze opposition movements to existing political systems. | <u>SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.</u> d. Analyze opposition movements to existing political systems. | |

Skill-based Standards

| Grade Level | Genially | Virtual Tour | Flipgrid |
|-------------|--|--|--|
| 3rd | English Language Arts Standards: <u>Reading Informational Text & Speaking and Listening</u> | | |
| | <p><u>CCSS.ELA-LITERACY.RI.3.1</u> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basic for the answers.</p> <p><u>CCSS.ELA-LITERACY.RI.3.2</u> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><u>CCSS.ELA-LITERACY.RI.3.3</u> Describe the relationship between a series of historical events...using language that pertains to time, sequence, and cause/effect.</p> <p><u>CCSS.ELA-LITERACY.SL.3.2</u> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | <p><u>CCSS.ELA-LITERACY.SL.3.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> — Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. — Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). — Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. — Explain their own ideas and understanding in light of the discussion. — Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | <p><u>CCSS.ELA-LITERACY.SL.3.4</u> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> |

Skill-based Standards

| Grade Level | Genially | Virtual Tour | Flipgrid |
|-------------|--|--|--|
| 4th | <p>English Language Arts Standards: <u>Reading Informational Text & Speaking and Listening</u></p> | | |
| | <p><u>CCSS.ELA-LITERACY.RI.3.1</u> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basic for the answers.</p> <p><u>CCSS.ELA-LITERACY.RI.3.2</u> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><u>CCSS.ELA-LITERACY.RI.3.3</u> Describe the relationship between a series of historical events...using language that pertains to time, sequence, and cause/effect.</p> <p><u>CCSS.ELA-LITERACY.SL.3.2</u> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | <p><u>CCSS.ELA-LITERACY.SL.3.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> — Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. — Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). — Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. — Explain their own ideas and understanding in light of the discussion. — Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | <p><u>CCSS.ELA-LITERACY.SL.3.4</u> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> |

Skill-based Standards

| Grade Level | Genially | Virtual Tour | Flipgrid |
|-------------|---|---|--|
| 5th | <p>English Language Arts Standards: <u>Reading Informational Text & Speaking and Listening</u></p> | | |
| | <p><u>CCSS.ELA-LITERACY.RI.5.2</u> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><u>CCSS.ELA-LITERACY.RI.5.3</u> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical...text based on specific information in the text.</p> <p><u>CCSS.ELA-LITERACY.RI.5.6</u> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><u>CCSS.ELA-LITERACY.RI.5.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> | <p><u>CCSS.ELA-LITERACY.SL.3.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> — Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. — Follow agreed-upon rules for discussions and carry out assigned roles. — Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. — Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | <p><u>CCSS.ELA-LITERACY.RI.5.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>CCSS.ELA-LITERACY.SL.5.3</u> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><u>CCSS.ELA-LITERACY.SL.5.4</u> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>CCSS.ELA-LITERACY.SL.5.5</u> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> |

Skill-based Standards

| Grade Level | Genially | Virtual Tour | Flipgrid |
|-------------|--|---|---|
| 6th | <p>English Language Arts Standards: <u>History/Social Studies 6th-8th & Speaking and Listening</u></p> | | |
| | <p><u>CCSS.ELA-LITERACY.RH.6-8.7</u></p> <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>CCSS.ELA-LITERACY.RH.6-8.9</u></p> <p>Analyze the relationship between a primary and secondary source on the same topic.</p> <p><u>CCSS.ELA-LITERACY.RH.6-8.2</u></p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> | <p><u>CCSS.ELA-LITERACY.SL.6.1</u></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> — Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. — Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. — Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. — Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | <p><u>CCSS.ELA-LITERACY.RH.6-8.1</u></p> <p>Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>CCSS.ELA-LITERACY.SL.6.2</u></p> <p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><u>CCSS.ELA-LITERACY.SL.6.4</u></p> <p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><u>CCSS.ELA-LITERACY.SL.6.5</u></p> <p>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> |

Skill-based Standards

| Grade Level | Genially | Virtual Tour | Flipgrid |
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| 7th | <p>English Language Arts Standards: <u>History/Social Studies 6th-8th & Speaking and Listening</u></p> | | |
| | <p><u>CCSS.ELA-LITERACY.RH.6-8.7</u> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>CCSS.ELA-LITERACY.RH.6-8.9</u> Analyze the relationship between a primary and secondary source on the same topic.</p> <p><u>CCSS.ELA-LITERACY.RH.6-8.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> | <p><u>CCSS.ELA-LITERACY.SL.7.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> — Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. — Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. — Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. — Acknowledge new information expressed by others and, when warranted, modify their own views. | <p><u>CCSS.ELA-LITERACY.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>CCSS.ELA-LITERACY.SL.7.2</u> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p><u>CCSS.ELA-LITERACY.SL.7.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><u>CCSS.ELA-LITERACY.SL.7.5</u> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> |

Skill-based Standards

| Grade Level | Genially | Virtual Tour | Flipgrid |
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| 8th | <p>English Language Arts Standards: <u>History/Social Studies 6th-8th & Speaking and Listening</u></p> | | |
| | <p><u>CCSS.ELA-LITERACY.RH.6-8.7</u> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>CCSS.ELA-LITERACY.RH.6-8.9</u> Analyze the relationship between a primary and secondary source on the same topic.</p> <p><u>CCCSS.ELA-LITERACY.RH.6-8.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> | <p><u>CCSS.ELA-LITERACY.SL.8.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> — Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. — Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. — Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. — Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | <p><u>CCSS.ELA-LITERACY.RH.6-8.1</u> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>CCSS.ELA-LITERACY.SL.8.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><u>CCSS.ELA-LITERACY.SL.8.5</u> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> |

Skill-based Standards

| Grade Level | Genially | Virtual Tour | Flipgrid |
|-------------|--|---|---|
| 9th-10th | English Language Arts Standards: <u>History/Social Studies 9th-10th & Speaking and Listening</u> | | |
| | <p><u>CCSS.ELA-LITERACY.RST.9-10.2</u></p> <p>Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> | <p><u>CCSS.ELA-LITERACY.SL.9-10.1</u></p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> — Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. — Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. — Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. | <p><u>CCSS.ELA-LITERACY.RST.9-10.1</u></p> <p>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.4</u></p> <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.5</u></p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>CCSS.ELA-LITERACY.RST.9-10.9</u></p> <p>Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> |

Skill-based Standards

| 9th-10th | | <ul style="list-style-type: none"> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | . |
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| Grade Level | Genially | Virtual Tour | Flipgrid |
| 11th-12th | English Language Arts Standards: History/Social Studies 11th/12th & Speaking and Listening | | |
| | <p>CCSS.ELA-LITERACY.RST.11-12.2</p> <p>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>CCSS.ELA-LITERACY.RST.11-12.7</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> | <p>CCSS.ELA-LITERACY.SL.11-12.1</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. nd promote divergent and creative perspectives. | <p>CCSS.ELA-LITERACY.RST.11-12.1</p> <p>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>CCSS.ELA-LITERACY.RST.11-12.9</p> <p>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> |

Skill-based Standards

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| 11th–12th | | <ul style="list-style-type: none">— Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.— Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. | <p><u>CCSS.ELA-LITERACY.SL.11-12.4</u></p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><u>CCCSS.ELA-LITERACY.SL.11-12.5</u></p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |
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Social Emotional Competencies

[Learn More About Core SEL Competencies](#)

| Genially | Virtual Tour | Flipgrid |
|---|---|---|
| Self-Awareness Social Awareness Responsible Decisionmaking | Self-Management Social Awareness Self-Awareness | Relationship Skills Social Awareness Self-Awareness |

