**District Social Studies Lesson Plan**

 Teacher: Robinson/Hall Date: MAY 12-16, 2025 Subject: Social Studies Period:

 Note: I-READY REVIEW

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| Alabama CCRS/COS Standards: * **E-G-H-CG-14**

Analyze the modern Civil Rights Movement to determine the social, political, and economic impact on Alabama. • Recognizing important persons of the modern Civil Rights Movement, including Martin Luther King, Jr.; George C. Wallace; Rosa Parks; Fred Shuttlesworth; John Lewis; Malcolm X; Thurgood Marshall; Hugo Black; and Ralph David Abernathy • Describing events of the modern Civil Rights Movement, including the Montgomery Bus Boycott, the Sixteenth Street Baptist Church bombing in Birmingham, the Freedom Riders bus bombing, and the Selma-to-Montgomery March • Explaining benefits of the Civil Rights Act of 1964, the Voting Rights Act of 1965, and Brown versus Board of Education Supreme Court case of 1954 • Using vocabulary associated with the modern Civil Rights Movement, including discrimination, prejudice, segregation, integration, suffrage, and rights |

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| Outcome(s)/Objective(s)/I can statement:• I can recognize important persons of the modern Civil Rights Movement, including Martin Luther King, Jr.; George C. Wallace; Rosa Parks; Fred Shuttlesworth; John Lewis; Malcolm X; Thurgood Marshall; Hugo Black; and Ralph David Abernathy • * I can describe events of the modern Civil Rights Movement, including the Montgomery Bus Boycott, the Sixteenth Street Baptist Church bombing in Birmingham, the Freedom Riders bus bombing, and the Selma-to-Montgomery March
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**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

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|  [ ]  | KWL |  |  [ ]  Word Splash |   | [ ]  Anticipation Guide |  | [ ]  Lecture |  | [x]  Graphic Organizer/VLT |   | [ ]  Poem, Rhymes, etc. |
|  [ ]  | Survey |   |  [ ]  Possible Sentence |   | [ ]  Think-Pair-Share |  | [x]  Reading |   | [ ]  Pictograph |   | [ ]  Acronyms/Word |
|  [ ]  | First Word |   |  [ ]  Concept Map |  | [x]  Vocabulary Overview |   | [ ]  Model |   | [ ]  Diagram |   | [ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_ |
|  [ ]  |  Word Map |   |  [ ]  Frayer Model |  | [ ]  Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |   | [ ]  Hands-on |   | [ ]  Mind Map/Visual Guide |  |  |
|   |   |   |   |   |   |   |   |   |   |   |   |
| **Engagement Strategies:**[ ]  - Collaborative Group Work [ ]  - Writing to Learn [ ]  - Literacy Groups [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  - Questioning Techniques [ ]  - Scaffolding Text [x]  -Classroom Talk [ ]  - T.W.I.R.L. |
| **Technology Integration:** [x]  Smart board [ ]  Document Camera [ ]  IPADS [ ]  Mac Books [x]  Computers [ ]  Kindles [ ]  Interactive Tablets [ ]  Digital/ Video Camera [ ]  Clickers [ ]  ACCESS [x]  Computer Program: www.studiesweekly.com\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**This Week’s Vocabulary:**

Civil Rights Movement discrimination prejudice segregation integration suffrage rights

**AL** **ABAMA LEGISLATIVE JUDICIAL CONSTITUTION**

**EXECUTIVE**

**PROCEDURAL CONTENT (application)**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | WHAT WAS THE CIVIL RIGHTS MOVEMENT? | WHY WAS THERE A NEED FOR THE CIVIL RIGHTS MOVEMENT? | WHAT WERE THE GOALS OF THE CIVIL RIGHTS MOVEMENT? | HOW DID THE CIVIL RIGHTS MOVEMENT CHANGE AMERICA? | HOW DID THE CIVIL RIGHTS MOVEMENT CHANGE AMERICA? |
| ***Daily Objective(s)******I Can Statement***  | **I CAN EXPLAIN** WHAT STATEHOOD MEANS. | **I CAN EXPLAIN** HOW ALABAMA MODELS ITS GOVERNMENT AFTER THE U.S. GOVERNMENT. | **I CAN EXPLAIN** WHAT A CONSTITUTION IS. | **I CAN EXPLAIN** THE SIGNIFICANCE OF ALABAMA BEING A STATE CAPITOL. | **I CAN EXPLAIN** IMPORTANT LEADERS IN EARLY ALABAMA. |
| *Preview* *(Before)**Warm-up- Hook* | REAL WORLD INTRODUCTIONSAY SOMETHINGVIDEO | KWL/VIDEO | SAY SOMETHINGRECAP LESSON | SAY SOMETHINGRECAP LESSON | REVIEW |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | VOCABULARY BUILDERQUICK WRITEINDEPENDENT PRACTICE | REVIEW LESSONINDEPENDENT PRACTICE | SHARE AND TALKINDEPENDENT PRACTICE | TIMELINE QUICK WRITEONE PAGER/ART TALKINDEPENDENT PRACTICE | CHECK |
|  Small Groups | CENTERS/GROUPS | CENTERS/GROUPS | CENTERS/GROUPS | CENTERS/GROUPS | CENTERS/GROUPS |
| *After/Homework* | GRAND CONVERSATIONSTUDY NOTES | GRAND CONVERSATIONSTUDY NOTES | GRAND CONVERSATIONSTUDY NOTES | GRAND CONVERSATIONSTUDY NOTES | GRAND CONVERSATIONSTUDY NOTES |
| **Assessment (Formative):** [x] Class work [ ] Notebook [ ] Homework [ ] Quizzes [ ] Tests [ ] Computer Activities [ ] Collaborative Work [ ]  Project/ Other: |

**Assessment (Summative):** [ ] Quizzes[x] Tests[ ] Group Activities **[ ]** Project Based **[ ]** Other:

**Summarizing****:** [ ]  3-2-1 [ ]  Ticket out the Door [ ]  The Important Thing [ ]  Cue Cards [x]  Teacher Questions [ ]  Student Summary [ ]  Other: