Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Biography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>• Second-person introduction followed by six-chapter third-person chronological narrative</td>
</tr>
<tr>
<td>Content</td>
<td>• Life, education, and legal career of Thurgood Marshall</td>
</tr>
<tr>
<td></td>
<td>• Segregation and other challenges facing African Americans in the twentieth century</td>
</tr>
<tr>
<td></td>
<td>• The NAACP; Brown v. Board of Education; U.S. Supreme Court</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>• Racial segregation is unjust.</td>
</tr>
<tr>
<td></td>
<td>• The court system is an instrument for correcting inequalities and injustices under the law.</td>
</tr>
<tr>
<td></td>
<td>• The Constitution guarantees equal rights and the due process of law to all Americans.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>• Inspirational narrative</td>
</tr>
<tr>
<td></td>
<td>• Some figurative language: fueled his dreams; the case that changed history</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>• Questions, exclamations, dashes</td>
</tr>
<tr>
<td></td>
<td>• Frequent use of explanatory appositional phrases</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>• Terms from history or civics, such as Constitution, Supreme Court</td>
</tr>
<tr>
<td></td>
<td>• Terms related to law and rights: segregation, injustice, prejudice</td>
</tr>
<tr>
<td>Words</td>
<td>• Multisyllable words, such as powerful, graduated, segregation</td>
</tr>
<tr>
<td>Illustrations</td>
<td>• Historic photographs with captions</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>• Table of Contents and chapter divisions; timeline</td>
</tr>
<tr>
<td></td>
<td>• Photographs on most pages</td>
</tr>
</tbody>
</table>

A Voice for Equality by Darleen Ramos

Build Background
Help students use their knowledge about civil rights and government to visualize the selection. Build interest by asking a question such as the following: *What is the job of a Supreme Court Justice? How do you think the job might protect people's rights?* Read the title and author and discuss the photograph on the cover. Tell students that the book is a biography of Thurgood Marshall, the first African American Supreme Court justice. Ask students what kinds of features they might find in a biography.

Introduce the Text
Guide students through the text, noting important ideas and helping with unfamiliar language and vocabulary. Here are some suggestions:

- **Page 2** Ask students to read the chapter headings and tell what clues they give about the book's organization.

- **Pages 4-5** The text says Thurgood Marshall's father enjoyed watching the legal encounters at the local courthouse, and Marshall would tag along. Ask: *What kind of encounters do you think you would see at a courthouse?* Explain that at the time of Thurgood Marshall's youth, it was an injustice that blacks had to attend all-black schools.

- **Pages 8–9** Call attention to the heading and photographs. *Marshall went to Howard University to study law. Here he met a teacher, Charles Houston, who captured Marshall's attention and set a strong example by opposing segregation.* Ask: *How did Charles Houston capture Thurgood Marshall's attention?*

- **Pages 10–11** Check to make sure students know how to read the timeline. Ask: *What important event happened in 1967? How many years are there between the dark bars on the timeline?*

Now turn back to the beginning and read to find out how Thurgood Marshall became the first African American Supreme Court justice and a voice for equality.

Target Vocabulary
- **captured** – caught while trying to get away, grasped, p. 8
- **dream** – something you want to happen very much, p. 3
- **encounters** – meetings with people, p. 5
- **example** – something that shows how to do something, p. 8
- **injustice** – something that is unfair, p. 4
- **nourishing** – giving people what they need to live, p. 4
- **numerous** – many of something, p. 11
- **preferred** – liked something better than something else, p. 6
- **recall** – to remember something, p. 14
- **segregation** – a system that kept African Americans and white Americans apart, p. 7
Read
Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Monitor/Clarify Strategy and to think of questions as they read.

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the selection. 
**Suggested language:** What do you think it would be like to have Thurgood Marshall as a teacher or co-worker? Which qualities of his do you most admire?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Marshall won cases for the NAACP.</td>
<td>• Unjust laws can be ended.</td>
<td>• The photographs help bring history to life.</td>
</tr>
<tr>
<td>• The Brown versus Board of Education case ended legal segregation.</td>
<td>• Injustices need to be fought.</td>
<td>• A timeline shows events in order.</td>
</tr>
<tr>
<td>• Marshall was the first African American Supreme Court justice.</td>
<td>• One person can make a difference in the lives of many people.</td>
<td>• Examples from Marshall’s life support the book’s title.</td>
</tr>
</tbody>
</table>


Choices for Further Support
• **Fluency** Invite students to participate in choral reading. Remind students to pay attention to punctuation as guides on when to pause and what to emphasize, or stress

• **Comprehension** Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• **Phonics/Word Work** Remind students that prefixes and suffixes, such as in-, un-, re-, -ion, and -ment are added to root words to change their meaning or part of speech. Examples from the text include: injustice, segregation, advancement, unequal, and recall.
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 2.8.

Responding
Have students complete the activities at the back of the book, using their Reader’s Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

**Author’s Purpose**
Remind students that the author had a purpose in mind in choosing to write this biography. Model how to add to the Graphic Organizer using a “Think Aloud” like the one below:

**Think Aloud**

*During his college years, Thurgood Marshall insisted in sitting in the all-white section of the movie theater. He became the first African American judge on the Supreme Court. These details help support the author’s purpose to show that Thurgood Marshall made a difference for many Americans.*

Practice the Skill
Encourage students to share their examples of another book in which the author’s purpose is to bring an inspiring message to readers.

**Writing Prompt: Thinking Beyond the Text**
Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

**Assessment Prompts**
- On page 14, what is the meaning of *recall*?
- One idea present in this selection is that ________________________________.
- The author organizes the selection by ________________________________.
Critical Thinking

Read and answer the questions. Possible responses shown.

1. Think within the text. How did young Marshall learn about “equal rights” and “due process of law”?
   - Marshall’s teacher punished him by making him learn parts of the Constitution.

2. Think within the text. How did young Marshall stand up for equal rights while he was still a college student?
   - Marshall sat in an all-white section of a movie theater and refused to move.

3. Think beyond the text. The author says that Brown versus the Board of Education was a huge victory for African Americans. Do you agree? Explain your answer.
   - Yes, the end of the injustice of school segregation in the United States made it possible for African Americans to achieve greater equality.

4. Think about the text. What purpose do the headers serve in this nonfiction selection?
   - They help organize the events in the text in the proper sequence. They also tell the main idea of each section.

Making Connections. Thurgood Marshall fought for the equal rights of all people. Think of other people you have read about who also fought for equality. How have their successes made your life better?

Write your answer in your Reader’s Notebook.
A Voice for Equality

Thinking Beyond the Text

Think about the questions below. Then write your answer in two paragraphs.

Remember that when you think beyond the text, you use your personal knowledge to reach new understandings.

The text describes Thurgood Marshall working for equal rights and the law. How can one person become an important voice for equality? How can one voice turn into many voices fighting injustice? Support your response with examples from the text.

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Critical Thinking

Read and answer the questions.

1. **Think within the text**  How did Thurgood Marshall first learn about equal rights?

2. **Think within the text**  How did Thurgood Marshall stand up for equal rights while he was still a college student?

3. **Think beyond the text**  The author says that *Brown versus Board of Education* was a huge victory for African Americans. Do you agree? Explain your answer.

4. **Think about the text**  What purpose do the headers serve in this nonfiction selection?

**Making Connections**  Thurgood Marshall fought for the equal rights of all people. Think of other people you have read about who have also fought for equality. How have their successes made your life better?

**Write your answer in your Reader's Notebook.**
### A Voice for Equality • LEVEL S

#### Lesson 2: A Voice for Equality

Running Record Form

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
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<tr>
<td>13</td>
<td>Linda Brown was a third-grader in Topeka, Kansas. She had to walk a mile to attend an all-black school. Monroe Elementary School was much closer to her house, but Linda could not attend school there because she was an African American. Linda Brown's parents called the NAACP for help. The Supreme Court combined Brown's case with several similar cases from other states. Marshall used his knowledge of the Constitution to argue this case. He claimed that separate schools for blacks and whites were unequal and that segregated schools went against the Constitution. In 1954, the Supreme Court agreed.</td>
<td></td>
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#### Comments:

#### Accuracy Rate

\[
\text{Accuracy Rate} = \left(\frac{\# \text{ words read correctly}}{100} \times 100\right) \%
\]

#### Total Self-Corrections

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<table>
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<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
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<tbody>
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<tr>
<td>Word told</td>
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