**South Dale Middle School Lesson Plan**

**Week/Date:** January 23-27, 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
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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?
* What is worth fighting for?
* How tolerant are we of other people’s opinions?
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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: 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
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| **Day** | **Hook (Opening)** | **Procedures / During** | **Closure** |
| **Monday,** **January 23** | Anticipation/Objective DiscussionBellringer | *The Watsons Go to Birmingham** Chapter 5-6 ARG
* Define vocabulary
* Read and discuss Ch. 5
* Answer questions for Ch. 5
 | * Answer student questions
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| **Tuesday,** **January 24** | Anticipation/Objective DiscussionBellringer – DRP | Library Day*The Watsons Go to Birmingham** Chapter 5 ARG
 | * Answer student questions
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| **Wednesday,****January 25** | Anticipation/Objective DiscussionBellringer – DRP | WRITING WEDNESDAY*The Watsons Go to Birmingham** Chapter 5-6 ARG
* Read and discuss Ch. 6
* Answer questions for Ch. 6
 | * Answer student questions
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| **Thursday,****January 26** | Anticipation/Objective DiscussionBellringer – DRP | *The Watsons Go to Birmingham** Chapter 5-6 ARG- finish and turn in
* Review for Ch. 5-6 Quiz
 | * Answer student questions
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| **Friday,** **January 27** | Anticipation/Objective DiscussionBellringer – DRP | *The Watsons Go to Birmingham** Chapter 5-6 Quiz
 | * Answer student questions
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