

Grades 11–12 Playlist: Determining and Analyzing Central Ideas in *Brown v. Board*

Aligns with *CCSS.ELA-LITERACY.RI.11-12.2*:

- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Welcome

Complex **nonfiction writing** often contains many ideas. These ideas are organized in such a way as to promote a particular argument, interpretation, or point of view. For example, **central ideas** work together to support the **thesis statement**, so they will often be developed, explained, and integrated with one another over the course of a reading so as to further the analysis and confirm the thesis statement.

There are quite a few methods that can be applied when determining and analyzing central ideas of a text. The overarching objective of this playlist is to elaborate on how central ideas and their respective **supporting facts** and statements work together. This will be shown by pulling central ideas from thesis statements and from the readings.

Objectives

In this playlist, students will learn and practice how to:

- identify central ideas.
- distinguish between central ideas and supporting facts.
- analyze how central ideas and their respective supporting facts interact and build on one another to provide a complex analysis.

Review

Key Terms

- At the highest level is the **thesis statement** or core position of the writing.
- The core position is made up of **central ideas**.
- Central ideas can be broken down further into **supporting elements**, such as **supporting facts**, that build upon each other and add strength to the central ideas.

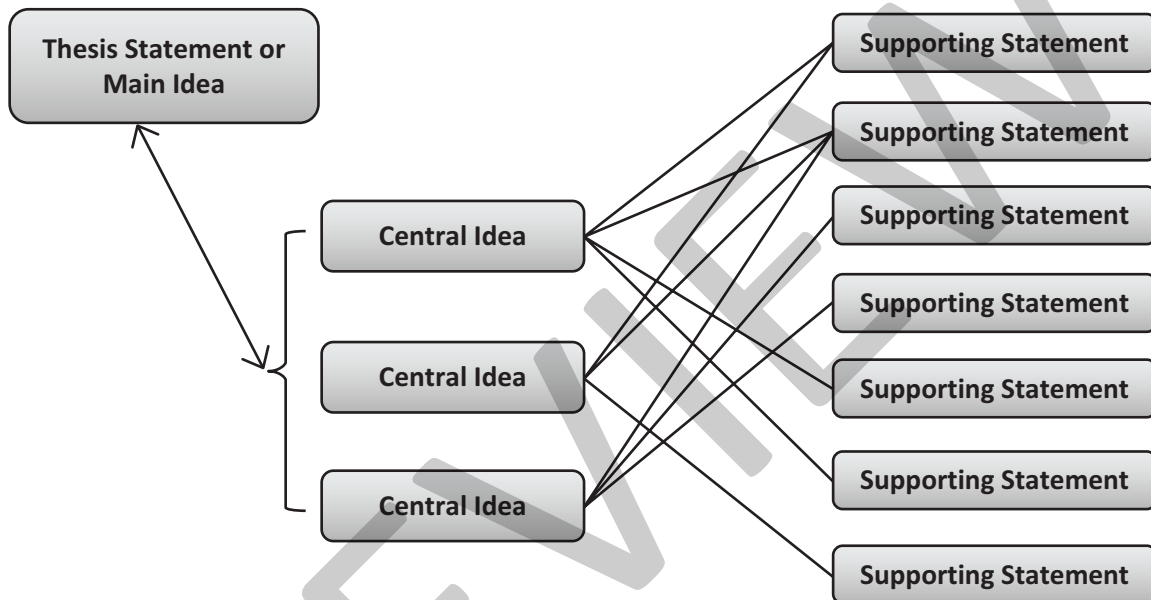


Exploring the Standard

When determining central ideas of a text and then analyzing their development over the course of the text, it is of utmost importance to understand the text itself and the hierarchy of nonfiction writing.

While examining texts, keep in mind what each text is mostly about in simplest terms. This will serve as the foundation upon which the thesis, central ideas, and supporting statements then will be identified and analyzed.

Take a look at the chart below to better understand how these different hierarchically organized components of nonfiction writing work together.



Watch!

Watch this video to find out more about stated and implied main ideas:

- <https://www.youtube.com/embed/x2tLPLRyAok>

Background: The Supreme Court

To determine the central ideas of any text, one must first understand the text. The text this playlist will be exploring is the unanimous opinion of the Supreme Court in *Brown v. Board of Education*.

So what is a Supreme Court opinion? Is it like an editorial in a newspaper? Who reads a Supreme Court opinion? And what is a Supreme Court opinion designed to accomplish? In order to answer these questions, take a look at the following resources about the Supreme Court.

Watch!

Watch this video to learn about the separation of powers:

- <https://www.opened.com/video/separation-of-powers-and-checks-and-balances-crash-course/2785997>



Teaching Notes: Determining and Analyzing Central Ideas in *Brown v. Board*

The goal of RI.11-12.2 is for students to identify, understand, and analyze **two** or more central ideas of a text and analyze their development over the course of the text, including **how** they interact and build on one another to provide a **complex** analysis. The following information contains ideas that teachers can incorporate into their classroom as well as additional resources to peruse and integrate into instruction as appropriate.

Activities

1. Select a section from *Brown v. Board of Education*. Instruct students to form groups and create a presentation in which they identify two central ideas of that selection and analyze how those ideas are developed and how they interact with one another.
2. Direct students to write a thesis statement about a recently read non-fiction text and exchange their thesis with a partner. Each student will then pull central ideas from the thesis and discuss their process for determining the central ideas.

Writing Prompt

1. Assign students a grade-appropriate excerpt from a nonfiction text that has at least two central ideas. Direct students to answer the following question in an essay: How does the second central idea build on the first?
2. Assign students a grade-appropriate excerpt from a non-fiction text that has at least two central ideas. Direct students to answer the following question in an essay: How are the central ideas developed over the course of the text?

Additional Resources

Consider these additional resources when teaching RI.11-12.2:

Analyzing historical Document: Because this standard calls for identifying and analyzing central ideas in nonfiction text, it is important for students to be able to analyze primary documents. This resource provides tips on how to do that.

- <https://www.hamilton.edu/writing/writing-resources/analyzing-a-historical-document>

Marbury v. Madison history: This resource describes the case.

- <http://www.history.com/topics/marbury-v-madison>

