**South Dale Middle School Lesson Plan**

**Week/Date:** January 5-6, 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 | | | | |
| **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? | | | | |
| **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:**  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 | | | | |
| **Day** | **Hook (Opening)** | **Procedures / During** | **Closure** |
| **Thursday,**  **January 5** | Anticipation/Objective Discussion  Bellringer –  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 |
| **Friday,**  **January 6** | Anticipation/Objective Discussion  Bellringer –  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 |