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**PASSAGES BEGIN AFTER PAGE 456**

**WRITING: LESSON 23***Informative Planning*

Today the students will practice planning for informative prompts in response to texts they read.

**\*\*Teachers:** Students will begin working on their “Space” essay today. They will be completing parts of this essay throughout the next several lessons. It is important that they have a safe place to keep all their work so they may refer to it in future lessons.

The following passages and prompts  
will be used in this lesson:

**Excerpt from the “I Have a Dream” Speech  
Celebrating His Legacy  
Martin Luther King Jr.**

**Prompt:** Martin Luther King Jr. was an inspirational civil rights leader. Think about what you have learned about MLK Jr. Use information from the passages to explain what you have learned about Martin Luther King Jr.

**Advanced Prompt:** Your history teacher has assigned your class research projects about influential American leaders. After learning about Martin Luther King Jr. ‘s life, his legacy, and his “I Have a Dream” speech write an informational essay about the importance of his life. Your essay must be based on ideas and information that can be found in the passage set.

The following passages and prompts  
will be used in this lesson:

**Life in Space  
Meteor Shower**

**Prompt:** Inform your reader about space.

**Advanced Prompt:** Soon, for an astronomical price, the Space X company will begin taking tourists into outer space. They have asked you to write an informational article for their website that explains what life in outer space will be like. Your article must be based on ideas, examples, and information that can be found in the passage set.

**Model:**

For informative writing, we will use an ITC outline to plan for our essay. Instead of reasons (R's), we will list three topics (T's). For informative writing, you will be coming up with three topics to inform your reader about (instead of reasons).

Explain to the students that for the writing test, they will be given 2-4 passages to read that all have a similar topic/theme. After reading the text, they will be given a prompt that directs them to write something about what they just read. That is when they will need to plan their essay and then write a five-paragraph essay just like they learned in the previous section.

You will be modeling how to plan with the “Martin Luther King Jr.” passage set. Read all three passages aloud to the class (or you can read one aloud and have students independently read the others).

1. Choose the prompt for this text set that you think is most appropriate for your class and write it on the board.

*\*Please note: all examples included in this lesson are based on the first prompt.*

2. Using the ITC outline, model planning for this prompt.

**\*\***When planning for this, remind students that we are not coming up with three reasons about why they like Martin Luther King Jr. They are simply informing/explaining to the reader three things about Martin Luther King Jr. They can pick any three things they want from the passages, but they have to make sure they are BIG (broad) things that they can write a lot about.

**\*Every word on the planning outline must be from the passage.**

*Example Planning:*

I Martin Luther King Jr.

T1 Life

a. Early Life

b. Assassination

T2 Civil Rights

a. I Have a Dream Speech

b. Making a difference

T3 Legacy

a. National Holiday

b. Memorial

C Martin Luther King Jr.

**Think Aloud:**

As you plan discuss these topics with students:

- My three topics are big topics that I can write a lot about. These are all main topics that are discussed in the passages and I can support them with evidence from ALL THREE passages. Make sure you use information from all of the passages in your essay!
- My As and Bs are details/examples to further discuss my three topics.

## T1: Life

### Martin Luther King Jr.

**A**

#### Early Life

**28** Martin Luther King Jr. was born as Michael King Jr. on January 15, 1929 in Atlanta, Georgia. Martin Luther King Jr. was the middle child of Michael King Sr. and Alberta Williams King. Martin Luther King Jr.'s father, Michael King Sr., was also a successful minister. He changed his name to Martin Luther King Sr. in honor of a German religious leader named Martin Luther. Later on, Michael Jr. followed his father's lead and changed his name to Martin Luther King Jr. Martin had one older sister and one younger brother. The King children grew up in a secure and loving environment but did experience racism in Atlanta.

**29** King attended Morehouse College. He earned a sociology degree in 1948. Next, he attended Crozer Theological Seminary School in Chester, Pennsylvania. He was valedictorian of his class in 1951 and elected student body president. King then got his doctorate degree from Boston University, where he met Coretta Scott. She was studying at the New England Conservatory School in Boston. They were married in June 1953 and had four children: Yolanda, Martin Luther King III, Dexter Scott, and Bernice.

#### Civil Rights Movement

**30** On December 1, 1955, Rosa Parks boarded the bus to go home from work when the

bus driver demanded that Parks and several other African Americans give up their seats. Three other African American passengers reluctantly gave up their places, but Parks refused. Rosa Parks was arrested. On the night that Rosa Parks was arrested, civil rights leaders met to plan a citywide bus boycott. NAACP leader, E.D. Nixon, elected

Martin Luther King Jr. to lead the boycott. The bus boycott lasted 382 days. Both King's and E.D. Nixon's homes were attacked. Finally, the courts ruled that bus transportation could no longer be segregated.

**31** In January 1957, Martin Luther King Jr. and 60 ministers and civil rights activists founded the Southern Christian Leadership Conference to organize nonviolent protests for civil rights. King met with religious and civil rights leaders and lectured all over the country

on race-related issues. Martin Luther King Jr. also encouraged college students to continue to use nonviolent methods during their protests. King and 36 students were arrested for peacefully staging a sit-in at a lunch counter that refused to serve them. By August of 1960, the sit-ins had been successful in ending segregation at lunch counters in 27 southern cities.

**32** On August 28, 1963, the historic March on Washington drew more than 200,000 people in the shadow of the Lincoln Memorial. It was here that King made his famous "I Have a Dream" speech, emphasizing his belief that someday all men could be brothers. This resulted in the passage of the Civil Rights Act of 1964

*"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."*

**B**

#### Assassination

**33** On April 4, 1968, Martin Luther King Jr. was shot to death at a hotel in Memphis, Tennessee. A single shot fired by James Earl Ray from over 200 feet away at a nearby motel struck King in the neck. James Earl Ray assassinated King by firing a rifle from a bathroom window that looked out onto the hotel balcony where King was standing. He died one hour after being shot.

**34** James Earl Ray was placed on the FBI's Ten Most Wanted Fugitives List. He used a fake name and escaped to Canada, stayed for a month, then flew to England. Ray was finally caught on June 8 at Heathrow Airport in London, England. Ray pleaded guilty in March 1969 and was sentenced to 99 years in prison. He died on April 23, 1998.

- Introduce the strategy of boxing information.
- As you are planning, when you choose each topic, you need to put a box around the information in the passage where it talks about that topic and label it T1, T2, or T3.
- When you choose an “A” and “B” subtopic you should also go back to the passage set and label where the information about the “A” and “B” subtopics are.

**Think Aloud:**

As you box information say to students:

- In the example above, I chose “life” to be my topic for T1. Then, I put a box around all of the information about “his life” and labeled it.
  - Then I chose my two details about his life and labeled them as “A” and “B.”
3. Model the entire planning process for students. As you read and come across each topic, explain that you are picking this topic because there is a lot of information about it. You want students to pick topics that have a lot of information so they have evidence to use in their essays.

**Guided Practice:**

You will be guiding students as they plan for the “Space” passage set.

4. Choose the prompt for this text set that you think is most appropriate for your class. Write that prompt on the board.

\*Have your students circle the prompt you chose for them on their “Guided Practice” worksheet.

\*Please note the students will be continuing with this prompt and plan in future lessons. Have an organization system in place for them to keep all of their work; they will refer to it in future lessons.

5. Read both passages.
6. Using the ITC outline, guide students to plan for this prompt (5-10 minutes). Remind them to find three BIG topics that they can write about. Make sure the students box and label each of their topics.
7. After they have planned, share planning ideas and compile a list of examples and non-examples on the board. Discuss what some good topics are (as well as ones that will not work) and make sure their As and Bs make sense. Non-examples are essential to teaching! They must see what wrong looks like and understand why it will not work.
8. Review today’s objective – planning for an informative/explanatory prompt. Explain that we are still using the ITC outline, but we are just choosing three topics based on the text we are provided.

Model

Name: \_\_\_\_\_

Directions: Plan for the following prompt.

**Prompt: Martin Luther King Jr. was an inspirational civil rights leader. Think about what you have learned about MLK Jr. Use information from the passages to explain what you have learned about Martin Luther King Jr.**

I \_\_\_\_\_

T1 \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

T2 \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

T3 \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

C \_\_\_\_\_

**Guided Practice**

Name: \_\_\_\_\_

*Directions:* Circle the prompt your class has chosen to write about. Then, read the “Space” passage set and plan for the appropriate prompt.

*Prompt:* **Inform your reader about space.**

*Advanced Prompt:* **Soon, for an astronomical price, the Space X company will begin taking tourists into outer space. They have asked you to write an informational article for their website that explains what life in outer space will be like. Your article must be based on ideas, examples, and information that can be found in the passage set.**

I \_\_\_\_\_

T1 \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

T2 \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

T3 \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

C \_\_\_\_\_



## Excerpt from the “I Have a Dream” Speech

**1** Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

**2** And there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

**3** We cannot walk alone.

**4** And as we walk, we must make the pledge that we shall always march ahead.

**5** We cannot turn back.

**6** Let us not wallow in the valley of despair, I say to you today, my friends.

**7** And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

**8** I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident, that all men are created equal.”

**9** I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

**10** I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

**11** I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.





**12** I have a *dream* today!

**13** I have a dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

**14** I have a *dream* today!

**15** I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low. The rough places will be made plain, and the crooked places will be made straight. And the glory of the Lord shall be revealed, and all flesh shall see it together.

**16** This is our hope. This is the faith that I go back to the South with.

**17** With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

**18** This will be the day when all of God's children will be able to sing with new meaning:

**19** *My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrim's pride, from every mountainside, let freedom ring!*

**20** And if America is to be a great nation, this must become true.

**21** And when this happens, and when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual,

**22** *"Free at last! Free at last! Thank God Almighty, we are free at last!"*

*"Excerpt from the 'I Have a Dream' Speech" written for educational purposes.*



## Celebrating His Legacy

### National Holiday

**23** Martin Luther King Jr. Day is a national holiday marking the birthday of Martin Luther King Jr. It is observed on the third Monday of January each year, which is around King's birthday, January 15. Only two other figures have national holidays in the U.S. honoring them: George Washington and Christopher Columbus.

**24** Honoring Martin Luther King Jr. with a national holiday was not easy. It took 15 years to create the holiday. The campaign for a federal holiday in King's honor began soon after his assassination in 1968. President Ronald Reagan did not sign the holiday into law until 1983, and it was first observed three years later in 1986. At first, some states resisted observing the holiday. They gave it alternative names or combined it with other holidays. It was not until 2000 that Martin Luther King Jr. Day was officially observed in all 50 states for the first time.

### National Memorial

**25** The Martin Luther King Jr. Memorial is located in Washington, D.C. The memorial covers four acres and includes a granite statue of Martin Luther King Jr. carved by sculptor Lei Yixin. The memorial opened to the public on August 22, 2011. The official address of the monument, 1964 Independence Avenue SW, commemorates the year the Civil Rights Act of 1964 became law.

**26** The centerpiece for the memorial is based on a quote from King's "I Have A Dream" speech: "Out of a mountain of despair, a stone of hope." A 30-foot high statue of King is named the Stone of Hope. It stands past two other pieces of granite that symbolize the "Mountain of Despair." When visitors come to the memorial, they pass through the Mountain of Despair on the way to the Stone of Hope, symbolically moving through the struggle as Dr. King did during his life. In addition to the statue, a 450-foot long inscription wall includes 14 memorable quotes from King's sermons and speeches.

**27** The statue of Martin Luther King Jr. was positioned so that he is looking over the water toward the horizon. The cherry trees around the memorial bloom every year during the anniversary of King's death. Although this is not the first memorial to an African American in Washington, D.C., King is the first African American honored with a memorial on or near the National Mall, and only the fourth non-President to have a memorial.

*"Celebrating His Legacy" written for educational purposes.*



## Martin Luther King Jr.

### Early Life

**28** Martin Luther King Jr. was born as Michael King Jr. on January 15, 1929 in Atlanta, Georgia. Martin Luther King Jr. was the middle child of Michael King Sr. and Alberta Williams King. Martin Luther King Jr.'s father, Michael King Sr., was also a successful minister. He changed his name to Martin Luther King Sr. in honor of a German religious leader named Martin Luther. Later on, Michael Jr. followed his father's lead and changed his name to Martin Luther King Jr. Martin had one older sister and one younger brother. The King children grew up in a secure and loving environment but did experience racism in Atlanta.

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bus driver demanded that Parks and several other African Americans give up their seats. Three other African American passengers reluctantly gave up their places, but Parks refused. Rosa Parks was arrested. On the night that Rosa Parks was arrested, civil rights leaders met to plan a citywide bus boycott. NAACP leader, E.D. Nixon, elected

Martin Luther King Jr. to lead the boycott. The bus boycott lasted 382 days. Both King's and E.D. Nixon's homes were attacked. Finally, the courts ruled that bus transportation could no longer be segregated.

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authorizing the federal government to enforce desegregation of public accommodations and outlawing discrimination in publicly owned facilities. This also led to Martin Luther King, Jr. receiving the Nobel Peace Prize for 1964.

## **Assassination**

**33** On April 4, 1968, Martin Luther King Jr. was shot to death at a hotel in Memphis, Tennessee. A single shot fired by James Earl Ray from over 200 feet away at a nearby motel struck King in the neck. James Earl Ray assassinated King by firing a rifle from a bathroom window that looked out onto the hotel balcony where King was standing. He died one hour after being shot.

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*"Martin Luther King Jr." written for educational purposes.*



## Source 1: Life in Space

**1** Have you ever wondered what it is like to be an astronaut and travel in space? Before traveling to space, astronauts have to go through a lot of training and preparations. They have to make sure they are prepared to adapt to the environment and conditions in space. Astronauts participate in mock-ups and simulators to practice the different parts of their space trip, including launch, docking to the space station, releasing satellites, spacewalks, and landing. They demonstrate the saying, “practice makes perfect,” as they practice all possible scenarios so they are fully prepared for their space mission.

**2** While on their mission, astronauts work and live in close quarters on the spaceship with three to seven people on board. Therefore, air management on the ship is very important. The life support systems on the International Space Station have several important functions. They must supply oxygen and remove carbon dioxide from the cabin’s atmosphere and prevent gases like ammonia and acetone from accumulating inside the ship. Without life support systems, breathing on the same ship would be very difficult.

**3** On a spaceship, water is a luxury. While on board the spaceship, astronauts can only take sponge baths. You may be surprised to find that the water comes from water distilled from places like their crewmates’ breath. Rationing and recycling are very important on the International Space Station to ensure that there is always enough power, clean water, and breathable air.

**4** Astronauts eat three balanced meals a day filled with important vitamins and minerals. All food must be non-perishable so the food does not

spoil on the spaceship. Their food is packaged in materials that are designed to be flexible and easy to use and also in a way that will take up the least amount of space as possible to make storing and disposing of the containers easier. There is a trash compactor on spaceships, so astronauts can throw away their packages when they are done eating. All spaceships have an oven, so their food can be heated properly. Interestingly, salt and pepper on the spaceship are in liquid form, so they do not float away and clog the air vents on the ship.

**5** Sleeping is also different in space than on Earth. Since there is no gravity in space, astronauts must strap themselves to a wall, seat, or bunk bed when it is time for bed, so they do not float around at night and hurt themselves. Typically, crew members sleep in sleeping bags. Astronauts are typically scheduled to get eight hours of sleep each night. However, this can be challenging due to the close quarters, motion sickness, or hearing other crew members snoring. Every morning the Mission Control Center in Texas sends wake up music to the crew. They will pick a different song each day to send to different astronauts. Sometimes families will choose the song to send to their family member in space.

**6** What do you think about life in space? Do you think you would like to experience life as an astronaut someday?

*“Life in Space” written for educational purposes.*



## Source 2: Meteor Shower

**7** Have you ever seen a meteor shower? Some peak times to see meteor showers on Earth are December, January, April, August, October, and November. Peak viewing times vary depending on the year. If there is a full moon around the time of a meteor shower, it may make it difficult to see the meteors. If you want to see an amazing show in the sky, mark your calendars so that you can see the beautiful spectacle. You will be amazed!

**8** A meteor is a space rock that enters Earth's atmosphere. Another name for a space rock is a meteoroid. As the space rock falls towards Earth, the resistance of the air makes the rock extremely hot, and it creates a shooting star. A meteor shower occurs when Earth encounters several meteors at one time.

**9** What causes several meteors to fall at once? The answer is comets. Comets orbit the sun just like planets. However, comets usually have a more lopsided orbit. When comets get close to the sun, parts of their icy surface boil off, and debris, such as dust and particles, fly off the comets. Several times a year, when the Earth crosses the orbit of a comet, a bunch of comet debris collides into Earth. As a result, we have meteor showers.

**10** You may be thinking debris from comets colliding with Earth sounds dangerous and scary, but there is no need to be alarmed. During a meteor shower, the meteoroids are typically the size of dust particles to boulders. The majority of the time, they are small enough to burn up in our Earth's atmosphere, so the chance of them hitting Earth's surface is extremely rare. So, when you see meteor showers, stay calm and enjoy the magnificent display of shooting stars.

**11** Interestingly enough, the tails of shooting stars might be seen anywhere in the night sky, but their tails always seem to point back at the same spot in the sky. This happens because meteors are coming towards us at the same angle, and when they get closer towards our planet, it starts to look like they are getting farther apart.

**12** Be sure to check out the next meteor shower! As you gaze up into the sky, think about all the amazing things happening in our solar system that create the sight. Maybe someday you'll be intrigued to work for NASA and learn more about meteors and how they are created.

*"Meteor Shower" written for educational purposes.*

**WRITING: LESSON 26***Advanced Introduction*

*Students will be practicing writing the Introduction paragraph for an informative essay using a different structure than they learned yesterday. They will also be learning several skills they can use to write an advanced introduction. The introduction paragraph is also referred to as the “I” paragraph throughout the curriculum.*

*The following passages and prompts will be used in this lesson:*

**Who was Rosa Parks?  
Montgomery Bus Boycott  
Life After the Montgomery Bus Boycott**

*Prompt: Write an informational essay about Rosa Parks.*

*Advanced Prompt: Your English class has been reading biographies about prominent people in American history. Using information and examples found in the passage set, write an explanatory essay about what it means to be a leader.*

*The following passages and prompts will be used in this lesson:*

**Invention of the Internet  
Internet Today  
Dangers of the Internet**

*Prompt: Since the invention of the Internet, the world has changed. Explain to your reader the interesting things you have learned about the Internet.*

*Advanced Prompt: Your technology class is hosting an exhibition highlighting technological advancements of the past 50 years. Your teacher has assigned you the task of writing an informative article detailing the evolution of the Internet since its creation. Your essay must be based on the information and examples that can be found in the passage set.*

**Model:**

You will be modeling how to write an introduction paragraph for the “Rosa Parks” passage set today. Continue with the prompt you previously chose for this class and the plan you modeled creating.

*\*Please note: all examples included in this lesson will be based on the advanced prompt.*

Review with students that the introduction paragraph can be set up in many ways. Yesterday they learned one way to write an Introduction paragraph and today they will learn another way. However, all “I” paragraphs must contain certain key components. All introductions must grab the reader’s attention, state the controlling idea and discuss the 3 key topics that the student will write about (T1, T2, T3).

1. Write the prompt you chose for the “Rosa Parks” passage set on the board. Show students the plan that you modeled creating for them.

*Example Plan:*

I	what makes a leader		
T1	bravery	a. arrested	b. bus boycott
T2	perseverance	a. relocated	b. Planned Parenthood
T3	initiative	a. Institute	b. author
C	what makes a leader		

2. Today we will write the introduction paragraph in a different way than we did yesterday. Instead of having a closing statement we will break our 3 topics sentence into 2-3 separate sentences. Today, let’s set up the “I” paragraph this way:

“I” paragraph

Hook

3 Topics (broken into 2-3 sentences)

3. Tell students today they will also be learning several ways they can make their introductions more advanced. These are options, students do not need to do all of these in every introduction.

**Advanced Introductions:**

- Are longer! (4-6 sentences)
- Include lots of details and descriptions.
- Use an advanced hook

4. Remind students all essays must start with a good hook that grabs the reader’s attention.

**Examples of hooks we learned yesterday:**

1. Question
2. Restate the prompt
3. Strong statement
4. Anecdote
5. Fact/Definition

**Examples of advanced hooks:**

1. Set the scene
  2. Rhetorical question
  3. Riddle
5. Today we will write an advanced introduction for our Rosa Parks essay. We will start by setting the scene – which is an advanced hook. Instead of just writing one sentence we will add details and descriptions and expand our hook. Our finished introduction paragraph will be five sentences long!

“I” paragraph

**Hook**

3 Topics (broken into 2-3 sentences)

*Example:*

Every significant change that has occurred in history has started with a few special people. People that had the courage to stand up and take action when they saw something happening that they thought was wrong. We call these people leaders. A leader is a person like Rosa Parks who is brave even when they are scared; someone who perseveres when most everyone else would give up. A leader shows initiative to do the right thing, to make a change.

**Independent Practice:**

Using the “Internet” passage set, students will write introduction paragraphs based on the plan they have already completed.

6. Pass out the “Independent Practice” worksheets. Have students circle the prompt that you directed them to write about in the previous planning lesson.

**Differentiation option:** There are three different “Independent Practice” worksheets provided. Depending on the students’ ability levels, you may want to differentiate the assignment. Beginning writers should only do the first two practice sheets today – they can do the advanced introduction practice later in the year.

Proficient writers should practice the advanced introductions today.

7. Set the timer and circulate as students write “I” paragraphs for this prompt. They will write one introduction in the structure they learned yesterday and one introduction in the structure they learned today.
8. When time is up instruct students to use highlighters to self-assess their paragraphs.
  - “Do you have a hook? Is it detailed and descriptive? Highlight it in red.”
  - “Do you have your three topics listed? Are they in 2-3 separate sentences? Highlight them in blue.”
9. Have students share their paragraphs and discuss with them all the different ways of writing introductions for the same prompt.

*Example Introduction paragraph:*

The Internet is a phenomenal invention that has greatly changed our way of life. Most students today cannot imagine a world where their friends are not at their fingertips and movies and games are more than a click away. Many people use the Internet because it is a handy resource that provides quick answers, students use it to create innovative projects, and it allows for easy communication through email and social media.

**Independent Practice**

Name: \_\_\_\_\_

*Directions:* Circle the prompt your class has chosen to write about. Then write the introduction paragraph for the plan you previously created.

**“I” Paragraph Practice**

*The following passages will be used in this activity:*

**Invention of the Internet**

**Internet Today**

**Dangers of the Internet**

*Prompt:* **Since the invention of the Internet, the world has changed. Explain to your reader the interesting things you have learned about the Internet.**

*Advanced Prompt:* **Your technology class is hosting an exhibition highlighting technological advancements of the past 50 years. Your teacher has assigned you the task of writing an informative article detailing the evolution of the Internet since its creation. Your essay must be based on the information and examples that can be found in the “Internet” passage set.**

**Write the introduction paragraph using this format:**

**“I” Paragraph**

Hook

3 Topics

Closing Statement

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**Independent Practice**

Name: \_\_\_\_\_

*Directions:* Circle the prompt your class has chosen to write about. Then write the introduction paragraph for the plan you previously created.

**Advanced “I” Paragraph Practice**

*The following passages will be used in this activity:*

**Invention of the Internet**

**Internet Today**

**Dangers of the Internet**

*Prompt:* **Since the invention of the Internet, the world has changed. Explain to your reader the interesting things you have learned about the Internet.**

*Advanced Prompt:* **Your technology class is hosting an exhibition highlighting technological advancements of the past 50 years. Your teacher has assigned you the task of writing an informative article detailing the evolution of the Internet since its creation. Your essay must be based on the information and examples that can be found in the “Internet” passage set.**

**Choose an advanced hook and write an advanced introduction paragraph. Remember your introduction should be 4-6 sentences long!**

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## Source 1: Who was Rosa Parks?

**1** Rosa Parks was an African American woman who was born on February 4, 1913. Ms. Parks was born in Tuskegee, Alabama, to Leona and James McCauley. While growing up, she had a younger brother by the name of Sylvester. Rosa's parents went their separate ways, and Rosa, Sylvester, and Leona moved to a small farm area in Pine Level.

**2** While living in Pine Level, Rosa attended the local elementary school where her mom was a teacher. The local school consisted of only African American children; there was no mix of races in the schools.

**3** Leona McCauley was a successful African American teacher and wanted her children to complete their education to obtain a diploma and later a degree. Rosa was able to complete elementary school and then attended the Montgomery Industrial School for Girls. In the 11th grade, she attended the Alabama State Teachers College for Negroes, but was never able to complete school to get her diploma because of a family illness with her mother and grandmother.

**4** In 1932, Rosa met her soul mate, Raymond Parks, in Montgomery and married him later that year. Raymond and Rosa lived life together with no children. In 1977, Raymond Parks passed away. During their marriage, Rosa was able to return to school and obtain her high school diploma.

**5** While living in the city of Montgomery as an adult, the city was very segregated. The segregation was very similar to the Pine Level School in Alabama that Rosa had attended in elementary. The White people and Black people

were not together and did everything separately. The places and events they attended were all segregated based on race.

**6** Rosa would see signs for only one race and not the other race. Everything from water fountains to riding the bus was segregated. Often when Rosa would ride the bus, she would have to sit in the back of the bus or even stand if she needed to. She experienced racism of people of color sitting in the back of the bus while White people were able to sit at the front of the bus.

*"Who was Rosa Parks?" written for educational purposes.*



## Source 2: **Montgomery Bus Boycott**

**7** On December 1, 1955, Rosa Parks decided to fight back against segregation. Ms. Parks, along with all the other African American people, had to sit in the back of the buses while the White people were able to sit in the front. If there were no seats on the bus, a Black person that had already been on the bus had to get up and give their seat to the White person entering the bus.

**8** Rosa Parks finally got tired of being treated like a second-class citizen. She and other African Americans were fed up with the segregation. One day after work, Rosa sat on the bus and did not give up her seat when a White person entering the bus came on. Rosa was immediately arrested and taken to jail. Rosa was instructed to pay a penalty fine of \$10 for not obeying the law. Of course, Ms. Parks did not pay the fine because of her beliefs of the segregation law not being fair to all.

**9** The arrest of Rosa led to an uproar from the African American community. The African American leaders got together to discuss what happened and decided to do a boycott. NAACP formed plans to organize the boycott of the city buses. The NAACP even got together to create flyers and newspaper ads to reach as many African Americans they could about not riding the city bus. The boycott was to no longer ride the city bus for as long as it took to change the segregation law. The boycott of the Montgomery buses lasted for a total of 381 days. The African American communities and leaders worked together to get to places that were needed without using the city bus. After a long boycott of over one year, the U.S. Supreme Court ruled the segregation laws in Alabama to be unconstitutional.

*"Montgomery Bus Boycott" written for educational purposes.*



### Source 3:

## Life After the Montgomery Bus Boycott

**10** After the Montgomery Bus Boycott and Rosa Parks' arrest, her family had a difficult time. Rosa was fired from her full-time job working at a department store. Rosa Parks' husband was also fired from his job due to supporting his wife and the ongoing court case from the boycott on the Montgomery city bus. After searching around for work and unable to successfully find a job, the couple moved to Detroit, Michigan.

**11** While in Detroit, Rosa and her husband's life began to improve. Both Rosa and Raymond were able to find a job to help support themselves. Rosa started off working as a secretary and receptionist in U.S. Representative John Conyer's congressional office. Later, Rosa became a part of Planned Parenthood. Rosa Parks served on the board of the Planned Parenthood Federation of America.

**12** In 1987, Rosa and her friend Elaine Steele founded the Rosa and Raymond Parks Institute for Self Development. The institute was designed to run the "Pathways to Freedom" bus tours. The bus tours helped to show the younger African Americans the Underground Railroad sites that were throughout the country. The Underground Railroad was secret routes that had safe houses in the United States. The Underground Railroad was used as a way for African American slaves to escape to freedom in free states. By the year 1850, it is believed that over 100,000 slaves had escaped to freedom using the Underground Railroad.

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**14** Rosa received many awards during her lifetime. She received the Spingarn Medal from NAACP, the Martin Luther King Jr. Award, and a Presidential Medal of Freedom by former President Bill Clinton (1996). She continued to receive awards for her courage and continued faith in helping to create a change in segregation.

**15** In October 2005, Rosa Parks died in her home having suffered from progressive dementia.

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## Invention of the Internet

### Space Race

**1** On October 4, 1957, the Soviet Union launched Sputnik, the world's first man-made satellite, into orbit. To many Americans, the launch of Sputnik was startling. The United States and the Soviet Union were in a Cold War, and tensions between the two countries were high. Americans felt that the launch of Sputnik proved that the Soviet Union was more technologically advanced and was going to win the Cold War because of it. As a result, the "Space Race" started. The Space Race was a competition between the Soviet Union and the United States to become the first country to dominate space flight.



**2** After Sputnik's launch, many things changed as Americans began to think more seriously about science and technology. Chemistry, physics, and calculus were added to school curricula. The U.S. government gave money in grants to companies that specialized in scientific research and development. New agencies, such as the National Aeronautics and Space Administration (NASA) and the Department of Defense's Advanced Research Projects Agency (ARPA), were formed to develop space-age technologies, such as rockets, weapons, and computers.

### ARPAnet

**3** A major priority of the Department of Defense's Advanced Research Projects Agency (ARPA) was to find a way to communicate if a Soviet attack wiped out the nation's telephone system. Scientists and researchers feared that one Soviet missile could destroy the whole network of lines and wires that made long-distance communication possible. In 1962, J.C.R. Licklider, a scientist from ARPA, proposed a solution to this problem: a "galactic network" of computers that could talk to one another that would enable government leaders to communicate even if the Soviets destroyed the telephone system.

**4** In 1965, another scientist developed "packet switching." Packet switching is a way of sending information from one computer to another. The idea is to break data down into blocks, or packets, before sending it to its destination. In 1969, ARPAnet delivered its first short and simple message: "LOG IN." One computer was located in a research lab at the University of California, Los Angeles, and the second was at Stanford University. Each computer was the size of a small house. Unfortunately, the Stanford computer only received the first two letters before ARPAnet crashed. By the end of 1969, just four computers were connected to the ARPAnet, but the network grew steadily during the 1970s. As the computer networks multiplied; however, it became more difficult for them to integrate into a single worldwide "Internet."



## Transmission Control Protocol

**5** By the end of the 1970s, a computer scientist named Vinton Cerf had begun to solve this problem by inventing the “Transmission Control Protocol,” or TCP. He developed a way for all of the computers on all of the world’s mini-networks to communicate with one another. Later, he added an additional protocol known as “Internet Protocol.” Cerf’s protocol has been described as “the ‘handshake’ that introduces distant and different computers to each other in a virtual space.” Cerf’s protocol transformed the Internet into a worldwide network. Throughout the 1980s, researchers and scientists used it to send files and data from one computer to another.

## World Wide Web

**6** In 1991 the Internet changed again. That year, a computer programmer named Tim Berners-Lee introduced the World Wide Web. The World Wide Web was a new Internet that was a “web” of information that anyone on the Internet could retrieve. It was more than just a way to send files from one place to another. Berners-Lee created the Internet that we know today.

**7** Since then, the Internet has changed in many ways. It became more user-friendly so that the public could use it. In 1992, a group of students and researchers at the University of Illinois developed a sophisticated browser for searching the web. It allowed Internet users to see words and pictures on the same page for the first time and to navigate using scroll bars and clickable links. That same year, Congress decided that the Web could be used for business purposes. As a result, companies hurried to set up websites of their own. Other companies began to use the Internet to sell things directly to customers. More recently, social networking sites, like Facebook and Instagram, have become a popular way for people of all ages to stay connected.

*“Invention of the Internet” written for educational purposes.*



## Internet Today

**8** The Internet has no single inventor like the telephone or the light bulb. Instead, it has evolved with help from many scientists. The Internet got its start in the United States more than 50 years ago as a government weapon in the Cold War. For years, scientists and researchers used it to communicate and share data. Today, almost one-third of the world's 6.8 billion people use the Internet regularly. We use the Internet for almost everything, and for many people, it would be impossible to imagine life without it.



### Email

**9** Email is a method of communication over the Internet. Email works like a text message where one user sends and others receive. Picture files, links, and attachments can be added to emails. Email works in five steps:

1. You write up an email and click send.
2. Your email is first sent to your email service provider.
3. Your email service provider gets the destination address using a Domain Name System (DNS).
4. Your email service provider sends the email to your recipient's email service provider.
5. The recipient's email service provider sends the email to the recipient's inbox. You've got mail!

### Entertainment

**10** The Internet has made a big difference in entertainment. Now that individuals can access the Internet on the computers within their own homes and on portable devices such as mobile phones and iPads, it has provided entertainment creators with another avenue for games, music, and videos.

**11** Through the Internet, individuals worldwide can compete against one another or work cooperatively together as teams in a wide variety of games. Individuals no longer have to travel to their local music store or department store to purchase the latest CD that happens to have caught their interest. The Internet, with the help of MP3 technology, has allowed users to both distribute and gather music digitally from the comfort of their own homes. Individuals can also stream and download videos to watch TV shows and movies online. Streaming services such as Netflix are competing against cable companies.



## Social Media

**12** The creation of the Internet has sparked a new phenomenon called social media. Social media facilitates the creation and sharing of information and ideas through virtual communities and networks. Social media networks, such as Facebook and Instagram, use web-based technologies, desktop computers, and mobile technologies to create highly interactive platforms through which individuals, communities, and organizations can share, co-create, discuss, and modify user-generated content or pre-made content posted online.

**13** Users create service-specific profiles for the website or app that are designed and maintained by the social media organization. Social media works as users generate content as text posts or comments, digital photos, or videos. Social media changes the way individuals and large organizations communicate. In America, a survey reported that 84% of adolescents in America have a Facebook account. Over 60% of 13- to 17-year-olds have at least one profile on social media, with many spending more than two hours a day on social networking sites.



*"Internet Today" written for educational purposes.*



## Dangers of the Internet

### Social Media

**14** With the growing popularity of social media sites, such as Facebook and Instagram, teens are posting more and more content on the Internet. Some kids are often trying to catch the attention of and gain approval from their peers. Some teens tend to post content to appear popular or to gain a response from others in their online community. Teens post inappropriate pictures, brag about the previous weekend's adventures, and can easily use this digital space to humiliate others or post inappropriate language. What teens often do not realize is



that no information is truly private on the Internet; an online "friend" can be anyone and can forward any information posted on a teen's social media site. When you post

online, it is there forever; even after it is deleted. Future career choices can be ruined because of bad decisions online. Teens should be aware that public profiles on social media open them up to messages from strangers and harassment from peers. Know the risks of social media and keep your personal information private!



### Online Predators

**15** When children go online, they have direct and immediate access to friends, family, and strangers, which can put unsuspecting children at great risk. Children who meet and communicate with strangers online are easy prey for Internet predators. Predators have easy and anonymous access to children online where they can conceal their identity and roam without limit. For example, a 30-year-old man can use a picture of a child and pretend to be that age. Predators use the Internet to spark a friendship and then try to get kids to meet in the real world. Know the warning signs of online predators and never communicate with strangers online!



## Cyberbullying

**16** Cyberbullying is willful and repeated harm (i.e., harassing, humiliating, or threatening text or images) inflicted through the Internet, interactive technologies, or mobile phones. In the past year, 43% of teens aged 13 to 17 reported that they have experienced cyberbullying. Kids are being bullied in their own homes on their own devices. Instant messaging, social media, e-mail, text messaging, and blogging are becoming more popular, but unfortunately, that means that kids can have a chance of being bullied online at any hour of the day. Cyberbullying is increasing in frequency and can happen to anyone. Electronic bullies can remain anonymous by creating temporary e-mail accounts and fake names in chat rooms, instant messaging programs, and other Internet venues. If you are being bullied online, speak up and tell an adult!

*“Dangers of the Internet” written for educational purposes.*

**WRITING: LESSON 40***Conclusion (“C”) Paragraph Practice*

*Students will be practicing a different way of writing the conclusion paragraph for an informative essay. They will learn to connect their conclusion to their introduction without repeating what they wrote in their “I” paragraph. This creates a “sense of completeness” in the essay without the use of “repetitive vocabulary”.*

*The following passages will be used in this lesson:*

**Who was Rosa Parks?  
Montgomery Bus Boycott  
Life After the Montgomery Bus Boycott**

*Prompt: Write an informational essay about Rosa Parks.*

*Advanced Prompt: Your English class has been reading biographies about prominent people in American history. Using information and examples found in the passage set, write an explanatory essay about what it means to be a leader.*

*The following passages will be used in this lesson:*

**Invention of the Internet  
Internet Today  
Dangers of the Internet**

*Prompt: Since the invention of the Internet, the world has changed. Explain to your reader the interesting things you have learned about the Internet.*

*Advanced Prompt: Your technology class is hosting an exhibition highlighting technological advancements of the past 50 years. Your teacher has assigned you the task of writing an informative article detailing the evolution of the Internet since its creation. Your essay must be based on the information and examples that can be found in the passage set.*

**Model:**

You will be modeling with the “Rosa Parks” passage set and the prompt/plan you have been writing about.

*\*Please note: all examples included in this lesson are based on the advanced prompt.*

1. Review the conclusion anchor chart you created yesterday with students.
2. Display the “Model/Guided Practice” worksheet. Read aloud the prompt, plan and introduction paragraph to students. Remind students that they have also already written the body paragraphs for this essay. Tell them today they will complete this essay by writing the conclusion paragraph.

Use markers to color-code your paragraph as you write it.

**Key:**

Give an overview (summary) of the topic

Restate 3 topics

Thought or Feeling about topic

Ending sentence

3. Explain to students that when they write the conclusion they are going to connect it to their introduction. This helps the essay have a “sense of completeness”. Make sure to tell them it is very important though to not repeat their introduction.

**Guided Practice:**

4. Pass out the “Model/Guided Practice” worksheet.
5. *Ask students:* What sentence will we write first in our conclusion? That’s right, an overview or summary sentence! Remember, the prompt said to write what it means to be a leader. The text set was all about Rosa Parks, so on our plan we chose three ways Rosa Parks proved she was a leader. Let’s add details and descriptions to our summary to make it more than one sentence long!

*Say to students:* Our introduction paragraph begins by talking about how leaders are people who see something that is unfair and work to change it. I think I will start our conclusion with an example of how Rosa Parks did just that. This way our conclusion will connect to our Introduction.

Rosa Parks grew up seeing discrimination in every part of her life. As an African American woman born in 1913 she was unlikely to ever have the power to lead or even the freedom to make many of her own decisions. Rosa Parks decided that this way of life was wrong and that she was going to do something about it.

6. *Say to students:* What do we need to do next? Write our three topics. We want to make sure we use different words in our conclusion than we did in the introduction. Our 3 topic sentences in “I” and “C” CANNOT sound the same. Let’s reread how we wrote our three topics in our Introduction:

**Introduction 3 topics sentences:**

A leader is a person like Rosa Parks who is brave even when they are scared; someone who perseveres when most everyone else would give up. A leader shows initiative to do the right thing, to make a change.

Let's write our **3 topics sentence for our conclusion** now using different words. Here is a good example:

By combining courage, persistence and a willingness to tackle problems she proved herself to be a remarkable leader.

Share with students **non-examples**. Explain why these 3 topic sentences are incorrect.

- A leader is brave, perseveres, and shows initiative. (Exact same words for three topics)
- Rosa Parks was never scared, she never gave up and she made a change. (Exact same words to describe topics)

7. We are almost done! What do we need next? Write a thought or feeling about the topic. Allow students to share ideas.

Rosa Parks will forever be remembered as one of the greatest people of her generation.

8. What is the very last sentence we should write in our conclusion? An ending sentence. Brainstorm with students sentences that help to bring the essay to a close. Model coming up with non-examples of ending sentences as well and explain why they are incorrect.

Her leadership helped to change the lives of all African Americans by helping lead the fight for equal rights.

### **Independent Practice:**

9. Have students complete the conclusion paragraph for their “Internet” passage set plans. Pass out the “Independent Practice” worksheets and allow students to complete on their own.
10. Circulate and assist students as needed. When they are finished share examples with the class.
11. Restate how everyone’s conclusion paragraphs sound different and yet they are all focused on the same prompt.







## Source 1: Who was Rosa Parks?

**1** Rosa Parks was an African American woman who was born on February 4, 1913. Ms. Parks was born in Tuskegee, Alabama, to Leona and James McCauley. While growing up, she had a younger brother by the name of Sylvester. Rosa's parents went their separate ways, and Rosa, Sylvester, and Leona moved to a small farm area in Pine Level.

**2** While living in Pine Level, Rosa attended the local elementary school where her mom was a teacher. The local school consisted of only African American children; there was no mix of races in the schools.

**3** Leona McCauley was a successful African American teacher and wanted her children to complete their education to obtain a diploma and later a degree. Rosa was able to complete elementary school and then attended the Montgomery Industrial School for Girls. In the 11th grade, she attended the Alabama State Teachers College for Negroes, but was never able to complete school to get her diploma because of a family illness with her mother and grandmother.

**4** In 1932, Rosa met her soul mate, Raymond Parks, in Montgomery and married him later that year. Raymond and Rosa lived life together with no children. In 1977, Raymond Parks passed away. During their marriage, Rosa was able to return to school and obtain her high school diploma.

**5** While living in the city of Montgomery as an adult, the city was very segregated. The segregation was very similar to the Pine Level School in Alabama that Rosa had attended in elementary. The White people and Black people

were not together and did everything separately. The places and events they attended were all segregated based on race.

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*"Who was Rosa Parks?" written for educational purposes.*



## Source 2: **Montgomery Bus Boycott**

**7** On December 1, 1955, Rosa Parks decided to fight back against segregation. Ms. Parks, along with all the other African American people, had to sit in the back of the buses while the White people were able to sit in the front. If there were no seats on the bus, a Black person that had already been on the bus had to get up and give their seat to the White person entering the bus.

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### Source 3:

## Life After the Montgomery Bus Boycott

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## Invention of the Internet

### Space Race

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### ARPAnet

**3** A major priority of the Department of Defense's Advanced Research Projects Agency (ARPA) was to find a way to communicate if a Soviet attack wiped out the nation's telephone system. Scientists and researchers feared that one Soviet missile could destroy the whole network of lines and wires that made long-distance communication possible. In 1962, J.C.R. Licklider, a scientist from ARPA, proposed a solution to this problem: a "galactic network" of computers that could talk to one another that would enable government leaders to communicate even if the Soviets destroyed the telephone system.

**4** In 1965, another scientist developed "packet switching." Packet switching is a way of sending information from one computer to another. The idea is to break data down into blocks, or packets, before sending it to its destination. In 1969, ARPAnet delivered its first short and simple message: "LOG IN." One computer was located in a research lab at the University of California, Los Angeles, and the second was at Stanford University. Each computer was the size of a small house. Unfortunately, the Stanford computer only received the first two letters before ARPAnet crashed. By the end of 1969, just four computers were connected to the ARPAnet, but the network grew steadily during the 1970s. As the computer networks multiplied; however, it became more difficult for them to integrate into a single worldwide "Internet."



## Transmission Control Protocol

**5** By the end of the 1970s, a computer scientist named Vinton Cerf had begun to solve this problem by inventing the “Transmission Control Protocol,” or TCP. He developed a way for all of the computers on all of the world’s mini-networks to communicate with one another. Later, he added an additional protocol known as “Internet Protocol.” Cerf’s protocol has been described as “the ‘handshake’ that introduces distant and different computers to each other in a virtual space.” Cerf’s protocol transformed the Internet into a worldwide network. Throughout the 1980s, researchers and scientists used it to send files and data from one computer to another.

## World Wide Web

**6** In 1991 the Internet changed again. That year, a computer programmer named Tim Berners-Lee introduced the World Wide Web. The World Wide Web was a new Internet that was a “web” of information that anyone on the Internet could retrieve. It was more than just a way to send files from one place to another. Berners-Lee created the Internet that we know today.

**7** Since then, the Internet has changed in many ways. It became more user-friendly so that the public could use it. In 1992, a group of students and researchers at the University of Illinois developed a sophisticated browser for searching the web. It allowed Internet users to see words and pictures on the same page for the first time and to navigate using scroll bars and clickable links. That same year, Congress decided that the Web could be used for business purposes. As a result, companies hurried to set up websites of their own. Other companies began to use the Internet to sell things directly to customers. More recently, social networking sites, like Facebook and Instagram, have become a popular way for people of all ages to stay connected.

*“Invention of the Internet” written for educational purposes.*



## Internet Today

**8** The Internet has no single inventor like the telephone or the light bulb. Instead, it has evolved with help from many scientists. The Internet got its start in the United States more than 50 years ago as a government weapon in the Cold War. For years, scientists and researchers used it to communicate and share data. Today, almost one-third of the world's 6.8 billion people use the Internet regularly. We use the Internet for almost everything, and for many people, it would be impossible to imagine life without it.



### Email

**9** Email is a method of communication over the Internet. Email works like a text message where one user sends and others receive. Picture files, links, and attachments can be added to emails. Email works in five steps:

1. You write up an email and click send.
2. Your email is first sent to your email service provider.
3. Your email service provider gets the destination address using a Domain Name System (DNS).
4. Your email service provider sends the email to your recipient's email service provider.
5. The recipient's email service provider sends the email to the recipient's inbox. You've got mail!

### Entertainment

**10** The Internet has made a big difference in entertainment. Now that individuals can access the Internet on the computers within their own homes and on portable devices such as mobile phones and iPads, it has provided entertainment creators with another avenue for games, music, and videos.

**11** Through the Internet, individuals worldwide can compete against one another or work cooperatively together as teams in a wide variety of games. Individuals no longer have to travel to their local music store or department store to purchase the latest CD that happens to have caught their interest. The Internet, with the help of MP3 technology, has allowed users to both distribute and gather music digitally from the comfort of their own homes. Individuals can also stream and download videos to watch TV shows and movies online. Streaming services such as Netflix are competing against cable companies.



## Social Media

**12** The creation of the Internet has sparked a new phenomenon called social media. Social media facilitates the creation and sharing of information and ideas through virtual communities and networks. Social media networks, such as Facebook and Instagram, use web-based technologies, desktop computers, and mobile technologies to create highly interactive platforms through which individuals, communities, and organizations can share, co-create, discuss, and modify user-generated content or pre-made content posted online.

**13** Users create service-specific profiles for the website or app that are designed and maintained by the social media organization. Social media works as users generate content as text posts or comments, digital photos, or videos. Social media changes the way individuals and large organizations communicate. In America, a survey reported that 84% of adolescents in America have a Facebook account. Over 60% of 13- to 17-year-olds have at least one profile on social media, with many spending more than two hours a day on social networking sites.



*"Internet Today" written for educational purposes.*



## Dangers of the Internet

### Social Media

**14** With the growing popularity of social media sites, such as Facebook and Instagram, teens are posting more and more content on the Internet. Some kids are often trying to catch the attention of and gain approval from their peers. Some teens tend to post content to appear popular or to gain a response from others in their online community. Teens post inappropriate pictures, brag about the previous weekend's adventures, and can easily use this digital space to humiliate others or post inappropriate language. What teens often do not realize is



that no information is truly private on the Internet; an online "friend" can be anyone and can forward any information posted on a teen's social media site. When you post

online, it is there forever; even after it is deleted. Future career choices can be ruined because of bad decisions online. Teens should be aware that public profiles on social media open them up to messages from strangers and harassment from peers. Know the risks of social media and keep your personal information private!



### Online Predators

**15** When children go online, they have direct and immediate access to friends, family, and strangers, which can put unsuspecting children at great risk. Children who meet and communicate with strangers online are easy prey for Internet predators. Predators have easy and anonymous access to children online where they can conceal their identity and roam without limit. For example, a 30-year-old man can use a picture of a child and pretend to be that age. Predators use the Internet to spark a friendship and then try to get kids to meet in the real world. Know the warning signs of online predators and never communicate with strangers online!



## Cyberbullying

**16** Cyberbullying is willful and repeated harm (i.e., harassing, humiliating, or threatening text or images) inflicted through the Internet, interactive technologies, or mobile phones. In the past year, 43% of teens aged 13 to 17 reported that they have experienced cyberbullying. Kids are being bullied in their own homes on their own devices. Instant messaging, social media, e-mail, text messaging, and blogging are becoming more popular, but unfortunately, that means that kids can have a chance of being bullied online at any hour of the day. Cyberbullying is increasing in frequency and can happen to anyone. Electronic bullies can remain anonymous by creating temporary e-mail accounts and fake names in chat rooms, instant messaging programs, and other Internet venues. If you are being bullied online, speak up and tell an adult!

*“Dangers of the Internet” written for educational purposes.*