

# Understanding Power and Fear

## *School Integration in the South (1954–1964)*

Cristina Nagel and Mary Hoch

### Description

This unit, *Understanding Power and Fear: School Integration in the South (1954–1964)*, was designed for students in grades 9 through 12, with varying abilities. This unit could be implemented in English language arts/literature or in history/social studies courses. The cycles of lessons will be organized as follows in order

to build students’ understanding of school integration in the South:

- “Construction of Power”
- “Segregation and Prejudice”
- “Impact of Fear”
- “Social Responsibility”

### Unit Overview

Week	Grouping	Central Ideas	Objectives	Teaching and Learning Activities	Common Core State Standards and Learning Goals Achieved	Texts Used
1	Whole group	Construction of power	Expository text structures Central idea	Students will familiarize themselves with expository text structures.	<a href="#">RI.9-10.2</a> <a href="#">RI.9-10.4</a> <a href="#">RI.9-10.5</a> <a href="#">RI.9-10.6</a>	<i>Claudette Colvin: Twice Toward Justice</i> by Phillip Hoose
2	Small group	Segregation and prejudice	Citing textual evidence	Students will identify and understand common elements of informational text, cite textual evidence, and apply reading strategies.	<a href="#">RI.9-10.1</a> <a href="#">RI.9-10.2</a> <a href="#">RI.9-10.4</a>	<i>Brown v. Board of Education: The Case for Integration</i> by J. Conaway

(continued)

## Unit Overview (Continued)

Week	Grouping	Central Ideas	Objectives	Teaching and Learning Activities	Common Core State Standards and Learning Goals Achieved	Texts Used
3	Whole group/small group	Impact of fear	Reading strategies Historical perspective	Students will make inferences to support comprehension, determine the central idea of a text, and analyze the issue of segregation from different perspectives.	<a href="#">RI.9-10.1</a> <a href="#">RI.9-10.2</a> <a href="#">RI.9-10.4</a> <a href="#">RI.9-10.7</a> <a href="#">RI.9-10.9</a>	<i>Remember: The Journey to School Integration</i> by Toni Morrison
4	Independent	Social responsibility	Expository text structures Central idea Author's point of view Citing textual evidence	Students will learn to analyze expository text structures, identify an author's use of text structures, cite textual evidence to support claims, and understand and identify elements of informational text.	<a href="#">RI.9-10.1</a> <a href="#">RI.9-10.2</a> <a href="#">RI.9-10.4</a> <a href="#">RI.9-10.5</a> <a href="#">RI.9-10.6</a>	<i>A Life Is More Than a Moment</i> by W. Counts <i>Warriors Don't Cry</i> by M. Beals
5	Small group	Construction of power Segregation and prejudice Impact of fear Social responsibility	Central idea Multiple mediums of texts and technology	Students will understand events leading up to and involving school integration in the South, apply reading strategies to enhance comprehension, and analyze multiple mediums of text and technology to understand unit themes.	<a href="#">RI.9-10.1</a> <a href="#">RI.9-10.2</a> <a href="#">RI.9-10.4</a> <a href="#">RI.9-10.5</a> <a href="#">RI.9-10.6</a> <a href="#">RI.9-10.7</a> <a href="#">RI.9-10.9</a>	<i>Eyes on the Prize</i> video/website from PBS
Culminating project	Independent	Construction of power Segregation and prejudice Impact of fear Social responsibility	Expository text structures Central idea Author's point of view Citing textual evidence Multiple mediums of texts and technology	Students will construct a synthesis of the four "big ideas" of the unit.	<a href="#">RI.9-10.1</a> <a href="#">RI.9-10.2</a> <a href="#">RI.9-10.4</a> <a href="#">RI.9-10.5</a> <a href="#">RI.9-10.6</a> <a href="#">RI.9-10.7</a> <a href="#">RI.9-10.9</a>	N/A

## Texts

### Texts for Reading Aloud

- Morrison, T. (2004). *Remember, the journey to school integration*. Boston: Houghton Mifflin Books for Children.
  - Toni Morrison uses a first-person narrative point of view to tell the story of school integration through the eyes of the children who lived it.
  - Morrison's writing is simple yet powerful, making it an excellent text for a read-aloud. Her writing is supported by the pictures in the book. Morrison includes a picture index in the back of the book, which gives a description of each historical photograph in the book.
- Tougas, S. (2012). *Little Rock Girl 1957: How a photograph changed the fight for integration*. North Mankato, MN: Compass Point Books.

- Shelley Tougas takes the reader through the events of the integration of Central High School. Tougas depicts the struggles and triumphs of Elizabeth Eckford and her fellow “Little Rock Nine” heroes who took a stand for what they believed in.
- This text works well as a read-aloud, as it is written in four short, easy-to-read chapters and is well-supported by the historical photographs taken during the Central High integration crisis. At the back of the text, the author includes a timeline of events, an index, and a glossary of key terms.

## Texts for Whole-Group Instruction

1. Hoose, P. (2009). *Claudette Colvin: Twice toward justice*. New York: Melanie Kroupa Books.
  - Phillip Hoose depicts the story of Claudette Colvin and the spark she created that would help to ignite the Montgomery Bus Boycott of 1955 and 1956 when she refused to give up her seat on a bus for a white woman.
  - Hoose weaves together a blended text of expository and narrative writing, which makes this a good text to use for whole-group instruction. Students can understand how to navigate the text structures of expository writing, while also learning more about segregation and the Jim Crow South.
2. Fradin, J. & Fradin, D. (2004). *The power of one: Daisy Bates and the Little Rock Nine*. New York: Clarion Books.
  - Judith and Dennis Fradin chronicle the life experiences of Daisy Bates that led her to become the President of the Arkansas branch of the NAACP and a pivotal figure in the Little Rock Integration Crisis of 1957.
  - The authors present a blended text, which flows from narrative to expository and vice versa. This is a good text to use for whole-group instruction to help students understand how to navigate the text structures of expository writing.

## Texts for Small-Group Discussions

1. Conaway, J. (2007). *Brown v. Board of Education: The case for integration*. Minneapolis, MN: Compass Point Books.
  - Judith Conaway begins her book by narrating the story of Oliver Brown, who tried to enroll his daughter, Linda Brown, in an all-white school during the age of segregation. The Browns were one of several

families who would eventually participate in helping the NAACP to bring a lawsuit against segregation.

- This book serves as a nice text for small-group discussions, as the author provides different avenues for students of a range of reading abilities to enter the text and understand this court case. The author provides a range of visuals to support the text, including maps, drawings and archived photographs, as well as a timeline and glossary.
2. PBS American Experience. (2006). *Eyes on the prize: America’s Civil Rights movement 1954–1985*. Retrieved from <http://www.pbs.org/wgbh/amex/eyesontheprize/index.html>
    - The developers of *Eyes on the Prize: America’s Civil Rights Movement 1954–1985* created a website to support students’ understanding of the people, places, and events depicted in the 14-hour TV series covering the major events of the Civil Rights movement.
    - The website allows students to access and understand the Civil Rights movement through various media. Students can analyze primary documents, scroll through image galleries, view video clips of footage from this time period, and listen to music that was inspired by those fighting for social justice.

## Texts for Self-Selected Reading

1. Counts, W. (2007). *A life is more than a moment: The desegregation of Little Rock’s Central High*. Bloomington, IN: Indiana University Press.
  - Counts combines his own photographs with text in order to narrate the story of the Central High School Integration Crisis.
  - For students who want to go deeper into the school integration crisis of ’57 at Central High, this would be a perfect text for self-selected reading. Counts goes into much depth about his own experiences and observations of the crisis as a photographer.
2. Beals, M. (1994). *Warriors don’t cry*. New York: Pocket Books.
  - Melba Beals, one of the “Little Rock Nine,” narrates her experience, perspective, and role in the Central High School Integration Crisis of 1957.
  - This text was written by one of the “Nine,” so this would be a perfect self-selected text for students to read independently. The text is written in a first person narration, which is more familiar and can be easily navigated by students on their own.

# Teaching and Learning Activities

## Week 1: “Construction of Power”

### Essential Questions

- What is power?
- How do we define power?

### Group Description

This lesson is designed for whole-group instruction.

### Materials

- For teacher-led minilesson: student copies of the first 6 paragraphs (numbered 1–6) from Chapter 1 of *Claudette Colvin: Twice Toward Justice*
- For student partner activity: student copies of pages 8–9 from Chapter 1 of *Claudette Colvin: Twice Toward Justice*
- Document camera
- Text structures sheet (identify a description of each expository text structure you wish to teach and its cue words; for an example, see Tompkins & McGee, 1993)
- Different colored highlighters for minilesson

### Objectives

- Students will familiarize themselves with the various expository text structures, specifically: descriptive, narrative, comparison, and cause-effect.
- Students will be able to identify how the author utilizes particular text structures in order to communicate a central idea.

### Common Core State Standards and Learning Goals

#### Achieved

[Reading: Informational Texts, Grades 9-10, Standard 2](#)

[Reading: Informational Texts, Grades 9-10, Standard 4](#)

[Reading: Informational Texts, Grades 9-10, Standard 5](#)

[Reading: Informational Texts, Grades 9-10, Standard 6](#)

### Procedures

**Introduction.** The teacher begins by saying, “Today and in this unit we are going to look at the text structures of an informational text in order to familiarize ourselves with the techniques authors use to present their content in a nonfiction text.”

### Modeling, guided practice

1. First, give students a sheet that identifies the text structures and gives a description of each, along with cue words that are typical for each. Each text structure will be highlighted using a different color highlighter. For example, a paragraph that provides a description will be highlighted in blue, and a cause and effect paragraph will be highlighted in yellow.
2. The teacher continues by saying, “As we analyze Claudette Colvin, let’s all think about this question: How does the author utilize particular text structures in this chapter to communicate his central idea?”
3. Using photocopies of the first few paragraphs of Chapter 1 from *Claudette Colvin* to model this process. Using a document camera to display text, identify the type of text structure of each of the six paragraphs through a think aloud. Highlight each type of text structure using a specific highlighter color. Continue to think aloud, using the identified text structures to determine the author’s central idea of the passage.
4. Students will then engage in identifying text structures. The teacher should pass out the second set of passages (*Claudette Colvin*, pages 7–8) and students will, with a partner, read the passage, identify text structures for each paragraph, and discuss how the author utilizes particular text structures in order to communicate a central idea in this passage.
5. Continue this process throughout the week using additional texts, such as *The Power of One: Daisy Bates and the Little Rock Nine*, gradually releasing responsibility to the students throughout the week to achieve independence.

Click here for details on the [assessment](#) for this lesson.

## Week 2: “Segregation and Prejudice”

### Essential Questions

- What is segregation?
- How can segregation breed judgment and prejudice?

### Group Description

This lesson is designed for small, mixed-ability groups using collaborative inquiry. All students are reading the

same book, which allows for fluid groupings that may change daily, throughout the course of the week.

## Materials

- Individual copies of *Brown v. Board of Education: The Case for Integration* by J. Conaway
- Reading notebook/journal

## Objectives

- Identify and understand common elements of informational text such as accuracy, authenticity, organization, format, design, and author’s writing style in order to analyze author’s purpose and point of view.
- Cite textual evidence to support claims and analysis of text.
- Apply reading strategies to support and enhance comprehension of informational texts.

## Common Core State Standards and Learning Goals Achieved

[Reading: Informational Texts, Grades 9-10, Standard 1](#)

[Reading: Informational Texts, Grades 9-10, Standard 2](#)

[Reading: Informational Texts, Grades 9-10, Standard 4](#)

## Procedures

**Introduction.** The teacher will review text structures and model how to cite evidence to support claims about the central idea. The teacher may use Chapter 1 from *Brown v. Board of Education*.

### Independent reading and small-group discussions

1. Students will read each assigned section independently. Following last week’s procedure, students will discuss text structures evident in the reading and discuss the author’s point of view. Students will collaboratively discuss whether or not the author’s central idea is made clear via the text structures and cite supporting evidence from the text.
2. As students move progress through the text, they should keep notes on people involved and important places covered.
3. In addition to author’s point of view and text structures used, comprehension through collaborative inquiry is a critical component when using this book. Students can work collaboratively to analyze different components of the case, citing textual

evidence. Essential to this process is allowing students time to grapple with the issues and problems. Teachers can choose whether or not to create open-ended discussion-guiding questions for each chapter.

4. Following group discussions, students should independently write a personal response to the chapter in their notebook.

Click here for details on the [assessment](#) for this lesson.

## Week 3: “Impact of Fear”

### Essential Questions

- How is fear constructed?
- How can fear impact an individual’s decision-making?
- How can fear breed hatred?

### Group Description

This lesson is designed for whole-group instruction using a read-aloud text

## Materials

- Teacher copy of *Remember: The Journey to School Integration* by Toni Morrison
- For all students: copy of picture on page 14 of *Remember*
- For half of class: copies of pictures on pages 27 and 39 of *Remember*. For other half of class: copies of pictures on pages 28 and 30
- Document camera
- Reading notebook/journal

## Objectives

- Students will be able to apply reading strategies (making inferences) to support and enhance comprehension of informational texts.
- Students will be able to determine central idea of a text and author’s purpose.
- Students will be able to analyze the issue of school integration in the South from different perspectives (“pro-integration” vs. “anti-integration”).

## Common Core State Standards and Learning Goals Achieved

[Reading: Informational Texts, Grades 9-10, Standard 1](#)

[Reading: Informational Texts, Grades 9-10, Standard 2](#)

[Reading: Informational Texts, Grades 9-10, Standard 4](#)

[Reading: Informational Texts, Grades 9-10, Standard 7](#)

[Reading: Informational Texts, Grades 9-10, Standard 9](#)

## Procedures

**Introduction and modeling (making inferences).** The teacher begins by projecting the picture on page 14 to the class using the document camera. Students should be given a photocopy of this page. The teacher goes on to model making inferences by using the details from the picture: “I think because the boy’s head is down, he is sad. I think because the boy has paper and a pencil, the boy is in school. I think because the classroom looks like it’s falling apart, the school doesn’t have many resources or money.”

The teacher reviews the definition of *inferencing* and continues by saying, “The inferences I’ve made here connect our discussions about the inequalities that existed between the schools for black children and the schools for white children, thus school integration happening. Today, we are going to learn more about the reactions to school integration by making inferences using the pictures of this text. Later, we will discuss our inferences to determine the author’s purpose for this text.”

### Guided practice

1. First, give half of the class copies of the pictures on pages 28 and 30 and the other half of the class copies of the pictures on pages 27 and 39. The students who have the pictures on pages 28 and 30 will partner up and analyze the pictures. Likewise, the students who have pictures on pages 27 and 39 will partner up and analyze their pictures. Students should draw inferences using the process that was modeled earlier by the teacher.
2. Next, have each partnership with the page 28 and 30 pictures form a group of four with a partnership who analyzed the page 27 and 39 pictures. Each group of four will share their inferences with each other and determine the central idea of the text.
3. The teacher should continue to prompt students to move toward a central idea of the text and the author’s purpose. The teacher can have students write their responses down to serve as formative assessment. (Remember to caution students from thinking that all whites felt integration was bad. You can clarify this idea using pictures that show whites who supported integration as well on pages 42 and 66.)

4. The teacher can use this opportunity to discuss historical perspective and analyze various perspectives of the issue of integration with students.
5. The teacher can end the activity with a read-aloud of the entire text to affirm students’ inferences as well as fill in any gaps in understanding.

Click here for details on the [assessment](#) for this lesson.

## Week 4: “Social Responsibility”

### Essential Questions

- What role did children and young adults play in the Civil Rights movement?
- What is social justice?
- How can young people promote social justice?

### Group Description

The lesson is designed to model skills for students of all reading abilities to practice during self-selected, independent reading.

### Materials

- Students will choose one text from a variety of approved texts on the topic of (or related to the topic of) school integration. The two following approved texts have been given as a part of the text set for this unit:
  1. *A Life Is More Than a Moment: The Desegregation of Little Rock’s Central High* by W. Counts
  2. *Warriors Don’t Cry* by M. Beals
- Text Structures sheet (from Week 1)
- Formative assessment handouts—*Text Structures and Central Idea* and *Author’s Point of View and Textual Evidence* (see Figures 1 & 2)

### Objectives

- Students will be able to analyze expository text structures.
- Students will be able to identify how the author utilizes particular text structures in order to communicate a central idea.
- Students will be able to cite textual evidence to support claims and analysis of text.
- Students identify and understand common elements of informational text such as accuracy, authenticity, organization, format, design, and author’s writing

**FIGURE 1. “Text Structures and Central Idea” for Self-Selected Reading**

Skills to work on:  
 1. Identifying text structures for three chapters (beginning, middle, end)  
 2. Analyze text structure to determine central idea

Chapter # (Must analyze a chapter at the beginning, middle, and end of the text)	What text structure(s) does the author use in this chapter?	How does the author’s use of particular text structures in this chapter communicate his central idea?
Chapter _____		
Chapter _____		
Chapter _____		

style in order to analyze author’s purpose and point of view.

[Reading: Informational Texts, Grades 9-10, Standard 5](#)

[Reading: Informational Texts, Grades 9-10, Standard 6](#)

**Common Core State Standards and Learning Goals Achieved**

[Reading: Informational Texts, Grades 9-10, Standard 1](#)

[Reading: Informational Texts, Grades 9-10, Standard 2](#)

[Reading: Informational Texts, Grades 9-10, Standard 4](#)

**Procedures**

**Context of lesson.** Students will be choosing an independent reading text, in which they will apply the skills they have learned over the course of this unit. This lesson is to be carried out toward the end of the unit;

**FIGURE 2. “Author’s Point of View and Textual Evidence” for Self-Selected Reading**

Skills to work on:  
 1. Identify author’s point of view throughout an information text  
 2. Cite strong textual evidence to support analysis

<b>Author’s Point of View</b> (What is the author’s point of view [including thoughts, opinions, arguments] on the events leading up to and involving school integration in the South?)	<b>Textual Evidence</b> (Give a quote, citing chapter and page number.)
Paraphrase author’s argument/opinion:	Quote:
Paraphrase author’s argument/opinion:	Quote:
Paraphrase author’s argument/opinion:	Quote:
Paraphrase author’s argument/opinion:	Quote:

although students should have opportunities to select and begin reading their texts earlier in the unit.

**Introduction.** At this point, the students have been reading their texts for the amount of time determined by the teacher. The teacher begins, “Over the course of this unit, we’ve been learning about school integration in the South and working on different skills that help us read and comprehend informational texts. For your

self-selected text, you’ll be applying these skills on your own.”

**Modeling, guided practice**

1. The teacher should model the tasks that students will be required to carry out in order to complete both formative assessments, which are identifying/analyzing text structure and using text structure to determine central idea; and identifying author’s



point of view and citing textual evidence to support analysis. The teacher should model filling in the handout so the students will have an example to refer to (see Figures 1 and 2).

2. Students will analyze the specific points of view depicted by the authors of the self-selected texts. The teacher will choose one of these texts, or a text within the text set, to model the skill of pulling arguments from the text that reflect the author's point of view and citing evidence.
3. Student will then complete formative assessment handouts for their self-selected text.

Click here for details on the [assessment](#) for this lesson.

## Week 5: All Themes

### Group Description

This lesson is designed for small groups.

### Materials

- Computer/website access
- Reading notebook/journal

### Objectives

- Understand the events leading up to and involving school integration in the South during 1954–1964.
- Apply reading strategies to support and enhance comprehension of informational texts.
- Use and analyze multiple mediums of texts and technology to enhance understanding of the unit's universal themes.

### Common Core State Standards and Learning Goals Achieved

[Reading: Informational Texts, Grades 9-10, Standard 1](#)

[Reading: Informational Texts, Grades 9-10, Standard 2](#)

[Reading: Informational Texts, Grades 9-10, Standard 4](#)

[Reading: Informational Texts, Grades 9-10, Standard 5](#)

[Reading: Informational Texts, Grades 9-10, Standard 6](#)

[Reading: Informational Texts, Grades 9-10, Standard 7](#)

[Reading: Informational Texts, Grades 9-10, Standard 9](#)

### Procedures

**Independent reading and small-group discussions.** This part of the lesson focuses on [Eyes on the Prize: America's](#)

[Civil Rights Movement 1954–1985](#). This series covers 25 of the major events of the Civil Rights movement.

1. In small groups, students will choose one of the 25 events to explore in depth. Of the various media provided by the site, which includes an introduction of the event, the context of the event, press about the event, associated music, videos, and the image gallery, each member of the group will choose one or two to explore in depth. Using the information presented in the chosen section, each student will make inferences to identify the central idea by creating an artifact about their section. The construction of the artifact should be open-ended and decided by the student. Each group member will share their artifact.
2. Collectively, the group will work collaboratively to gain a more holistic understanding of the important historical event they chose.
3. Upon completion, each student will write a personal response to the event in their notebook.
4. Teachers may choose to have students share their event via a class presentation by each group or through a group carousel, in which groups rotate among all of the groups until every group has met.

Click here for details on the [assessment](#) for this lesson.

## Culminating Project

### Description of Project

This project is designed for students to make a synthesis across all texts in the unit, using all four central ideas. The project begins in small groups and includes an individual written response.

### Common Core State Standards and Learning Goals Achieved

[Reading: Informational Texts, Grades 9-10, Standard 1](#)

[Reading: Informational Texts, Grades 9-10, Standard 2](#)

[Reading: Informational Texts, Grades 9-10, Standard 4](#)

[Reading: Informational Texts, Grades 9-10, Standard 5](#)

[Reading: Informational Texts, Grades 9-10, Standard 6](#)

[Reading: Informational Texts, Grades 9-10, Standard 7](#)

[Reading: Informational Texts, Grades 9-10, Standard 9](#)

### Procedures

1. All students will use the central ideas they have extracted from each text across the unit, along with

their collection of written responses to construct a synthesis about the four big ideas of the unit:

- “Construction of Power”
- “Segregation and Prejudice”
- “Impact of Fear”
- “Social Responsibility”

2. This project should be open-ended in its format, but each student needs to include a written and visual

piece in their synthesis. Written and visual pieces should demonstrate understanding of the four central ideas. For example, students may give a written summary of each central idea, and then create a poster board with visual representations for each, forming a collage; or, students may give a written summary on *understanding power and fear*, as a whole, and then create a visual display that pictorially represents each of the four central ideas.

## Assessment

### Week 1

To evaluate this lesson, the teacher should walk around the room and listen to students’ conversations in order to informally evaluate student understanding, and then have students write down their responses on a sheet of paper in order to formally evaluate their understanding of the concept.

### Week 2

The teacher will participate as a member of each group on different days, which will allow ample opportunity to observe each student’s participation in the collaborative inquiry process. Formal evaluation will consist of each student independently writing about the effects of this case on civil rights. Students should cite textual evidence, as well as group discussions that took place to substantiate their claims. Personal responses will give insight as to each student’s individual understanding and ability to connect to each reading.

### Week 3

To evaluate this lesson, the teacher should listen to students’ conversations during partner work and group discussions in order to informally evaluate student understanding. The teacher may collect the students’ notes

in order to formally assess their inference-making and analysis of central idea and author’s purpose.

### Week 4

Teachers may allow/require students to discuss their findings in small groups with other students who selected the same texts. These discussions may be used to informally assess students’ skills. The teacher may collect the formative assessment handouts to assess students’ skills of identifying text structure and its impact on central idea, author’s point of view, and citing strong textual evidence.

### Week 5

Through oral and written presentation in small groups, the teacher can observe and note each student’s participation, clarity of presentation of information, and whether or not appropriate inferences were made about the central idea. Students’ personal responses to the event may also be used for evaluating understanding.

### Culminating Project

Evaluation will be dependent on the depth of understanding conveyed on all big ideas in writing and through a visual/graphic display or using multimedia. A sample rubric appears in Figure 3.

**FIGURE 3. Sample Rubric**

Criteria	50	40	35
Written	Student describes in writing an in-depth synthesis of all 4 big ideas.	Writing includes all 4 big ideas, but synthesis lacks detail or clarity.	Writing only considers 3 of the big ideas.
Visual/Multimedia	Student’s display includes a visual representation for all 4 big ideas.	Student’s display includes a visual representation for 3 of the big ideas or one of the big ideas is inadequately represented.	Student’s display includes a visual representation for only 2 of the big ideas or more than one of the big ideas is inadequately represented.
Total Score	100	80	70

## REFERENCE

Tompkins, G.E. & McGee, L.M. (1993). *Teaching reading with literature: Case studies to action plans*. New York: Merrill.

## About the Authors



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