

**MISD ELA Post Assessment 7.2—Persistent Pursuits—Close and Critical Reading—Teacher  
(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.

**MISD MS Post Assessment 7.2—Persistent Pursuits—Close and Critical Reading—Teacher  
THEME: Persistence and desire prevail in the face of opposition.**

***Glory Road* by Christopher Cleveland**

**What does the text say? (Briefly summarize the excerpt at the literal level.)** The text starts with Haskins talking to his black players. He tells them he is going to play all his black players and only his black players in the National Championship game. Haskins finishes by telling the players to “show them.” Next, the Miners’ bus pulls up to the Cole Field House and are met with Klansmen and derogatory swearing. The next scene is a man named Herman Carr watching the game around a TV. Flournoy’s parents are in the next scene; they are shown pushing themselves into the Cole Field House. Moe questions Haskins about his decision. Haskins stands by his decision. Moments later Haskins announces his decision to the rest of the team. Armstrong steps forward and tells Haskins he does not have to explain his decision. Armstrong tells the Black players to beat the other team and make them proud. Flournoy and Armstrong embrace.

**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?)** The text is an excerpt from the movie script *Glory Road*. The author highlights and capitalizes words to convey the set instructions. For example, **INT. COLE FIELD HOUSE – MOMENTS LATER** is an instruction to the director. It means the scene is shot inside the Cole Field House. The author also capitalizes and capitalizes names of the characters and puts them in boldface and underneath their names indents the words they speak. The text also offers directions for the actors and the camera person: “Haskins stands across from seven sleepy black players in the eerily empty gym. His face is full of strong emotion.” The words “strong emotion” offers insight into the intonation the actor who plays “Haskins” must use. It is interesting to note the use of alliteration in the directions, “seven sleepy.” The script also tells the director and camera person where to cut away and go next. For example, the first scene in this excerpt is inside the Cole Field House, and the next scene happens the next day outside the Cole Field House and then cuts away to the interior of a hotel kitchen with the character of Herman Carr. Though Carr is a minor character, the shot emphasizes his importance to Haskins’ decision. The author also uses all capitals to emphasize events or actions that should be caught in the shot, as in “KENTUCKY FANS PRESSES police barricades.” Sometimes the instructions include body types: “A Corpulent woman SPITS on LATTIN.” There are small suggestions for the prop and costume designers: “Miners step from the bus, with duffle bags.”

**What does the text mean? (What message/theme/concept is the author trying to get across?)**  
Persistence and desire prevail in the face of opposition.

**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?)**

I am reminded of the choices we make that take a stand. My choices say this is who I am and this is the stand I take for in my life. I think that when you make these choices you are aware of their defining impact upon your character. One of my defining choices was to become a teacher; I had to stand up to my parents, as they thought I could be more than a teacher. My moral compass said to me, “There is nothing more important than being a teacher.” Another decision I made years later was to continue teaching in a public school system. This time my choice revolved around my children. I had finished my Ph.D. and had an opportunity to jump into the college circuit. However, I would have been on the road a great deal of the time, and I would miss out on being with them and attending their

events. I would have been unable to be a Girl Scout Leader, etc. Once more, I turned to my moral compass. Life is filled with choices that are bigger than winning. How one responds to them defines his/her character.

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

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

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

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

The text states that the boy should never let anybody say that he has a weak mind. The author goes on to say that the boy that needs to stop crying because the boy is moving up. The author then states that he and the boy are from the same earth and they are winners if they just keep “pushin’.” The author proceeds to tell the readers to listen to their leaders, as the day has come and they are all moving up. The author does not mind leaving and encourages the reader not to show fear because everyone knows they are winners. No matter where they come from, they are moving on up.

**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?)** The text is a song with a title, “We’re A Winner.” It is organized in three stanzas. The author/song writer is Curtis Mayfield; he also wrote the song “People Get Ready.” The author’s use of “boy” is a reference to the way African Americans were referred to in the 60’s. Even grown African Americans were called “boys.” The author continues to emphasize the perception of African Americans with the phrase “...a feeble mind is in your way.” It was a common assumption during the 1960’s that African Americans were mentally inferior. However, the author reminds the listeners not to let anybody tell them they are inferior and to remember that they are moving on and up with the mercy of God. The author goes on to note that he (the author) is like his listeners: “we’re two from the good black earth.” His word choice, “good black earth,” emphasizes his African-American roots as well as the roots of his intended audience. This is a period of “Black Power,” and the word “leaders” most likely refer to men such as Malcolm X, Martin Luther King, Jr., and Eldridge Cleaver. The “blessed day has come” refers to equal rights and equality. The third stanza is the chorus, and the words “movin on up” in parentheses are most likely the lyrics for the back-up singers. The author uses repetition. For example, the phrase “movin’ on up” is repeated numerous times, emphasizing the message. Religious reference is a motif that emphasizes the Black Church’s involvement in the Civil Rights of the 1960’s. The author’s use of “we’re” and “we’ll” emphasizes the author’s connection to the struggle and his connection to the audience.

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

Persistence and desire prevail in the face of opposition.

**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.** This song reminds me of numerous stories of the 1960s, many depicted in film or passed on orally. For example, *Remember the Titans*, *Glory Road*, *Malcolm X*, and *The Hurricane* all show the power of African American, at times joined with whites, overcoming obstacles together. There are many types of power. The power “over” others weakens both the victor and the vanquished, as in Apartheid. The power “under” is the power that the weak have with their silence and subversive acts. However, I believe the power “with” others is the most dynamic type of power. It is this power that changes our worlds. Power “with” is the power of teams, civil rights, and unions; it is the power of the American Revolution and the Boston Party. The word “we” reflects this power. I

love belonging to a community because we push each other to be more than we think we can be. I love belonging to a country where “we are winners.”

**MISD ELA Unit Assessment: Close and Critical Reading Rubric (R.CS.07.01, W.PR.07.01-05)**

Questions	3 (meets assignment)	2 (partially meets)	1 (minimally meets)	Score
<b>What does the text say? (Briefly summarize the story.)</b> <i>R.CM.07.02</i>	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> <i>R.NT.07.02, R.NT.07.04, R.IT.07.01, R.IT.07.02, R.IT.07.03</i>	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> <i>R.NT.07.04, R.IT.07.01, R.CM.07.03</i>	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> <i>R.CM.07.01, R.CM.07.03</i>	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  <div style="border: 1px solid black; padding: 5px; display: inline-block;">                         Total                          __/12                     </div>

Adapted from MISD Thematic Literature Units, 2007