

## Lesson Plan Template

Date 10/31/2021

Writing

Grade 4th

Time 25 mins

### Preliminary Planning

**Topic/Central Focus:** Civil Rights Era Literature

**Prior Student Knowledge:** Students will already know right from wrong in situations and will have previously learned terms to go with these activities such as racism, hurtful, hate, etc. Students will know that certain figures in history affect movements and change the perspectives of others by looking at previous historical figures they have learned about in past lessons.. From this lesson they will learn how certain historical figures have done this very thing for the Civil Rights Movement. Students will have heard of the figures within the Civil Rights Movements and the Civil Rights Movement, but not know many details. They will know who Martin Luther King Jr. is and his *I Have a Dream Speech*, this lesson will focus on others who have impacted the Civil Right Movement. Students will also already know who Rosa Parks is from previous lessons but will build on their knowledge about her with activities and review work within the modelling activity. Students will have prior knowledge on such terms relating to Rosa Parks story/vocabulary relating to it such as inequality, privilege, etc. This lesson plan will build on some previous prior knowledge and affirm figures that have led to the Civil Rights Movement.

**Illinois Learning Standards addressed:**

CCSS:

Science or SS standard:

- **SS.H.1.4:** Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.

Social & Emotional Learning

- **SEL.2A.2b:** Describe the expressed feelings and perspectives of others
- **W.4.2b:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic

**Academic Language:**

Additional Language Demands:

- Vocabulary: Civil rights, movement, figure, perspective, the SWBS strategy, expressed feelings, summary, contexts

**Objectives:**

1. Given a SWBS statement about Rosa Parks, students will orally identify all four of the acronym terms within the statement (**SS.H.1.4**)

2. Given the book *Sit-In: How Four Friends Stood Up by Sitting Down*, students will be able to write a reflection about how the people in the story felt by writing in their journals with at least 3 sentences. **(SEL.2A.2b)**
3. After reading *Sit-In: How Four Friends Stood Up by Sitting Down* students will write their own SWBS statement using at least 3 of the terms in the acronym SWBS **(W.4.2b)**

### **Differentiation/Planned Support:**

- **Whole Class:** All students will listen to the model of how to use the SWBS and watch the demonstration. Students will also listen to the summarized topic about Rosa Parks while watching the demonstration of the SWBS. All students will participate in creating the board of ideas for the SWBS. All students will listen to the book about *Sit-In: How Four Friends Stood Up by Sitting Down*. Everyone will create a reflection journal response based on the emotions they observed within *Sit-In: How Four Friends Stood Up by Sitting Down*. All students will participate in the SWBS in some sort of way for each activity.
- Struggling readers/writers will work in a small group to discuss *Sit-In: How Four Friends Stood Up by Sitting Down* before starting their reflective journal entries. This will give them a starting point and help formulate ideas. They will also continue at the table and will formulate a SWBS sheet together without the teacher, but within a small group.
- Students who need additional challenges will be asked to write another journal response after writing their SWBS statement. This will be a short way to give proof of their statements and why they wrote down what they wrote down. What proof do they have? Why did these/this person do a certain action? Etc.

### **Formative Assessment (Process):**

FA1: Thumbs up, down, side- after modeling, I will ask students to give me a thumbs up, down, or side to gauge their understanding of what is going to be expected of them when it comes to writing a SWBS statement (along with meaning of each component) and connecting the purpose and knowledge of historical events. **(SS.H.1.4)(OBJ1)**

FA2: Student's journal entry - Students will listen to the story *Sit-In: How Four Friends Stood Up by Sitting Down* and then create a journal entry based on their perspectives and feelings or how they think they would feel in the situation the characters were in **(SEL.2A.2b) (OBJ2)**.

FA3: SWBS statements - Students will work to create a SWBS statement about the book *Sit-In: How Four Friends Stood Up by Sitting Down* to show their understanding of the storyline and what the characters did within it **(W.4.2b)(OBJ3)**.

### **Summative Assessment (Product):**

- Product at the end of the unit: students will do a project on one influential person in the civil rights movement and will share their project with other parents and students on a poster board or another visual way on presentation night. They will create a poster board and do research to give a biography presentation while also explaining their chosen person's impact on the Civil Rights Movement

**Preparation:** get the book ready, make sure students have their journals, print SWBS sheets.

**Technology used:** none

## **Instructional Plan**

**Engage:** “There are many moments where people have had to take a stand for something they believe in and to fight for what is right. What movement have we been talking about where people have been standing up for what is right?”

**Connect:** “Since we have been talking about the Civil Rights Movement, we have been talking about many people who have made a difference and used their voices to speak their beliefs. Today, we are going to use that knowledge of what we have been talking about to write summaries of the impacts they have made.”

**Launch:** I will explain to students that just like famous movement leaders like Martin Luther King Jr. and Rosa Parks who have impacted the movement there are others who have done the same for the same cause. We will be writing statements about their causes and effects of the statements they have made just as we have analyzed the story and movement of Martin Luther King Jr. and Rosa Parks.

### **Sequence of Learning Activities:**

#### **Activity #1: Modeling: (~5 mins)** Rosa Parks model of the SWBS strategy (SS.H.1.4)

- Using the SWBS strategy (*Somebody-Wanted-But-So* from Richardson pg. 281) we will tell a summarized version of the Rosa Parks story.
  - We will model the strategy orally to begin with.
    - “Rosa Parks wanted to sit in the ‘whites only’ section of the bus but she was not allowed to sit there and she was told to move so she refused and was then arrested”
  - We will then write down our retelling of the story on the board and underline the key words that need to be used by students (Somebody, wanted, but, so, then)
- We will hand students an anchor chart with guidelines on how to write an SWBS statement/sentence. Students will give a thumbs up, down, or to the side to tell if they understand the SWBS/how well they understand it. **(FA1) (Obj.1)**

*Transition – Now we will be reading a short book about another popular civil rights movement and writing a short reflection based on what we learned then creating SWBS statements of our own.*

#### **Activity #2: Guided Practice: (~15 mins)** Reading *Sit-In: How Four Friends Stood Up by Sitting Down* and creating a SWBS statement as a whole class **(SEL.2A.2b)**

- I will read the book to the class. Afterwards, we will discuss the story and tell a summarized version of it using the SWBS strategy.
- Perspective writing: **(~5 mins)**

- “Now that we’ve read the story, I want you to take a few minutes and write about how the people in the story might have felt. Try to see the situation from their perspective. Remember that a perspective is someone’s point of view. Begin your writing with the sentence starter: “I think the people in the story felt...” You can also write about how you might have felt if you were in their situation.”  
**(OBJ2)(FA2).**
- **Class SWBS statement: (~5 mins)**
  - I will ask the class who the story was about. They will answer that it was centered on four college friends.
  - I will then ask the class what those four college friends wanted. They will share ideas and we will come to a consensus that they ultimately wanted racial equality.
  - I will ask the students what the problem was in the story that got in the way of what the four college students was. They will discuss and answer that there was segregation.
  - I will finally ask students what the four college students did to overcome this. We will discuss answers as a class and will agree on writing something along the lines of “so: they staged a peaceful protest by having a “sit-in” at a white’s only lunch counter.”
  - Our oral SWBS statement will be close to: “Four college friend's wanted racial equality, but there was segregation so they staged a peaceful protest by having a “sit-in” at a white’s only lunch counter.”

*Transition – Now that we’ve talked about the summary as a class, you are each going to write your own SWBS statement as a summary of the story.*

**Activity #3 Individual Activity:** Students Written Summaries of *Sit-In: How Four Friends Stood Up by Sitting Down (W.4.2b)(~5 mins)*.

- Students will be asked to produce written summaries of the story that we just talked about. **(OBJ3)(FA3)**
  - During this time, we will be walking around to see how students are doing and help any students that need it.
- Their SWBS statements should be similar to: “Four college friend's wanted racial equality, but there was segregation so they staged a peaceful protest by having a “sit-in” at a white’s only lunch counter.”

*Transition - “Everyone did a great job with participating today and I am so proud of the progress we have made in our learning!”*

**Closure:** Volunteers will share their summaries with the whole class. Students will hear from each other and acknowledge how their peers had different ideas and summaries, yet they still accurately summarized the story.

**Assignment:** Read the short article about the Civil Rights Act of 1964 and we will go over it next week in class.

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### Preliminary Planning

**Topic/Central Focus:** Civil Rights Era Literature

**Prior Student Knowledge:** Students will already know the basics about the Civil Rights Movement and the definition of segregation. They will know major Civil Rights leaders such as Rosa Parks, and Martin Luther King Jr. Students know the words just and unjust and how this relates to what they see within this movement. Students will know that certain figures in history affect movements and change the perspectives of others by looking at previous historical figures they have learned about in past lessons. From this lesson they will learn how certain historical figures have done this very thing for the Civil Rights Movement.

**Illinois Learning Standards addressed:**

CCSS:

- **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, word, or actions)

Science or SS standard:

- **SS.H.1.4:** Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.

Social & Emotional Learning

- **SEL.2B.2b:** Demonstrate how to work effectively with those who are different from oneself.

**Academic Language:**

Additional Language Demands:

- Vocabulary: just, unjust, civil rights, movement, segregation, expressed feelings, perspectives, contexts

**Objectives:**

- Given a graphic organizer, students will identify at least three characters by circling and writing down notes about the character and their actions (**RL.4.3**)
- Given a historical text about the Civil Rights Movement, students will connect what they have learned in social studies and reading by answering at least two guided questions (**SS.H.1.4**)
- After reading an article, students will accurately fill out the provided graphic organizer based on the article with demonstration of working in cooperation with the partner they were assigned (**SEL.2B.2b**)

### **Differentiation/Planned Support:**

- **Whole Class:** All students will listen to the story of *New Shoes* and think about the questions asked. Students do not have to answer questions out loud. All students will watch the explanation of the graphic organizer and the way it was set up and observe how to do it themselves. All students will fill out their own graphic organizer related to the article shown/read in the 2nd activity. Then, students will work with a partner to independently finish the graphic organizer with the third section of the article.
- **Struggling readers and writers** Students who struggle with reading have the articles read aloud to them by the other student they are paired with. They will also get led into questions by the partner they were given.
- **Students who need additional challenge:** Students who need an additional challenge will be working as the partner “leader” to read the article aloud, ask questions, and facilitate discussion to stay on task with those who might struggle in their reading/writing.

### **Formative Assessment (Process):**

FA1 Engagement - after modeling what will be expected, students will be told to follow and circle important details about the characters in the story **(RL.4.3)(OBJ1)**

FA2 partner discussion- Students will turn to a shoulder partner to discuss what happened in the story, I will listen to their responses and take informal notes as a way to collect data to inform my next instructional steps. **(SS.H.1.4)(OBJ2)**

FA3 Students’ individual/partner graphic organizers - students will explain to the teacher what they have written down on their graphic organizers individually/with a partner in order to gauge the students understanding of what is expected **(SEL.2A.2b)(OBJ3)**

### **Summative Assessment (Product):**

- **Product at the end of the unit:** students will do a project on one influential person in the civil rights movement and will share their project with other parents and students on a poster board or another visual way on presentation night. They will create a poster board and do research to give a biography presentation while also explaining their chosen person’s impact on the Civil Rights Movement

**Preparation:** Get the book “New Shoes”, print articles for all students, print graphic organizers for students, acquire partners for students for activity 3 and possibly arrange desks/tables accordingly.

**Technology used:** Elmo projector

## **Instructional Plan**

**Engage:** “Who can tell me what they remember from our social studies lessons where we talked about a time period called ‘the Civil Rights Movement?’” I will then look for volunteers and have students try and think about what they remember from previous lessons.

**Connect:** I will then move on to tell students that we are going to keep talking about the civil rights movement today. I will explain to students that they will be using what they learned from previous social studies lessons when they are reading today.

**Launch:** Today, we are going to read about some of the people and events we have discussed previously but we are going to learn how to organize important details in a sequence graphic organizer.

### **Sequence of Learning Activities:**

**Activity #1: Modeling(~10mins)** Reading a book as a whole class and showing students how to fill out a graphic organizer (**RL.4.3**)

- Students will be read the book “New Shoes” as a whole class (**~7mins**)
  - We will show students guided questions that we will fill out after reading along with assembly and completion of a graphic organizer (*Strategy Used: Graphic Organizers (pg.458) from Johns and Lensky*)
- As we go through the book, we will stop and remind students about the historical time period that the book takes place and how the characters are being affected.
  - This is where students will be making connections mentally between what they have learned in social studies and reading.
- After the book has been read through, we will go through about 2/3 questions that are based off of the reading. We will not be asking students to answer questions but will also have students think of the answers in their head and circling details on their paper copies of the book. (**FA1**) (**Obj 1**)
  - We will use these questions to show our thinking and model how to look back in the text when answering text-based questions.
- Once we have gone through the questions based off of the text, we will show students the sequence graphic organizer and explain that this will help when they are trying to find important details in what they are reading. (**~3mins**)
  - We will go back through the book, starting at the beginning and write down important notes and details in the graphic organizer in sequential order making sure students understand the sequence of events that takes place in the story and how each of the important notes/details fit into each spot on the graphic organizer.

*Transition – Now that we have shown you what to do with this graphic organizer, we will be able to practice using this as a class with another text.*

**Activity #2: Guided Practice:** Reading an article and talking through the graphic organizer as a class. (**SS.H.1.4**)(**~7 mins**)

- The class will read the Freedom Riders article ([A Journey for Justice \(scholastic.com\)](https://www.scholastic.com/freedomriders/)) with students volunteering to read parts of the article. For this activity only the first two sections of it.
- Together as a class, we will read the first two sections and students will do the third section with a partner.
  - I will ask students what they think might be key parts of the story and I will underline those parts in the article that is projected.

- Once we have most of the key parts highlighted, we will discuss the article and how it may connect with other aspects of the Civil Rights movement that we have learned about. ie: “We’ve learned about many leaders in the Civil Rights movement so far. Of those people, who are some that share the same perspective as these freedom riders?”, “What is the perspective of these people and how can you tell?”. **(OBJ2)**
- After the short class discussion, the class will talk through the graphic organizer together. I will ask the class what they think happened first in the story. I will ask them to turn to a shoulder partner to share their thoughts first. As they are doing this, I will walk from one pair to another, listening to what they say and taking informal notes **(FA2)**. Then I will ask what happened next and they will share with a partner once again. We will come to a consensus, etc, until we have the first two sections covered within the graphic organizer.

*Transition – “Now that we’ve talked about what will go in our graphic organizer together, you will work with a partner to fill out the remainder of the graphic organizer.*

**Activity #3: Partner Work:** Students will work with a partner to fill out the rest of the graphic organizer correlating to the third section of the article **(SEL.2A.2b)(~5mins)**

- Students will be assigned a partner and will work quietly together to fill out the remainder of their graphic organizers about the article that was read and discussed in Activity 2. They must collaborate, use good communication and cooperate. **(OBJ3)(FA3)**

*Transition - “Thanks so much for the great discussion and hard work within these graphic organizers. These organizers will be used as a bridge in which we will know the order of the story/articles and the perspectives of the character/people involved. I believe this will be of great use to you in the future and help with taking notes for future papers and tests.”*

**Closure:** “Bring your graphic organizers to class tomorrow and we will be able to compare these sequence organizers with the stories of others. These terrible events that happened to people have many positive changes we should reflect on and learn more about!”

**Assignment:** Explain the article *A Journey of Justice* to one family member, friend, or someone you feel should learn more about it using the graphic organizer they created..