

Summer 6-21-2019

Creating Change: The Civil Rights Movement

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Unit: Creating Change
Grade: 8th ELA

Understandings

Students will understand that...

Everyday people, even young people, can make a difference if they stand together with the same goal.

Change can come at a high personal cost.

Societal change takes time.

Skills focus: Informational text

The structure of a text helps readers understand the author's purpose.

Understanding the main ideas within a text supports your understanding of the work as a whole and the author's purpose.

Summarizing a text helps the reader show their understanding and if they need to reread in order to improve their understanding.

Essential Questions

Knowledge & Skill

Can anyone make a change?
What is the cost of change?
How long does change take?

Skills focus: Informational text

Why do we need to understand informational text?
How do I understand and approach informational text?

Skills focus:

Why is text structure important?
How do main idea and author's purpose work together?
Why do we summarize?

TEKS 8.9 Comprehension of Informational Text/Culture and History.
TEKS 8.10 Comprehension of Informational Text/Expository Text
TEKS 8.13 Reading/Media Literacy
TEKS 8.14 Writing/Writing Process. Students use elements of the writing process (planning,

Students will be able to:

Summarize a text
Determine the author's purpose
Understand text structure and how it supports the main idea

Stage 2: Assessment Evidence

Choose 1

Performance Task 1

Write a letter to yourself from the perspective of Rosa Parks, Emmitt Till, a member of The Freedom Riders, a participant of the Children's March in Birmingham or any other person of your choosing from our unit. In the letter, make sure you discuss the following things: your accomplishments, your sacrifices, and the difference you made in the world. How does the difference this person make affect you and people of your generation? Finally, include an encouraging note at the end of the letter that challenges you to fight for a cause you believe in.

Performance Task #2

Your task is to design a mural that answers the 3 essential questions of our unit through art. Your mural must include important people from the Civil Rights movement of the 60s and include people fighting for justice today. Be sure to choose images that represent your answers to the 3 essential questions. Write an artist's summary about why you choose each person and object and what message you hope to get across with your mural.

Other evidence

Pre-Assessment on Day 1: What do you know about the Civil Rights Movement and other key terms.

Text Dependent questions weekly that incorporate text evidence and the skills we are focusing on this unit.

Day 3 exit ticket on Author's purpose

Day 5 Writing assignment on the essential questions

Day 7 Flip-Grid Assessment

Day 10 Exit ticket on summary

Day 15 Unit reflection

Day 16-20 Performance Assessment

(assessments)

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance tasks)

Day 1: Introduce essential questions and Pre-Assessment. Skills Focus:

Characteristics of informational text. Unit vocabulary: Social Justice, Jim Crow, segregation, Emmitt Till, Rosa Parks, Martin Luther King, The Birmingham crusade. Students will also receive a sheet to collect important notes on their vocabulary and key figures as we read.

Day 2:

Tools for unpacking informational text.

Source: The Reading Strategies book by Jennifer Serravallo has several great strategies for working with informational text.

Day 3: READ: Emmitt Till Article.

Mini-lesson on Author's Purpose <https://www.history.com/this-day-in-history/the-death-of-emmett-till>

Activity: Author's Purpose Sort and Exit Ticket on Author's Purpose
Show students pictures from the book, Getting Away with Murder: The True Story of the Emmett Till Case, by Chris Crowe.

Day 3: WATCH: Short video on Till. Continue to focus on main idea while reading
Discuss Annotations with group, then as a class. Text dependent questions.

Day 4: Emmitt Till Skill focus on main idea while Reading
Discuss Annotations with group then as a class.
Finish text dependent Questions

Day 5: WRITE: The Role of Till's Murder on the Civil Rights movement.
Pick one essential question and answer it using the RACE strategy with evidence from last week's article.

Day 6: REVIEW: Author's Purpose, Text Structure, and Main Idea and how they work together.
Introduction to Rosa Parks
READ and annotate Article, (1) [Newsela - Civil Rights Activists: Rosa Parks](#) or <https://www.biography.com/activist/rosa-parks>. This link also contains a few videos which are excellent to pair with the text.

Day 7: "Rosa Parks was My Aunt. It's Time to Set the Record Straight."
<https://www.shondaland.com/inspire/a16022001/rosa-parks-was-my-aunt/>
Paired Questions comparing and contrasting the Day 6 and Day 7 article

Flip grid Assessment: What sacrifices were made by the people participating in the bus boycott?
Was it worth it? Why or why not?

Day 8: Skill focus Author's Purpose. Read "5 Myths About Rosa Parks" using the jigsaw method to break it up into 5 groups. Each group will present their section and determine the author's purpose and main idea for their section.
<https://newsela.com/read/rosaparks-myths/id/14658/>

Day 9
Discuss summary and summarizing tools and strategies
Practice summarizing skills with the Freedom Writers article as a class by using annotations to label paragraphs with topics and main idea to prepare for writing a summary.
<https://newsela.com/read/lib-history-freedom-rides/id/25228/>

Day 10
Continue Reading article and summary practice. Students will sort summaries into the following categories: too detailed, too vague, just right.

Exit Ticket: What are some strategies for writing a summary? Use emoji exit ticket to rate how well you understand writing a summary.

Day 11

Gallery Walk with photos from the Children's Crusade of Birmingham. Students will view each photo and fill out some questions asking about their observations, inferences, and feelings about the photos. Students will share with their groups and then share with the class.

Day 12

Read the Children's Crusade Article

Skills focus while reading will be to analyze the text structure of the article and find the main idea of the first and last paragraphs while reading. Students will create a graphic on chart paper to represent the structure of the article and how the structure supports the main idea.

Text based questions

[The Birmingham Children's Crusade of 1963 - Biography](#)

Day 13

Students will write a summary of the article they read yesterday and will receive a graphic organizer to analyze the film as they watch it in 2 parts.

<https://youtu.be/BT-QkNkMZjk>

The following link includes a film guide by Teaching Tolerance with extra resources.

https://www.tolerance.org/sites/default/files/kits/Childrens_March_Teachers_Guide_web_0.pdf

In addition, a film kit can be ordered here: <https://www.tolerance.org/classroom-resources/film-kits/mighty-times-the-childrens-march>

Day 14

Mini-lesson

The Civil Rights Act of 1964 and what it means and how these action by citizens led to this act being passed. Students will read a short paragraph about the act and practice writing a summary of it and draw some pictures to help them remember what they have read.

Day 15

Unit Debrief and reflection

Post essential questions around the room as well as questions about the impact and influence of the important figures and events we discussed in the unit. Students work in pairs to answer questions as they walk around the room and fill in their question sheet.

Day 16-20

Introduce Performance Assessment 1 and 2 (optional). Pass out rubrics and supplies and let students become familiar with each option and let them get started.

Unit Notes

- Students will have already learned the Non-fiction signposts (Beers and Probst) and these will be used to to guide group and class discussions and annotations about the text.
- Songs, picture books and poems would be great to include if you wanted to do a multi-genre unit.

Rubric Made Using:

RubiStar (<http://rubistar.4teachers.org>)

Historical Role Play : Fighting for a Change Letter

Teacher Name: **Mrs. Robertson**

Student Name: _____

CATEGORY	4	3	2	1
Role	Point-of-view was consistently in character as notable civil rights figure.	Point-of-view was often in character of a notable civil rights figure.	Point-of-view was sometimes in character of a notable civil rights figure.	Point-of-view was rarely in character of a notable civil rights figure.
Impact on this generation	Student can explain clearly how this persons accomplishments impacted this generation.	Student can somewhat explain how this persons accomplishments impacted this generation.	Student has a shallow understanding of how this persons accomplishments impacted this generation.	Student does not understand how this persons accomplishments impacted this generation.
Accomplishments	Can clearly explain several accomplishments and sacrifices the person made.	Can clearly explain two accomplishments and 2 sacrifices the person made.	Can clearly explain one accomplishment and one sacrifice the person made.	Cannot explain one sacrifice or accomplishment the person made.
Encouraging note	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Letter format	Student always used proper letter format :greeting, date, and closing with appropriate spacing.	Student used proper letter format :greeting, date, and closing with appropriate spacing with a few exceptions.	Student partially used proper letter format :greeting, date, and closing with appropriate spacing.	Student did not used proper letter format :greeting, date, and closing with appropriate spacing.

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