**Planning and Presenting a Science, Social Studies, or Technical Subject/Fine Arts Lesson Based on TN Academic Standards**

**United States History**

**Grade 11**

**Section I: Planning**

**Overview: This section focuses on the elements to consider when planning for a content-specific lesson with TN Academic literacy standards embedded, such as Content Standards, State Performance Indicators, and CCSS Literacy for the Technical Subjects. Other elements to plan include clear learning targets, task objectives, new learning for students, anticipated learning challenges, scaffolding, opportunities for differentiation, ways to prompt student thinking through assessing and advancing questions, instructional strategies to be used in the lesson, and materials and resources.**

|  |  |
| --- | --- |
| **Lesson Topic: Address in Time: 1960 Nashville,Tennessee** | **Time Frame/Lesson Length: 1-60 minute class period** |

|  |  |  |
| --- | --- | --- |
| **Content Standard** | **CCS Literacy Standards** | **Assessments (Please describe the specifics of the assessment)**  **🗸 Formative**  **⮚ Summative** |
| US.92 Describe significant events in the struggle to secure civil rights for African Americans  (Sit-ins, marches, demonstrations, Nashville Sit-ins) | CCSS.ELA-Literacy.RH.11-12.1  Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  CCSS.ELA-Literacy.RH.11-12.9  Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. | * Students will participate in an inquiry-based discussion and complete a graphic organizer of “Walking with the Wind” to demonstrate understanding. * Students will participate in an inquiry based discussion and complete a graphic organizer for the “CORE Student Report” to demonstrate understanding * Students will analyze a photograph and complete the “Reading Photographs” guide & participate in a listening exercise for the song “We Shall Overcome” |

|  |  |
| --- | --- |
| **Clear Learning Targets** | * I can analyze different genres for information * I can integrate multiple sources of information presented in diverse media or formats * I can pull info from various sources presented in diverse media and formats |
| **Task Objectives (steps to reach mastery of clear learning targets)** | * Students will participate in a close reading strategy, inquiry-based discussion, to analyze two texts written about the same events * Students will participate in an analysis of a photograph of the same event as well as listen to a song closely connected with the movement. |
| **New Learning** | * Civil Rights Movement in Nashville * Civil Disobedience |
| **Anticipated Learning Challenges** | * Interpreting music for message and theme * Understanding and citing text evidence |
| **Scaffolding opportunities (to address learning challenges)** | * Model inquiry-based discussion using primary source documents prior to this lesson to get the students accustomed to the practice and set the stage with some prior knowledge of the historical context * Graphic organizers will allow students to interact with the text individually, but with support   through prompting   * Grouping students intentionally will allow for student-to-student feedback as support for learning |
| **Opportunities to Differentiate Learning (explain how you address particular student needs by differentiating process, content, or product)** | * The texts will include auditory and visual formats * Collaborative learning opportunities (private think time, whole-group and small-group) inquiry based discussion * The texts include nonlinguistic representation |
| **Questioning: Planning to Illuminate Student Thinking** | *Assessing questions:*   * What does “Walking with the Wind” tell us about the preparation of the protestors? * How did John Lewis’ views regarding breaking the law differ in 1960 from what his parents had taught him as a child? (cite specific textual evidence) * What do the photographs of the Nashville Sit Ins reveal about the demonstrations and the participants? * How do the lyrics of “We Shall Overcome” relate to the desegregation of Nashville’s lunch counters?   *Advancing questions:*   * Is it essential for all demonstrators to follow “rules” like the ones John Lewis created in “Walking with the Wind”? Why? * Based upon Paul Laprad’s account of the Nashville Sit Ins, how challenging do you feel it would have been for you to adhere to the rules of non-violent protest if you were a participant in the Nashville Sit Ins? * What other examples can you think of in history where a group of people have come together and expressed their struggles through song? * Moving forward in time from 1960 to 2015, what progress or events do you view as Civil Rights victories? What do you consider to still be issues? * How will your generation overcome? |
| **Instructional Strategies** | * Close Reading: Inquiry-based discussion * Small group discussion * Accountable Talk * Whole group discussion * Reflection |
| **Materials and Resources** | • *Walking with the Wind* excerpts (2)  *Walking With the Wind*, John Lewis and Michael D'Orso. Simon & Schuster, 1998.  • Nashville: A Community in Struggle CORE Student Report by Paul Laprad  <http://www.crmvet.org/docs/sitin/sithome.htm>    • Close Reading Graphic Organizer (2)  [http://1.bp.blogspot.com/-1bzYLzUzeUE/TpsSAAekDbI/AAAAAAAAA2g/SnDBNBkdjFM/s1600/WorldLiteratureGlobalPerspectiveOrganizer.png](http://1.bp.blogspot.com/-1bzYLzUzeUE/TpsSAAekDbI/AAAAAAAAA2g/SnDBNBkdjFM/s1600/WorldLiteratureGlobalPerspectiveOrganizer.png" \t "_blank)  [http://www.classroomfreebies.com/2011/10/free-common-core-standards-aligned.html](http://www.classroomfreebies.com/2011/10/free-common-core-standards-aligned.html" \t "_blank)  • “Reading Photographs” Guide  • Photographs selected from:  <http://www.library.nashville.org/civilrights/photos.htm>  <http://www.library.nashville.org/civilrights/images/pics/L5.jpg>  <http://www.library.nashville.org/civilrights/images/pics/L4.jpg>  <http://www.library.nashville.org/civilrights/images/pics/L6.jpg>  <http://www.library.nashville.org/civilrights/images/pics/L79.jpg>  • “We Shall Overcome” (music)  • “We Shall Overcome” (lyrics)  • Lyrical Analysis Questions  Post it Notes for Closure/Reflection |

**Section II: Presentation**

**Overview: This section focuses on the steps involved in presenting the lesson. The lesson presentation is divided into segments, such as “Framing the Lesson,” “The Texts and Task,” “Sharing, Discussing, and Analyzing” and “Closing the Lesson,” and “Extending the Learning.” For each of these lesson elements, there is an explanation of the procedure, teacher actions, and student outcomes.**

|  |  |  |
| --- | --- | --- |
| **🕭 Framing the Lesson** (5 minutes) | | |
| **Detailed Procedure**   * Introduce topic via brief power point presentation * Clear learning targets | **Teacher Actions**   * Bell ringer: Ask students to reflect, then free write on the following prompts: What is the difference between “unfair” and “unjust”? Is it ever okay to break a law? How can individuals bring about social change? * Connect texts to learning targets | **Student Outcomes**   * Free write and share-out to facilitate a class discussion * Create class definition of “unjust” * Understand learning goals for today |
| **👓 Exploring the Texts and Task** (25 minutes) | | |
| **Detailed Procedure**   * Inquiry-Based Discussion “Walking with the Wind” * Inquiry-Based Discussion “CORE Student Report Nashville a Community in Struggle” * Reading Photographs Activity * Listening Activity for “We Shall Overcome” | **Teacher Actions**   * Introduce topic * Distribute readings to each student along with graphic organizer for text analysis. * Facilitate rounds of close reading for “Walking with the Wind” (individual). Read twice * Facilitate rounds of close reading for CORE Student Report. Read twice * Guide usage of photo analysis (collaborative) * Establish purpose for listening to “We Shall Overcome”(whole group) | **Student Outcomes**   * Participate in close reading by supplying & citing text evidence for graphic organizer * Participate in small-group share time * Participate in close reading by supplying & citing text evidence for graphic organizer * Participate in Reading Photographs Analysis & supply & cite evidence * Actively listen to song for stated purpose & supply & cite text evidence for lyrical analysis |
| **☺ Sharing, Discussing, and Analyzing** (20 minutes) | | |
| **Detailed Procedure**  **•** From their table groups, students will share their close reading responses.   * Students will compile and consolidate responses and share findings with whole group. | **Teacher Actions**   * List and help students categorize responses on board. * Model accountable talk * Modify or amend class definition of “unjust” | **Student Outcomes**   * Share findings and insights from a variety of sources about the Nashville Sit-Ins * Cite evidence from analysis |
| **🞐 Closing the Lesson** (10 minutes) | | |
| **Detailed Procedure**   * Reflection * Collect reflection response | **Teacher Actions**   * Writing Prompt: Finish this statement from your own vantage point or that of your generation: “We shall overcome \_\_\_\_\_\_\_\_\_\_\_” * Direct students to post their learning, (post-0it notes or index cards) then use this information to plan the next lesson. | **Student Outcomes**   * Synthesize and articulate the learning from today * Student feedback drives the instruction for the next lesson |
| **🕮 Extending the Learning**: Have students create a gallery of prominent leaders who advocated and participated in civil disobedience over a broad spectrum of history. Examples should include both abolitionists and social activists. The students could create a gallery walk by finding photographs or drawing portraits of these men and women and writing a brief biographical sketch describing their accomplishments to display with the visual component.  The students read Henry David Thoreau’s 1949 essay “Civil Disobedience” and examine in depth how Thoreau's ideas evolved into the nonviolent protests of the Civil Rights Movement and Mahatma Gandhi's "satyagraha."  Students may write an analysis that compares and contrasts an older song with a more current song. | | |

|  |
| --- |
| **Appendices:**   * *Walking with the Wind* (excerpt) from *Walking With the Wind*, John Lewis and Michael D'Orso.   Simon & Schuster, 1998   * CORE Pamphlet 1960 “Nashville a Community in Struggle” (excerpt) Paul Laprad, Fisk University <http://www.crmvet.org/docs/sitin/sithome.htm> * Close Reading Graphic Organizer (2) Handout * Photograph(s) From the Collection of the Civil Rights Room at the Nashville Public Library * <http://www.library.nashville.org/civilrights/photos.htm> * “Reading Photographs” Guide * “We Shall Overcome” (music) <http://youtu.be/Aor6-DkzBJ0?list=RDAor6-DkzBJ0> * “We Shall Overcome” (lyrics) Handout (lyrics may be accessed electronically at <http://www.k-state.edu/english/nelp/american.studies.s98/we.shall.overcome.html> * Lyrical Analysis Questions Handout |