**Planning and Presenting an ELA Lesson Based TN Academic Standards**

**English Language Arts**

**Grades 6-12, focusing on grades 6-8**

**DAY TWO**

**Section I: Planning**

**Overview: This section focuses on the elements to consider when planning for a standards-driven lesson, such as ELA Anchor Standards, content standards, 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.**

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| **Lesson Topic: The Nashville Civil Rights Movement** | **Time Frame/Lesson Length: 55 min** |

**Day Two**

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| **ELA Content Standards** | **Anchor Standards** | **Assessments (Please describe the specifics of the assessment)**  **🗸 Formative**  **⮚ Summative** |
| RI 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  RI 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | RI 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  W 7. Conduct short research projects to answer  a question. | Formative: Bell ringer activity  Summative: The students’ final work product is the summative assessment for this day’s lesson, including each student’s ability to present information on their assigned person. |

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| **Planning Element** | **Description** |
| **Clear Learning Targets** | * SWBAT create a portion of a Witness Wall by conducting a mini-research project and citing text evidence to support research. |
| **Task Objectives (steps to reach mastery of clear learning targets)** | * Students will review the YouTube video of Walter Hood’s Witness Wall project in Nashville. * Students will be assigned a prominent member of Nashville’s Civil Rights Movement to research. * Students will create a timeline of events for their assigned civil rights movement member. * Students will select a prominent quote to epitomize their character’s involvement in the Civil Rights Movement. * Students will select a photograph to copy or sketch. |
| **New Learning** | * Students will learn how to extract textual evidence to answer specific questions (e.g. characters’ motive, conflict, etc.) |
| **Anticipated Learning Challenges** | * Some students will find it challenging to pull meaningful textual evidence. * Some students will complete the task at different paces than others. |
| **Scaffolding (to address learning difficulties)** | * Student groups should be divided into groups based on learning levels. |
| **Opportunities to Differentiate Learning (explain how you address particular student needs by differentiating process, content, or product)** | * Teacher should place students in groups strategically based on level. * Each group should contain a designated peer leader, middle level learners, and lower level learners OR lower level learners should be placed together to allow direct instruction with the teacher while other groups have a designated peer leader whose job is to lead the group and report to the teacher with any questions or help. * Students will be given a rubric to follow, including specific questions to answer when exploring their designated Civil Rights activist. |
| **Questioning: Planning to Illuminate Student Thinking** | *Assessing questions:*   * What is this person’s involvement in Nashville’s Civil Rights Movement? * What conflict(s) did this person face? * What was this person’s motive in becoming involved? * List a specific quote from the article that sums up this character’s involvement in the Nashville’s Civil Rights Movement.   *Advancing questions:*   * What can you infer would be the impact of this person choosing not to become involved in Nashville’s Civil Rights Movement? |
| **Instructional Strategies** | Direct Instruction, Table Partner Work, Individual Check for Understanding, Group Work with Group Assessment of Member Involvement |
| **Materials and Resources** | <http://archive.tennessean.com/civil-rights/>  [https://m.youtube.com/watch?feature=youtu.be&v=f1Py\_etBGvE](https://mail.mnps.org/owa/redir.aspx?C=B2mRwF7SU0es3pRxjfCK9ZtN3sMmANIIkFxOv7hZus5--VczHC3xlBezx-fVY0SREKvm4EdIqJI.&URL=https%3a%2f%2fm.youtube.com%2fwatch%3ffeature%3dyoutu.be%26v%3df1Py_etBGvE" \t "_blank) |

**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,” “Exploring the Texts,” “Sharing, Discussing and Analyzing Text Evidence,” “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.**

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| **🕭 Framing the Lesson** (10 minutes) | | |
| **Detailed Procedure**   * Students will engage in the bell ringer formative assessment activity * Teacher will introduce the day’s project: Students will create a Witness Wall, like Walter Hood’s installation downtown Nashville by conducting research on prominent members of Nashville’s Civil Rights Movement and creating portions of a Witness Wall to display within the school. | **Teacher Action**   * As a bell ringer activity, students will silently respond to the following questions to determine their ability to extract and appropriately cite textual evidence from an article, using the excerpt ‘Movement Spreads’ from Day One’s “Area Students Lead the Way” article.   1. What are the freedom rides?  2. What is the significance of  these rides for the Civil Rights  Movement?   * Teacher will conduct a brief review of citing textual evidence, by selecting exemplary student responses to the bell ringer to share, as well as referring to the text evidence projectable (see supporting materials). * Teacher will introduce Walter Hood’s art exhibit in Nashville by showing an excerpt of the YouTube video (find link above). | **Student Outcomes**   * Students will gain a greater understanding of what a witness wall looks like. * Students will revisit the practice of close reading and citing textual evidence. |
| **👓 Exploring the Text(s)** (40 minutes) | | |
| **Detailed Procedure**   * Students will review the YouTube video of Walter Hood’s Witness Wall project in Nashville. * Students will be assigned a prominent member of Nashville’s Civil Rights Movement to research. * Students will create a timeline of events for their assigned civil rights movement member. * Students will select a prominent quote to epitomize their character’s involvement in the Civil Rights Movement. * Students will select a photograph to copy or create a sketch. | **Teacher Actions**   * Teacher will introduce the rubric for the students’ witness wall project, framed after Walter Hood’s project. * Teacher will assign each student(or group) a member of Nashville’s Civil Rights Movement to research: * John Lewis * Bernard Lafayette * Diane Nash * Will Campbell * Jim Zwerg * Catherine Burks-Brooks * Rodney Powell, * James Lawson * Teacher will direct students to the Tennessean’s website, where they will find an article written on each person. * Teacher will circulate the room as student’s work on the project, ensuring focus and understanding and allowing the teacher time to work with students may be struggling with the task. | **Student Outcomes**   * Students will create a portion of a witness wall either individually or with a partner, by close reading and citing textual evidence. * Students will become an expert on their assigned member of the Civil Rights Movement in order to share with the class. (If time, students can orally present this information. If not, this can be accomplished with a gallery walk.) |
| **☺ Sharing, Discussing, and Analyzing Text Evidence** (10-20 minutes, dependent on when students finish) | | |
| **Detailed Procedure**   * As students finish early, they will peer review each other’s projects. * They will then take time to prepare their projects in order to present. * S will share their projects with the class. Students will exercise active listening by taking notes while watching the presentation. * Students will post their portions of the Witness Wall to create a classroom gallery. | **Teacher Actions**   * Teacher will encourage students to analyze each other’s work, checking for accuracy and strength in text evidence, as well as grammatical errors. * Teacher will circulate the room to ensure focus throughout presentations. | **Student Outcomes**   * Students will have the opportunity to apply learned skills by reviewing each other’s work. * Students will gain a greater understanding of the prominent members of the civil rights movement, becoming an expert on at least one. |
| **🞐 Closing the Lesson** (5 minutes) | | |
| **Detailed Procedure**   * Have the student’s respond to the following question: How did creating a visual display help you gain a greater understanding of the Civil Rights Movement? What did you learn from this project? | **Teacher Actions**   * Teacher will circulate the room in order to read student answers and gauge the understanding gained by the students. | **Student Outcomes**   * Students will gain an understanding for how close reading and creating projects can help us understand more about history. |
| **🕮 Extending the Learning** Students can create a witness wall on the Civil Rights Movement for the entire south. Students may create witness walls to highlight other parts of history as well.  \*\*To adapt the lesson, making it more rigorous for grades 9-12, students may conduct research using multiple sources on their assigned Civil Rights participant. | | |

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| **Appendices:**   * See Day One for additional resources |