**South Dale Middle School Lesson Plan**

**Week/Date:** January 16-20, 2023 **Subject: ELA 7** **Teacher:** Mrs. Everett

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| **Big Ideas: The Civil Rights Movement**   * Identity and Stereotypes * Rights * Segregation/Desegregation * Racism in America * Tolerance | | | | |
| **Essential Questions:**   * How do perceptions lead to stereotypes and pressure to conform to the group? * What does it mean to be an insider (majority) or an outsider (minority) in our society? * What rights are given to citizens in the US Constitution? * What makes a person choose to take a stand despite dangers? * How did racism in the South affect the whole country during the 1960s? * What is worth fighting for? * How tolerant are we of other people’s opinions? | | | | |
| **COS**   * R1- Utilize active listening skills during discussion and conversation in pairs, small groups, or whole class settings * R2 – use context clues to determine meanings of unfamiliar spoken or written words * R6 – adapt speech to a variety of contexts and tasks, demonstrating command of formal English * Reading 2 – make complex inferences from the structure and content of a text * Reading 11 – analyze digital texts to determine subject, occasion, audience, purpose, tone, and credibility * Writing 2 – write informative or explanatory texts to examine and convey complex ideas or processes effectively * Speaking 9 – participate in collaborative discussions about arguments by evaluating claims, findings, reasoning, relevance, and evidence * Speaking 11- engage in coherent and collaborative discussions about prose and poetry by evaluating the use of literary devices and elements * Speaking 27 – Synthesize and present information * Writing 31- Integrate effective vocabulary into writing * Speaking 32- Utilize appropriate vocabulary * Reading 16: examine the use of contentions of standard English grammar and usage in writing * Listening 23 – determine the relevance, reliability, and validity of information from non-fiction or fictional texts | | | | |
| **Objectives: Read and discuss various selections that highlight events from the Civil Rights Movement**  Students will   * Complete a web quest research activity on the Civil Rights Movement * Read, discuss, and understand the book *The Watsons Go to Birmingham* * Demonstrate understanding and a close read of the book by answering Active Reading Guide (ARG) questions * Explain how the author develops a narrator’s point of view * Compare and contrast personal experience with media interpretation * Analyze a newspaper article for information * Distinguish between fact and opinion * Participate in whole group discussion on various prompts dealing with the unit and selections * Cite evidence from research to support an argument in a formal writing assignment * Explore the topic of racism and stereotyping and its effects on society and culture * Demonstrate knowledge of unit on a test | | | | |
| **Day** | **Hook (Opening)** | **Procedures / During** | **Closure** |
| **Monday,**  **January 16** | Anticipation/Objective Discussion  Bellringer | Out of School | * Answer student questions |
| **Tuesday,**  **January 17** | Anticipation/Objective Discussion  Bellringer – DRP | No Red Ink  -Capitalization  *The Watsons Go to Birmingham*   * Chapter 3-4 ARG * Define vocabulary * Read and discuss Ch. 3 * Answer questions for Ch. 3 | * Answer student questions |
| **Wednesday,**  **January 18** | Anticipation/Objective Discussion  Bellringer – DRP | WRITING WEDNESDAY  *The Watsons Go to Birmingham*   * Chapter 3-4 ARG * Read and discuss Ch. 4 * Answer questions for Ch. 4 | * Answer student questions |
| **Thursday,**  **January 19** | Anticipation/Objective Discussion  Bellringer – DRP | *The Watsons Go to Birmingham*   * Chapter 3-4 ARG- finish and turn in * Review for Ch. 1-3 Quiz | * Answer student questions |
| **Friday,**  **January 20** | Anticipation/Objective Discussion  Bellringer – DRP | *The Watsons Go to Birmingham*   * Chapter 1-3 Quiz * No Red Ink Assignment | * Answer student questions |