Unit 6, Lesson 1

By Unit 6, **Units 1–5** activities have already been taught and include the following skills and strategies:

TEACHER SUPPORT		
STRONG	MODERATE	**STUDENT INDEPENDENCE**

- Story structure (main character, setting, plot)
- PQCS strategy (prediction)
- Oral and silent reading: fluency practice
- Think-pair-share strategy

TEACHER SUPPORT		
STRONG	**MODERATE**	STUDENT INDEPENDENCE

- PQCS strategy (question generation)

TEACHER SUPPORT		
STRONG	MODERATE	STUDENT INDEPENDENCE

- PQCS strategy (clarification)

Unit 6, Lesson 1, includes the following skills and strategies:

TEACHER SUPPORT		
STRONG	MODERATE	**STUDENT INDEPENDENCE**

- PQCS strategy (prediction, question generation)
- Story structure (main character)
- Oral reading: fluency practice (cold timing)

TEACHER SUPPORT		
STRONG	**MODERATE**	STUDENT INDEPENDENCE

- PQCS strategy (clarification)

TEACHER SUPPORT		
STRONG	MODERATE	STUDENT INDEPENDENCE

- PQCS strategy (summarization)

Lesson 1 specifics across the **two instructional tracks** include the following:

Part A: Vocabulary and Comprehension Strategies: PQCS Strategy: Prediction
- Working with partners to complete the Prediction Chart in the Workbook.

Part A: Vocabulary and Comprehension Strategies: PQCS Strategy: Question Generation
- Working with partners to complete the Question-Generation Chart in the Workbook.

Part A: Vocabulary and Comprehension Strategies: PQCS Strategy: Clarification
- Working with partners to complete the Clarification Chart in the Workbook.

Part A: Vocabulary and Comprehension Strategies: PQCS Strategy: Summarization
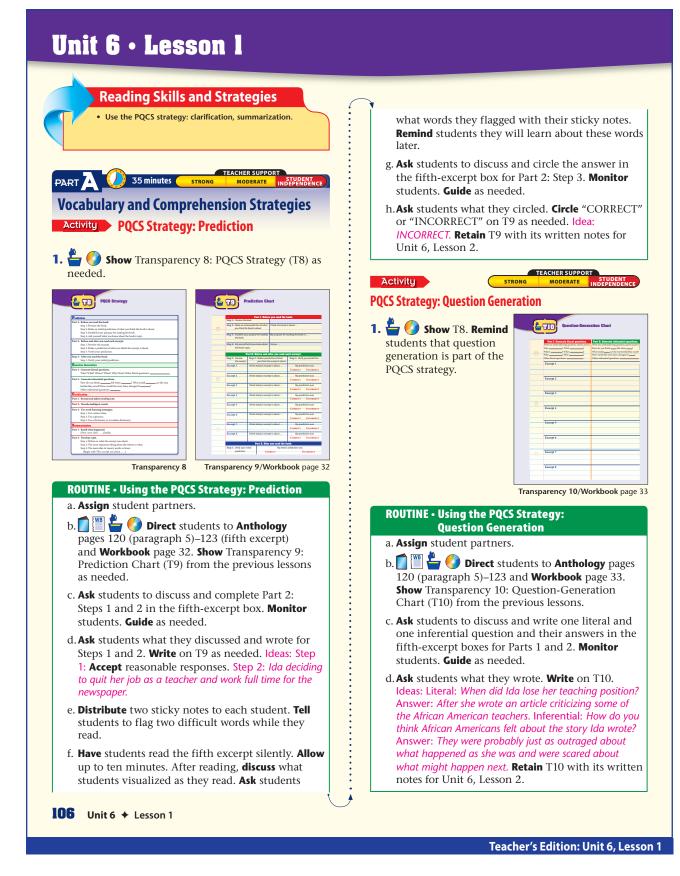- As a class, completing the Summarization Chart in the Workbook while following teacher modeling and think-alouds.

Part A: Vocabulary and Comprehension Strategies: Story Structure: Main Character
- Working with partners to complete the Character-Analysis Chart in the Workbook.

Part B: Fluency Strategies: Cold Timing
- Working with partners to complete a cold timing using the Unit 6 fluency passage.

Unit 6 • Lesson 1

> **Reading Skills and Strategies**
> • Use the PQCS strategy: clarification, summarization.

PART A | 35 minutes | TEACHER SUPPORT: STRONG — MODERATE — STUDENT INDEPENDENCE

Vocabulary and Comprehension Strategies

Activity ▶ **PQCS Strategy: Prediction**

1. 📖 🌐 **Show** Transparency 8: PQCS Strategy (T8) as needed.

Transparency 8   **Transparency 9/Workbook** page 32

ROUTINE • Using the PQCS Strategy: Prediction

a. **Assign** student partners.

b. 📘 WB 📖 🌐 **Direct** students to **Anthology** pages 120 (paragraph 5)–123 (fifth excerpt) and **Workbook** page 32. **Show** Transparency 9: Prediction Chart (T9) from the previous lessons as needed.

c. **Ask** students to discuss and complete Part 2: Steps 1 and 2 in the fifth-excerpt box. **Monitor** students. **Guide** as needed.

d. **Ask** students what they discussed and wrote for Steps 1 and 2. **Write** on T9 as needed. Ideas: Step 1: **Accept** reasonable responses. Step 2: *Ida deciding to quit her job as a teacher and work full time for the newspaper.*

e. **Distribute** two sticky notes to each student. **Tell** students to flag two difficult words while they read.

f. **Have** students read the fifth excerpt silently. **Allow** up to ten minutes. After reading, **discuss** what students visualized as they read. **Ask** students

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what words they flagged with their sticky notes. **Remind** students they will learn about these words later.

g. **Ask** students to discuss and circle the answer in the fifth-excerpt box for Part 2: Step 3. **Monitor** students. **Guide** as needed.

h. **Ask** students what they circled. **Circle** "CORRECT" or "INCORRECT" on T9 as needed. Idea: *INCORRECT.* **Retain** T9 with its written notes for Unit 6, Lesson 2.

Activity ▶ | TEACHER SUPPORT: STRONG — MODERATE — STUDENT INDEPENDENCE

PQCS Strategy: Question Generation

1. 📖 🌐 **Show** T8. **Remind** students that question generation is part of the PQCS strategy.

Transparency 10/Workbook page 33

ROUTINE • Using the PQCS Strategy: Question Generation

a. **Assign** student partners.

b. 📘 WB 📖 🌐 **Direct** students to **Anthology** pages 120 (paragraph 5)–123 and **Workbook** page 33. **Show** Transparency 10: Question-Generation Chart (T10) from the previous lessons.

c. **Ask** students to discuss and write one literal and one inferential question and their answers in the fifth-excerpt boxes for Parts 1 and 2. **Monitor** students. **Guide** as needed.

d. **Ask** students what they wrote. **Write** on T10. Ideas: Literal: *When did Ida lose her teaching position?* Answer: *After she wrote an article criticizing some of the African American teachers.* Inferential: *How do you think African Americans felt about the story Ida wrote?* Answer: *They were probably just as outraged about what happened as she was and were scared about what might happen next.* **Retain** T10 with its written notes for Unit 6, Lesson 2.

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Teacher's Edition: Unit 6, Lesson 1

Activity

TEACHER SUPPORT

| STRONG | MODERATE | STUDENT INDEPENDENCE |

PQCS Strategy: Clarification

NOTE: If you are unable to provide each student a computer, provide computer access to small groups of students, or use electronic spell-checkers.

1. **Show** T8. **Remind** students that clarification is part of the PQCS strategy.

Clarification Chart

Part 1: Reread and adjust reading rate.

Part 2: Decode multipart words.	Part 3: Use word-learning strategies.
	Step 1: Use context clues.
	Step 2: Use a glossary.
	Step 3: Use a dictionary or an online dictionary.
Excerpt 1	
Excerpt 2	
Excerpt 3	
Excerpt 4	
Excerpt 5	
Excerpt 6	
Excerpt 7	
Excerpt 8	

Transparency 11/Workbook page 34

ROUTINE • Using the PQCS Strategy: Clarification

a. **Assign** student partners.

b. **Direct** students to **Anthology** pages 120 (paragraph 5)–123 and **Workbook** page 34. **Show** Transparency 11: Clarification Chart (T11) from the previous lessons. **Provide** dictionaries and access to an online dictionary.

c. **Read** Part 1 to students.
• Part 1: Reread and adjust reading rate.

d. **Have** students practice silently rereading a paragraph and then discuss what they did.

e. **Ask** students what they discussed.

f. **Read** Part 2 to students.
• Part 2: Decode multipart words.

g. **Ask** students to discuss the difficult words they flagged and then to write in the top and bottom parts of the fifth-excerpt box for Part 2.

h. **Ask** students what they wrote. **Write** on T11. Ideas: *Qual/if/i/ca/tions; eye/wit/ness; amm/un/i/tion.*

i. **Read** Part 3 to students.
• Part 3: Use word-learning strategies.
• Step 1: Use context clues.
• Step 2: Use a glossary.

• Step 3: Use a dictionary or an online dictionary.

j. **Ask** students to discuss and write the definitions in the top and bottom parts of the fifth-excerpt box for Part 3.

k. **Ask** students what they wrote and where they found their definitions. **Write** on T11. **Retain** T11 with its written notes for Unit 6, Lesson 2.

Activity

TEACHER SUPPORT

| STRONG | MODERATE | STUDENT INDEPENDENCE |

PQCS Strategy: Summarization

1. **Show** T8. You've learned that each letter of the PQCS strategy stands for something. **Point** to each part of the strategy as you read. The *P* stands for "Prediction." The *Q* stands for "Question Generation." The *C* stands for "Clarification." And the *S* stands for "Summarization." Now you'll learn more about summarization.

2. To summarize means to figure out only the most important information about what you read. Completing your Plot-Analysis Chart was good practice for learning about summarization. How did the Plot-Analysis Chart help you understand what you read? **Accept** reasonable responses.

3. You'll learn two important summarization skills: retell and gist. To retell means to describe the events that happened in the story from beginning to end. You describe the main character and the setting. You use the words you already know—*first, next,* and *finally*—to describe what happened. From now on, however, you'll also add *then* statements to fill in more events of the story. I'll tell you more about that later. The last thing that's important to know is that when you retell something you read, you'll use more words than you used on your Plot-Analysis Chart. You'll use more words because you'll retell the entire story—from beginning to end—like a storyteller would. You'll need to tell the story in sequence, putting the events of the story in the order they happened.

4. When you're finished retelling the story, you'll write a gist. The gist of something is the main idea, or the most important part. When you write a gist, you'll write a short statement about the main idea of the excerpt you read. The main idea of the excerpt will have far fewer words than the retell. In fact, you're allowed only twenty words or fewer when you write a gist.

Unit 6 ✦ Lesson 1 **107**

Teacher's Edition: Unit 6, Lesson 1

5. [WB] 📘 🌐 **Direct** students to **Workbook** pages 43 and 44. **Show** Transparency 12: Summarization Chart (T12). Today you'll use the Summarization Chart in your **Workbook.** This chart will help you keep track of what you summarize. You'll use this same Summarization Chart for the last four excerpts of *Princess of the Press.* From now on, you'll use this chart instead of your Plot-Analysis Chart. You'll also write setting information in your Summarization Chart, so you won't use the Setting-Analysis Chart anymore either.

Transparency 12/Workbook page 43

ROUTINE • Using the PQCS Strategy: Summarization

a. **Show** T8. **Read** "Summarization" Parts 1 and 2 to students.

• Part 1: Retell what happened.

• Part 2: Develop a gist.

• Step 1: Whom or what the excerpt is about.

• Step 2: The most important thing about the whom or what.

• Step 3: The main idea in twenty words or fewer.

b. **Ask** students to read aloud "Summarization" Parts 1 and 2.

c. 📘 **Direct** students to **Anthology** pages 120 (paragraph 5)–123. **Show** T12. I'll use the Summarization Chart to retell what happened in the fifth excerpt of *Princess of the Press* and to develop the gist of the same excerpt. Don't forget to write your name, the date, and the book title at the top of the page. **Have** students write their name, date, and book title. **Provide** pencils, and have students copy everything you write as you model the think-aloud for T12: Part 1.

Think-Aloud **Part 1:** First, I need to retell what happened in the story. I don't need to write anything down. I'll use the words *first, next,* and *finally.* I'll also add *then* statements to fill in more details. I need to be sure to include information about the setting, too. To begin, I need to think about what I read. I'll skim the excerpt to remember the details so I can retell those details in sequence. **Skim** through **Anthology** pages 120 (paragraph 5)–123 and then stop to think about what you read. Let's see: First, Ida wrote for the *Memphis Free Speech and Headlight,* where she served as editor. Next, she continued to teach, and she wrote a story criticizing African American teachers. Then, Ida was fired, but she continued to write for the newspaper. Then, three African American men opened a grocery store in Memphis and became very successful. Then, the African American men's store was robbed, and African American men shot the three white men who broke in. Then, the African American men were jailed and were later killed. Finally, Ida returned from a trip and wrote an article about the lynchings. The stories appeared on the front page of the newspaper.

Part 2: Now I need to develop a gist. The gist is the main idea. The gist must be written in twenty words or fewer. First, I need to write whom or what the excerpt is about. The excerpt is about Ida B. Wells-Barnett. I'll shorten Ida B. Wells-Barnett to *Ida* because I'm summarizing. I'll write *Ida* in the fifth-excerpt box for Step 1. Second, I need to write the most important thing about the whom or what. This excerpt spent a great deal of time talking about what happened to the three African American men who were killed and also what Ida wrote about them. In the fifth-excerpt box for Step 2, I'll write *Three African American men lynched; Ida wrote about it.* I shortened what I wrote because I'm summarizing. Finally, I need to write the main idea in twenty words or fewer. The main idea begins with the words *This excerpt is about . . . .* I'll read over what I wrote for Steps 1 and 2 and try to get as close to twenty words as I can. The main idea is the most important part of what I read. I need to write one word in each blank in the fifth-excerpt box for Step 3, so I'll write *This excerpt is about the lynching of three African American men in Memphis and how Ida wrote about it.* **Count** the number of words written. I filled in nineteen of the twenty blanks, and I included information from Steps 1 and 2. If my main idea was more than twenty words, I would need to read over what I wrote and erase words so I could meet my twenty-word limit. **Retain** T12 with its written notes for Unit 6, Lesson 2. ❖

6. When could you use the Summarization Chart? **Accept** reasonable responses.

7. Why should you use the Summarization Chart? **Accept** reasonable responses.

Activity ▶

Story Structure: Main Character

1. 📱 **Direct** students to **Workbook** page 35. **Remind** students that they won't complete the Setting-Analysis or Plot-Analysis Charts anymore because the information has been incorporated into the Summarization Chart. **Tell** students they'll continue to complete the Character-Analysis Chart so they can keep track of important details and make personal connections with the character is this story.
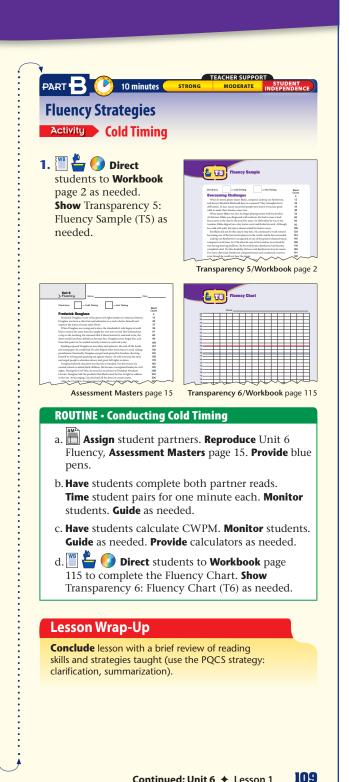
Transparency 1/Workbook page 35

ROUTINE • Analyzing the Main Character

a. **Assign** student partners.

b. 🖐️ 🔵 **Show** Transparency 1: Character-Analysis Chart (T1) from the previous lessons as needed.

c. **Ask** students to discuss character details and personal connections and then to write in the fifth-excerpt boxes in the "Character Details" and "Personal Connections" columns. **Monitor** students. **Guide** as needed.

d. **Ask** students what they wrote. **Write** on T1 as needed. Ideas: Character Details: *Wrote for* Memphis Free Speech and Headlight; *lost teaching job because of article; became co-owner of paper; made money; wrote article about lynchings; spoke out; brave to write article.* Personal Connections: **Accept** reasonable responses. **Retain** T1 with its written notes for Unit 6, Lesson 2.

e. **DISCUSSION: Discuss** why Ida wrote the article that appeared on the front page of the *Memphis Free Speech and Headlight.*

PART B ⏱ 10 minutes

Fluency Strategies

Activity ▶ **Cold Timing**

1. 📱 🖐️ 🔵 **Direct** students to **Workbook** page 2 as needed. **Show** Transparency 5: Fluency Sample (T5) as needed.

Transparency 5/Workbook page 2

Assessment Masters page 15

Transparency 6/Workbook page 115

ROUTINE • Conducting Cold Timing

a. **Assign** student partners. **Reproduce** Unit 6 Fluency, **Assessment Masters** page 15. **Provide** blue pens.

b. **Have** students complete both partner reads. **Time** student pairs for one minute each. **Monitor** students. **Guide** as needed.

c. **Have** students calculate CWPM. **Monitor** students. **Guide** as needed. **Provide** calculators as needed.

d. 📱 🖐️ 🔵 **Direct** students to **Workbook** page 115 to complete the Fluency Chart. **Show** Transparency 6: Fluency Chart (T6) as needed.

Lesson Wrap-Up

Conclude lesson with a brief review of reading skills and strategies taught (use the PQCS strategy: clarification, summarization).

Continued: Unit 6 ✦ Lesson 1 **109**
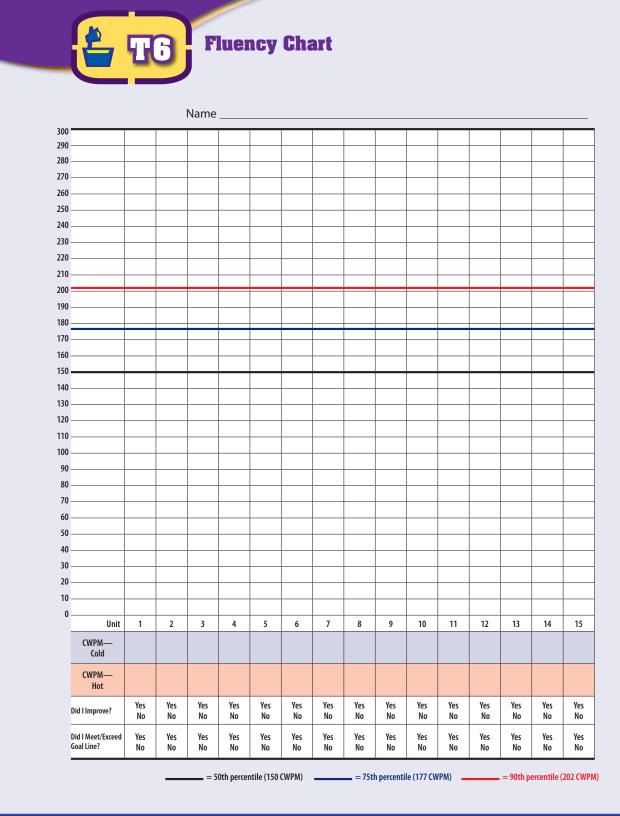
Unit 6
Fluency

Name _____ Date _____

Check box: ☐ = Cold Timing   ☐ = Hot Timing

	Word Count
Frederick Douglass	2

	Word Count
Frederick Douglass is one of the great civil rights leaders in American history.	15
Douglass was born a slave but used education as a tool to better himself and	30
improve the status of many other slaves.	37
When Douglass was young and a slave, the slaveholder's wife began to teach	50
him to read at the same time she taught her own son to read. Her husband put	67
a stop to the teaching. He reasoned that if slaves learned to read and write, the	83
slaves would use these abilities to become free. Douglass never forgot this, and	96
from that point on, he worked secretly to learn to read and write.	109
Reading exposed Douglass to new ideas and opinions. He read all the books	122
and newspapers he could find. He also helped other slaves learn to read, risking	136
punishment. Eventually, Douglass escaped and gained his freedom, devoting	145
himself to writing and speaking out against slavery. He told everyone his story	158
and urged people to abandon slavery and grant full rights to slaves.	170
Douglass believed education was the key to freedom. For this reason, he	182
wanted schools to admit black children. He became a recognized leader for civil	195
rights. During the Civil War, he served as an adviser to President Abraham	208
Lincoln. Douglass told the president that blacks must be free to fight as soldiers	222
in the war. At his urging, Lincoln freed all the slaves in certain states.	236
After the Civil War, Douglass devoted his efforts to helping blacks get the	249
right to vote. He helped elect Ulysses Grant president. In return, Grant pushed	262
for the Fifteenth Amendment, which guaranteed that black men could vote in	274
every state.	276
Douglass continued to speak out for civil rights the rest of his life. During his	291
travels, he often encountered examples of discrimination, and he would respond	302
by writing letters to the newspaper, pointing out these examples and calling	314
for change. His story inspired many people to take a stand for civil rights and	329
illustrated the value of education for all people in the United States.	341

Total Words Read	
Total Errors —	
Correct Words per Minute (CWPM) =	

Unit 6 ✦ Fluency **15**

T5 Fluency Sample

Check box: ☐ = **Cold Timing**   ☐ = **Hot Timing**

Word Count

Overcoming Challenges

	Word Count
	2

What do tennis player James Blake, composer Ludwig van Beethoven, | 12
and doctor Elizabeth Blackwell have in common? They triumphed over | 22
difficulties. In fact, many successful people have had to overcome great | 33
odds to make their dreams come true. | 40

When James Blake was five, he began playing tennis with his brother. | 52
At thirteen, Blake was diagnosed with scoliosis. He had to wear a back | 65
brace most of the day for the next five years. In 2004 when he was in his | 82
twenties, Blake slipped on a clay tennis court and broke his neck. Although | 95
he could still walk, his injury almost ended his tennis career. | 106

But Blake did not let this injury stop him. He continued to work toward | 120
becoming one of the best tennis players in the world, and he has succeeded. | 134

Ludwig van Beethoven is recognized as one of the greatest classical-music | 145
composers of all time. In 1796 when he was in his twenties, he noticed he | 160
was having hearing problems. By his mid-forties, Beethoven had become | 170
completely deaf. Yet this disability did not curb Beethoven's love for music. | 182
For years afterward, Beethoven composed music and conducted concerts, | 191
even though he could not hear the music. | 199

In 1849, Elizabeth Blackwell became the first woman to graduate from | 210
medical school in the United States. But the road to becoming a doctor | 223
wasn't an easy one. At that time, many people didn't think women should | 236
be doctors. Blackwell did not let that stop her. | 245

After graduating, Blackwell was not allowed to work in most American | 256
hospitals because she was a woman. She decided to move to France. While | 269
living in France, Blackwell contracted a terrible eye disease. Eventually she | 280
had to have her eye removed. | 286

Again, Blackwell did not let this obstacle stop her. Her continued | 297
medical practice changed the world of medicine. She trained many women | 308
to become nurses and doctors. | 313

Total Words Read	☐
Total Errors —	☐
Correct Words per Minute (CWPM) =	☐

Transparency 5

T6 — Fluency Chart

Name _____

Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CWPM—Cold															
CWPM—Hot															
Did I Improve?	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Did I Meet/Exceed Goal Line?	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No

——— = 50th percentile (150 CWPM) ——— = 75th percentile (177 CWPM) ——— = 90th percentile (202 CWPM)

T8

PQCS Strategy

Prediction

Part 1: Before you read the book:

    Step 1: Preview the book.

    Step 2: Make an initial prediction of what you think the book is about.

    Step 3: Establish your purpose for reading the book.

    Step 4: Ask yourself what you know about the book's topic.

Part 2: Before and after you read each excerpt:

    Step 1: Preview the excerpt.

    Step 2: Make a prediction of what you think the excerpt is about.

    Step 3: Verify your prediction.

Step 3: After you read the book:

    Step 1: Verify your initial prediction.

Question Generation

Part 1: Generate literal questions.

    Who? What? Where? When? Why? How? Other literal questions: _____

Part 2: Generate inferential questions.

    How do you think _____ felt when _____? Why would _____ act the way he/she/they acted? How would the story have changed if _____?

    Other inferential questions: _____

Clarification

Part 1: Reread and adjust reading rate.

Part 2: Decode multipart words.

Part 3: Use word-learning strategies.

    Step 1: Use context clues.

    Step 2: Use a glossary.

    Step 3: Use a dictionary or an online dictionary.

Summarization

Part 1: Retell what happened.

    (First, next, then . . . , finally)

Part 2: Develop a gist.

    Step 1: Whom or what the excerpt was about.

    Step 2: The most important thing about the whom or what.

    Step 3: The main idea in twenty words or fewer.

      (Begin with *This excerpt was about . . . .*)

T9

Prediction Chart

Part 1: Before you read the book:	
Step 1: *Preview the book.*	
Step 2: *Make an initial prediction of what you think the book is about.*	I think this book is about . . .
Step 3: *Establish your purpose for reading the book.*	My purpose for reading the book is . . .
Step 4: *Ask yourself what you know about the book's topic.*	I know . . .

Part 2: Before and after you read each excerpt:		
Step 1: *Preview the excerpt.*	**Step 2:** *Make a prediction of what you think the excerpt is about.*	**Step 3:** *Verify your prediction.*
Excerpt 1	I think today's excerpt is about . . .	My prediction was **CORRECT INCORRECT**
Excerpt 2	I think today's excerpt is about . . .	My prediction was **CORRECT INCORRECT**
Excerpt 3	I think today's excerpt is about . . .	My prediction was **CORRECT INCORRECT**
Excerpt 4	I think today's excerpt is about . . .	My prediction was **CORRECT INCORRECT**
Excerpt 5	I think today's excerpt is about . . .	My prediction was **CORRECT INCORRECT**
Excerpt 6	I think today's excerpt is about . . .	My prediction was **CORRECT INCORRECT**
Excerpt 7	I think today's excerpt is about . . .	My prediction was **CORRECT INCORRECT**
Excerpt 8	I think today's excerpt is about . . .	My prediction was **CORRECT INCORRECT**

Part 3: After you read the book:	
Step 1: *Verify your initial prediction.*	My initial prediction was **CORRECT INCORRECT**

T10

Question-Generation Chart

	Part 1: Generate literal questions.	Part 2: Generate inferential questions.
	Write one of the following questions and its answer. Who _____? What _____? Where _____? When _____? Why _____? How _____? Other literal questions: _____	*Write one of the following questions and its answer.* How do you think _____ felt when _____? Why would _____ act the way he/she/they acted? How would the story have changed if _____? Other inferential questions: _____
	Excerpt 1	
	Excerpt 2	
	Excerpt 3	
	Excerpt 4	
	Excerpt 5	
	Excerpt 6	
	Excerpt 7	
	Excerpt 8	

T11 Clarification Chart

Part 1: Reread and adjust reading rate.	
Part 2: Decode multipart words.	**Part 3: Use word-learning strategies.**
	Step 1: Use context clues.
	Step 2: Use a glossary.
	Step 3: Use a dictionary or an online dictionary.
Excerpt 1	
Excerpt 2	
Excerpt 3	
Excerpt 4	
Excerpt 5	
Excerpt 6	
Excerpt 7	
Excerpt 8	

T12

Summarization Chart

	Part 1: Retell what happened.		
	(First, next, then . . . , finally)		
	Part 2: Develop a gist.		
	Step 1: Whom or what the excerpt was about.	**Step 2:** The most important thing about the whom or what.	**Step 3:** The main idea in twenty words or fewer. (Begin with *This excerpt is about . . . .*)
	Excerpt 1		_____ _____ _____ _____ .
	Excerpt 2		_____ _____ _____ _____ .
	Excerpt 3		_____ _____ _____ _____ .
	Excerpt 4		_____ _____ _____ _____ .

African-Americans, it offered its readers thought-provoking news and opinions. When the editor of the *Evening Star* moved to Washington, D.C., Ida was chosen to take his place. "I tried to make my offering as acceptable as his had been," Ida wrote in her diary, "and before long I found that I liked the work."[4] Ida enjoyed writing items for the paper and reading them aloud at the Friday afternoon meetings.

Other newspapers began reprinting Ida's articles, and she received an offer to write for a paper published by the Baptist church called *The Living Way*. Ida's first article for *The Living Way* was a detailed account of her court case against the railroad. African-American newspapers around the United States reprinted the article.

Ida believed that her articles should tell a reader the truth in a simple, no-nonsense way. She signed her work "Iola," and African-American newspapers in other states regularly reprinted her pieces and asked her to write new articles for them. She was elected secretary of the Colored Press Association in 1889. The National Press Association called Ida "the princess of the press."

Although she was still working as a teacher, writing became more and more appealing to Ida. "I had made a reputation in school for thoroughness and discipline in the primary grades," Ida noted in her diary, "[but] I was never promoted above the fourth grade in all my years as a teacher. The confinement and monotony of the primary work began to grow distasteful. The correspondence I had built up in newspaper work gave me an outlet through which to express the real 'me,' and I enjoyed my work to the utmost."[5]

When Ida was twenty-seven years old, she was offered the opportunity to write for the *Memphis Free Speech and Headlight*, which was owned by J. L. Fleming and Reverend Taylor Nightingale, pastor of one of the largest African-American churches in town. "I refused to come in except as equal with themselves, and I bought a one-third interest," Ida wrote. "I was editor, Mr. Fleming was business manager, and Rev. Nightingale was sales manager."[6]

Ida continued teaching during the day to pay for the newspaper and to support herself. She spent her nights and weekends at the newspaper. She decided that something needed to be done to improve the poor condition of the school buildings for African-

Americans and the outdated books and materials black children had to use at school. She wrote an article about the schools that also criticized the qualifications of some of the African-American teachers.

"Needless to say," Ida wrote later, "that article created a sensation and much comment." Because of what she had written, Ida lost her teaching position. "But I thought it was right to strike a blow against a glaring evil and I did not regret it."[7]

Ida was determined to make a living as a writer. She began traveling around the country to introduce people to her newspaper and to urge them to subscribe. "In nine months," Ida wrote, "I had an income as nearly as large as I had received teaching and felt sure that I had found my vocation. I was very proud of my success because up to that time very few of our newspapers had made any money."[8]

Ida purchased Reverend Nightingale's share of the paper and became co-owner with J. L. Fleming. Then she began printing the newspaper on pink paper so that it stood out from other newspapers.

In March 1892, Ida sadly noted in her diary that "while I was thus carrying on the work of my newspaper, happy in the thought that our influence was helpful and I was doing the work I loved and had proved I could make a living out of it, there came the lynching in Memphis which changed the whole course of my life."[9]

A lynching occurs when an angry mob kills a person without due process of law. Since the beginning of the American slave trade in the eighteenth century, hundreds of African-American men, women, and children had been lynched. Although Ida knew that lynchings happened fairly often in the South, she had felt that the person who was lynched had done something wrong to deserve such a horrible punishment. The incident that became known as "the lynching at the Curve" affected her deeply and changed her views about lynching forever.

Thomas Moss and his wife, Betty, were two of Ida's closest friends. She was godmother to their daughter, Maurine. Thomas was a mail carrier who visited Ida's newspaper offices every day with letters and the latest news around town. Moss, along with Calvin McDowell and Henry Stewart, owned a business they called the People's

Ida with her friend Betty Moss, the widow of Thomas Moss, and Betty's children, Thomas Jr. and Maurine. Ida was Maurine's godmother. Thomas Moss was lynched by a mob in 1892.

Grocery Company in an area of Memphis known as "the Curve," because the streetcar tracks curved sharply at that point.

For a long time, a white grocery store had received most of the business in that area. When Thomas Moss and his partners opened their store, they began attracting many of the shoppers. Their business blossomed and their success made the other storekeeper jealous and angry. An argument at the Curve between a group of children, some white and some black, erupted into threats to "clean out the People's Grocery Company."

Moss and his partners consulted a lawyer who told them that they would not receive police protection because they were outside of the city limits. He advised them to arm themselves and protect their property. That night, March 5, 1892, around ten o'clock, three white men broke into the back of the People's Grocery Company and were shot and wounded.

The white-owned newspapers in Memphis ran several untrue stories claiming that the men who broke into the store were officers of the law, and that they were "hunting up criminals whom they had been told were harbored in the People's Grocery Company . . . a resort of thieves and thugs."[10]

The Memphis police used the incident as an excuse to raid the homes of more than one hundred African-American men and arrest and jail them on charges of "suspicion." Some white men were allowed inside the jail to point out the owners of the People's Grocery Company. Fearing trouble, several black men in Memphis armed themselves and stood outside the jail to prevent any lynchings. After

a couple of days, the men believed that the tension had eased and the crisis had passed, so they stopped standing guard at the jail.

That very night, the guards let a mob of white men into the jail. They yanked Thomas Moss, Calvin McDowell, and Henry Stewart out of their cells and took them outside the city limits to Cubbins Brick Yard. An eyewitness account said that Thomas Moss "begged for his life for the sake of his wife and child and his unborn baby." When asked if he had any last words, Moss said "tell my people to go West—there is no justice for them here."[11]

It was an unwritten rule that to kill a black person in America was not a crime. White mob rule prevailed over the letter of the law.

The news of the lynching shocked African-Americans in Memphis. They gathered together at the grocery store to talk quietly and mourn the deaths of their friends.

By the time Ida returned to town from her trip to Mississippi, her dear friend Thomas Moss had already been buried. She wanted to honor his life and protest his death, so she wrote this article, which appeared on the front page of the *Memphis Free Speech and Headlight:*

> The city of Memphis has demonstrated that neither character nor standing avails the Negro if he dares to protect himself against the white man or become his rival. There is nothing we can do about the lynching now, as we are out-numbered and without arms. The white mob could help itself to ammunition without pay, but the order is rigidly enforced against the selling of guns to Negroes. There is therefore only one thing left that we can do: save our money and leave a town which will neither protect our lives and property, nor give us a fair trial in the courts, but takes us out and murders us in cold blood when accused by white persons.[13]

During Ida's lifetime, African-Americans very seldom spoke out so forcefully. It was also unusual for a woman to say the things that Ida said. Ida's strongly worded article was a brave statement.

Unit 6
Princess of the Press

Lesson 1

Activity 1

Book Title _____

Summarization Chart

Name _____ Date _____

	Part 1: Retell what happened.		
	(First, next, then . . . , finally)		
	Part 2: Develop a gist.		
	Step 1: Whom or what the excerpt was about.	**Step 2:** The most important thing about the whom or what.	**Step 3:** The main idea in twenty words or fewer. (Begin with *This excerpt is about . . . .*)
	Excerpt 1		_____ _____ _____ _____ .
	Excerpt 2		_____ _____ _____ _____ .
	Excerpt 3		_____ _____ _____ _____ .
	Excerpt 4		_____ _____ _____ _____ .

Unit 6 ✦ Lesson 1 ✦ Activity 1 Summarization Chart **43**

Workbook: Unit 6, Lesson 1

Unit 6
Princess of the Press

Lesson
1

Summarization Chart, continued

Name _____ Date _____

Excerpt 5		_____ _____ _____ _____ _____ _____ _____ _____ _____.
Excerpt 6		_____ _____ _____ _____ _____ _____ _____ _____ _____.
Excerpt 7		_____ _____ _____ _____ _____ _____ _____ _____ _____.
Excerpt 8		_____ _____ _____ _____ _____ _____ _____ _____ _____.
What was the conflict/problem?	What was the climax/turning point?	What was the resolution/outcome?