

Weekly Lesson Plan

Teacher's Name: Alisa Tafoya		Unit: Civil Rights Movement HistoryByTafoya.weebly.com			
	Monday	Tuesday	Wednesday	Thursday	Friday
Standards: Domain 1A	<p>9-12 NM Benchmark 1B: United States: analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction. Standard 6: Analyze the development of voting and civil rights for all groups in the United States following reconstruction, to include: (d) Roles and methods of civil rights advocates</p> <p>CCSS.ELA-LIT.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<p>9-12 NM Benchmark: 1B-6d Roles and methods of civil rights advocates</p> <p>9-12 NM Benchmark 1C:12 Explain how world history presents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:</p> <p>a. analyze perspectives that have shaped the structures of historical knowledge</p> <p>c. explain connections made between the past and the present and their impact.</p> <p>CCSS.ELA-LIT.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>	<p>9-12 NM Benchmark 3B-3 Analyze the contributions of symbols, songs and traditions toward promoting a sense of unity at the state and national levels</p> <p>CCSS.ELA-LIT.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>	<p>9-12 NM Benchmark 1D:6-7 Interpret events and issues based upon the historical, economic, political, social and geographic context of the participants. Analyze the evolution of particular historical and contemporary perspectives</p> <p>CCSS.ELA-LIT.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS.ELA-LIT.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CCSS.ELA-LIT.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<p>9-12 NM Benchmark 1D:6-7 Interpret events and issues based upon the historical, economic, political, social and geographic context of the participants. Analyze the evolution of particular historical and contemporary perspectives</p> <p>CCSS.ELA-LIT.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.ELA-LIT.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>

Learning Experiences:
Domain 1B, 3C,
3B, 3E

<ol style="list-style-type: none"> 1. Beam Essential Question through polleverywhere.com . Students will BYOD or use room PCs to answer the EQ(5 min). Put answers into Wordle and display word cloud. Start discussion based off what students know about the civil rights movement (5 min) 2. Watch "The King Legacy-Marching Forward" video (30 min). 3. Model reading strategy on one of the "Pieces of History, MLK Passages" 4. Assignment 1 Read one passage from "Pieces of History, MLK Passages" Online Learning Environment (OLE): on the website historybytafoya.weebly.com and have students write one comment directly on the Google Doc. <i>Face to face (F2F) Instruction: hand out copies of the passage or beam the passages. Assign groups or have them self-select passage to read. Each student should make one comment on civil rights or liberties.</i> 5. Mixed pair share One thing that you found when you watched the video that violated civil rights and liberties. 	<ol style="list-style-type: none"> 1. Beam a picture of the civil rights movement. Select photo from album on historybytafoya.weebly.com. Students will have a sticky note and write what they perceive is happening and post next to the picture. Students volunteer perspective of photo (5-10 min). 2. Watch two short video clips from VOA (10 min) 3. Whole class discussion on how the civil rights began. Talk about how civil rights have been violated since exploration of this continent; reference Treaty of Guadalupe Hidalgo (10 min). 4. Assignment 2: (OLE) Caption a photo from the collection on the website. To identify if students are understanding causes and events of the civil rights movement (5-10 min). 5. Give students time to finish Assignment 1: Read a passage from "Pieces of History" and have students comment directly on the Google Doc (or f2f discuss) 1-2 passages (5-10 min). 6. Students take survey on the webpage (3 min). 	<ol style="list-style-type: none"> 1. Students will answer on a sticky or paper, "What is a freedom song and what is it about?" 2. Listen to radio broadcast (3 min) and Bob Dylan music video on historybytafoya.weebly.com website under "Let Freedom Ring" tab. 3. Discuss conations of songs (3 min) 4. Read as a class "A Lil' Ditty" passage below radio broadcast. Use Think-Aloud reading strategy (5-10 min). 5. Whole class discussion on civil rights violations and various causes people protest or advocate for/against (5-10 min). Guiding Questions: What kinds of civil rights violations do we see today? Do you think there is still a problem with race today? Is there pop-culture that expresses protest or advocacy? Ref: Foo-Fighters, Green Day, Bob Marley. 6. Assignment 3: Student groups (4-5) will write one song with the template that is provided. There are no creative restrictions as long as a message of advocacy or issues regarding the civil rights movement are conveyed. 	<ol style="list-style-type: none"> 1. Students will answer on a piece of paper or verbalize, "How did Martin Luther King, Jr. die?" And how do you know this? 2. Watch CNN video clip on historybytafoya.weebly.com under the tab "Martin Luther King, Jr." tab. 3. Investigate primary source documents by FBI. Teach marking text strategy. 4. Assignment 4: Examine textual clues in the Prezi investigation on Who Shot MLK to infer a response that is communicated on the mind map. 5. Students will also input their response to the Poll online, "What does your investigation reveal? " 6. Student groups will use Round Robin strategy to state who they believe shot MLK. 	<ol style="list-style-type: none"> 1. Students will write two questions with the answers on any thing that was learned during the week. 2. Finish any assignments outstanding. 3. If students have all assignments complete, they can read the outcome of the MLK, Jr. wrongful death suit on the website historybytafoya.weebly.com under the MLK, Jr. sub tab "MLK 1999 Investigation outcome" 4. Use Quiz-quiz trade strategy to answer questions from warm-up.
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Learning Targets: Domain 1C	<p>Essential Question: What are civil rights and civil liberties?</p> <p>Objective: After watching a video, students will read one passage by MLK and make one comment on what civil rights and liberties are according to the passage.</p>	<p>Essential Question: What are the causes and events of the civil rights movement?</p> <p>Objective: After a discussion on the timeline of the civil rights movement, students will caption with no less than five words, one photo from the civil rights era.</p>	<p>Essential Question: What role did music play in the Civil Rights Movement?</p> <p>With examples of music from the civil rights era, student groups will write one song with a message of advocacy, protest or issue regarding the civil rights movement.</p>	<p>Essential Question: Can history be incorrect or bias?</p> <p>After analyzing controversial evidence of the death of Martin Luther King, Jr., students will write a one paragraph response of who shot MLK and include 2 supporting reasons.</p>	<p>Essential Question: Why is it important to study the civil rights movement and how does it affect today?</p> <p>After completion of all assignments, students will quiz each other on the questions they wrote.</p>

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Warm-up Domain 1B, 3C DOK Opportunities	Beam Essential Question through polleverywhere.com . Students will BYOD or use room PCs to answer the EQ(5 min). Put answers into Wordle and display word cloud. Start discussion based off what students know about the civil rights movement (5 min)	Beam a picture of the civil rights movement. Select photo from album on historybytafoya.weebly.com . Students will have a sticky note and write what they perceive is happening and post it on the board.	Students will answer, What is a freedom song and what is it about?	Check students prior knowledge. Students will answer on a piece of paper or verbalize, "How did Martin Luther King, Jr. die?"	Students write two questions with the answers on any thing that was learned during the week.
Wrap-up Domain 1B, 3C DOK Opportunities	Mix-pair-share: One thing that you found when you watched the video that violated civil rights and liberties. Random students will share what their partner stated.	Students will take a 3 question survey online, or it could be done as a whole class, or turned in independently as an "exit slip".	Poems for two voices strategy where two students recite/sing their song.	Student groups will use Round Robin strategy to state who they believe shot MLK.	Use Quiz-quiz trade strategy to answer questions from warm-up.

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Resources & Materials: Domain 1D	<ul style="list-style-type: none"> - wordle.com to input polleverywhere.com responses. - iPad/laptop & Internet connection - VGA adapter - projector or white board - markers/eraser - Questions on civil rights: <ul style="list-style-type: none"> - <i>What are civil rights?</i> - <i>Have your rights been violated and how?</i> - <i>What groups of people do you believe do not have equal rights today?</i> - The Legacy of King video 30 min on the historybytafoya.weebly.com website - Pieces of History, MLK Passages. 	<ul style="list-style-type: none"> - iPad/laptop & Internet connection - VGA adapter - projector or white board - markers/eraser Voices of America videos 2 @ 3 min. each - Photo collage on website "A Snapshot of the Times" - paper (can use online forum) to caption each picture. - "Survey" on website 	<ul style="list-style-type: none"> - iPad/laptop & Internet connection - VGA adapter - projector or white board - markers/eraser - Richard Paul's radio broadcast on music during the civil rights era. - YouTube video of Bob Dylan & lyrics - Lyrics template (can print or use Google Docs) 	<ul style="list-style-type: none"> - iPad/laptop & Internet connection - VGA adapter - projector or white board - markers/eraser - CNN vid clip - Primary source documents - Prezi, Who Killed MLK? - Google Docs mind map to post response (can use paper or board): - Poll Daddy in response to question on website. 	<ul style="list-style-type: none"> - polleverywhere.com - historybytafoya.weebly.com website - Pieces of History, MLK Passages - Prezi, Who Killed MLK? - iPad/laptop & Internet connection - VGA adapter - projector or white board - markers/eraser

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Student Learning Styles/Needs: Domain 1E, 3E	<p>- Adapt for visual learners by posting the question (board, copy, mind map)</p> <p>- Adapt for kinesthetic learners have them write answers on the board or mind map.</p> <p>-Use highlighters with passages for major points; need copies if F2F. OLE can use highlighters on Google Doc.</p> <p>SES: May need assistance reading passage. Discuss with partner prior to writing response.</p> <p>AES: Suggest making a comment to another peer or can comment on multiple passages.</p> <p>ELL: May need assistance reading passage. Discuss with partner prior to writing response. Can use vocabulary dictionary</p>	<p>Auditory: read aloud passages</p> <p>Visual: project info on the screen or provide copy</p> <p>Kinesthetic: provide a copy to write on</p> <p>Logical: timeline pictures</p> <p>Linguistic: mind map, discussions</p> <p>SES: Can use 1-5 words to caption photo</p> <p>AES: Write a caption and explain their thinking</p> <p>ELL: Can use 1-5 words to caption photo and vocabulary dictionary to select words.</p>	<p>Auditory: listen to the music</p> <p>Visual: watch video</p> <p>Kinesthetic: have students sing or act out</p> <p>Logical: put it in stanzas, 4-line chorus</p> <p>Linguistic: write lyrics to a song</p> <p>SES: Can use the lyric template to guide writing</p> <p>AES: Form their own song with a 4-line course. Find a tune to match their lyrics</p> <p>ELL: Can use or listen to music from native country and can write song regarding issues or events in their community.</p>	<p>Auditory: listen to the videos</p> <p>Visual: watch the videos</p> <p>Kinesthetic: hunt for the clues around the room</p> <p>Logical: mind map</p> <p>Linguistic: write down the clues</p> <p>SES: Can provide 1 supporting statement/ evidence or with a partner. Discuss with partner before writing response</p> <p>AES: Can provide 3 supporting statements.</p> <p>ELL: Can work or or discuss with partner prior to writing response</p>	<p>Auditory:</p> <p>Visual: watch videos and Prezi</p> <p>Kinesthetic:</p> <p>Logical: Investigation with clues</p> <p>Linguistic: mind map</p> <p>SES: With partner they can review the events of the week</p> <p>AES: Students can come up with as many questions as they can within the time frame</p> <p>ELL: With partner they can review the events of the week</p>

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Formative Assessment: Domain 1F, 3D	<p>Mix-pair-share: One thing that you found when you watched the video that violated civil rights and liberties.</p> <p>Data can be collected from Assignment 1 on what civil rights and liberties are.</p>	<p>Caption a photo from the collection on the website. To identify if students are understanding causes and events of the civil rights movement.</p> <p>Data can also be collected from the online 3-question survey.</p>	<p>Student groups write one song conveying a cause of the civil rights era or a current movement/cause/protest happening today in the world.</p> <p>When students can relate music of today with current trends and causes.</p>	<p>Students will relate information in mixed pair-shares for 2 minutes what was explored and discussed regarding the civil rights era.</p> <p>Students will write a one paragraph response of who shot MLK and include 2 supporting reasons.</p>	<p>Quiz-quiz trade questions.</p>