

ELA Lesson Plan for Unit: America's Civil Rights Movement

OVERVIEW		
Lesson Title: <i>Separate and Unequal</i>	Unit Title: America's Civil Rights Movement	
Lesson #: 2	CCRS and GLE Range: GLE 6.0-8.9	Class Level: Level D
Length of Lesson in # of Hours: 2-3 hrs # of Classes: 1-2		Teacher(s): Brooke Machado
STAGE 1 – PLANNING for DESIRED RESULTS		
LESSON OBJECTIVES		
<p><i>By the end of this lesson, students will be able to:</i></p> <ul style="list-style-type: none"> Use strategies to make sense of and summarize the central ideas of dense text Apply Tier 2/academic and Tier 3/domain-specific vocabulary associated with the Civil Rights Movement Define the doctrine of “separate but equal” and describe its effect on African-Americans in U.S. society Explain the role “Brown v. the Board of Education” had in spurring the Civil Rights Movement 		
CCR LEVEL-SPECIFIC STANDARDS THAT SUPPORT AND ALIGN WITH THE LESSON OBJECTIVES	KEY INSTRUCTIONAL SHIFTS	
<p>R1D: Read closely to determine what the text says explicitly and to make logical inferences from it</p> <p>R2D: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments</p> <p>L6D: Acquire and use grade-appropriate academic and domain-specific vocabulary</p>	<p><i>Indicate those addressed in this lesson:</i></p> <p><input checked="" type="checkbox"/> Practice with complex text and its academic language</p> <p><input checked="" type="checkbox"/> Ground reading, writing, and speaking in evidence from literary and informational texts</p> <p><input checked="" type="checkbox"/> Build knowledge through content-rich nonfiction</p>	
ESSENTIAL QUESTION(S) <i>(optional)</i>		
<p><i>How did the people and events of the Civil Rights Movement change the United States?</i></p>		
PRIOR KNOWLEDGE NEEDED		
<p>from previous lesson(s) in unit:</p> <ul style="list-style-type: none"> knowledge of the Civil Rights Movement and its core tenets knowledge of the Constitution's 14th Amendment 		

STAGE 2 – EVIDENCE of LEARNING

Ways that students and I will know the extent to which objectives have been met:

student discussions	student notes (summaries)
vocabulary log	exit tickets
teacher observation	

	STAGE 3 -- ACTION	MATERIALS	TIME
INTRODUCTION <ul style="list-style-type: none"> Why is this important for students to learn? (hook, connection, relevance) 	<ol style="list-style-type: none"> 1) Introduce the lesson as being about a pivotal court case in civil rights history called <i>Brown v. Board of Education</i>. This historical court case is credited with spearheading the Civil Rights Movement as it took on separation of black from white students in public schools. Before this landmark case, states had laws establishing legal segregation in schools—instituting that black students attend separate schools from their white counterparts. Because of <i>Brown v. Education</i>, those laws became unconstitutional. 2) Ask students to recall what they learned in the previous session. Students should state which key events on the timeline they remember and the central ideas of the 13th, 14th and 15th Amendments. 3) Next, students should review their summary of the 14th Amendment from the previous day in order to predict how the amendment is relevant to the <i>Brown v. Board of Education</i> court case. Share out predictions. 		5 mins
BODY <i>Guiding Questions</i> <ul style="list-style-type: none"> What text(s) will be the basis of this lesson? What academic and content vocabulary will students learn? What questions should I pose to engage students, elicit comprehension, and foster thinking and reasoning? What opportunities will students 	<p>Text(s):</p> <ul style="list-style-type: none"> “Key Excerpt From the Majority Opinion, <i>Brown v. Board of Education</i>” http://www.readworks.org/passages/key-excerpts-majority-opinion-brown-v-board-education, Flesch-Kincaid Grade Level: 14.3 <p><i>[Note on readability: Although the readability of this text is quite high for Level D, it is important for adults to have access to the real words that changed history and see what Supreme Court decisions look like, since this is a vital type of text that affects the lives of Americans. The text is a short and students will engage in several pre-reading activities in which they will build vocabulary and background knowledge before reading. The reading should be heavily scaffolded and handled as a whole class analysis].</i></p> <ol style="list-style-type: none"> 1) Pre-teach vocabulary after explaining the key concepts of the lesson by providing a list of 8-10 words to students. Students in pairs can engage with the vocabulary by categorizing terms into groups: ‘Words I Can Define’, ‘Words I Am Unsure about’ and ‘Words I Don’t Know’. Students may peer teach during this step while teacher monitors and assists with terms causing difficulties. 	<p>copies of article, one per student</p> <p>timeline from student notes</p> <p>student vocabulary logs</p> <p>student notebooks for note-taking</p> <p>white board and markers</p>	60-90 mins

have to practice ELA skills (Reading, Writing, Speaking and Listening, and Language)?	<table><tr><td>access</td><td>deprive</td></tr><tr><td>factor</td><td>implement</td></tr><tr><td>inferior</td><td>integration</td></tr><tr><td>segregation</td><td>"separate but equal"</td></tr><tr><td>status</td><td></td></tr></table>	access	deprive	factor	implement	inferior	integration	segregation	"separate but equal"	status		
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<ul style="list-style-type: none">What opportunities will students need for scaffolding and differentiation?How are the CCRS Instructional Shifts for ELA evidenced in student performance?	<p>Following this brief preview of the selected vocabulary, explain the word with a short, student-friendly definition, and allow students to write the words and definitions in their vocabulary logs. Provide class time for students to practice the words in sentences or assign as homework.</p> <p>2) In order to prepare students for reading the high-level, primary source text of the lesson, aid students in building foundational knowledge on the case by engaging in the following pre-reading activities:</p> <ul style="list-style-type: none">provide oral summary of <i>Brown v. Board of Education</i> (http://www.socialstudiesforkids.com/articles/ushistory/brownvboard.htm or teacher may provide own summary)analyze photographs of white schools and black schools under separate but equal doctrine (http://americanhistory.si.edu/brown/resources/two.html)watch a video clip providing overview of case (http://www.history.com/topics/black-history/brown-v-board-of-education-of-topeka) <p>Teacher should monitor student understanding throughout pre-reading activities by asking questions and monitoring student responses.</p> <p>3) Next, refer to previous lesson’s summarizing practice and the “I do, We do, You do (together and alone)” model and inform students they will again be summarizing—this time writing summaries about the doctrine “separate but equal” and <i>Brown v. Board of Education</i> case in their notes.</p> <p>For “separate but equal”, students work collaboratively in “You do together.” Work with students to recall key details and central themes for “separate but equal” from pre-reading activities. In this step, students in pairs practice summarizing and note-taking skills that have been taught by using the t-chart and writing notes with “separate but equal” on the left side, and a short synopsis on the right. Elicit answers to questions: <i>What did the “separate but equal” doctrine say? What was the impact of “separate but equal”?</i> Teacher should assess students in pairs by monitoring efforts and providing feedback. Debrief before continuing to the next step. Record student output from brainstorm on board for all students to view.</p> <p>Next, students will work individually to summarize in “You do alone”. Students now should be held accountable for writing a summary for <i>Brown v. Board of Education</i> alone and their performance should be assessed.</p>											

	<p>4) Prepare students to read primary text together by referring to the timeline in their notes and share the following:</p> <p><i>“Even though slavery ended in 1865, racial segregation laws followed. Segregation was allowed as long as the separate facilities were equal under “separate but equal” policies. In Brown v. Board of Education, the court overruled “separate but equal”. The court declared that separating children in public schools on the basis of race was unconstitutional. This ruling signaled the end of legalized racial segregation in schools in the United States.</i></p> <p><i>Now we are going to read the words Chief Justice Earl Warren wrote about the decision. The text was written by a judge about a legal case, so some of the language may be difficult, but you should apply knowledge of vocabulary we have studied together with the knowledge we have built around Brown v. Board of Education and “separate but equal” to help us in gaining an understanding of the text.”</i></p> <p>5) Read (and reread) the <i>Brown v. Board of Education</i> text using “Cloze Reading” oral reading strategy. To prepare, the teacher selects words from the text, which have been pre-taught—words that carry the meaning—by highlighting or underlining the words so they can be seen easily during reading. The teacher reads aloud at the appropriate speed and pauses on the selected words. Students track as the teacher reads. When the teacher pauses, students read the highlighted word. It is necessary to stop frequently to build student comprehension through thinking aloud and modeling the strategies introduced with the amendments of putting words and phrases in own words.</p> <p>6) Review the lesson’s objectives with students and direct them to write their favorite sentence, phrase and word from the text in order to engage with the text and analyze what parts “speak to them.”</p> <p>Ask students to identify:</p> <ul style="list-style-type: none"> – a <u>sentence</u> that was important in the text and meaningful to them – a <u>phrase</u> that moved them – a <u>word</u> that struck them as powerful – Invite students to write their summary, drawing from what they learned in the past lessons. <p>7) Students present selections of sentences, phrases and words along with why they chose them. Sharing can be done small or whole group. After sharing, invite students to reflect on the discussion by identifying common ideas that have emerged.</p>		
CLOSING	<p>1) Provide a brief oral conclusion to the lesson by wrapping up with the following:</p>	<p>paper for exit ticket writing</p>	<p>10 mins</p>

	<p><i>“Brown v. Board resulted in a historic legislative change, which was meant to enable African Americans to receive a quality education regardless of their racial status. The ruling set the foundation for the Civil Rights Movement and laid precedence for “separate, but equal” to be banned.”</i></p> <p>(Teacher may want to note that unfortunately, desegregation was not that easy and it is a project that has not been finished, even today).</p> <p>2) <u>Exit ticket Assignment: 3, 2, 1</u></p> <p>a) Review the lesson’s objectives with students and direct them to write:</p> <p><u>3</u> Write <u>three</u> important points to remember</p> <p><u>2</u> Connect <u>two</u> or more words and phrases from the lesson’s vocabulary and write a sentence using them</p> <p><u>1</u> Write <u>one</u> question to ask a student to check their understanding of today’s lesson</p> <p>b) Collect exit tickets to use as formative assessment and check student understanding.</p> <p>[Option: Share information from cards with students during next class session in order to review learning from previous lesson.]</p>		
POST-TEACHING REFLECTION	What changes or adaptations would I make?		