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2024 Volume II: A History of Black People as Readers: A Genealogy of Critical Literacy

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The Why and How of Reading: Literacy Skills from Primary Sources

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Introduction:

This unit uses powerful and activist readers of previous generations to model self-aware literacy and reading comprehension for a ninth grade English class. Following five in-depth case studies of BIPOC readers who obtained their education against significant obstacles, students will apply a new understanding of their own reading skills and of the gaps in assigned curriculum to generate personal syllabi. The unit is crafted for use in districts where choices about curriculum and pedagogy are often taken out of teachers' hands, and may change dramatically with each shift in the contentious public debates on topics like whole-language vs. phonics, a predominantly white canon vs. one emphasizing diversity and student engagement, and holistic instruction vs. test preparation.

Teaching Context & Rationale:

At my school in north Philadelphia, over 85 percent of incoming ninth graders test at the fourth-grade level or below in reading on the District's online benchmark exam. The young people attending my school are over 95 percent African-American, over 85 percent extremely low-income, and over 30 percent have a diagnosed intellectual or emotional disability that requires an IEP.

The Language Arts department is currently navigating the tension between a locally developed curriculum using best reading practices and culturally relevant texts, and a standardized online curriculum that leadership recently purchased. Teachers must require students to engage with this product, despite broad staff concerns about a lack of engagement, rigor, and adaptability.

This unit supplements and deepens one ninth grade English unit through a series of historical case studies to help students identify specific reading skills from the practices of previous minoritized readers. Since literacy instruction is not always part of secondary teacher training, I will briefly review some core concepts before exploring the case studies for students.

Content Objectives:

Literacy Instruction & Remediation

Literacy Elements & Scarborough's Rope

Reading intervention is often divided into the "big five" elements: phonemic awareness (understanding of sounds), phonics (the connection between sounds and letters), fluency (the ability to read naturally and accurately), vocabulary knowledge, and overall reading comprehension. The metaphor of Scarborough's Reading Rope[1] breaks these ideas down further into the skills that build basic "word recognition" and the skills of language comprehension. Students must have phonemic and phonological awareness—that is, the understanding that words are composed of syllables represented by letters. They must also be able to decode words by applying their understanding of sound and letter, and to instantly recognize common "sight" words that may not follow normal English patterns.

At the secondary level, teachers are rarely expected to review the basics of phonics, such as the principle that letters indicate sounds or the decoding of single-syllable words. However, some students will require direct instruction in breaking down words by syllable, in recognizing spelling patterns and their impact on pronunciation, and in general phonemic awareness. Successful interventions, especially at the secondary level, weave this baseline instruction into grade-level content.[2]

These foundational reading skills are necessary but not sufficient. Most students who have gaps in their decoding ability, and many more who are able decoders, will need support in the second half of Scarborough's Rope. Scarborough describes these skills as students' background knowledge, vocabulary, and understanding of language structures, verbal reasoning, and literary knowledge.

To engage productively with a text, students need sufficient background knowledge to situate it in their experiences, and weaker readers can use their background knowledge to help them decode.[3] For example, a student-athlete who reads at a second-grade level might struggle to comprehend a current news article on biology; give that same student a critical analysis of a baseball team's performance, however, and he may be much more successful. Some of that success will come from his increased motivation and self-efficacy in reading a text he is interested in. However, without the need to pause and consciously infer the definition of "a curveball," "a home run" or "an error," he can now devote all of his mental energy to parsing the sentences and following the author's argument. Effective teaching for background knowledge might mean using high-interest texts for specific reading skills, and front-loading contextual information to students when emphasizing a particular text.

In a similar way, students must know or be able to credibly infer the meaning of the words they are reading. Detailed focus on vocabulary, word consciousness, and morphology builds students' vocabulary knowledge,[4] but does not necessarily translate to higher comprehension generally.[5] A basic understanding of syntax, punctuation, and sentence structure is necessary for students to follow what the author is saying and understand the relationships between the words. Scarborough points out that students who lack the vocabulary, background information, or language structure to comprehend a sentence do not have a reading difficulty so much as an "*oral* language limitation."[6] For the secondary teacher, it's vital to demystify this process for students; they should identify where and why their comprehension is breaking down. Cris Tovani, a longtime practitioner of secondary reading intervention, offers strategies for students such as visualizing their reading, retelling a concept to themselves, or relying on print conventions to identify key elements.[7] Pre-teaching key vocabulary, modeling fluent reading aloud, and breaking down complex or unusual sentences with students are all ways to address these gaps in the course of normal secondary instruction.

Finally, students need direct instruction in the verbal reasoning and literary knowledge that is more likely to be covered in standard secondary English curriculum. Most secondary English curriculum will engage students in relying on background knowledge to support inferences, as well as review concepts such as metaphors to distinguish between literal and abstract statements. Literary knowledge is the understanding of genre conventions, fiction vs. nonfiction, prose vs. poetry, and text structures such as headings, titles, lists, etc. Literary knowledge is often applied in students' writing as often as it is taught in reading, and reminding students to "read like a writer" can help them recognize authorial moves that improve comprehension.

As word recognition becomes increasingly automatic and language comprehension becomes increasingly strategic, students develop into more confident readers. But there is no magic bullet. The further "behind" secondary students are, the more desperately urgent it is to educate them on their own skills and give them control over what they do. A class of 34 ninth graders all reading below grade level will almost certainly need 34 different forms of help. One effective first step is to demystify the reading process while also engaging them in critical literacy. Gholdy Muhammad offers a compelling framework for this step.

Culturally & Historically Responsive Education

Gholdy Muhammad's framework is called Culturally and Historically Responsive Education, or CHRE. Drawing on the historical practices of Black readers across generations, she groups the work of literacy instruction into five areas: skills, identity, intellect, criticality, and joy. Muhammad explicitly calls the five core goals of her framework "pursuits," not standards, arguing pursuits are ongoing and lifelong.[8] These five pursuits are active and necessary components of a well-rounded and well-founded literacy. In the lessons below, I will offer ways to integrate them into each historical study of prior readers, but first I will define them broadly.

Muhammad defines skills as the "cognitive acts of reading, writing and speaking."[9] This is one area in which existing curriculum and teacher training need only be refined, not created. The key adjustment I suggest in this unit is this: to define and teach all levels of literacy skills to all students, while empowering them to identify their own strengths and areas for growth, and to do this by learning from adult readers of the past.

Two additional areas of Muhammad's framework are common in successful and supportive classrooms: identity and intellectualism. In describing the importance of intellectualism, Muhammad highlights that the reading of the 19th century was reading for a *purpose*, to gain academic and world knowledge. When William Whipper, a Black coal-heaver, spoke in 1828 at the first meeting of the first Reading Room Society, he encouraged his peers by pointing out that they lived in a time when "men studious of change are constantly looking for something new [to learn], and no sooner has the mind become gratified than new means of gratification are sought for."[10] He was describing the same positive feedback loop found in many classrooms today: a student with significant background knowledge on a topic can better read a text on that topic, thereby gaining additional knowledge, thereby improving their ability to read an even more difficult text on a related topic, and so on. Such intellectualism has been devalued in many districts that focused instead on the "skills" of reading for high-stakes tests. Muhammad's work is a corrective to that trend, supported by a broad review of the research, [11] and the case studies students engage in in this unit build their knowledge of local and national history.

Muhammad also argues that identity development is a crucial aspect of literacy development, and that reading was a way for historic Black communities to “make meaning of their many and complex identities.”[12] This is highlighted by research of the past decades emphasizing the importance of reading texts that can serve as “mirrors” to students’ experiences and “windows” to others’.[13][14] In this unit, each case study includes suggestions for engaging students in discussions of their identities.

Muhammad’s last two pursuits, criticality and joy, are unfortunately embattled in many districts. She positions criticality in the historical context of these early literary societies, where men and women took an action that was illegal in other parts of the country. It was and is impossible, in Muhammad’s view, to fully engage students as readers without allowing them to “use literacy as the means to counter injustice.” Reading instruction that emphasizes criticality emphasizes “the capacity to read, write, and think in ways of understanding power, privilege, social justice, and oppression.”[15] This pursuit may require more subtlety in some districts than others, but to avoid it is to dehistoricize and devalue the practice of literacy in the United States.

In Muhammad’s framework, joy is not merely fun or celebration, but “a sustained effort to recognize the honor of and beauty within the Earth…teaching our children to name the beauty within themselves and within humanity.”[16] In my case, Philadelphia schools have few to no libraries, new curriculum in English Language Arts replaces creative final projects with repetitive essay structures, and schedulers were recently asked to remove arts electives from most ninth and 10th graders citywide in favor of more time with the test-preparatory curriculum. Pursuing joy in this unit means embedding music, art, and poetry in literacy, as well as thoughtfulness, introspection, and a recognition of what Muhammad unapologetically calls children’s geniuses. One straightforward way to do this is with a layered texts strategy, covered in more detail later, but the deeper need is for a fundamental shift towards centering student voices and student collaboration, which I address through students’ individual syllabi.

Historical Case Studies

This unit introduces students to five specific stories of literacy under fire. In each study, students use primary and secondary sources in order to:

1. Identify the specific reading skills that the readers demonstrated and demanded. This creates a space to explore the aspects of reading and apply Gholdy Muhammad’s five pursuits.
2. Recognize institutional barriers to this access and how those involved responded to enact temporary or lasting change.
3. Apply their learning to sculpting their own identities as readers and intellectuals by adding specific texts to their personal syllabi.

Self-Liberation through Reading: Antebellum America

First, students examine the challenges of primarily self-educated, enslaved readers in the antebellum South, in order to identify the nuts and bolts of reading. In chapter three of *When I Can Read My Title Clear: Literacy, Slavery and Religion in the Antebellum South*, Janet D. Cornelius (1992) describes the relentless drive of many enslaved men, women, and children for education. Cornelius reviews how, despite laws in some states banning literacy instruction, and widespread punishment even where it was legal, enslaved people found ingenious ways to learn to read: engaging white children to unconsciously teach them, back-engineering understanding of the alphabet from memorized portions of the Bible, or attending secret night or Sunday schools. To build background knowledge, share with students some of the specific laws that outlawed literacy, such as the 1740 Negro Code of South Carolina, which expressed the fear that “the having of slaves taught to write, or suffering them to be employed in writing, may be attended with great inconveniences.” By 1800, as historian Heather Andrea Williams points out, this law had been expanded to prohibit all “mental instruction” and applied to both enslaved and free Blacks.[17] A Georgia law of 1829 forbade teaching literacy to “any slave, negro, or free person of colour.”[18] In 1830, North Carolina explicitly outlawed literacy among slaves because it would “excite dissatisfaction in their minds and…produce insurrection and rebellion.”[19]

To narrow the focus, Chapter 10 of “The Life and Times of Frederick Douglass, Written By Himself”[20] is one readable, engaging text for secondary students. In this chapter, Douglass summarizes how he first learned to read from a sympathetic mistress, and credits the white master who tried to deny him literacy with giving him “the first decidedly anti-slavery lecture” young Freddy had ever heard. The angry Mr. Auld, in scolding his young wife for teaching Douglass the alphabet, declared, “If [Douglass] learns to read the Bible it will for ever unfit him to be a slave…If you teach him to read, he’ll want to know how to write, and this accomplished, he’ll be running away with himself.”[21] Auld laid out what Douglass now understood to be “the direct pathway from slavery to freedom.” Douglass summarizes his master’s point as: “Knowledge unfits a child to be a slave.” Douglass’ determination to claim himself and his literacy provides an opportunity to ask students to think about how they define themselves as readers, writers, and academics.

As this is the story of Douglass learning to read, it offers an avenue to explore beginning reading skills such as phonics and phonemic awareness. Douglass, like many would-be readers, got his hands on a copy of Webster’s “blue-backed” speller. Published first in 1783 as “A Grammatical Institute of the English Language,” this basic text introduced students to English literacy starting from straightforward syllables up to complex and elaborate sentences. Cornelius points out that years after emancipation, former slaves would proudly exchange how far in a “Speller” they had progressed.[22] Facsimiles of old spellers are widely available online. Asking students to decode the increasingly difficult syllable structures allows teachers and students to identify possible gaps in their phonemic awareness. At the same time, students are exploring a key primary source. A further text to include is Paul Laurence Dunbar’s poem “An Ante-Bellum Sermon,” written in the voice of a Black preacher who reads Bible texts for liberation while piously, slyly insisting that he is speaking only metaphorically, “in a Bibleistic way.”[23] Dunbar imagines the preacher’s Southern accent in a way that might frustrate students at first but will serve as an excellent opportunity to practice the same decoding skills they have identified in the speller. A more straightforward introduction, prior to Dunbar’s poem, could be a review of Frances Watkins Harper’s “Learning to Read,” where she adopts the voice of a newly emancipated, elderly Black woman determined to gain literacy.[24]

The final step in analyzing Douglass’ experiences is for students to ask themselves, “Who determines what you read, and why?” My students will explore the curriculum map for the next four years of their high school career and identify texts and authors they are excited to experience, as well as naming perspectives that are lacking. They will then begin their personal syllabi by adding biographies or autobiographies of individuals they want to understand better.

Claiming Academia: The Institute for Colored Youth

Several states away from Douglass, but less than five miles from my current school, a different but analogous claiming of education occurred with the founding and revising of the Institute for Colored Youth. My students will first explore this Institute’s founding documents. The Institute began with an 1837 bequest by the Quaker

Robert Humphreys to found in Philadelphia a “benevolent society or institution…having for its object the benevolent design of instructing the descendants of the African race in school learning, in the various branches of the mechanic arts and trade, and in agriculture, in order to prepare and fit and qualify them to act as teachers in such of those branches of useful business as in the judgment of the said society they may appear best qualified for.”[25] A letter by a friend of Humphreys dismissed the possibility of Black youth in “learned professions.” However, once the Institute opened in 1852, the Black teachers quickly decided they were not here to train exclusively farmers and seamstresses. Instead, the Institute became the place to train the teachers.

The Institute became a leadership factory, with a rigorous classical curriculum including Latin, Greek, and Trigonometry, and final exams open to the public. Notable alumni included Fanny Jackson Coppin, born in slavery and later the first Black superintendent; Jacob C. White, first Black principal; and Caroline LeCount, a Philadelphia public school teacher and principal and one of the organizers, along with her fiancé and fellow alum Octavius Catto, of the civil disobedience that led to the desegregation of Philadelphia transit. The first graduate of the Institute, Jesse Ewing Glasgow, Jr., continued his studies at the University of Edinburgh before dying of illness at 23; an online exhibit about the Institute shares a story of Glasgow so effectively demonstrating his mathematics skills to a racist would-be author that “the book…was never published.” This exhibit is an excellent repository of primary sources for use in a jigsaw or gallery-walk activity, including final exam questions that will challenge students to translate Latin or solve complex algebraic problems. Lest these final exams seem overwhelming, teachers can also use a set of lessons from the Historical Society of Pennsylvania where a young scholar’s diary describes her early experiences as a student.[26] Her accounts of supporting a friend at a public spelling examination and waiting anxiously for a teacher to be hired for her own class are not very different, either in tone or spelling, from what any of my students might write.

In addition to the background knowledge of Philadelphian history, study of the Institute opens up space to explicitly instruct students on the role of Greek and Latin roots in building vocabulary, especially the kind of multisyllabic words that emerge increasingly in high school reading. Online programs such as Membeam[27] provide opportunities for students to expand their vocabulary and for teachers to review morphology and word structure. Since the Institute’s initial mandate was to train students in “useful” skills, there is space to engage students in critical debate on the fundamental purpose of education. At the same time, the stories of alumni and of the Institute’s transition from industrial school to academic powerhouse are opportunities to engage students in joy: how are they, in their own lives, countering stereotypes and celebrating their genius?

Resisting Assimilation: Carlisle Indian School

If the Institute for Colored Youth is a story of a minoritized population salvaging an educational institution, the Carlisle Indian School is a less straightforward narrative. Opened in 1879 in central Pennsylvania, the Carlisle Indian Industrial School was founded by U.S. Army General Richard Henry Pratt, today (in)famous for stating the goal of this education as “Kill the Indian, save the man.” Study of this institution entered the public eye again in 2021, when the bodies of nine Sicangu Lakota students who died of various illnesses at the school were finally repatriated. Carlisle was the first Native boarding school, but prompted hundreds more, and was the major work of Pratt’s later life. Thousands of children attended over the school’s thirty years, obtaining a basic education in English and in industrial and domestic service training. Children sent or brought to this school were no longer called by their Native names, were punished for speaking their Native languages, and were explicitly being coached to abandon their culture and then return to Native society as ambassadors of the “superior” white ways. Some of the Native student writers in this lesson speak positively of Carlisle, and students must understand that students faced physical and spiritual violence to enforce their assimilation.

One way to illustrate this is to show students the online archive maintained by Dickinson College, and specifically the options in the search engine. The almost 8,000 digitized records include topics such as “Student Deaths,” “Student Criticism of the School,” “Keeping Money of Runaway Students,” and “Non-Consensual Enrollment,” or as at least one father called it, “kidnapping.”[28]

In my lesson, students will focus specifically on one issue of Eadle Keatah Toh, the school’s paper for broader consumption, and the *School News*, an amateur monthly paper for students. Although both papers were largely written by students, they served three purposes that were clearly dictated by administration: exemplar, propaganda, and discipline. Student writing in the paper was often held up as an example. However, starting with the first issue, the paper was regularly disseminated by Pratt and his supporters as an example of their success in “civilizing” the students. The paper also served as an arena for public shaming of students who spoke their own language, misbehaved or did not progress academically.

The first issue of Eadle Keatah Toh could seem positive, with a title in an (unnamed) Native dialect and an emphasis on family support for schooling, but a section where the school’s new academics are described will demonstrate assimilation for students. Explaining that instruction began before the arrival of a shipment of “white men’s clothes,” the writer blames an initial lack of progress on “gaily embroidered blankets” and “arms adorned with bracelets,” claiming: “All were eager to learn, but it was soon evident that the barber and the tailor must take precedence in the work of civilization. The daily sessions were short, and not much was effected until blankets had disappeared. Gradually the delightful vision of bedaubed faces, barbaric ornaments and picturesque costumes ceased to attract the gaping crowd, and now…it is fast assuming the characteristics of a well graded, well-organized public school.”[29] This text provides an opportunity for students to apply criticality, recognizing the power imbalance and the limits and dangers of an “education” that strips students of their humanity.

An issue of *Student News* from two years later provides a more in-depth view of student ideas. This issue is designated along the top of the second page as the responsibility of “Charles Kihega (Iowa Indian Boy), Editor and Proprietor,” and students can analyze the tension inherent in the juxtaposition of “Charles” with the proud claiming of the tribe. Other texts to draw students’ attention to include:

- A letter from Edgar G. Squirrel expresses gratitude for learning English.
- An “account” of “one boy” who the writer thinks should “Drop his Dakota book” because “Books in Indian language are of no account at this school.”
- Praise for a Julia Prior who is glad that she can now speak English because “there are no wild Indians to laugh at us.”
- An essay from Stephen K. White Bear that is entitled “Speak Only English” but that expresses some profound ambivalence about English, the school, and the desires of his classmates of all tribes to learn Sioux.[30]

The extent to which the young contributors to this paper are or are not able to embed their battle against assimilation in even this public space will engage students in conversations of identity.

Fluency is defined in the National Reading Panel’s report as reading “with speed, accuracy, and proper expression.” Students who decode correctly but cannot put words together in a natural, rapid fashion “no matter how bright they are, will continue to read slowly and with great effort.”[31] The writings of the Carlisle students in their second language provide an opportunity for my students to practice and assess their own fluency through guided oral reading with a teacher or peer. In addition to analyzing the word choice and arguments of the young writers, they will identify content by a youth writer, current or historical, to add to their personal syllabus. A key function of this case study is to encourage students' joy and empowerment by asking how they can use their own genius to push back against school or community practices that underestimate their potential or force them into rigid roles.

Curricular Demands: Lumumba-Zapata College

A deep understanding of the campus movements of the 1960s is beyond the scope of this unit, but depending on their previous history instruction students will likely need a baseline review to establish this case study as occurring after the assassination of Martin Luther King Jr. and during the Vietnam War. Two possible introductions to establish context are episode 40 of John Green's "Crash Course: American History"[32] YouTube series, which will give an extremely broad but student-friendly overview of campus activism specifically starting at 8:05, or episode 40 of Clint Smith's "Crash Course: Black American History," "Women and the Black Power Movement."[33] Once students understand the nature of this campus activism that attempted to cut across national, racial and class boundaries, they can examine the founding of Lumumba-Zapata College, later Third College, now Thurgood Marshall College.

Less than a year after it opened with two colleges, in 1965, the University of California San Diego began planning for a third, interdisciplinary college focused on history and the liberal arts. The Mexican American Youth Organization and the Black Student Council, two student groups, formed the Lumumba-Zapata coalition to advocate for a new kind of college, one focused on student power and ethnic studies. (Students will need a brief explanation of Patrice Lumumba, the first Prime Minister of the Democratic Congo and a victim of assassination in 1961, and Emiliano Zapata, a Mexican revolutionary.) Angela Davis, then a graduate student and key member of the coalition, described the initial mandate of the college in this way:

> "We envisioned it as a college which would admit one-third Chicano students, one-third Black students, and one-third working-class white students. We had it all worked out! Or at least we thought we did…I learned that I did not have to leave political activism behind in order to be an effective teacher."[34]

Even with a supposedly supportive administration, the Lumumba-Zapata coalition faced significant pushback. Students will benefit from engaging with several sources, possibly in a jigsaw classroom format, prior to their close examination of the college's curricular plan. At 13 minutes in to a documentary on political philosopher and then-faculty member Herbert Marcuse, Angela Davis recounts a story of occupying the registrar's office to restart the stalled process and the way in which Marcuse used his own status to protect the students involved.[35] A short, student-developed history covers the eventual naming of the college and its final transformation into Thurgood Marshall College.[36] A New York Times article from the November after the school's founding expresses mild astonishment that in a place "led by Angela Davis, the black militant," students were "[going] quietly about their classes in a cluster of Quonset huts and wooden barracks."[37] The article goes on to give an uncritical description of fears about the college, allowing students to bring their own criticality to recognize the article's biases and assumptions.

In this case study, students build their skills in recognizing text structures and genre knowledge. Prior to reading the student-generated "Demands for the Third College,"[38] available online at the UCSD library, students will need to recognize the impact of the headings, numbered lists, and repeated signal phrases like

“In order to..” that guide readers through the reasons for each demand. Beginning with the declaration “We now seek to learn about ourselves from a minority perspective,” the unidentified writers call for an in-depth study of revolutions, economics, science, public health, development, “communication arts,” foreign language, and cultural heritage. Their final demand is for courses in “white studies” that will “emphasize the negative as well as positive elements of the history of Western civilization.” This document is the closest real-world example of what students should themselves be developing. Key questions to pose include “What kind of student are you? What kind of learner are you? How are those things aligned or not aligned?” At the close of the study, and very possibly inspired by the demands of the Lumumba-Zapata Coalition, students should identify at least two concepts or ideas that their local curriculum does *not* address, and add those to their syllabi.

Black Lives Matter at School

In their final case study, students will examine the impact of the Black Lives Matter movement and, specifically, the Week of Action that takes place in participating schools the first week of each February. Although this is an issue that may feel like “current events” to adults, background is still necessary. Incoming ninth graders in the 24-25 school year were infants in 2013, when the hashtag was coined in the wake of George Zimmerman’s acquittal for the killing of Trayvon Martin. They were toddlers when Darren Wilson killed Michael Brown in Ferguson, Missouri, in 2014, and not yet in middle school when Derek Chauvin murdered George Floyd in 2020. A factual review of the goals and founding of this movement helps students situate it in history; one example exists in Encyclopedia Britannica.[39] As a transition into this study students can read an excerpt from Chapter 11, “Saved,” of *The Autobiography of Malcolm X.* In this chapter, Malcolm X describes the origins of his experience as a self-taught intellectual, and especially of the way in which reading history “opened [his] eyes gradually, and then wider and wider” to embedded and institutionalized racism.[40]

Students can again engage with layered text sets to establish their background knowledge; locally, they can review video of a newly-wed couple who joined a 2020 Philadelphia protest,[41] a skeptical article on the first Week of Action in Philadelphia[42] , a more supportive article on the Week of Action in Philadelphia in 2018,[43] the blog post announcing the first Week of Action and enumerating the thirteen principles[44] , and Philadelphia’s local BLM campaign for educational justice.[45] Stories on local and national pushback to Black Lives Matter activities in schools specifically allows students to assess the perceived role of education in society, while also sharing their own memories and experiences with this movement and its impact, or lack thereof, on individual classrooms in Philadelphia.

Black Lives Matter At Schools began in Seattle in the fall of 2016, but quickly spread to Philadelphia. The Racial Justice Organizing Committee, a subset of a caucus of the teacher’s union, formed to “[shine] a light on the systemic racism and austerity that resulted in our children receiving less, year after year, stripping them of the education they deserved.”[46] The curriculum developed for the week focused each day on a few of the thirteen principles of Black Lives Matter. Anticipating and receiving local backlash, teachers and students involved in the organizing prepared a FAQ sheet to counter misinformation.[47] After several years, the various groups supporting the Week of Action coalesced around four key demands: an end to zero-tolerance, punitive school discipline, better hiring *and retention* of Black teachers, Black and ethnic studies curriculum from kindergarten through twelfth grade, and bringing District schools in line with a national recommendation of one counselor for every 250 students.[48] In reviewing the thirteen principles of Black Lives Matter and the demands of the Week of Action, students can engage in their own vision of a more equitable future.

In this study, students must evaluate the importance of background knowledge and identify how organizers for Black Lives Matter and Black Lives Matter At Schools prioritized the context and history of their movements. Exploring the crowd-sourced Curriculum Resource Guide[49] for Black Lives Matter At School reveals more resources across grade levels, content areas, and topics than could be taught in years. My local chapter of BLM also offers annual resource guides and calendars in a broadly accessible Google Doc, each resource tagged by the principle it espouses.[50] Students can review, evaluate, and borrow from these resources to update their own syllabi with texts that will empower them to make changes in their next four years of high school.

At the close of these case studies, students will have studied five different aspects of literacy from the perspective of five different groups of or individual readers and begun to generate their own, personal reading lists to shape their growth as intellectuals and activists. These personal syllabi will include how they wish their growth to be measured and will supplement (and, where necessary, counter) state or district mandates. By learning from the past, students will establish more control over their literary and intellectual futures.

Teaching Strategies

Layered Texts

Layered texts, another strategy promulgated by *Cultivating Genius,* consists of a teacher sharing multiple short, multimodal texts with students to engage interest and share knowledge on a common issue. Each case study includes a mix of primary and secondary sources, and additional resources for each study are included below.

Close Reading

Close reading is the educational term for the strategy of sustained, focused engagement with a specific, short text. This might look like multiple readings: one for literal comprehension, one for annotation, one to identify ideas and concepts inferred by the text, one to recognize the specific linguistic and composition choices by the author, and one to answer text-dependent questions created by the teacher.[51]

Annotation

Annotation for a specific purpose, usually relying upon a consistent and shared coding system, helps students track their own comprehension with a text. Many schools or curricula have specific annotation systems mandated, but in the case of this unit I ask students to annotate for misunderstandings, knowledge, reactions, and connections. Students indicate while reading words or phrases that are new or confusing to them, names, places and events that they are already familiar with, emotional reactions positive or negative, and personal or family connections to what they are reading.

Guided Oral Reading

This is a strategy to build fluency and comprehension. A teacher (or fluent peer) reads a text aloud to model fluency and accuracy, and students then reread the text silently and aloud to themselves or to a partner.

Jigsaw Reading

When asked to "jigsaw" a text, students work in small groups or individually and are each responsible for understanding a particular smaller part of a whole-class text and then sharing their knowledge with the rest of their group or with the whole class. Jigsaw reading can be an effective way to break down a larger text, to differentiate for individual student needs, and to give students more opportunities to function as the teachers in the classroom.

Silent Discussion

In a "silent discussion," students respond to texts and to each others' thoughts through writing rather than speaking. This can look like passing papers from desk to desk, though I find it more engaging to collect and shuffle papers, or even have students create paper airplanes and toss the papers into a central receptacle like a laundry basket, so that they do not necessarily know to whom they are responding.

Classroom Activities

Introductory Lesson

By the end of this lesson, students will be able to summarize and define the five core aspects of reading, and to cite evidence when reacting to past laws outlawing literacy. The teacher will engage students' attention first through a silent discussion reacting to a few key quotes from Douglass' writing, asking students to identify ways in which they do or do not feel a similar connection to reading. As the teacher briefly reviews the five areas of literacy with examples, students will assess their own reading. Students will then apply these skills to reading the excerpted anti-literacy laws listed above, engaging in a written or spoken discussion to answer the question "What was the purpose of these laws, and do you think they were effective?"

Lessons 2 & 3: The Purpose of Literacy is Self-Liberation

By the end of these two lessons, students will engage with autobiographical and fictional writings from the perspective of antebellum Black readers in order to identify the impact of literacy and the role of basic phonics. In the first day focused on phonics & "illegal" reading, students will begin by analyzing excerpts from Webster's blue-backed speller, available in the resources and also through searches online, with the teacher emphasizing the introductory nature of this text. Students will then annotate Chapter 10 of Douglass' autobiography, following the procedure described above, as the teacher reads aloud. Students will close by reflecting on Douglass' experiences, with a particular focus on the ways in which he takes a speech meant to discourage his mistress from teaching him and makes it a personal manifesto on the importance of literacy. On the second day, students will apply the phonics principles laid out in the speller to read aloud and annotate Paul Laurence Dunbar's "An Antebellum Sermon" and France Ellen Watkins Harper's "Learning to Read." Both poems are written in an adopted voice, something key to underline for students, but both poems engage with questions of literacy and rights. Harper's poem is straightforward, with basic vocabulary, while Dunbar's is written in a dialect that will require careful work by students. After reacting to these concepts in class discussion, students will review a list of 9th grade readings, and identify a biographical or autobiographical text not currently in the curriculum they would like to read before graduating high school.

Lessons 4 & 5: The Purpose of Literacy is Intellectual Growth

After these lessons, students will be able to define a classical education and debate the purpose of education through a key institution of Philadelphia history, while also building vocabulary knowledge through Greek and Latin roots. Students will begin by exploring layered texts to build background on the Institute for Colored Youth, including Google Maps images of the old Institute location, the story of Jesse Ewing Glasgow Jr., the original Will and letter to the paper dismissing college education for Black students, and the opening paragraphs of William Whipper's address to the Reading Room Society. Students will define the original mission of the Institute for Colored Youth, debate the different views of education defined in the writings, and predict how the Institute will be conducted. On the second day, students will review the journal entries of Emilie Davis and contrast those with the final exam questions she would be expected to answer by the end of her learning. Students will complete a self-assessment on Greek and Latin roots of vocabulary, and identify at least one piece of classical or canonical literature written before 1900 which they would like to read before graduating high school.

Lessons 6 & 7: The Purpose of Literacy is Social Functioning

After these lessons, students will be able to not only summarize the impact of the Carlisle Indian School and contrast its mission with that of the Institute for Colored Youth, but also apply their reading skills to a broader range of primary sources by exploring the digitized archives. Students will begin by building background knowledge through a short video history of the school and a trailer for *Home From School: The Children of Carlisle,* a documentary covering the 2021 repatriation of students who died in the 1880s. To establish background understanding, students will review the digital archives of Carlisle Indian School, searching by topic with teacher guidance. The next day, students will annotate the two examples of school newspapers and read aloud student writing using the guided oral reading protocol to assess and practice their own fluency. This mini-study will conclude with students adding at least one text created by a teenager or young adult to their personal syllabus; teachers may want to consider using this as an opportunity to expand the definition of "text" and allow students to add a filmmaker or social media presence to their syllabus with appropriate justification.

Lessons 8 & 9: The Purpose of Literacy is Self-Determined

In these lessons, students will analyze the relationship between higher education and activism and the role of one group of students at the University of California San Diego in defining their own education. The teacher will begin by giving students a basic background understanding of campus activism in the 1960s, using suggested materials, and students will analyze the ways which campus and societal upheaval can interact and what this can say about previous opposition to the Institute for Colored Youth and offering college pathways at the Carlisle Indian School. Students will build their background knowledge of the Lumumba-Zapata Coalition and the Third College through a review of different primary and secondary sources including news reports and Angela Davis' video reflection from *Herbert's Hippopotamus.* On the second day, the teacher will explicitly teach text structures and signal phrases, leading students in an understanding of genre and text features and how these can impact comprehension, before students analyze the Lumumba-Zapata course of study and use it as a model to begin building their personal syllabus in a structured format. Students will contrast the opening paragraphs of this proposal with the assimilationist writings from Carlisle Indian School, and also review their local curriculum for major concepts or ideas that may be missing and should be added to their personal syllabi.

Lessons 10 & 11: The Purpose of Literacy is to Make Change

In these lessons, students will analyze the online resource guides of the Black Lives Matter movement to answer the question "Why is background knowledge important?" and "What is the role of history in activism?" As a transitional text, students will first read an excerpt of *The Autobiography of Malcolm X,* beginning in chapter 11 when he describes his reading experiences with "Many who today hear me [...] will think I went to school far beyond the eighth grade"[52] and continuing through his discussion of the importance of history. Students will then compare his writings to the current Black Lives Matter movement, divided into jigsaw groups to explore sources that will give them a background understanding of the movement locally and nationally. The next day, students will educate one another on their findings and further analyze the importance of background knowledge to understanding the curriculum resources suggested by Black Lives Matter at Schools Week of Action. After identifying some key concepts and ideas covered in these resources, students will add two nonfiction sources to their personal syllabi.

Lesson 12: Closing Discussion

In the final lesson, students will cite evidence from their annotations across the unit in order to engage in a class discussion on the purpose and function of literacy. Modeling their writing after either the Lumumba-Zapata Coalition's introduction to their demands or the preamble of the Pittsburgh African-American Education Society[53] , students will add a statement of purpose to their personal syllabus that identifies their goals and expectations for their learning throughout high school. These syllabi will form part of students' individual learning plan portfolios that can follow them throughout high school.

Resources

Bibliography For Teachers

A More Perfect Union: National Endowment for the Humanities. (2023, November 30). *The language of resistance: Native american boarding schools*. National History Day. https://nhd.org/en/resources/the-language-of-resistance-native-american-boarding-schools/

This lesson plan from National History Day gives some background on the school and the writings of Stephen White Bear, author of "Speak Only English." It may be useful as an introductory or extension activity.

Anderson, T. (2020). "From Philly with Love: Black Lives Matter At School Goes National" in Black Lives Matter at School: An Uprising for Educational Justice. Hagopian, J., & Jones, D. (Eds.). (2020). Haymarket Books.

In this chapter, a teacher and activist from Philadelphia effectively summarizes the background and organizing necessary for Black Lives Matter at School to begin spreading widely.

Bishop, Rudine Sims. "'Mirrors, Windows and Sliding Glass Doors.'" *Perspectives: Choosing and Using Books for the Classroom* 6, no. 3 (1990). https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf.

This seminal article defines the concept of students needing to encounter "mirrors" of their own experiences and “windows” into others’ experiences in their reading.

Black Lives Matter: PHLEd. 2020. "Public Resource Share." *Racial Justice Organizing Committee.* Accessed July 14, 2024. https://docs.google.com/document/d/1QV9-pGwTIZhcdap7fC35sa36h49xlbw6Ecyw8taJWMI/edit.

This site provides a sample list of resources for Black Lives Matter Week of Action in Philadelphia. Teachers may also wish to share this with students during the relevant lessons.

Muhammad, G. (2020). *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*. Scholastic.

Dr. Muhammad’s book introduces Culturally & Historically Responsive education, including a number of concrete sample lessons and the historical background for her ideas.

Muhammad, Gholdy. *Unearthing Joy: A Guide to Culturally and Historically Responsive Teaching and Learning*. Scholastic Professional, 2023.

Dr. Muhammad’s follow-up book delves more deeply into joy as one of the five pursuits and is especially useful as a model for how to integrate art, music and poetry into layered texts.

National Reading Panel (U.S.) and National Institute of Child Health and Human Development (U.S.). *Report of the National Reading Panel: Teaching Children to Read: An Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. [Bethesda, Md.?]: U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development, 2000.

This report, even at a quarter-century old, is a good starting point for teachers who are seeking steps to take to improve specific literacy domains in their classrooms.

Smith, Reid, Pamela Snow, Tanya Serry, and Lorraine Hammond. 2021. "The Role of Background Knowledge in Reading Comprehension: A Critical Review." *Reading Psychology* 42 (3): 214-240.

This article effectively summarizes the importance of background knowledge and connected, cohesive texts in building students’ literacy.

Student Achievement Partners. 2020. “Instructional Content Nav - ELA / Literacy: Text-Dependent Questions.” Achievethecore.org. https://achievethecore.org/category/1158/ela-literacy-text-dependent-questions.

This site offers examples and guidance in generating text-dependent questions for any text.

Tovani, Cris. 2000. *I Read It, But I Don't Get it: Comprehension Strategies for Adolescent Readers.* Stenhouse Publishers.

Tovani’s book includes sample lessons and step-by-step instruction for teachers working

with adolescent readers who are behind grade level.

Williams, Heather Andrea. (2007). *Self-taught: African American Education in Slavery and Freedom*. University of North Carolina Press.

Williams' book summarizes the interactions of literacy, law and freedom before and after the end of the Civil War and provides compelling anecdotes that teachers may wish to share with students.

Reading List for Students

ANCHOR: A North Carolina History Online Resource. 2022. "Primary Source: A Bill to Prevent All Persons from Teaching Slaves to Read or Write, the Use of Figures Excepted (1830)." NCpedia | NCpedia. https://www.ncpedia.org/anchor/primary-source-bill-prevent.

This contains a sample of the kind of anti-literacy laws students can analyze in Lesson 1.

Britannica, T. Editors of Encyclopaedia. "Black Lives Matter." Encyclopedia Britannica, July 9, 2024. https://www.britannica.com/topic/Black-Lives-Matter.

This encyclopedia entry briefly summarizes the history of the Black Lives Matter movement, important especially for students in late middle or early high school who will have few memories of recent organizing.

Carlisle Indian School Digital Resource Center. 2016. "Documents | Carlisle Indian School Digital Resource Center." Carlisle Indian School Digital Resource Center. https://carlisleindian.dickinson.edu/documents.

This site contains the digital archives of Carlisle Indian School maintained by Dickinson University, searchable by name, topic, tribe, and more.

Carlisle Indian School. 1880. "Educational." *Eadle Keatah Toh*, January: 1. https://carlisleindian.dickinson.edu/publications/eadle-keatah-toh-vol-1-no-1

This site leads to a pdf of the first published Eadle Keatah Toh, a newspaper from Carlisle Indian School intended for public consumption.

Carlisle Indian School. 1882. "Speak Only English." *The School News*. January. 2 (8). https://carlisleindian.dickinson.edu/publications/school-news-vol-2-no-8

This site leads to a pdf of an issue of School News, intended for student consumption, that emphasizes the importance of Native students speaking only English.

Caucus of Working Educators. "Why the Black Lives Matter Movement is Vital for Us All." January 15th, 2017. https://www.workingeducators.org/why_black_lives_matter_is_vital_for_us_all

This blog post from a caucus of the Philadelphia Federation of Teachers union introduces the necessity of Black Lives Matter At School Week of Action.

The Carlisle Sentinel. 2021. "Watch Now: 'Home from School' Trailer." *YouTube*. https://www.youtube.com/watch?v=HKF9wfCSBa8.

This is a trailer for the documentary that covers the repatriation, in 2021, of students who died at Carlisle Indian School.

"Curriculum Resource Guide," Black Lives Matter at School, September 2023, accessed July 14, 2024, https://www.blacklivesmatteratschool.com/curriculum.html.

This is a nationally maintained and contributed to database of BLM curriculum, available for students to examine prior to adding to their own syllabus.

Dickinson College. 2021. “History of the Carlisle Indian Industrial School.” Www.youtube.com. July 26, 2021. https://www.youtube.com/watch?v=tfOKRglt8e8.

This short history of Carlisle Indian School provides key background for students.

Diesen, Glenn. 2011. "Herbert's Hippopotamus: Marcuse and Revolution in Paradise." *YouTube.* March 4. Accessed July 14, 2024. https://www.youtube.com/watch?v=gbzhmMDFcFQ.

This documentary about academic and activist Herbert Marcuse includes a short segment at minute 13, where Angela Davis recounts protests around the founding of Lumumba-Zapata/Third College.

Douglass, Frederick. *The Life and Times of Frederick Douglass, from 1817-1882*. London: Christian Age Office, 1882. https://oll.libertyfund.org/titles/lobb-the-life-and-times-of-frederick-douglass-from-1817-1882.

Douglass’ autobiography covers his childhood, adolescence, escape from slavery and subsequent success. For this curriculum, students will read Chapter 10, “Learning to Read,” in its entirety.

Dunbar, Paul Laurence. 2020. "Poets.org." *An Ante-Bellum Sermon.* Accessed July 24, 2024. https://poets.org/poem/ante-bellum-sermon.

In this poem, Dunbar adopts the voice of an enslaved preacher in the antebellum south, recounting stories of liberation from the Bible while disingenuously disavowing any politics.

Giesberg, Judith, Michael Johnson, James Kopaczewksi, and Elizabeth Motich. 2015. “Library Exhibits: A Great Thing for Our People: The Institute for Colored Youth in the Civil War Era.” Villanova University Library. 2015. https://exhibits.library.villanova.edu/institute-colored-youth.

This online exhibit maintained by Villanova University includes a number of primary sources on the Institute for Colored Youth, including images and excerpts from key speeches and autobiographies connected with the Institute.

Giesberg, Judith. 2015. “African American Education: Emilie Davis.” African American Education. Historical Society of Pennsylvania. 2015. https://hsp.org/education/unit-plans/emilie-daviss-civil-war/african-american-education.

This online exhibit and sample lesson plans include scanned copies of the writings of a student at the Institute for Colored Youth, as well as additional helpful background.

Green, John. 2013. "The 1960s in America: Crash Course US History #40." *YouTube.* December 6. Accessed July 14, 2024. https://www.youtube.com/watch?v=lkXFb1sMa38.

This video gives basic background on events of the 1960s in the United States and will set the stage for students’ exploration of Lumumba-Zapata College.

Harper, Frances Ellen Watkins. n.d. "Learning to Read." *Poetry Foundation.* Accessed July 24, 2024. https://www.poetryfoundation.org/poems/52448/learning-to-read-56d230ed0fdc0.

In this poem, Frances Ellen Watkins Harper, a Black activist and journalist during and after the Civil War, adopts the persona of an elderly Black woman excited to gain her literacy.

Lumumba-Zapata College: B.S.C.-M.A.Y.A. Demands for the Third College, U.C.S.D. 1969. San Diego, Calif: [publisher not identified].

The demands of the Lumumba-Zapata Coalition include a wide range of material to be studied in the new college from a variety of specific viewpoints, with a focus as well on a governance structure to ensure student voice and power. This is the closest to a specific mentor text for students and should be read for structure and genre as much as for content.

Membean. "Word Roots," 2023. Accessed July 14, 2024. https://membean.com/roots/

Membeam is a basic vocabulary-building study site and one example of the kind of introductory study of Greek and Latin roots and etymology that students could explore while learning about the Institute for Colored Youth. Teachers with this instruction already embedded in their curriculum may wish to use their own materials.

The New York Times. (1970, November 15). ATTACKS CONTINUE ON COAST COLLEGE. *New York Times*, 65.

This contemporary news article on the founding of Third College is not only a valuable secondary source but an interesting text for students to use to explore tone and assumption, as the author expresses clear bias against Angela Davis and the other organizers.

Murphy, Darryl C. 2018. "Students and community members have a family talk during Black Lives Matter Week of Action." *Chalkbeat*, February 12. Accessed July 14, 2024. https://www.chalkbeat.org/philadelphia/2018/2/12/22183427/students-and-community-members-have-a-family-talk-during-black-lives-matter-week-of-action/.

This article from the second annual Black Lives Matter At School Week of Action in Philadelphia gives students an example of how activism can deliberately blur the lines between school and community.

NBC10 Philadelphia. "On Wedding Day, Couple Joins Philly's Massive Black Lives Matter March | NBC10 Philadelphia," June 9, 2020. https://www.youtube.com/watch?v=pTaSWPjlzyc.

This is a short, local news video covering some of the Black Lives Matter protests in Philadelphia in the spring of 2020.

PBS. 2004. "Slavery and the Making of America. The Slave Experience: Education, Arts, & Culture | PBS." Slavery and the Making of America. The Slave Experience: Education, Arts, & Culture | PBS. https://www.thirteen.org/wnet/slavery/experience/education/docs2.html.

This contains the preamble of the Pittsburgh African American Education Society, another example of a group clearly laying out the justification for their learning and literacy and connecting it explicitly to social change.

"Racial Justice Organizing - Demands," 2020. https://sites.google.com/view/racialjusticeorganizing/blm-week-of-action-in-schools/demands?authuser=0.

This site summarizes the policy demands and the 13 principles of Black Lives Matter At School Week of Action in student-friendly language.

Sasko, Claire. “Philly Teachers’ Black Lives Matter Curriculum Drawing Support, Scorn.” Philadelphia Magazine, January 23, 2017. https://www.phillymag.com/news/2017/01/23/teachers-black-lives-matter-curriculum/.

This is another local news article from the first Black Lives Matter At Schools Week of Action, covering objections to the idea.

School District of Philadelphia. 2020. "RJOC Copy of BLM Week of Action at School FAQs for Parents." *The School District of Philadelphia.* Accessed July 14, 2024. https://www.philasd.org/key/wp-content/uploads/sites/438/2021/03/BLMWOA.pdf.

This is an example of material the School District of Philadelphia shared with families concerned about the celebration of Black Lives Matter At School Week of Action.

Shragge, Abe, and Kate Pillion. 2010. "A Short History :: Celebrating TMC's 40th Anniversary – Thurgood Marshall College :: UC San Diego's Third College." *Undergraduate Colleges Business Office.* January. Accessed July 14, 2024. https://provost.ucsd.edu/marshall/40th/history/short-history.html.

This site covers the basic history of the founding of Third, later Thurgood Marshall College.

Smith, Clint. 2022. "Women and the Black Power Movement." *Youtube.com.* June 14. Accessed July 14, 2024. https://youtu.be/j-OMR3h4Isw?si=lHdTS6atR1fyWqkx.

This short video, similar to the John Green one mentioned above, provides key background for students before they engage with the story of the Lumumba-Zapata Coalition.

X, Malcolm, and Alex Haley. 1992. *The Autobiography of Malcolm X: As Told to Alex Haley.* New York: Ballantine Books.

Malcolm X’s autobiography is a wide taught text and, in my district, students have already engaged with all or most of it in previous years. An excerpt from Chapter 11, “Saved,” provides a key example of the importance of background knowledge in building literacy.

Appendix on Applying District Standards

CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

Throughout the unit, students will compare the central ideas of multiple texts on similar topics, examining how ideas interact both within and across time periods through the use of the layered-texts strategy.

CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.

In class discussions and annotations, students will cite textual evidence to support their analysis of the meaning and purpose of education in the different materials.

CC.1.2.9–10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.

Especially when reading the materials regarding the Institute for Colored Youth, the Carlisle Indian School, and the Lumumba-Zapata College, students will assess the different rhetorical moves of the writers and how they argue for or against different functions of literacy.

CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.

Students will assess how the authors they are reading express their beliefs for or against the different functions of education, and the ways in which Dunbar and Harper adopt specific personae to make their points in their poetry.

CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Students will closely read and annotate texts from as far back as the late 18th century as well as materials currently designed for college-educated teachers, identifying words they do not recognize. Students will also apply etymological analysis to words with Greek or Latin roots, building on the classical education applied in the Institute for Colored Youth.

CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

With each case study, students will continue their ongoing debates about the purpose of literacy and what texts should or should not be added to their personal syllabi.

CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

Students will review primary sources from key figures and institutions in local and national history and use these sources to set their own literacy goals.

CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

In generating their final personal syllabi, students will draft a persuasive argument for the texts they include.

Notes

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