LESSON PLAN

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| Name: | Tosha Cook | | | | | | Date: | | 2/7/12 | | | | Age/Grade Level: | | 5th |
| # of Students: | | | | 20 | | # of IEP Students: | | | | 1 | | # of ESL Students: | | | 0 |
| Subject: | | Social Studies | | | Major Content: | | | History | | | | | | Lesson Length: | 20 min |
| Unit Title: | | | Civil Rights | | | Lesson Number and Title: | | | | | I Have A Dream… Fighting For Equality With Peace | | | | |

***ACTIONS*** – 5.5.spi.8. Recognize examples of how the how the United States confronted Civil Rights issues, (i.e., Brown v. Board of Education, Montgomery Bus Boycott, Birmingham Civil Rights march, American Indian Movement (AIM) Civil Rights Act of 1964).

# *Academic Content Standards –*

5.5.spi.8. Recognize examples of how the how the United States confronted Civil Rights issues, (i.e., Brown v. Board of Education, Montgomery Bus Boycott, Birmingham Civil Rights march, American Indian Movement (AIM) Civil Rights Act of 1964).

**Era 9 - Postwar United States (1945-1970's)**

5.5.12 understand domestic policies in the post World War II period.

1. Explain Brown V. Board of Education and its importance of to the Civil Rights  Movement.
2. Explain the contributions of Civil Rights leaders such as Martin Luther King, Jr.  and Caesar Chavez.
   * 1. Recognize the impact of individual and group decisions on citizens and communities in a democratic republic.
3. Identify the accomplishments of notables who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.

Goals:

* Students will learn what the Brown vs. Board of Education, Montgomery Bus Boycott, and the Civil Rights Act of 1964 were as well as how they were used to confront Civil Rights issues.
* Students will learn names of important individuals who had an impact on and how they impacted resolving the civil rights issues.
* Students will have a better understanding of how the civil rights issues have impacted our country today.

# *Lesson Objectives –*

# Students will demonstrate an understanding of:

1. The civil rights movements sought to integrate American society
2. The result of the Brown vs. Board of Education case
3. Why ending segregation was so difficult
4. What the Montgomery Bus Boycott was and that Mr. Luther King Jr. organized it
5. Nonviolent protest
6. The role of the Supreme Court in the civil rights movement
7. Sit-ins and the risks civil rights protesters faced
8. How the civil rights movement has influenced life today
9. Recognize examples of how the how the United States confronted Civil Rights issues, (i.e., Brown v. Board of Education, Montgomery Bus Boycott, Birmingham Civil Rights march, American Indian Movement (AIM) Civil Rights Act of 1964).
10. How life was different for African Americans before Civil Rights
11. How to use and create a timeline.

***Accommodations –***

Video and voice level of instructor need to be at a higher volume for the IEP student, Mr. Davis, who wears hearing aids.

# *Context –*

* In this lesson, students will recognize examples of how the how the United States confronted Civil Rights issues, (i.e., Brown v. Board of Education, Montgomery Bus Boycott, Birmingham Civil Rights march, American Indian Movement (AIM) Civil Rights Act of 1964). Explain Brown V. Board of Education and its importance of to the Civil Rights  Movement. Explain the contributions of Civil Rights leaders such as Martin Luther King, Jr.  and Caesar Chavez.
* Martin Luther King Jr. was the focus of the previous lesson. Students were introduced to facts about Martin Luther King Jr., the Civil Rights Movement, Freedom Riders, segregation, and sit-ins. Students also were familiarized with timelines and putting dates and events in chronological order, specifically the order of some important events from Dr. King’s life.
* Volume levels need to be higher than average for IEP student to hear lesson, video, and instruction.

# *Resources, media, technology –*

* Computer with access to brainpop.com
* Projector to display video
* Martin Luther King Jr. video: <http://www.brainpop.com/socialstudies/famoushistoricalfigures/martinlutherkingjr/>
* Martin Luther King Jr. Quiz: <http://www.brainpop.com/socialstudies/famoushistoricalfigures/martinlutherkingjr/quiz/>
* Martin Luther King Jr. Activity, Graphic Organizer, and Vocabulary: <http://www.brainpop.com/socialstudies/famoushistoricalfigures/martinlutherkingjr/activity/>
* Martin Luther King Jr. - FYI (Quotables, In Depth, Did You Know?, Laws and Customs): <http://www.brainpop.com/socialstudies/famoushistoricalfigures/martinlutherkingjr/fyi/>
* Civil Rights video: <http://www.brainpop.com/socialstudies/ushistory/civilrights/>
* Civil Rights Activity, Advanced Activity, Graphic Organizer, and Vocabulary: <http://www.brainpop.com/socialstudies/ushistory/civilrights/activity/>
* Civil Rights – FYI (In Depth, Laws and Customs, Arts and Entertainment, Quotables, and Way Back When): <http://www.brainpop.com/socialstudies/ushistory/civilrights/fyi/>
* Civil Rights Quiz: <http://www.brainpop.com/socialstudies/ushistory/civilrights/quiz/>
* White construction paper
* Pencils and/or pens
* Markers (optional)
* Timetoast.com (optional)

# *References-*

Fordyce, A. (n.d.). *Civil rights*. Retrieved from <http://www.brainpop.com/lessonplans/civilrights/>

# *Procedures –*

1. Begin a discussion about Martin Luther King Jr. and use the KWL graphic organizer to assess the students’ prior knowledge.
   1. Watch BrainPOP's [Martin Luther King Jr.](http://www.brainpop.com/socialstudies/famoushistoricalfigures/martinlutherkingjr/" \t "_blank) movie. Hold a class discussion about the movie and then take the [quiz](http://www.brainpop.com/socialstudies/famoushistoricalfigures/martinlutherkingjr/quiz/" \t "_blank) as a class.
2. Watch the [Civil Rights movie](http://www.brainpop.com/socialstudies/ushistory/civilrights/" \t "_blank) as a class and have them take notes by completing the [Civil Rights Activity](http://www.brainpop.com/socialstudies/ushistory/civilrights/activity/" \t "_blank).
3. Hold a class discussion about what the students learned from the Civil Rights movie. On chart paper, record ideas from the students about how life was different for African Americans before Civil Rights.
4. Divide the class into groups of 3-4 students. Pass out the white construction paper and have each group cooperatively create a Civil Rights timeline based on the class discussion and the notes they took during the BrainPOP Civil Rights movie.
5. Modifications—Allow students to individually create a timeline using <timetoast.com>. Assign students to write a report using the [FYI](http://www.brainpop.com/socialstudies/famoushistoricalfigures/martinlutherkingjr/fyi/) information from the website/handouts for additional understanding of the lesson.

# *Student Assessment –*

I will assess students by a combination of participation in class discussion, the BrainPOP quiz, the advanced activity used to identify and explain how minority groups still struggle for equality, and the production of a timeline. I will have each group cooperatively create a Civil Rights timeline based on the class discussion and the notes they took during the BrainPOP Civil Rights movie. Throughout the unit, I will collect students’ portfolios to assess progress and adjust instruction as needed.

**Objective/Assessment Plan Organizer**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objective Number** | **Type of Assessment** | **Description of Assessment** | **Depth of Knowledge Level** | **Adaptions**  **and/or Accommodations** |
| Objective 1-9 | Summative | Graded Quiz | 3 | Additional time allowed for slower test takers |
| Objective 1-9 | Formative | Brainstorm using KWL chart | 1 | Record ideas with group members |
| Objective 8 | Formative | Identify and Explain - Writing Activity | 2 | Supply students with specific minority groups |
| Objective 9 | Formative | Graphic Organizer | 1 | Allow students to work in groups |
| Objective 10 | Formative | Class Discussion | 1 | Have students record their answers privately to ensure every student responds |
| Objective 11 | Summative | Timeline | 2 | Create Timeline with a partner or as a group |

***IMPACT*** – Prepared after the lesson and post-observation conference

# *Reflection/Analysis of Teaching and Learning –*

Discuss student progress in relation to the stated objectives (i.e., what they learned with indicators of achievement). Discuss success of instruction as it relates to assessment of student progress. Include three student samples (high, average, low) and an analysis of their performance based on assessment results.

**Students Learned**

* People of the United State confronted Civil Rights issues with nonviolent protest
* Examples of nonviolent protests such as sit-ins and boycotts, specifically the Montgomery bus boycott
* These nonviolent protests were counteracted with violent protest.
* To sequence the order of events leading up to and following the Civil Rights Act
* Explain the contributions of Civil Rights leaders such as Martin Luther King, Jr.
* Explain Brown V. Board of Education and its importance of to the Civil Rights  Movement
* The impact of individual and group decisions on citizens and communities in a democratic republic such as sit-ins and Rosa Parks

All students appeared to pay attention during the BrainPOP videos and worked collaboratively on the group assignment of making a timeline. However, I noticed only a select few students actually taking notes during discussion and the videos as directed. Most students actively participated in review, discussion and quiz. I believe my instruction and selected activities engaged the class in the learning process.

**High Achievement:** Linda and Amy fully applied themselves and followed instructions. These two students were the only two who took notes during instruction and used them for attached assignments including conducting a timeline of important events.

**Medium Achievement:** Timmy and Jaquie were highly engaged during the videos and actively participated in the review and quiz. I classify this as medium because they carried on discussion between each other during the viewing of the video.

**Low Achievement:** The back two tables seemed to not be as focused and lacked on contributing to the lesson.

***REFINEMENT –*** Prepared after the lesson and post-observation conference

# *Lesson Extension/Follow-up –*

Based on your reflection, discuss plans for subsequent lessons to reinforce and extend understanding particularly for students who did not make satisfactory progress.

I would need to allow more time to fully succeed in fulfilling my goals of this lesson. I feel, because of time restraints, that material in the lesson was not fully expressed. Students needed more opportunity for participation and feedback. More specifically, students were not allowed adequate time to complete their assessments. Unfortunately, I was unable to handle to lack of participation because I needed to continue with the lesson in order to complete the tasks and objectives. We were not able to reflect on and/or review what we had discussed and learned. Main points were only grazed on instead of fully obtaining the material. Simply, I needed more time to fulfill my goals and properly asses the students.