

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

OVERVIEW		
Lesson Title: <i>A “Gallery” of Movers and Shakers of America’s Civil Rights Movement</i>	Unit Title: America’s Civil Rights Movement	
Lesson #: 5	CCRS and GLE Range: GLE 6.0-8.9	Class Level: Level D
Length of Lesson in # of Hours: 4-6 hrs # of Classes: multiple sessions (dependent on students and teacher)		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"> ● Identify the criteria for effective poster presentations ● Follow a process for researching a focused question, integrating information from at least three sources ● Plan, organize and design posters, integrating written text and visuals, with a focus on task, purpose, and audience ● Explain in depth the contributions of at least one individual to the Civil Rights Movement 		
CCR LEVEL-SPECIFIC STANDARDS THAT SUPPORT AND ALIGN WITH THE LESSON OBJECTIVES	KEY INSTRUCTIONAL SHIFTS	
<p>R1D: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Application: cite specific textual evidence to support analysis of primary and secondary sources</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>W4D: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience</p> <p>W7D: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</p> <p>W8C: Recall relevant information from experiences or gather relevant information from print and digital resources; summarize or paraphrase information in notes and finished work, and provide a list of sources</p> <p>L6D: Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</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

from previous lesson(s) in unit:

- ability to read texts to determine main ideas, and to paraphrase and summarize main ideas in writing
- knowledge of the Civil Rights Movement and its core tenets
- knowledge of the 13th, 14th and 15th Amendments to the Constitution
- evaluating web resources (extra instruction may be needed if students haven't been taught this previously)

STAGE 2 – EVIDENCE of LEARNING

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

student posters	teacher observation
feedback forms	

	STAGE 3 -- ACTION	MATERIALS	TIME
<p>INTRODUCTION</p> <ul style="list-style-type: none"> ▪ <i>Why is this important for students to learn? (hook, connection, relevance)</i> 	<p><u><i>Project Overview</i></u> Inform students that creating a poster is one way to share his/her knowledge on a topic and due to its emphasis on both content and presentation, the completion of a poster entails skills requiring students to synthesize their research by utilizing written and visual information to inform the audience. By researching a topic and designing a poster around it, students will create a visual communication tool that serves as a source of information and a summary of their work.</p> <p>Poll students to learn who has previous experience creating a poster (or helping their child create a poster), and who does not. Explain that in this lesson, students will learn how to research and design informational posters, focused on an individual (or group) from the Civil Rights Movement.</p> <p>The lesson will begin with learning about effective poster design, then will guide students in conducting research on the selected figure of the Civil Rights Movement, and planning, creating and displaying their posters in a “gallery walk.” In the “gallery walk,” student will hang projects for display like artists typically show their pieces in an exhibit. Students and teachers will rotate around the room and provide feedback from the learning community based on a rubric.</p>		5 mins
<p>BODY</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> ▪ <i>What text(s) will be the basis of this lesson?</i> ▪ <i>What academic and content vocabulary will students learn?</i> 	<p>1) <u><i>What makes a good poster?</i></u> Acquire and display several different posters from various sources. Some examples may include: notices, community event flyers, advertisements, campaign signs, billboard pictures, and full-page newspaper ads. If no actual posters are available, the teacher may provide electronic versions or pictures of posters).</p> <p>As a class, brainstorm the purpose of posters. Some responses may include: to get people’s attention, to get people to do something, or to give people information.</p>	<p>variety of posters for student review</p> <p>poster boards, one per student</p> <p>construction paper</p>	2 – 3 class sessions

<ul style="list-style-type: none"> ▪ <i>What questions should I pose to engage students, elicit comprehension, and foster thinking and reasoning?</i> ▪ <i>What opportunities will students have to practice ELA skills (Reading, Writing, Speaking and Listening, and Language)?</i> ▪ <i>What opportunities will students need for scaffolding and differentiation?</i> ▪ <i>How are the CCRS Instructional Shifts for ELA evidenced in student performance?</i> 	<p>Working in partners, students will compare a range of posters. Guide the students to observe factors like:</p> <p style="text-align: center;"><i>How many colors are on the posters?</i> (usually no more than three) <i>How is information communicated?</i> (picture and text) <i>How is writing conveyed?</i> (brief amounts of text with bullets) <i>What is the size of the writing font?</i> (mostly large and easily read from a distance) <i>How are graphics and pictures used?</i> (very few, 2-3)</p> <p>After students have had time to discuss, share out observations. Note any characteristics from above that students neglect. For each feature, students should explain why they are effective.</p> <p>Bring the discussion to a close by making this information relevant to the students' final poster project. The students' posters should:</p> <ul style="list-style-type: none"> ✓ attract attention and be visually pleasing ✓ give people information about their individual ✓ answer the questions: <i>Who is my figure? What was his/her contribution to the Civil Rights Movement?</i> ✓ make people want to know more about their individual <p>2) <u><i>Preparing for research:</i></u> Students should select an individual (or group) that impacted change during the Civil Rights Movement. Provide a list or invite students to choose one on their own. After choosing a topic, students will participate in the following steps during research:</p> <ul style="list-style-type: none"> – Identifying research questions – Selecting sources – Note-taking, paraphrasing and summarizing – Listing sources – Synthesizing information – Presenting information <p>3) <u><i>Conducting the research</i></u></p> <p>a) <u><i>Identifying research questions.</i></u> Explain that good researchers use websites and nonfiction books to answer focused questions. Ask and answer, <i>“What do I need to know about my individual in order to create my poster?”</i> The following questions may be used, or questions may be developed as a class.</p> <p style="padding-left: 40px;">(1) <i>Who was/is (individual’s name)? What is key information to understand about his/her background (birthplace, hometown, education, key events)?</i></p> <p style="padding-left: 40px;">(2) <i>What actions did (individual’s name) take to affect change in the Civil Rights Movement? How did he/she contribute to the Civil Rights movement?</i></p> <p style="padding-left: 40px;">(3) <i>What inspires you about (individual’s name)?</i> Select a quote from this figure and share what can be learned and why he/she should be honored and remembered.</p>	<p>markers</p> <p>colored pencils</p> <p>scissors</p> <p>rulers</p> <p>glue</p>	
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b) Selecting sources. After reviewing research questions, remind students they will read from a variety of resources on the topic in order to answer the questions. Lead students through selecting sources and with the following guidance:

Select three sources

- (1) biography from www.history.com or www.biography.com.
- (2) non-fiction text from library
- (3) students' choice (electronic media, video, web-based article or website)*

*Students should be familiar with evaluating web resources before selecting one. To evaluate the site, know who wrote the web page, what is the site's goal, and know if the site's information is up-to-date.

c) Notetaking, paraphrasing, and summarizing AND listing sources.

Show students how to set up individual notecards, each notecard addressing only one question and where they found the information (website/book title and page number). Explain that this technique will help them sort and re-sort the cards later. **Remind them to apply what they have learned about putting content in their own words and summarizing.** Model by referring to previous text from class on Linda Brown, writing answers to questions on index cards. Monitor students carefully to ensure they are remembering to record only one note per notecard and are including their reference information.

d) Synthesizing information. Show students how to go through the following process, splitting up the process in manageable chunks.

Monitor carefully to ensure students are following this process:

- 1) Group all cards related to the same question together.
- 2) For each question, put them in an order that makes sense.
- 3) Evaluate what you have—too much, too little, rabbit paths? Throw out what you don't need and decide on your final order.
- 4) Take each question set, one at a time, and draft a paragraph, answering the target question.
- 5) Revise and share with a peer.
- 6) Edit.

Drafting paragraphs for posters should follow up research. Each research question will have its own designated space on the poster and student may add 1-3 photos and or other visual aids.

e) Presenting Information. Students should choose 1-3 photos or other visual aids that enhance the meaning they want to convey about their individual. Then demonstrate how to create a poster plan on 8 ½ x 11 paper to work from when creating their poster. They should allot general spaces where they will place information and graphic visuals. Remind students that the posters will be used to inform viewers during

	<p>the gallery walk. Students should be reminded to adhere to the poster attributes (below) so they will have effective posters to display.</p> <p>Include (NOTE: If the class developed its own questions, alternate criteria will need to be developed.):</p> <ul style="list-style-type: none"> • Individual’s name • A paragraph answering the question: <i>What is key information to understand about his/her background (birthplace, hometown, education, key events)? Include lifespan, for example: Linda Brown – 1939-___, and other relevant background information.</i> • A paragraph answering the question: <i>What actions did (individual’s name) take to affect change in the Civil Rights Movement? How did he/she contribute to the Civil Rights movement?</i> • A paragraph answering the question, <i>What inspires you about (individual’s name)?</i> • A minimum of one (up to three) visual(s), photos or artistic representations of your figure. Examples might include a sketch of the figure or a drawing or symbol that relates to them • A quote from this figure <p>In a final reminder, the poster should be appropriate for the task, purpose, and audience and, thus, should be creative, artistic, informative, accurate, and neat. It should be free from grammatical, punctuation, spelling, capitalization, or content mistakes.</p>		
<p>CLOSING</p>	<p>When posters are completed, they should be displayed for the gallery walk. On the day of the gallery walk, assign students in pairs to provide feedback on two posters using a rubric. Students and teacher will use the rubric to evaluate the effectiveness of the poster. The teacher should remind the students not to ask for additional information; rely only on the poster.</p> <p>After students have had a chance to visit all of the presentations, gather the class together and invite students to share their reactions to the gallery walk. Ask students to rate posters using superlatives. Options include the following:</p> <ul style="list-style-type: none"> • Three poster presentation topics I want to know more about • The most attractive poster • The most surprising pieces of information • The poster that had the biggest impact on me <p>Students should share which posters match the superlatives and why they chose the presentations that they did.</p>		
<p>POST-TEACHING REFLECTION</p>	<p><i>What changes or adaptations would I make?</i></p>		