

**MISD ELA Post Assessment 7.2—Persistent Pursuits—Close and Critical Reading—Student  
(test ID 10898)**

**THEME: Persistence and desire prevail in the face of opposition.  
*Glory Road* by Christopher Cleveland**

**INT. COLE FIELD HOUSE – MOMENTS LATER**

Haskins stands across from seven sleepy black players in the eerily empty gym. His face is full of angry emotion.

**HASKINS**

My whole life, all I ever cared about was winning. Making my teams the best they could be. I never cared about who I had to play, long as my players had the best chance to win. But all that changed today.

(looking at each player) It changed because Coach Rupp doesn't think you belong here simply because of the color of your skin. He thinks because you look different than him you're going to lose the National Championship. Now from what I know about you boys, I know that's a load'a bull. And I intend to show that good 'ol boy just what I think.

The players look at each other, a charge going through them.

**HASKINS**

So, I've made a decision tonight

Haskins face is filled with deep emotion. His eyes dart.

**HASKINS**

I'm only going to play you tomorrow in the final game. Just you.

There is a stunned silence among the players.

**HASKINS**

It's your game. I've made that decision because there's--...

Haskins voice cracks. He gets himself under control.

**HASKINS**

-- there's more to this game than just winning.

The players look shocked and emotional.

**HASKINS**

That's—that's all I had to say.

(beat)

You show them tomorrow. The world's watchin you.

He turns and walks out, his players watching him go, stunned.

**EXT. COLE FIELD HOUSE – PLAYERS ENTRANCE – THE NEXT DAY**

Miners bus pulls up. A crowd of KENTUCKY FANS PRESSES on police barricades. Miners step from the bus, with duffle bags.

They endure a BARRAGE of ugly RACIAL EPITHETS. A Corpulent woman SPITS on LATTIN. Hooded KLANSMEN threaten Haskins.

**KLANSMAN**

You want to be the first white man lynched since the Civil War—you go on and play them Negroes.

Haskins and the Miners walk past, silent.

**INT. HOTEL KITCHEN – SAME TIME**

Herman Carr sits with kitchen staff and friends, gathered around a TV, watching the images we have just seen, excited.

**CARR**

Come on. Turn it up. Turn it up.

**EXT. COLE FIELD HOUSE – DAY**

Flournoy's parents push through a throng of people, arms around each other, to a security line at the press entrance. Waiting groupies and fans crowd around. A GUARD stops them. Mr. Flournoy pulls out his wallet and identification.

**FLOURNOY'S FATHER**

We're the parents of one of the Miners. Flournoy. You have a pass for us?

The security guard checks his clipboard as people stare from all around. The guard nods and allows them through.

**INT. MINER'S LOCKER ROOM – COLE FIELD HOUSE LATER**

The team is getting dressed into Miner orange and white, as Ross stands at the chalk board and addresses the players.

**ROSS**

Kentucky's the fastest team in the country so Coach wants to go with speed.

**INT. HALLWAY OUTSIDE THE LOCKER ROOM – SAME TIME**

Moe stands with Haskins.

**MOE**

You sure you wanna do this, Coach? You get only seven players. One of them has a heart condition. They're gonna be more tired. You're breaking up chemistry. You been winning a whole season. You change your lineup and you may gamble it all away!

**HASKINS**

I know that, Squeaky. But first time in my life—this ain't a gamble. I made my decision.

**MOE**

... What about the others?

Haskins holds his look.

**INT. LOCKER ROOM – MOMENTS LATER**

Haskins comes inside and reads off the starting five.

**HASKINS**

Here's today's starting line up: Bobby Joe and Worsley, you're at guard. Big Daddy, you're at center. Orsten and Flournoy, you're at forward. Shadow, I'll bring you and Scoops off the bench.

The Black players nod, avoiding the eyes of the white players. Haskins looks at his white players.

**HASKINS**

Some of you may wonder if you're gonna play today—and I wanted to tell you that this—it wasn't an easy decision. Maybe it's not even the right decisions, but I—you won't be playing today.

He looks at each player. They look back at him, stunned.

**HASKINS**

I feel it's the only right thing to do. I hope you understand it.

The white players look at each other. Armstrong comes forward.

**ARMSTRONG**

Coach—

**HASKINS**

I know what this means to you, Jerry—I know what it means to all of you...

**ARMSTRONG**

No, Coach. You don't have to explain.

(looking at the Black players) We all heard what coach Rupp said.

He looks at Baudoin, Myers, Palacio, Togo. They nod. The whites stand together filled with emotion, facing the black players. Armstrong looks at each Black player.

**ARMSTRONG**

You go out there and beat those boys, you hear? We got folks watchin' back home. This is your moment. You go out there and do us proud, man. Do us proud.

Armstrong holds the game ball in his hands. He tosses it to Flournoy. Flournoy catches it. He looks stunned. The other Black players look at their white teammates, deeply moved. One by one the other white players reach out their hands for a handshake, Myers, Togo, Baudoin, and Palacio. Emotional, the black players shake in brotherhood. Flournoy, tears in his eyes, pulls Armstrong into an embrace.

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**What does the text say? (Briefly summarize the excerpt at the literal level.)**

**How does it say it? In other words, how does the author develop the text to convey his/her purpose? (What are the genre, format, organization, features, etc?)**

**What does the text mean? (What message/theme/concept is the author trying to get across?)**

**So what? (What does the message/theme/concept mean in your life and/or in the lives of others? Why is it worth sharing/telling? What significance does it have to your life and/or the lives of others?)**

**MISD MS Post Assessment 7.2—Persistent Pursuits—Close and Critical Reading--Student**

**THEME: Persistence and desire prevail in the face of opposition.**

**“We’re A Winner”** by Curtis Mayfield

We're a winner  
And never let anybody say  
Boy, you can't make it  
'Cause a feeble mind is in your way  
No more tears do we cry  
And we have finally dried our eyes  
And we're movin' on up (movin' on up)  
Lawd have mercy  
We're movin' on up (movin' on up)

We're living proof in alls alert  
That we're two from the good black earth  
And we're a winner  
And everybody knows it too  
We'll just keep on pushin'  
Like your leaders tell you to  
At last that blessed day has come  
And I don't care where you come from  
We're all movin' on up (movin' on up)  
Lawd have mercy  
We're movin' on up (movin' on up)

Hey, Hey  
We're movin' on up (movin' on up)  
Lawd have mercy  
We're movin' on up (movin' on up)

I don't mind leavin' here  
To show the world we have no fear  
'Cause we're a winner  
And everybody knows it too  
We'll just keep on pushin'  
Like your leaders tell you to  
At last that blessed day has come  
And I don't care where you come from  
We're just go move on up (movin' on up)  
Lawd have mercy  
We're movin' on up (movin' on up)  
We'll just keep on pushin'  
We're a winner  
Lawd, baby  
Everybody  
Hey, you know we're movin' on up

We're a winner

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**What does the text say? (Briefly summarize the excerpt at the literal level.)**

**How does it say it? In other words, how does the author develop the text to convey his/her purpose? (What are the genre, format, organization, features, etc?)**

**What does the text mean? (What message/theme/concept is the author trying to get across?)**

**So what? (What does the message/theme/concept mean in your life and/or in the lives of others? Why is it worth sharing/telling? What significance does it have to your life and/or the lives of others?) Answers will vary.**



**MISD ELA Unit Assessment: Close and Critical Reading Rubric**

<b>Questions</b>	<b>3 (meets assignment)</b>	<b>2 (partially meets)</b>	<b>1 (minimally meets)</b>	<b>Score</b>
<b>What does the text say? (Briefly summarize the story.)</b>	Answer is accurate, significant, and relevant with many details and examples. Details support point. Word choice and conventions support meaning.	Answer is accurate, significant, and relevant but has few details to support or explain the answer. Attempts at organization are partially successful. Word choice and errors in conventions do not distract from meaning.	Answer is inaccurate or a misinterpretation with little or no relevance to text or question. Ideas and content are not developed with details or appear random. Word choice and errors in conventions may distract from meaning.	__/3
<b>How does it say it? In other words, how does the author develop the text to convey his/her purpose? (What are the genre, format, organization, features, etc.?)</b>	Answer is relevant with many details and examples. Details support point. Word choice and conventions support meaning.	Answer is relevant but has few details to support or explain the answer. Attempts at organization are partially successful. Word choice and errors in conventions do not distract from meaning.	Answer contains misinterpretation and has little or no relevance to text, question, or genre. Ideas and content are developed with few or no details. Word choice and errors in conventions may distract from meaning.	__/3
<b>What does the text mean? (What theme/concept is the author trying to get across?)</b>	Answer is relevant with many details and examples. Details support point. Word choice and conventions support meaning.	Answer is relevant but has few details to support or explain the answer. Attempts at organization are partially successful. Word choice and errors in conventions do not distract from meaning.	Answer contains misinterpretation and little or no relevance to text or question or is a retelling or summary. Ideas are not developed with details. Word choice and errors in conventions may distract from meaning.	__/3
<b>So what? (What does the message/theme/concept mean in your life and/or in the lives of others? Why is it worth sharing/telling? What significance does it have to your life and/or to the lives of others?)</b>	Answer is relevant and/or insightful with many details and examples. Details support point. Word choice and conventions support meaning.	Answer is relevant but has few details to support or explain the answer. Attempts at organization are partially successful. Word choice and errors in conventions do not distract from meaning.	Answer contains misinterpretation and has little or no relevance to text or question. Answer appears random or inappropriate. Ideas and content are not developed with details. Word choice and errors in conventions may distract from meaning.	__/3
				<b>Total</b> __/12

Adapted from MISD Thematic Literature Units, 2007