**South Dale Middle School Lesson Plan**

**Week/Date:** January 5-6, 2023 **Subject: ELA 8** **Teacher:** Mrs. Everett

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| **Big Ideas: The Civil Rights Movement*** Identity and Stereotypes
* Rights
* Segregation/Desegregation
* Racism in America
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| **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?
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| **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
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| **Objectives:** Students will: * Complete a webquest research activity on the Civil Rights Movement
* Read and discuss Martin Luther King, Jr’s *I Have a Dream* speech
* Read, discuss, and understand the short memoir selection, from “Through My Eyes” (Ruby Bridges)
* Demonstrate understanding and a close read of the memoir by answering Active Reading Guide (ARG) questions
* Explain how the author develops a narrator’s point of view in the selection from “Through My Eyes”
* Compare and contrast personal experience with media interpretation
* 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
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| **Day** | **Hook (Opening)** | **Procedures / During** | **Closure** |
| **Thursday,** **January 5** | Anticipation/Objective DiscussionBellringer – Class Expectations  | Research: The Civil Rights Movement* Webquest
	+ Students will visit various websites to conduct research on the Civil Rights Movement during the 1960s.

*I Have a Dream* (Martin Luther King, Jr)* Read speech
* What was Dr. King’s dream?
* Why is this speech so relevant still today?
 | * Answer student questions
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| **Friday,** **January 6** | Anticipation/Objective DiscussionBellringer – Class Expectations | Research: The Civil Rights Movement* Webquest (finish from yesterday)
* Writing – Write a well-developed paragraph discussing the climate of Birmingham, Al during 1963 specifically. Include 3 specific events that help you to form a conclusion about life there during the height of the Civil Rights Movement in the South.

from “Through My Eyes” pg. 968* Discuss Brown v The Board of Education
* Discuss segregation and integration
* Who was Ruby Bridges?
* Begin reading selection
 | * Answer student questions
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