

Sample Lesson Plan (8th Grade Social Studies)
11-9: The Civil Rights Movement Lesson Plan

Enduring Understandings / Essential Questions of the Unit:

To what extent was the Civil Rights Movement effective in securing equal rights for African Americans?

Common Core Standards Addressed during the Unit:

- CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-Literacy.WHST.6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Level of Cognition:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Knowledge | <input type="checkbox"/> Analysis |
| <input checked="" type="checkbox"/> Comprehension | <input type="checkbox"/> Synthesis |
| <input type="checkbox"/> Application | <input checked="" type="checkbox"/> Evaluation |

Assessment:

- Students will be assessed based upon their completion of the summary writing activity.
- Students will be informally assessed based upon their contributions to class discussion and completion of questions based upon the readings.

Content: This lesson introduces the viewpoints of Malcolm X and contrasts them with those held by Martin Luther King Jr.

Objectives:

- SWBAT identify MLK Jr. and Malcolm X's central ideas on how African Americans should attain equal civil rights through reading a text.
- SWBAT evaluate the arguments made by MLK Jr. and Malcolm X regarding civil rights and develop a perspective regarding which argument is more compelling.

Aim: Was the argument of Malcolm X on acquiring civil rights more compelling than the argument of Martin Luther King Jr.?

Warm-Up: (5 minutes)

Answer the following question based on your notes from class yesterday.

- What were Martin Luther King Jr.'s views on how African Americans should earn civil rights?
 - What were the tactics advocated by MLK Jr.?
 - Were these tactics effective?
 - Was there another way to fight for equal civil rights?

	Teacher Action	Student Action
<p>Activity 1 – Malcolm X’s Viewpoint (10 minutes)</p> <p><input type="checkbox"/> Input</p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Checking For Understanding</p> <p><input type="checkbox"/> Proving Behavior</p> <p><input type="checkbox"/> SDAIE</p>	<p>The teacher will model the annotation task to ensure that students understand what and why they should annotate by underlining the idea of “black separatism” in the first paragraph and asking two students at random if they believe the viewpoints of Malcolm X were more compelling than those of MLK Jr. If students believe the idea to be more compelling, they will annotate with a star.</p> <p>Additionally, the instructions will be embedded within the PowerPoint and contain images of Malcolm X and symbols of “black separatism” to support ELL learning.</p> <p>ELL Adaptation: Teacher will circulate the room and support ELLs in understanding Malcolm X’s argument.</p>	<p>Students will read a passage on Malcolm X independently. Students will interact with the text by <u>underlining</u> the views of Malcolm X regarding civil rights. Students will place a star next to ideas they believe are superior to those of MLK Jr. After completing the reading students will discuss the questions in their groups, and the class will discuss the following ideas:</p> <ul style="list-style-type: none"> - How were Malcolm X’s views different than those of MLK Jr.? - Do you think Malcolm X’s call for the use of violence is justifiable? Explain. <p>ELL Modification: Emerging English Language Learners will receive the reading in their native language, as translated by Google Translate. Additionally, they will be provided with a copy of the reading that has higher level academic language defined.</p>
<p>Activity 2 (15minutes)</p> <p><input type="checkbox"/> Input</p> <p><input type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input type="checkbox"/> Checking For Understanding</p> <p><input type="checkbox"/> Proving Behavior</p> <p><input type="checkbox"/> SDAIE</p>	<p>The teacher will lead a guided practice for the whole class by reviewing the first two quotes and asking a student volunteer to properly identify the speaker. Before moving on, the teacher will ask the student to justify their answer, and take a class poll asking which students agree/disagree and provide evidence to support their argument.</p> <p>ELL Modification: ELLs will receive fewer quotes to analyze, allowing more time for understanding. Difficult vocabulary will also be defined within the text. The teacher will circulate the room and support students classified as ELL readers in understanding the quotes.</p>	<p>Transition examination of quotes by MLK Jr. & Malcolm X—students will read a series of quotes out loud in their small groups. After reading each quote, students will determine if the quote was made by either MLK Jr. or Malcolm X. Students will mark each quote they believe was made by MLK Jr. with an MLK and quotes made by Malcolm X with an MX. Lastly, students will circle the quote that they believe makes the best argument in supporting the quest for civil rights and write a sentence explaining their selection.</p> <p>ELL Modification: ELLs will read each quote out loud with their ELL partner, to help student understanding.</p>

<p>Activity 3 (8 minutes)</p> <p><input type="checkbox"/> Input</p> <p><input type="checkbox"/> Modeling</p> <p><input type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Checking For Understanding</p> <p><input type="checkbox"/> Proving Behavior</p> <p><input type="checkbox"/> SDAIE</p>	<p>The teacher will introduce the discussion question: After reading these quotes, which civil rights activist do you think had the better strategies in securing civil rights for African Americans?</p> <p>ELL Adaptation: During partner work, meet with the three lowest level ELLs and their partners.</p>	<p>Students will first begin by discussing with a partner to flush out their ideas. After three minutes of partner discussion, the whole class will discuss their ideas for five minutes.</p> <p>ELL Modification: ELL students will be given a graphic organizer to organize their thoughts in preparation for participation in the whole class discussion.</p>
<p>Closure: (7 minutes)</p>	<p>Support students in writing the paragraph.</p>	<p>Write a well-constructed paragraph based upon the class discussion, answering the following question:</p> <ul style="list-style-type: none"> • Was the argument of Malcolm X on acquiring civil rights more compelling than the argument of Martin Luther King Jr.? • Be sure to support your response with specific examples from the text (review what you annotated). • Modification for ELLs: ELLs will create a Venn diagram using specific examples from the text to compare the views of Malcolm X and Martin Luther King Jr., based upon their annotations and highlight which they believe are more compelling.

Homework: Based upon your interests, research another Civil Rights Activist who has fought for equal rights in the United States for a group of individuals. Decide whether they would be more likely to befriend Malcolm X or MLK Jr., and have them write a letter to their new friend explaining why they agree with their views.

ELL Modification:

ELL students will write the summary paragraph.

Materials/ Resources Needed: Malcolm X Introduction PowerPoint, Malcolm X View Reading with t-chart graphic organizer, Venn Diagram for students.

Civil Rights Unit Grouping Plan

Rationale:

Students will be formed into groups of four based upon three key factors: the results of the last unit test, native language, and results from the last administration of the NYSELAT examination. Each group will have at least one academically strong native English speaker. Students who speak a native language other than English will be dispersed throughout the groups and paired with at least one other student who speaks the same native language. These students will be paired based upon a combination of the previous unit test scores, as well as NYSELAT scores.

The reason students will be grouped this way is to provide support in native language within each group as well as a resource in the form of another student who can help to explain difficult vocabulary for the ELL. One group will consist of students who speak English and are struggling with testing, who will be paired with a stronger academic student.

Group Members:	Unit 10 Test Score:	Native Language:	NYSELAT Level:
Mike A	82	English	n/a
Sarah J	90	English	n/a
Raul G	62	Spanish	2
Miguel S	71	Spanish	2
Group Members:	Unit 10 Test Score:	Native Language:	NYSELAT Level:
Jake B	84	English	n/a
Ellie S	80	Spanish	former
Don J	71	Spanish	2
Marissa C	53	Spanish	2
Group Members:	Unit 10 Test Score:	Native Language:	NYSELAT Level:
Jo Ann B	96	English	n/a
Abdul C	71	Arabic	2
Aamir T	67	Arabic	2
Kafi B	62	Arabic	2
Group Members:	Unit 10 Test Score:	Native Language:	NYSELAT Level:
Nick K	90	English	n/a
Dolores B	82	Spanish	3
Desiree V	70	English	n/a
Eva P	63	Spanish	2
Group Members:	Unit 10 Test Score:	Native Language:	NYSELAT Level:
Mike T	88	English	n/a
Brett C	72	French	2
Gabriel N	71	French	2
Sheila P	68	English	n/a
Group Members:	Unit 10 Test Score:	Native Language:	NYSELAT Level:
Dan C	86	Spanish	3
Jose F	82	Spanish	3
Gabrielle E	51	Spanish	1
Victoria S	50	Spanish	1
Group Members:	Unit 10 Test Score:	Native Language:	NYSELAT Level:
Lauren W	97	English	n/a
Alissa S	77	English	n/a
Jana R	60	English	n/a
Kaitlin P	53	English	n/a

This lesson plan is a sample of one teacher's planning practice and **NOT** a template.