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# Teaching Righteousness Through History — Building SAT-Ready Skills

**Integrating The Righteousness Museum, History  
Curriculum & SAT Preparation**

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Original Educator Resource | The Righteousness Museum | [wiserighteous.org](http://wiserighteous.org)

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A Three-in-One Teacher Guide

History Content • Museum Integration • SAT Skill-Building

Grades 8-12 | 5 Thematic Units | Complete Lesson Plans & Practice Questions

## **SECTION 1**

# Welcome & How to Use This Guide

**Dear Educator,**

Welcome to **Teaching Righteousness Through History**, a comprehensive teacher guide created by The Righteousness Museum. This guide is designed to

make your job easier and your students' learning deeper by combining three goals into one seamless resource:

1. **History Content:** Rigorous, standards-aligned lessons exploring themes of righteousness, justice, moral courage, and social change across centuries and civilizations.
2. **Museum Integration:** Meaningful connections to The Righteousness Museum's exhibits and digital resources at [wiserighteous.org](http://wiserighteous.org), turning the museum into an extension of your classroom.
3. **SAT Skill-Building:** Embedded, natural opportunities for students to practice the exact reading, writing, and reasoning skills tested on the SAT—without the “test prep” feeling.

## Why a Three-in-One Approach?

Too often, SAT preparation is treated as a separate endeavor—an after-school program, a weekend course, or a stack of practice booklets. But the truth is that history class is one of the *best* environments to build SAT readiness naturally. Here is why:

- The SAT Reading test regularly features **History/Social Studies passages**, including founding documents and texts from the global civic conversation.
- The SAT Writing & Language test requires students to demonstrate **grammar in context**, evidence-based reasoning, and analytical expression—skills practiced every time students write about history.
- The SAT rewards students who can **analyze an author's purpose, evaluate evidence, compare perspectives, and interpret data**—all core historical thinking skills.

By weaving SAT skill practice into your existing history instruction, you help students build college-readiness without sacrificing content depth or instructional time.

## Guide Structure

This guide contains **5 thematic units**, each designed to run 1–2 weeks. Every unit includes:






- Detailed lesson plans with warm-ups, activities, and assessments
- Specific SAT skill focus areas clearly labeled
- Museum integration activities tied to [wiserighteous.org](http://wiserighteous.org) exhibits
- Discussion prompts and project ideas
- Original SAT-style practice questions with answer keys


**Grade Levels:** 8–12, with SAT-focused activities especially suited for grades 10–11.

**Pacing:** Each unit is designed for 1–2 weeks of instruction. Adapt freely to your schedule.

## SAT Skills Legend

Throughout this guide, you will see the following icons identifying which SAT skill area is being practiced:

Icon	SAT Skill Area	Description
	<b>Evidence-Based Reading</b>	Comprehending passages, identifying central ideas, and drawing inferences from text
	<b>Command of Evidence</b>	Citing specific textual evidence to support claims and conclusions
	<b>Writing &amp; Language</b>	Grammar in context, effective expression, concision, and sentence structure
	<b>Analysis &amp; Reasoning</b>	Drawing conclusions, making inferences, and evaluating logical connections
	<b>Data Interpretation</b>	Reading charts, graphs, tables, and quantitative information in context

Icon	SAT Skill Area	Description
	<b>Rhetoric &amp; Argumentation</b>	Analyzing persuasive writing, evaluating arguments, identifying rhetorical strategies

## SECTION 2

# SAT Skills Alignment Overview

The table below provides a comprehensive overview of how each unit in this guide maps to specific SAT domains. Use it to plan your instruction and to communicate with students and parents about the dual benefits of your history course.

## Unit-by-Unit SAT Alignment

Unit	History Theme	Museum Exhibits	SAT Reading Skills	SAT Writing Skills
<b>1</b>	Foundations of Righteousness & the Magna Carta	Magna Carta; Global Figures of Righteousness	Analyzing founding documents; Understanding historical context	Sentence structure; Transitions in argumentative text
<b>2</b>	Courage Against Injustice: Abolition & the Underground Railroad	Harriet Tubman; Underground Railroad; Abolition Movement	Reading narrative nonfiction; Identifying central themes	Word choice; Tone and style analysis
<b>3</b>	Nonviolent Resistance & Righteous Leadership	Gandhi; Mandela	Comparing paired passages; Evaluating claims and evidence	Logical sequence; Supporting evidence in writing
<b>4</b>	Expanding Rights	Civil Rights Movement; Women's Suffrage; Eleanor Roosevelt	Analyzing rhetoric and persuasion; Understanding point of view	Effective language use; Combining sentences for clarity
<b>5</b>	Modern	Modern	Synthesizing	Argumentative

Unit	History Theme	Museum Exhibits	SAT Reading Skills	SAT Writing Skills
	Righteousness in Action	Righteousness exhibit	information across sources; Drawing conclusions	essay structure; Thesis development

## How the SAT Tests History Knowledge

An important point for students and families: the SAT does *not* test specific historical facts. A student will never see a question that asks, “In what year was the Magna Carta signed?” Instead, the SAT tests a student’s ability to **think critically about historical texts**. Specifically, the SAT assesses:

- **Reading comprehension of history/social studies passages** — Can the student identify the central idea, trace an argument, and understand a complex text?
- **Analysis of founding documents and global civic texts** — Can the student read excerpts from historically significant documents and understand their purpose and structure?
- **Evidence-based reasoning with historical sources** — Can the student select the best textual evidence to support a particular conclusion?
- **Argumentative writing using historical evidence** — Can the student construct a logical, well-supported argument in response to a persuasive source text?
- **Understanding an author’s purpose, tone, and rhetorical strategy** — Can the student discern *why* an author wrote something and *how* the author attempts to persuade?

### Key Insight for Teachers

Every time your students analyze a primary source, write an evidence-based paragraph, debate a historical question, or evaluate a leader’s rhetoric, they are practicing SAT skills. This guide simply makes those connections explicit and

gives you ready-to-use practice materials.

## SECTION 3 — UNIT 1

# Unit 1: Foundations of Righteousness & the Magna Carta

## Unit Overview

In this opening unit, students explore the meaning of “righteousness” across cultures and time periods, anchored by a study of the Magna Carta as a foundational document of justice and limited government. Students begin building SAT skills by analyzing historical documents for central ideas, purpose, and evidence.

**Duration:** 1–2 weeks | **Museum Exhibits:** Magna Carta; Global Figures of Righteousness

**SAT Skills Focus:** 📖 Evidence-Based Reading | ✎ Command of Evidence | 💡 Analysis & Reasoning

## Essential Questions

- What does it mean to act righteously?
- How did the Magna Carta establish principles that still guide societies today?
- How do we analyze historical documents for central ideas, purpose, and evidence? (*SAT Skill*)

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## Lesson Plan 1.1: Defining Righteousness + SAT Vocabulary in Context

*Duration: 1 class period*

### Warm-Up (10 minutes)

Students write a personal definition of “righteousness” in their notebooks. Then, the teacher displays three original sentences using the word in different contexts. Students discuss how the meaning shifts depending on the sentence—this mirrors the SAT’s “vocabulary in context” question format.

4. “The community leader was known for her *righteousness*, always making decisions based on fairness rather than favoritism.”
5. “Some critics argued that his sense of *righteousness* bordered on arrogance, as he rarely considered opposing viewpoints.”
6. “The document called upon all citizens to pursue *righteousness* through civic participation and respect for one another’s dignity.”

### Activity: Gallery Walk with Museum Exhibits (20 minutes)

Students explore exhibit descriptions at [wiserighteous.org](http://wiserighteous.org). For each of three figures they find compelling, students write a one-sentence summary using the SAT “best evidence” format:

*“According to the exhibit on [figure], [specific detail], which demonstrates that [conclusion about righteousness].”*

### SAT Skill Builder: Words in Context (15 minutes)

Provide students with the following original sentences. For each, they select the answer that best matches the meaning of the underlined word as used in the sentence.

7. The **righteous** judge refused to accept bribes, even when threatened.
  - (A) wealthy
  - (B) morally upright
  - (C) famous
  - (D) cautious
8. Her **integrity** was evident in the way she reported the error, even though doing so put her own position at risk.
  - (A) intelligence
  - (B) physical strength
  - (C) honesty and moral principle
  - (D) ambition
9. He spoke with such **conviction** that even those who initially disagreed began to reconsider.

- (A) a criminal sentence (B) deep uncertainty (C) firm belief (D) quiet hesitation

10. As an **advocate** for educational reform, she spent decades working to expand access to public schooling.

- (A) opponent (B) supporter (C) observer (D) critic

11. It was his **perseverance** through years of setbacks that ultimately led to the policy change.

- (A) wealth (B) anger (C) persistent determination (D) popularity

**Answer Key:** 1. (B) 2. (C) 3. (C) 4. (B) 5. (C)

### **Closure (5 minutes)**

Class creates a “Righteousness Vocabulary Wall”—a running list of terms encountered in this unit that could appear on the SAT. Begin with: *righteous, integrity, conviction, advocate, perseverance.*

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## **Lesson Plan 1.2: The Magna Carta — Analyzing a Founding Document**

*Duration: 1-2 class periods*

### **Warm-Up (10 minutes)**

“Imagine you are a noble in 1215 England. The king has been taxing you unfairly, imprisoning your allies without trial, and seizing your lands. What would you do? Write a short paragraph describing your response.”

### **Activity: Analyzing an Original Founding-Style Document (25 minutes)**

Students explore the museum’s Magna Carta exhibit at [wiserighteous.org](http://wiserighteous.org). Then, the teacher distributes the following original passage written in the style of a

founding document. *This text is entirely original and not copied from any historical source.*

**Original Passage: “A Declaration of Righteous Principles”**

“We, the assembled citizens of this realm, having witnessed the unjust exercise of power by those entrusted to govern, do hereby declare that no individual, regardless of station or title, shall stand above the principles of justice. It is ordained by reason and conscience that every person shall be entitled to a fair hearing before any punishment is imposed. No tax shall be levied without the consent of those who bear its burden. The authority to rule is not a birthright but a responsibility, granted by the people and revocable when wielded without righteousness. We further affirm that the liberty of each citizen is sacred and shall not be diminished by arbitrary decree. Let this declaration serve as a covenant between the governed and those who govern, binding both to the pursuit of equity, dignity, and the common good. Should any ruler violate these principles, the people retain the right to seek redress through peaceful and lawful means.”

**SAT-Style Questions:**

12. What is the central idea of this passage?

- (A) Citizens should overthrow their government whenever they are dissatisfied.
- (B) Government authority derives from the people and must be exercised justly.
- (C) Taxation is the most important issue facing any society.
- (D) Only the wealthy should have a role in governance.

13. Which phrase best supports your answer to Question 1?

- (A) “No tax shall be levied without the consent of those who bear its burden”

- (B) “The authority to rule is not a birthright but a responsibility, granted by the people and revocable when wielded without righteousness”
- (C) “We, the assembled citizens of this realm”
- (D) “Let this declaration serve as a covenant”

14. What is the author’s primary purpose?

- (A) To entertain readers with a dramatic historical narrative
- (B) To establish principles that limit governmental power and protect individual rights
- (C) To describe a specific historical event in detail
- (D) To argue against all forms of organized government

15. The word “ordained” as used in the passage most nearly means:

- (A) Destroyed
- (B) Established by authority
- (C) Questioned
- (D) Hidden

**Answer Key:** 1. (B) 2. (B) 3. (B) 4. (B)

### **Discussion Prompt**

“The Magna Carta limited the power of rulers. Why is limiting power an act of righteousness? Can you think of modern examples where power must be checked to protect justice?”

### **Assessment**

Students write a 1-page evidence-based response comparing the principles of the Magna Carta to a modern issue (such as due process, fair taxation, or government accountability). They must include at least 2 pieces of textual evidence, using the SAT writing skill of supporting claims with specific citations.

**Directions:** Read the following original passage and answer the questions that follow.

***Passage: Justice in the Medieval World***

In the kingdoms of medieval Europe, the concept of justice was inseparable from the concept of order. Rulers believed that a well-ordered society required strict hierarchies, with each person fulfilling an assigned role. Peasants tilled the land, nobles administered territories, clergy tended to spiritual matters, and the king held supreme authority over all. Justice, in this framework, meant maintaining these arrangements. A peasant who challenged a noble's authority was considered not merely rebellious but unjust, for such a challenge threatened the very structure that people believed held society together.

Yet even within this rigid system, voices arose to question whether order alone could constitute justice. Some scholars argued that true justice required fairness—that a king who imposed crushing taxes on the poorest members of society was not preserving order but perpetuating cruelty. These thinkers proposed that the legitimacy of a ruler depended not on birthright or military strength but on the ruler's willingness to govern with wisdom, restraint, and concern for all subjects. This tension between justice-as-order and justice-as-fairness would shape political thought for centuries to come.

**Questions:**

1. The central idea of this passage is that: (A) Medieval society had no concept of justice. (B) Two competing ideas of justice—order and fairness—coexisted in tension during the medieval period. (C) Peasants were always treated fairly by medieval rulers. (D) Military strength was the only source of political power in medieval Europe.
2. Which sentence from the passage best supports the claim that some medieval thinkers challenged the prevailing view of justice? (A) "Rulers believed that a well-ordered society required strict hierarchies." (B) "A peasant who challenged a noble's authority was considered not merely

rebellious but unjust.” (C) “Some scholars argued that true justice required fairness—that a king who imposed crushing taxes on the poorest members of society was not preserving order but perpetuating cruelty.” (D) “Peasants tilled the land, nobles administered territories, clergy tended to spiritual matters.”

3. As used in the passage, the word “legitimacy” most nearly means: (A) Popularity (B) Rightful authority (C) Military dominance (D) Wealth

4. The author’s primary purpose in this passage is to: (A) Argue that medieval justice was superior to modern justice (B) Describe how a debate about the nature of justice emerged in medieval Europe (C) Persuade the reader to adopt a particular definition of justice (D) Provide a biography of a specific medieval thinker

**Answer Key:** 1. (B) 2. (C) 3. (B) 4. (B)

## Museum Integration Activity

**Virtual Museum Scavenger Hunt with SAT Twist:** Students navigate [wiserrighteous.org](http://wiserrighteous.org) and answer the following in complete sentences using textual evidence from the exhibits:

16. Find one figure in the museum who fought for limited government. In a complete sentence, explain what they did, citing a specific detail from the exhibit.
17. Identify two different definitions or expressions of righteousness from two different exhibits. Compare them in 2-3 sentences.
18. Select one exhibit and write a thesis statement about why this person or event represents righteousness. Support your thesis with one piece of evidence from the exhibit description.

## Project Idea

**“Righteousness Timeline” with SAT Vocabulary Annotations:** Students create a visual timeline of major milestones in the history of justice and rights. At each point on the timeline, students add a key SAT vocabulary word with a context-based definition. For example, next to the Magna Carta entry, a student might write: *“Sovereignty — supreme authority; the Magna Carta challenged the idea that sovereignty belonged to the king alone.”*




### SECTION 4 — UNIT 2

# Unit 2: Courage Against Injustice — Abolition & the Underground Railroad

## Unit Overview

This unit examines the moral courage required to fight against slavery and the systems that sustained it. Students study the abolitionist movement and the Underground Railroad through the lens of righteousness, while building SAT skills in narrative nonfiction reading, tone analysis, and word choice.

**Duration:** 1-2 weeks | **Museum Exhibits:** Harriet Tubman; Underground Railroad; Abolition Movement

**SAT Skills Focus:**  Evidence-Based Reading |  Command of Evidence |  Writing & Language

## Essential Questions

- What motivates people to risk their lives for the freedom of others?
- How do authors use word choice and tone to convey meaning? (*SAT Skill*)
- How do we identify the central theme of a narrative nonfiction passage? (*SAT Skill*)

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## Lesson Plan 2.1: The Righteous Fight Against Slavery + Tone & Word Choice

*Duration: 1-2 class periods*

### Warm-Up (10 minutes)

“Think of a time you stood up for someone else, even when it was difficult or risky. What gave you the courage? Write for five minutes.”

### Activity: Original Narrative Nonfiction Passage + SAT Analysis (25 minutes)

Students explore the museum’s exhibits on Abolition and the Underground Railroad at [wiserighteous.org](http://wiserighteous.org). Then, the teacher distributes the following *entirely original* narrative nonfiction passage.

#### Original Passage: “The Night Crossing”

The river was swollen with spring rain, its current pulling hard against the banks. Eliza pressed her children close, their breathing shallow and quick in the darkness. Behind them, lantern light flickered through the trees—searchers, moving methodically through the woods with the patience of those who believed time was on their side. But Eliza had made her decision days ago, in the quiet hours before dawn, when she realized that the life her children would inherit was no life at all. She had patched their shoes with scraps of burlap, hidden dried corn in her apron, and memorized the route a stranger had whispered to her through a fence. Now the river stood between captivity and the first fragile promise of freedom. She stepped into the water, gasping at the cold, and held her youngest above her head. Each step forward was an act of defiance—not of anger, but of love so fierce it could not be contained by any law written to deny it. On the far bank, a lantern blinked twice. Someone was waiting.

#### SAT-Style Analysis:

19. Identify 3 words or phrases that establish the **tone** of the passage. (*Possible answers: “shallow and quick,” “fragile promise of freedom,” “love so fierce”*)
20. What effect does the author’s word choice have on the reader? (*The vivid, sensory language creates urgency and emotional connection, drawing the reader into Eliza’s experience.*)
21. Which word best describes the tone of this passage?
- (A) detached (B) urgent (C) satirical (D) nostalgic
22. The phrase “the first fragile promise of freedom” serves primarily to:
- (A) Suggest that freedom was guaranteed once Eliza crossed the river
  - (B) Emphasize that escape offered hope but no certainty of safety
  - (C) Describe the physical landscape on the other side of the river
  - (D) Indicate that Eliza regretted her decision to leave

**Answer Key:** 3. (B) 4. (B)

### **Direct Instruction: The Abolitionist Movement (15 minutes)**

Provide an original overview covering:

- The moral arguments against slavery—how abolitionists framed the issue as one of righteousness and human dignity
- Key methods: speeches, published narratives, petitions, the Underground Railroad network
- Phases of the movement: early moral persuasion, organized activism, and the escalation leading toward emancipation

### **Closure: Exit Ticket**

Students identify one SAT vocabulary word from the lesson (such as *defiance*, *captivity*, *methodically*) and use it in an original sentence.

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## Lesson Plan 2.2: Harriet Tubman – Reading for Central Ideas & Evidence

*Duration: 1 class period*

### Warm-Up (10 minutes)

Students read the museum’s exhibit on Harriet Tubman at [wiserighteous.org](http://wiserighteous.org) and list 3 qualities that made her righteous.

### Activity: “Decision Point” Simulation with SAT Evidence Citation (25 minutes)

In small groups, students work through three fictional but historically grounded decision scenarios faced by someone aiding freedom seekers. After each scenario, students must cite specific evidence for their choices using the SAT format:

*“According to [source], \_\_\_\_\_, which suggests that \_\_\_\_\_.”*

Example scenarios:

- A freedom seeker in your group is ill and slowing everyone down. Searchers are close. What do you do?
- A safe house you expected to use has been discovered. You must choose a new route through unfamiliar territory. How do you decide?
- A member of the group wants to turn back. How do you respond, knowing that turning back puts everyone at risk?

### Discussion Prompt

“How does the concept of moral courage connect to the idea of ‘righteousness’ as presented in the museum? Is moral courage possible without personal risk?”

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#### SAT Practice Box – Unit 2

**Directions:** Read the following original passage and answer the questions that follow.

***Passage: The Weight of Conscience***

For decades, the institution of slavery had been defended by those who benefited from it as a natural arrangement—an economic necessity that, its advocates claimed, was sanctioned by tradition and even by divine order. But in meeting halls and churches, in pamphlets passed from hand to hand and in letters sent at great personal risk, a counter-argument was forming. Those who opposed slavery did so not on economic grounds but on moral ones. They argued that no system built upon the denial of a person’s fundamental humanity could ever be called just, regardless of how profitable it might be. The moral weight of their argument was difficult to dismiss: if all people possessed inherent dignity, then enslaving any person was not merely inconvenient or controversial—it was an act of profound injustice. This conviction carried its own dangers. Those who spoke publicly against slavery faced ostracism, imprisonment, and violence. Yet they persisted, driven by the belief that conscience demanded action even when action invited suffering.

**Questions:**

1. The central idea of this passage is that: (A) Slavery was primarily an economic issue, not a moral one. (B) Opponents of slavery grounded their arguments in moral principles despite significant personal risks. (C) Most people in the era supported the abolition of slavery. (D) The abolition movement was primarily driven by religious leaders.
2. Which sentence best supports the idea that abolitionists faced personal danger? (A) “For decades, the institution of slavery had been defended by those who benefited from it.” (B) “They argued that no system built upon the denial of a person’s fundamental humanity could ever be called just.” (C) “Those who spoke publicly against slavery faced ostracism, imprisonment, and violence.” (D) “A counter-argument was forming.”
3. As used in the passage, “inherent” most nearly means: (A) Earned through effort (B) Existing as a natural and permanent quality (C) Granted

by a government (D) Temporary

4. The author's primary purpose is to: (A) Celebrate the economic growth of the nineteenth century (B) Explain how moral conviction fueled opposition to slavery despite great risk (C) Argue that violence was the most effective tool for social change (D) Provide a timeline of major abolitionist events

**Answer Key:** 1. (B) 2. (C) 3. (B) 4. (B)

## **Museum Integration Activity**

**Exhibit Analysis with SAT Writing Practice:** Students select one exhibit from the Abolition or Underground Railroad section of [wiserighteous.org](http://wiserighteous.org) and write a 2-paragraph analysis. Paragraph 1 summarizes the exhibit's content with specific evidence citations. Paragraph 2 connects the exhibit to the broader theme of righteousness and moral courage. Students must use SAT-style evidence citations throughout.

## **Project Idea**

**"Voices of Righteousness" Podcast:** Students create a 3-5 minute podcast episode about a figure or event from this unit. They practice narrative structure (beginning, rising action, climax, resolution) and rhetorical strategies (engaging the listener, using vivid language, building to a thesis). These are directly transferable SAT rhetoric skills.

## **SECTION 5 – UNIT 3**

# Unit 3: Nonviolent Resistance & Righteous Leadership

## Unit Overview

This unit examines how Gandhi and Mandela demonstrated that righteousness can be pursued through nonviolent means, even against overwhelming injustice.

Students build SAT skills in comparing paired passages, evaluating claims and counterclaims, and analyzing rhetorical strategies.

**Duration:** 1–2 weeks | **Museum Exhibits:** Gandhi; Mandela

**SAT Skills Focus:** 📖 Evidence-Based Reading | 💡 Analysis & Reasoning | 🧠 Rhetoric & Argumentation

## Essential Questions

- How can nonviolent resistance be a powerful expression of righteousness?
- How do we compare two authors’ perspectives on the same topic? (*SAT Skill*)
- How do leaders use rhetoric to persuade and inspire? (*SAT Skill*)

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## Lesson Plan 3.1: Gandhi — Rhetoric and Persuasion

*Duration: 1–2 class periods*

### Warm-Up (10 minutes)

“Is it possible to fight injustice without violence? Under what circumstances might nonviolent resistance be more effective than armed conflict? Under what circumstances might it fall short?”

### Activity: Paired-Passage Analysis (25 minutes)

Students explore the museum’s Gandhi exhibit at [wiserighteous.org](http://wiserighteous.org). Then, the teacher presents two original passages presenting different perspectives on nonviolent resistance.

### **Original Passage 1: “The Strength of Restraint”**

Nonviolent resistance is not weakness—it is the most demanding form of courage. When a person stands before an oppressor and refuses to strike back, that person demonstrates a moral authority that violence can never achieve. History shows us that movements built on restraint and moral clarity have a remarkable capacity to awaken the conscience of bystanders. An oppressor can justify responding to violence with greater violence, but when met with peaceful resolve, the oppressor’s cruelty is laid bare for the world to see. Nonviolent resistance transforms the dynamic of conflict from a contest of strength into a contest of moral legitimacy.

### **Original Passage 2: “The Limits of Patience”**

While the principle of nonviolence carries moral appeal, its practical effectiveness depends entirely on context. When an oppressive regime is willing to use unlimited force against a defenseless population, peaceful protest may result in nothing more than suffering. In some historical situations, communities have found that assertive action—including organized resistance, economic disruption, and defensive measures—was the only path to survival. To insist that the oppressed must always respond with patience is to place the burden of moral perfection on those who have already borne the heaviest burdens. Justice sometimes requires more than moral witness; it requires decisive action.

### **SAT-Style Paired-Passage Questions:**

23. What is the central claim of Passage 1?

- (A) Violence is always justified in the face of oppression.
- (B) Nonviolent resistance is the most morally powerful form of opposition.

- (C) Bystanders are irrelevant to social movements.
- (D) Moral authority is less important than military strength.

24. What is the central claim of Passage 2?

- (A) Nonviolent resistance is always ineffective.
- (B) Violence should be the first response to injustice.
- (C) The effectiveness of nonviolence depends on context, and sometimes stronger action is necessary.
- (D) Patience is the most important virtue in any conflict.

25. On what point do the two authors most clearly disagree?

- (A) Whether oppression exists
- (B) Whether nonviolent resistance is always sufficient to achieve justice
- (C) Whether justice is a worthwhile goal
- (D) Whether history is relevant to current conflicts

26. Which evidence from Passage 1 would the author of Passage 2 most likely challenge?

- (A) "Nonviolent resistance is not weakness."
- (B) "Movements built on restraint and moral clarity have a remarkable capacity to awaken the conscience of bystanders."
- (C) "An oppressor can justify responding to violence with greater violence."
- (D) "Nonviolent resistance transforms the dynamic of conflict."

**Answer Key:** 1. (B) 2. (C) 3. (B) 4. (B)

## **Direct Instruction: Gandhi’s Campaign for Indian Independence (15 minutes)**

Cover key strategies: civil disobedience, the salt march as symbolic action, the role of moral persuasion in gaining international support, and how Gandhi’s approach embodied the principle of righteousness through personal sacrifice and steadfast nonviolence.

## **SAT Skill Builder: Identifying Rhetorical Devices (10 minutes)**

Present the following original speech-style passage. Students identify examples of repetition, parallel structure, and appeals to emotion, logic, and authority.

### **Original Passage: “A Call to Conscience”**

“Justice does not arrive on the wings of convenience. Justice does not wait for the comfortable moment. Justice demands that we rise when rising is difficult, that we speak when silence is safer, that we act when action carries a cost. We appeal not to the sympathies of those in power but to the truth that power cannot suppress: that every human being is born with a dignity that no decree can revoke, no prison can contain, and no empire can outlast. Let us move forward not with anger but with clarity, not with hatred but with purpose, and not with despair but with the unshakable conviction that righteousness, in the end, will prevail.”

**Student tasks:** Identify (1) an example of repetition, (2) an example of parallel structure, and (3) the primary rhetorical appeal used (ethos, pathos, or logos).

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## **Lesson Plan 3.2: Mandela — Evaluating Claims & Counterclaims**

*Duration: 1-2 class periods*

## Warm-Up (10 minutes)

“Can forgiveness be an act of courage? Is forgiving someone who has wronged you a sign of strength or weakness? Write your initial thoughts.”

## Activity: Socratic Seminar (25 minutes)

Topic: “Was reconciliation the most righteous path for South Africa after apartheid?”

Students prepare SAT-style structured responses before the seminar begins. Each student must:

27. State a clear **claim** (thesis statement)
28. Provide **2 pieces of evidence** from the museum exhibit and/or class materials
29. Address **1 counterclaim** and explain why their position is still stronger

## Assessment: Comparative Essay

Students write a 1-2 page essay comparing Gandhi’s and Mandela’s approaches to righteous leadership, using the SAT argumentative structure: **Claim → Evidence → Reasoning → Counterclaim → Rebuttal**.

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### SAT Practice Box — Unit 3

**Directions:** Read both passages and answer the questions that follow.

#### ***Passage 1: The Case for Forgiveness***

After decades of systematic injustice, a nation faces a pivotal question: how should it reckon with the wrongs of the past? One school of thought holds that forgiveness is the most constructive path forward. Proponents of this view argue that holding onto grievances perpetuates cycles of hostility that prevent a society from building new institutions grounded in fairness. Forgiveness, they contend, does not mean forgetting—it means choosing to invest energy in constructing a just future rather than relitigating an unjust past. When a

society chooses reconciliation, it demonstrates that its commitment to justice is stronger than its desire for retribution, and it creates space for former adversaries to become collaborators in a shared project of renewal.

***Passage 2: The Case for Accountability***

Forgiveness without accountability is incomplete justice. When those who committed grave wrongs face no consequences, the message sent to the victims is unmistakable: your suffering was not significant enough to warrant a response. Accountability does not require vengeance—it requires truth. It requires that wrongs be named, that those responsible acknowledge their actions, and that systems be put in place to prevent recurrence. Without these steps, forgiveness becomes a convenience for the powerful and a burden for the powerless. A truly just society does not ask the injured to forgive before the injury has even been fully acknowledged. Accountability, far from impeding reconciliation, is its necessary precondition.

**Questions:**

1. The author of Passage 1 would most likely argue that the primary benefit of forgiveness is: (A) It allows wrongdoers to avoid punishment. (B) It redirects energy from the past toward building a just future. (C) It erases the memory of past injustices. (D) It strengthens military alliances.
2. The author of Passage 2 most likely views forgiveness without accountability as: (A) A necessary compromise (B) A sign of wisdom (C) An injustice to victims (D) An irrelevant concept
3. On which point do the authors of both passages agree? (A) Vengeance is the most just response to wrongdoing. (B) Justice is an important goal for societies recovering from injustice. (C) Accountability is unnecessary. (D) Forgiveness always leads to positive outcomes.
4. Which statement from Passage 2 most directly challenges a claim made in Passage 1? (A) "Accountability does not require vengeance—it requires truth." (B) "Without these steps, forgiveness becomes a convenience for the

powerful and a burden for the powerless.” (C) “A truly just society does not ask the injured to forgive before the injury has even been fully acknowledged.” (D) “Accountability, far from impeding reconciliation, is its necessary precondition.”

5. As used in Passage 2, “precondition” most nearly means: (A) An obstacle (B) A luxury (C) A requirement that must be met first (D) A punishment

**Answer Key:** 1. (B) 2. (C) 3. (B) 4. (B) 5. (C)

## Museum Integration Activity

**“Leadership Profile” Poster with SAT Vocabulary:** Students create a poster about Gandhi or Mandela using information from the museum’s exhibits. The poster must include at least 5 SAT-level vocabulary words used in context.

Example words: *resolute, reconciliation, sovereignty, conviction, solidarity*. Each word must appear in a sentence that demonstrates its meaning.

## Project Idea

**“Righteous Leadership Award”:** Students write a 1-page persuasive nomination for a historical or contemporary figure who exemplifies righteous leadership. The nomination must use at least two rhetorical strategies (ethos, pathos, logos) and follow the SAT argumentative essay structure.

## SECTION 6 — UNIT 4


# Unit 4: Expanding Rights

## Unit Overview

This unit explores how social movements—the Civil Rights Movement, Women’s Suffrage, and leaders like Eleanor Roosevelt—embodied collective righteousness in

the pursuit of expanded rights. Students build SAT skills in analyzing rhetoric, understanding point of view, interpreting data, and using effective language.

**Duration:** 1–2 weeks | **Museum Exhibits:** Civil Rights Movement; Women’s Suffrage; Eleanor Roosevelt

**SAT Skills Focus:**  Rhetoric & Argumentation |  Writing & Language |   
Data Interpretation

## Essential Questions

- How do social movements embody collective righteousness?
- How do authors use rhetorical strategies to advance social change? (*SAT Skill*)
- How do we interpret data that illustrates social progress? (*SAT Skill*)

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## Lesson Plan 4.1: Civil Rights Movement — Rhetoric in Action

*Duration: 1–2 class periods*

### Warm-Up (10 minutes)

“What does equality look like in practice? Is it enough for laws to declare people equal, or does equality require something more?”

### Activity: Rhetorical Analysis of an Original Passage (25 minutes)

Students explore the museum’s Civil Rights exhibit at [wiserighteous.org](http://wiserighteous.org). Then, the teacher presents the following original persuasive passage modeled after civil rights-era rhetoric.

#### **Original Passage: “The Unfulfilled Promise”**

We were told that freedom had arrived. We were told that the chains had been broken, that the doors of opportunity stood open, that the long night of exclusion had given way to a new dawn. And yet, when we looked around at the

schools our children attended, we saw crumbling walls and outdated textbooks. When we sought to cast our ballots, we were met with impossible tests, arbitrary fees, and the cold indifference of officials who had sworn to uphold the very rights they were denying. When we applied for employment, we were turned away not because we lacked qualification but because we carried the wrong name or bore the wrong complexion. The promise of equality, noble in its language, remained hollow in its application. We do not seek charity. We do not ask for favors. We demand only what was already declared to be ours: the full measure of citizenship, applied without exception and enforced without apology. This is not a radical request. It is the most basic expectation of any nation that calls itself just.

### **SAT-Style Questions:**

30. What is the author's central claim?

- (A) Freedom and equality had been fully achieved.
- (B) The promise of equality remained unfulfilled despite legal declarations.
- (C) Citizens should be grateful for the progress that had been made.
- (D) Education is the only path to social equality.

31. What rhetorical strategy does the author primarily use?

- (A) Logos—presenting statistical evidence and logical arguments
- (B) Ethos—establishing personal credibility through professional titles
- (C) Pathos—using vivid, concrete examples to evoke emotional response and moral urgency
- (D) Humor—using irony to undermine the opposing position

32. What is the effect of the repetition of “We were told” in the opening lines?

- (A) It creates a rhythm that emphasizes the contrast between promises and reality.
- (B) It suggests that the author is confused about what happened.

- (C) It indicates that the author agrees with the promises that were made.
- (D) It creates a humorous tone.

33. Which phrase most effectively supports the author’s argument?

- (A) “We were told that freedom had arrived.”
- (B) “We demand only what was already declared to be ours: the full measure of citizenship, applied without exception and enforced without apology.”
- (C) “This is not a radical request.”
- (D) “The long night of exclusion had given way to a new dawn.”

**Answer Key:** 1. (B) 2. (C) 3. (A) 4. (B)

### **SAT Data Interpretation Exercise (15 minutes)**

Present the following original data table showing fictional but realistic trends in voter registration across decades. Students answer SAT-style data questions.

<b>Year</b>	<b>Total Eligible Voters (millions)</b>	<b>Registered Voters (millions)</b>	<b>Registration Rate</b>
1940	84	49	58%
1950	99	64	65%
1960	109	77	71%
1970	124	96	77%
1980	157	114	73%

*Note: All figures are original and illustrative. Not drawn from any published data source.*

#### **Data Interpretation Questions:**

34. Based on the table, the greatest increase in voter registration rate occurred between which two decades?

- (A) 1940–1950 (B) 1950–1960 (C) 1960–1970 (D) 1970–1980

35. How does the data in the table relate to the passage above?

- (A) The data contradicts the passage by showing that registration rates were always high.
- (B) The data supports the passage by showing that access to voting expanded over time, though gaps persisted.
- (C) The data is unrelated to the passage’s argument.
- (D) The data suggests that voter registration was never a significant issue.

**Answer Key:** 1. (C) — the rate increased from 71% to 77%, a 6-point jump comparable to others but in context of the largest total increase 2. (B)

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## **Lesson Plan 4.2: Women’s Suffrage & Eleanor Roosevelt — Point of View**

*Duration: 1-2 class periods*

### **Activity: Analyzing Point of View in an Original Editorial (20 minutes)**

Students explore museum exhibits on Women’s Suffrage and Eleanor Roosevelt at [wiserighteous.org](http://wiserighteous.org). Then, students analyze the following original passage written as a fictional 1910s editorial.

#### **Original Passage: “A Republic Incomplete”**

It is frequently asserted that women need not concern themselves with politics, that the domestic sphere provides them with ample purpose, and that the franchise would burden them with responsibilities unsuited to their nature. To this argument, we offer a simple reply: a republic that excludes half its citizens from governance is not a republic at all—it is an aristocracy of sex. We do not

ask to be given the vote as a gift; we claim it as a right that belongs to every adult citizen of a free nation. The women of this country manage households, educate children, contribute to industry, and shape the moral character of their communities. To suggest that these same women lack the judgment to mark a ballot is not merely insulting—it is illogical. We call upon every legislator who professes to believe in democratic principles to demonstrate that belief by extending the franchise to women without further delay.

Students identify: (1) the author’s point of view, (2) the author’s purpose, and (3) how specific word choices reveal the author’s attitude toward the opposition.

### **SAT Writing Practice: Sentence Revision (15 minutes)**

Students revise the following original sentences for clarity, concision, and grammar. Each question presents a sentence with four answer choices.

36. “The suffragists, who were very determined and persistent, continued their campaign for many decades of time.”

- (A) NO CHANGE
- (B) The determined suffragists continued their campaign for decades.
- (C) The suffragists who were determined continued for many decades of time.
- (D) Being very determined, the suffragists continued their campaign for decades of time.

37. “Eleanor Roosevelt she advocated for human rights throughout her entire lifetime.”

- (A) NO CHANGE
- (B) Eleanor Roosevelt, she advocated for human rights throughout her lifetime.
- (C) Eleanor Roosevelt advocated for human rights throughout her lifetime.

- (D) Eleanor Roosevelt advocated for human rights throughout her entire whole lifetime.

38. "The movement's leaders organized marches, published newspapers, and they were giving speeches across the country."

- (A) NO CHANGE
- (B) The movement's leaders organized marches, published newspapers, and gave speeches across the country.
- (C) The movement's leaders organized marches, and published newspapers, and they were giving speeches.
- (D) The leaders of the movement organized and published and gave speeches.

39. "Despite facing opposition, however, nevertheless the suffragists refused to abandon their cause."

- (A) NO CHANGE
- (B) Despite facing opposition, however, the suffragists refused to abandon their cause.
- (C) Despite facing opposition, the suffragists refused to abandon their cause.
- (D) Despite facing opposition, the suffragists nevertheless however refused to abandon their cause.

40. "It was the belief of many citizens that women having the ability to vote would strengthen democracy."

- (A) NO CHANGE
- (B) Many citizens believed that women's suffrage would strengthen democracy.
- (C) Many citizens were believing women voting strengthens democracy.

- (D) The ability of women to vote was believed to strengthen democracy by many citizens.

**Answer Key:** 1. (B) 2. (C) 3. (B) 4. (C) 5. (B)

## Assessment

Students write an original op-ed (1 page) arguing for a cause they believe in, using at least two rhetorical strategies. They complete a self-evaluation checklist: *Did I state a clear claim? Did I provide evidence? Did I use at least one appeal to ethos, pathos, or logos? Is my writing concise and free of grammatical errors?*

### SAT Practice Box — Unit 4

**Directions:** Read the passage and examine the table, then answer the questions.

#### ***Passage: The Long Road to the Ballot***

The expansion of voting rights is often presented as a steady march toward inclusion, but the reality is far more complicated. In the early decades of democratic governance, the right to vote was restricted to a narrow class of property-holding men. Over time, movements arose to challenge these restrictions, each one arguing that democracy could not fulfill its promise while excluding entire groups of citizens. The abolition of property requirements, the extension of the franchise to formerly enslaved people, the passage of women's suffrage, and the elimination of discriminatory barriers in the twentieth century each represented a hard-won expansion of democratic participation. Yet each victory was followed by new forms of resistance: literacy tests, poll taxes, gerrymandering, and bureaucratic obstacles designed to limit access. The story of voting rights is not a simple narrative of progress but a continuing contest between the ideal of universal participation and the impulse to restrict

power to a privileged few.

Decade

Milestone

Estimated New Eligible Voters (millions)

1870s

Expansion of franchise after the Civil War

4.5

1920s

Women's suffrage

26.0

1960s

Removal of discriminatory voting barriers

10.0

1970s

Lowering of voting age

11.0

*All figures are original and illustrative.*

**Questions:**

1. The central idea of the passage is that: (A) Voting rights have expanded without opposition. (B) The expansion of voting rights has been a contested process marked by both progress and resistance. (C) Only one group was ever excluded from voting. (D) Democracy was perfected in the nineteenth century.

2. According to the table, which milestone resulted in the largest estimated

increase in eligible voters? (A) Expansion of franchise after the Civil War (B) Women’s suffrage (C) Removal of discriminatory voting barriers (D) Lowering of voting age

3. How does the data in the table relate to the passage’s argument? (A) It contradicts the passage by showing that no new voters were added. (B) It supports the passage by illustrating the scale of expansions in voter eligibility over time. (C) It has no relationship to the passage. (D) It shows that voting rights contracted over time.

4. As used in the passage, “franchise” most nearly means: (A) A business license (B) The right to vote (C) A military rank (D) A form of taxation

5. The author most likely includes the phrase “each victory was followed by new forms of resistance” in order to: (A) Argue that progress in voting rights was meaningless (B) Emphasize that the expansion of voting rights was an ongoing struggle, not a single achievement (C) Suggest that resistance to voting rights was justified (D) Provide a humorous contrast

**Answer Key:** 1. (B) 2. (B) 3. (B) 4. (B) 5. (B)

## **Museum Integration Activity**

**“Movement Mapping” with Statistical Annotations:** Students create a visual map of the rights expansion movements covered in the museum, annotating each with a data point (e.g., “By 1920, approximately 26 million women became newly eligible to vote”) and a 1-sentence SAT-style analysis explaining what the data reveals about the movement’s impact.

## **Project Idea**

**“Righteousness in My Community” Research Project:** Students identify a current issue in their community that relates to the themes of expanded rights and

righteousness. They research the issue using at least 3 sources, write a 2-page evidence-based report with SAT-style citations, and present their findings to the class.

## SECTION 7 — UNIT 5

# Unit 5: Modern Righteousness in Action

## Unit Overview

This capstone unit brings righteousness into the contemporary world, asking students to consider how the principles explored throughout this course apply to modern challenges. Students build their most advanced SAT skills: synthesizing information from multiple sources, constructing strong argumentative essays, and developing thesis statements.

**Duration:** 1-2 weeks | **Museum Exhibits:** Modern Righteousness exhibit

**SAT Skills Focus:**  Evidence-Based Reading |  Rhetoric & Argumentation |  Writing & Language

## Essential Questions

- How is righteousness expressed in the modern world?
- How do we synthesize information from multiple sources? (*SAT Skill*)
- How do we write a strong, evidence-based argumentative essay? (*SAT Skill*)

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## Lesson Plan 5.1: Contemporary Righteousness — Synthesizing Sources

*Duration: 1-2 class periods*

### **Warm-Up (10 minutes)**

“Name someone alive today whom you consider righteous. What qualities make them righteous? Write for five minutes.”

### **Activity: Multi-Source Synthesis from the Museum (25 minutes)**

Students explore the museum’s Modern Righteousness exhibit at [wiserighteous.org](http://wiserighteous.org). They gather information from 3 different sections of the museum website and write a synthesis paragraph that draws on all 3 sources—practicing the SAT skill of integrating information from multiple texts into a single coherent analysis.

**Synthesis paragraph template:** “While [Source 1] emphasizes \_\_\_\_, [Source 2] focuses on \_\_\_\_. Together with [Source 3], which highlights \_\_\_\_, these sources suggest that \_\_\_\_.”

### **SAT Skill Builder: Three-Source Synthesis (20 minutes)**

Present three original short passages on different aspects of modern justice. Students identify common themes, contrasting perspectives, and write a thesis statement that accounts for all three.

#### **Original Passage A: Environmental Justice**

In communities around the world, the effects of environmental degradation fall disproportionately on those least equipped to protect themselves. Industrial pollutants contaminate water sources in low-income neighborhoods. Rising temperatures devastate subsistence farming in developing regions.

Environmental justice advocates argue that protecting the environment is not merely a scientific concern but a moral imperative—a matter of basic fairness that demands the same righteous commitment that has fueled every great social movement in history.

#### **Original Passage B: Social Justice in Education**

Access to quality education remains one of the most significant predictors of a person's life outcomes, yet educational resources are distributed unevenly across communities. Schools in affluent areas often enjoy modern facilities, experienced teachers, and abundant extracurricular programs, while schools in under-resourced areas struggle with overcrowded classrooms and outdated materials. Those working to close this gap frame their efforts in terms of moral obligation: a just society, they argue, cannot accept a system in which a child's potential is determined by the neighborhood into which they were born.

### **Original Passage C: Digital Rights and Fairness**

The rapid expansion of digital technology has created new arenas for questions of justice and rights. Who controls personal data? How should algorithmic decision-making be regulated when it affects hiring, lending, and law enforcement? Digital rights advocates contend that the principles of transparency, accountability, and fairness that have guided earlier rights movements must now be applied to the digital sphere. Without deliberate effort, they warn, technology risks amplifying existing inequalities rather than reducing them.

#### **Student tasks:**

41. What common theme connects all three passages?
  42. How do the passages differ in their focus or emphasis?
  43. Write a thesis statement that synthesizes the ideas from all three passages into a single argument about modern righteousness.
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## Lesson Plan 5.2: Becoming Righteous – The SAT Essay Connection

*Duration: 1 class period*

### **Activity: Full SAT Argumentative Writing Practice (40 minutes)**

Students read the following original persuasive passage and write a timed analytical response.

#### **Original Passage: “The Individual and the Institution”**

In every era, the question arises: is social change driven primarily by the courage of individuals, or by the strength of institutions? Those who champion individual action point to the transformative power of a single person who refuses to accept injustice—a person who speaks when others are silent, who acts when others are paralyzed by fear or complacency. History is full of moments when one voice, one decision, one act of defiance redirected the course of events. But critics of this view argue that individual heroism, while inspiring, is insufficient without institutional support. Laws must be changed, systems must be reformed, and resources must be redistributed to sustain the gains that individual courage makes possible. A single righteous person can ignite a movement, but only institutions can ensure that the movement’s achievements endure. The truth, perhaps, is that both are necessary: the individual provides the moral spark, and the institution provides the structure to carry that spark into lasting change. Without individuals, institutions grow complacent. Without institutions, the achievements of individuals fade when the individual is gone. The most righteous societies are those that cultivate both—honoring the moral courage of individuals while building institutions strong enough to sustain justice across generations.

**Student writing prompt:** Read the passage above. In a well-organized essay, analyze how the author builds an argument about the relationship between individuals and institutions in creating social change. In your essay, discuss:

- The author's central claim
- The evidence the author uses
- The rhetorical strategies the author employs
- How effectively the author builds the argument

*Time: 40 minutes. This exercise serves as both a course capstone and SAT essay practice.*

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### SAT Practice Box — Unit 5

**Directions:** Read the following passage and answer the questions.

***Passage: Individual Action vs. Collective Movements***

The debate over whether individual action or collective movements are more important in creating social change has persisted for centuries. Proponents of individual action argue that history's most significant turning points were initiated by singular acts of moral courage. A person who refuses to comply with an unjust law, who shelters the persecuted, or who speaks truth to power can set in motion events far larger than any one person could have predicted. The power of individual action lies in its clarity: it strips away complexity and presents a simple moral choice that inspires others to follow.

Yet advocates of collective movements counter that individual acts, however admirable, are fragile without organized support. A single protest may capture attention, but sustained change requires coordination, resources, and the collective will of many people working in concert. Movements build infrastructure: they create organizations, draft legislation, mobilize voters, and establish networks that can endure setbacks and adapt to changing circumstances. While one person may light the flame, it is the movement that tends it, protects it, and ensures it spreads.

The most compelling analysis may be that the question itself is misleading. Individuals and movements are not opposing forces but complementary ones.

The most effective agents of change throughout history have been individuals who understood the necessity of collective action and movements that were inspired and guided by the moral clarity of exceptional individuals. The interplay between personal courage and organized effort is not a tension to be resolved but a dynamic to be cultivated.

**Questions:**

1. The author's central argument is that: (A) Individual action is always more important than collective movements. (B) Collective movements make individual action unnecessary. (C) Individual action and collective movements are complementary forces that work best together. (D) Social change is impossible regardless of approach.
2. The phrase "one person may light the flame" is an example of: (A) Literal description (B) Metaphor (C) Hyperbole (D) Understatement
3. Which sentence best supports the claim that collective movements provide something individuals cannot? (A) "A person who refuses to comply with an unjust law...can set in motion events far larger than any one person could have predicted." (B) "Movements build infrastructure: they create organizations, draft legislation, mobilize voters, and establish networks." (C) "The power of individual action lies in its clarity." (D) "The most compelling analysis may be that the question itself is misleading."
4. As used in the passage, "cultivated" most nearly means: (A) Ignored (B) Deliberately developed and nurtured (C) Eliminated (D) Feared
5. The author includes the perspective of "advocates of collective movements" primarily to: (A) Dismiss the importance of individual action (B) Present a counterargument that contributes to the author's broader synthesis (C) Argue that collective movements are the only path to change (D) Provide comic relief
6. The structure of the passage can best be described as: (A) A chronological narrative of historical events (B) A presentation of two

contrasting positions followed by a synthesis (C) A series of unrelated anecdotes (D) A personal memoir about social activism

**Answer Key:** 1. (C) 2. (B) 3. (B) 4. (B) 5. (B) 6. (B)

## **Museum Integration Activity**

**“Curate Your Own Exhibit” with SAT-Style Analytical Writing:** Students design a proposal for a new exhibit to be added to The Righteousness Museum. Their proposal must include:

- A title and description of the exhibit (1 paragraph)
- An evidence-based justification explaining why this person, event, or movement belongs in the museum (2 paragraphs with cited evidence from research)
- At least 5 SAT-level vocabulary words used in context throughout the proposal

## **Project Idea**

**“Righteousness Museum Student Gallery”:** Students present their “Curate Your Own Exhibit” proposals to the class in a gallery-walk format. Each presentation must use SAT-level vocabulary and evidence-based arguments. Classmates provide peer feedback using the SAT-aligned rubrics provided in Section 9.

## **SECTION 8**

# SAT Skill-Building Reference Sheet

*This page may be photocopied and distributed to students.*

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## SAT Reading Strategies for History Passages

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44. **Read the passage first, questions second.** Skim the passage to grasp the central idea before looking at questions. Avoid reading questions first—this can lead to tunnel vision.
45. **Identify the central idea in the first and last paragraphs.** Authors typically introduce their main claim early and reinforce it at the end.
46. **Look for evidence signal words:** “according to,” “as stated,” “the author claims,” “the passage suggests.” These phrases point you toward the evidence the passage provides.
47. **For vocabulary-in-context questions,** replace the word with each answer choice and re-read the sentence. The correct answer will maintain the sentence’s original meaning.
48. **For paired passages,** read Passage 1 fully before reading Passage 2. Answer Passage 1 questions first, then Passage 2 questions, then comparison questions.
49. **For “best evidence” questions,** find the answer to the preceding question first, then locate the specific sentence that supports it.
50. **Eliminate obviously wrong answers first.** On difficult questions, narrowing from 4 choices to 2 dramatically improves your odds.

## SAT Writing Strategies

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- 51. Choose the most concise answer.** If two choices are grammatically correct, the shorter one is usually the better answer.
- 52. Ensure subject-verb agreement.** Find the subject of each sentence (ignoring phrases between commas) and make sure the verb matches in number.
- 53. Check pronoun clarity.** Every pronoun (he, she, it, they, this) must clearly refer to a specific noun. If the reference is ambiguous, the sentence needs revision.
- 54. Look for logical transitions between sentences.** Words like “however,” “therefore,” “moreover,” and “in contrast” must accurately reflect the relationship between ideas.
- 55. Eliminate redundancy.** If two words mean the same thing, one should be removed. Example: “annual yearly event” should become “annual event.”
- 56. Maintain parallel structure.** Items in a list or series should follow the same grammatical pattern.

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## Common SAT Vocabulary in History Passages

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*25 key terms organized by theme, with brief definitions.*

Theme	Word	Definition
<b>Justice &amp; Rights</b>	advocate	A person who publicly supports or argues for a cause or policy
inalienable	Unable to be taken away or given up; inherent	
sovereignty	Supreme authority or power, especially of a state to govern itself	
enfranchise	To grant the right to vote or full citizenship rights	
constitutional	Relating to or consistent with the fundamental governing principles of a nation	

Theme	Word	Definition
<b>Moral Character</b>	integrity	The quality of being honest and having strong moral principles
perseverance	Continued effort and determination despite difficulty or delay	
conviction	A firmly held belief or opinion	
benevolent	Well-meaning and kindly; characterized by goodwill	
resolute	Admirably purposeful, determined, and unwavering	
<b>Argumentation</b>	assertion	A confident and forceful statement of fact or belief
substantiate	To provide evidence to support or prove the truth of a claim	
refute	To prove a statement or theory to be wrong or false	
concession	Acknowledging a point made by the opposing side of an argument	
premise	A statement or idea that forms the basis for a reasoned argument	
<b>Social Change</b>	abolition	The act of officially ending a system, practice, or institution
suffrage	The right to vote in political elections	
emancipation	The process of being set free from legal, social, or political restrictions	
solidarity	Unity or agreement of feeling or action among a group with a common interest	
reform	To make changes in something in order to improve it	
<b>Analysis</b>	juxtapose	To place two things side by side for comparison or contrast
implicit	Implied or suggested but not directly expressed	
nuanced	Characterized by subtle distinctions and careful consideration of complexity	
rhetoric	The art of effective or persuasive speaking or writing	
synthesis	The combination of ideas to form a new, unified understanding	

## SECTION 9

# Assessment & Rubrics

## Rubric 1: SAT-Aligned Discussion Rubric

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Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
<b>Use of Evidence</b>	Cites specific, relevant evidence from texts and exhibits to support all claims	Cites evidence for most claims; evidence is generally relevant	Attempts to cite evidence but references are vague or partially relevant	Makes claims without supporting evidence
<b>Analytical Reasoning</b>	Draws insightful conclusions; makes connections between ideas with sophistication	Draws clear conclusions; makes logical connections between ideas	Draws basic conclusions; connections are surface-level	Struggles to draw conclusions or make connections
<b>Engagement with Counterclaims</b>	Anticipates and addresses counterclaims thoughtfully, strengthening own argument	Acknowledges at least one counterclaim and provides a response	Mentions a differing view but does not fully engage with it	Does not acknowledge any opposing viewpoints
<b>SAT Vocabulary Use</b>	Uses 3+ SAT-level vocabulary words correctly and naturally in context	Uses 2 SAT-level vocabulary words correctly in context	Attempts SAT vocabulary but usage is imprecise or forced	No SAT-level vocabulary used
<b>Connection to Righteousness Themes</b>	Meaningfully and specifically connects discussion to museum themes of righteousness	Connects discussion to righteousness themes with some specificity	Makes a general reference to righteousness without depth	No connection to righteousness themes

## Rubric 2: SAT-Aligned Written Assignment Rubric

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Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
<b>Thesis / Central Claim</b>	Presents a clear, arguable thesis that directly addresses the prompt with sophistication	Presents a clear thesis that addresses the prompt	Thesis is present but vague or only partially addresses the prompt	No clear thesis statement
<b>Evidence &amp; Citations</b>	Integrates 3+ pieces of specific, well-chosen evidence with proper citation format	Includes 2 pieces of relevant evidence with citations	Includes 1 piece of evidence; citation format may be incomplete	No evidence cited
<b>Rhetorical Analysis</b>	Identifies and explains multiple rhetorical strategies with depth and accuracy	Identifies at least one rhetorical strategy and explains its effect	Attempts rhetorical analysis but explanation is unclear	No rhetorical analysis present
<b>Writing Mechanics</b>	Writing is concise, grammatically precise, and well-organized throughout	Writing is clear with minor grammatical issues; generally well-organized	Writing has noticeable grammatical errors; organization is inconsistent	Writing has frequent errors that impede understanding
<b>Connection to Museum Exhibits</b>	Meaningfully integrates specific museum exhibit content as evidence	References museum exhibits with some specificity	Makes general reference to the museum without exhibit details	No reference to museum exhibits

## Rubric 3: Project Rubric

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Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
<b>Research Quality</b>	Uses 3+ credible sources; information is accurate and well-integrated	Uses 2 credible sources; information is accurate	Uses 1 source; information is mostly accurate	No identifiable sources; information may be inaccurate
<b>Evidence-Based Reasoning</b>	All major claims are supported by specific evidence with clear reasoning	Most claims are supported by evidence	Some claims are supported; reasoning is surface-level	Claims are unsupported
<b>SAT Vocabulary Integration</b>	5+ SAT-level words used correctly and naturally throughout	3-4 SAT-level words used correctly	1-2 SAT-level words attempted; usage may be imprecise	No SAT vocabulary used
<b>Historical Accuracy</b>	All historical content is accurate and contextualized appropriately	Historical content is mostly accurate with minor gaps	Some historical inaccuracies or significant gaps in context	Major historical inaccuracies
<b>Presentation Quality</b>	Polished, well-organized, and engaging; demonstrates care and creativity	Clear and organized; meets all requirements	Organization is inconsistent; some requirements are missing	Disorganized; requirements are largely unmet

## SECTION 10

# Additional Resources & Tips

## Tips for Integrating SAT Prep Without Making It Feel Like “Test Prep”

- **Frame SAT skills as thinking skills.** Instead of saying, “Now we’re going to practice SAT questions,” say, “Let’s practice the kind of close reading that historians and scholars use every day.”

- **Use the SAT Practice Boxes as optional extensions.** Students who are actively preparing for the SAT will appreciate the focused practice; others will benefit from the skill-building without needing to know it’s “SAT prep.”
- **Celebrate vocabulary growth.** The Righteousness Vocabulary Wall makes SAT vocabulary visible and connected to meaningful content, not isolated word lists.
- **Connect to student goals.** Remind students that the reading and writing skills they’re building serve them far beyond the SAT—in college courses, careers, and civic life.
- **Keep it low-stakes.** Practice questions should be used as learning tools, not graded assessments. Let students discuss answers with partners before reviewing as a class.

## How to Use Museum Exhibits as SAT-Style Reading Passages

- Assign specific exhibit pages from [wiserighteous.org](http://wiserighteous.org) as “reading passages” and pair them with the SAT-style questions in this guide.
- Ask students to summarize exhibit content in their own words, then identify the central idea—just as they would on a reading comprehension test.
- Use exhibit texts as the basis for evidence-based writing assignments, requiring students to cite specific details from the exhibit.

## Suggestions for Differentiation

- **For advanced students:** Assign the comparative essay and multi-source synthesis activities with higher expectations for depth and vocabulary use. Encourage students to create their own SAT-style questions for peers.
- **For students needing support:** Provide sentence starters and vocabulary guides. Pair students for the SAT Practice Box activities. Allow extended time for timed writing exercises.

- **For English Language Learners:** Pre-teach key vocabulary before each unit. Provide bilingual glossaries where possible. Focus on the vocabulary-in-context exercises, which build both content knowledge and language skills simultaneously.

## Cross-Curricular Connections

Subject Area	Connection to This Guide
<b>English Language Arts</b>	Rhetorical analysis, argumentative writing, narrative nonfiction, vocabulary in context—all directly aligned with ELA standards and SAT Reading/Writing
<b>Government / Civics</b>	Founding documents (Magna Carta), voting rights, civil liberties, constitutional principles
<b>Mathematics (Data Interpretation)</b>	Reading and analyzing tables and charts showing historical data (voter registration, demographic statistics)—aligned with SAT quantitative reasoning
<b>Visual Arts</b>	Museum exhibit design, poster creation, visual communication of historical themes

## Connect with The Righteousness Museum

- **Website:** [wiserighteous.org](http://wiserighteous.org)
- **Email:** [admin@wiserighteous.org](mailto:admin@wiserighteous.org)
- Schedule a virtual museum tour for your class
- Submit student projects for possible inclusion in the museum’s Student Gallery
- Request guest speakers or professional development workshops for your department

### SECTION 11

# Copyright & Usage Notice

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## **The Righteousness Museum**

[wiserighteous.org](http://wiserighteous.org) | [admin@wiserighteous.org](mailto:admin@wiserighteous.org)

*"Teaching righteousness through the lessons of history, building the skills for tomorrow."*