**LESSON PLAN TEMPLATE**

**Teacher: Anaida Maldonado**

**Date:5/16/2022**

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| **Topic/Subject/Grade Level: Civil Rights/History/10 grade**  **Aim/Objective: What are your specific learning goals in this lesson?** What will the students be able to do at the end of the lesson?   * Students will be able to have their own perspective of the civil right movement. * Students will be able to create a timeline of the major events during the civil rights movement. * Students will be able to identify how civil rights affect us in today's society. |
| **Common Core or State Standard addressed in the lesson:**   * **CCSS.ELA-LITERACY.RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. * **CCSS.ELA-LITERACY.RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. * **CCSS.ELA-LITERACY.RH.9-10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| **Essential Questions:** (What are the key questions that students will answer by the end of the lesson?)   * How do you think the civil rights movement changed relations in the U.S.? * What were some key events in the civil right movements? * How did everyday people help bring about change? |
| **Motivation/Link:** (How will the students hook into the lesson? How will you connect this lesson to other subjects?)   * Students will have the opportunity to learn about the events of civil rights. * How much do you know about the case of George Floyd and the Black Lives Matter?   Students will be able to use the lessons learned in this subject and incorporate it into their global classes as well because not only in the U.S have had injustice with race, but around the world. |
| **Materials & Primary Sources:** Please list the materials and primary sources you will use.  Links, readings and audio visual sources about civil rights movements:  <https://www.loc.gov/exhibits/civil-rights-act/?&loclr=reclnk>  <https://www.loc.gov/exhibits/civilrights/?&loclr=reclnk>  <https://www.youtube.com/watch?v=3ank52Zi_S0>  <https://www.youtube.com/watch?v=3vDWWy4CMhE>  <https://www.history.com/news/10-things-you-may-not-know-about-martin-luther-king-jr>  <https://artsandculture.google.com/story/VgURPkiyouv-Lw> |
| **Guided Practice:** (How will the teacher practice and/or model with the students? How will this be differentiated for individual students?)   * First, the teacher will provide links to articles from the Library of Congress.   <https://www.loc.gov/static/classroom-materials/jim-crow-segregation/documents/demonstrators.pdf>  <https://www.loc.gov/static/classroom-materials/jim-crow-segregation/documents/marriage.pdf>   * Students will read and analyze images/articles individually. They will complete the following Primary Source Analysis Tool provided in the link below based on the article/image. This will test their comprehension of the topic. <https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf> * Students will share with the teacher and their classmates their opinions, inquirities, and anything related with the article. |
| **Independent Practice:** (What will the students do independently to practice the skills being taught?)   * Students will choose one of the most significant events during the civil rights movement. * After choosing one of the events, students will develop it more into what happened and what was the cause of that event. |
| **Classroom staffing roles/ grouping:** (What type of groups are the students in and why?)  Group assignment: Point of view, create connections, and debate.   * I will create groups so that the strongest students help the ELL's students and the IEP's students will be with the teacher and other students to receive help. Every kid has different skills, so I will mix them all up so they can help each other with knowledge, enrich students who need it the most and fill any gaps. * My purpose is to make children who do not have much skill organizing their ideas or who do not know how to start the assignment have their classmates help them to have an idea of how to start. |
| **Formative Assessment:** (How will you determine what students already know?)   * Group/independent assignment * Debating, students will research about non-violence movements. They are going to create two groups that are going to debate if non-violence movements were actually successful or if they could use another method to achieve their goals. * Provide evidence * Make connections |
| **Share:** (How will students demonstrate mastery?)   * Students will find an article about civil rights. After that they will share the main point of that article with the whole class. |
| **What questions/problems might the students have about the material being covered?** (Write at least two.)   * Students not remembering the causes and effects of the civil rights movement. * Students not being interested in the civil rights movements. |
| **Homework:**   * Read "Letter from a Birmingham Jail '' by Martin Luther King Jr. and create your own letter based on the original, including what they do not allow people of color to do, the negligence of the government and the authorities, the mistreatment of people of color. It includes how providing rights to people of color will be beneficial and how using nonviolent protest will help win this fight for rights.   \*If you wish to add more relevant info to your speech you are welcome to do it. Be creative and write at least 5-10 sentences. |