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

**English Language Arts**

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

**DAY ONE**

**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: Two 55 min class periods, plus extensions (Day One is 55 minutes)** |

**Day One**

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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 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Formative assessment: Students write a response to assessing questions  Summative assessment:  Day one exit ticket: Citing textual evidence, who is the ‘us’ John Lewis is referring to? What actions are taken to abolish segregation in Nashville and throughout the South? |

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| **Planning Element** | **Description** |
| **Clear Learning Targets** | * Students will be able to cite textual evidence to support claims about notable members of Nashville’s Civil Rights Movement. (Days One and Two) * Students will be able to create jigsaw portions of a Witness Wall, by conducting mini-research projects on notable members of Nashville’s Civil Rights Movement. (Day Two) |
| **Task Objectives (steps to reach mastery of clear learning targets)** | * As a whole group, students will read and discuss the article, “Area Students Lead the Way.” Teacher will model how to pull and cite textual evidence to support claims. |
| **New Learning** | * Citing textual evidence to list meaningful portions of a person’s biography, pertaining to the Civil Rights Movement. |
| **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)** | * Students 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:*   * **Refer to key notes in “Area Students Lead the Way” article** to find both assessing and advancing questions, which guide students through thinking throughout the duration of the lesson. Students will respond to questions on paper to allow teacher to circulate and check for understanding, respond with table partners (and/or through stand up, hand up, pair-ups), and share a few with the class. * What is a revolution? * According to the article, “When the revolutionaries were ready, they attacked.” How did the revolutionaries attack? How is this different than our normal interpretation of the word “attack”? * What can you infer this quote means? Cite textual evidence to support your answer.   *Advancing questions:*   * What are the similarities and differences between the protests of desegregation in the 1960s to the protests today surrounding police brutality? |
| **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/> |

**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**   * 10 minute mini-lesson | **Teacher Action**   * Teacher will introduce the topic: Over the next two days, we will practice citing **meaningful** textual evidence to support claims. The reason we cite evidence from text is so that our statements are considered credible. * How do we do this?   Steps for specifically citing textual evidence.   1. Rephrase the question in the form of a statement. 2. Answer the question. 3. Cite evidence to support your answer. (I know this because the text says,”\_\_\_\_\_\_\_.”   **(Refer to projectable for different ways to cite evidence as well as an anchor chart including these steps.)**  **Formative Assessment**   1. How do you cite textual evidence when responding to an article? 2. Why do we cite textual evidence? | **Student Outcomes**   * Students will gather the general outcome for how do appropriately respond to questions by citing textual evidence.   Possible responses to #1: quotations, paraphrasing, etc…  Possible responses to #2: to support our work; to make our writing credible; to strengthen our own ideas on a topic |
| **👓 Exploring the Text(s)** (10 minutes) | | |
| **Detailed Procedure**   * 5 minutes (close reading the text) * Students will have a copy of the article, “Area Students Lead the Way,” a sheet of paper, and a pencil on their desks throughout the read. * Students track teacher as teacher conducts a think aloud, responding in writing with text evidence to the first question. * Students discuss “attack” with table partners. Some share their responses with the class. | **Teacher Actions**   * Hook the students: Ask what, if anything, they know about the Civil Rights movement in Nashville. Ask students to guess the ages of some of the most influential members of the movement. Then tell your students that students played perhaps the most instrumental role in the movement in Nashville. * Explain to students that today you will be learning how to cite textual evidence while learning about Nashville’s Civil Rights movement and what kind of a difference kids can make. * Explain that we do this so that the reader knows exactly what we are talking about. When we cite evidence, our work is considered credible.   Display the citing text evidence projectable (or give to students as a handout).   * Teacher initiates a close read of the text aloud with the students. As an “I do,” respond to the first question by modeling a think-aloud and writing on the board. * According to the article, “When the revolutionaries were ready, they attacked.” How did the revolutionaries attack? *How is this different than our normal interpretation of the word “attack”? (Have students discuss this portion of the question with their table partners to ensure differentiation in instruction and active listening.)* | **Student Outcomes**   * Students will know our objectives for the day as well as why we are learning this skill. * Students will become engaged in the lesson based on the knowledge that kids have made a difference and by learning WHY students of all races and ethnicities are able to learn in the same classroom today. |
| **☺ Sharing, Discussing, and Analyzing Text Evidence** (25 minutes) | | |
| * “We do.” Teacher initiates round robin reading with the students, stopping to respond to the questions. Students practice responding to questions by citing specific text evidence. First, the class does one together out loud. For the next few questions, students will answer questions with table partners with a gradual release to individual responses upon teacher circulation to check for understanding and seeing the students are understanding the practice. Have students first write, then share with table partners for individual assessment of understanding throughout the lesson. This allows the students to practice as well as helps the teacher to identify students who need additional help. | **Teacher Actions**   * As students write, the teacher circulates and reads their responses, giving individual positive reinforcement and allowing opportunity to redirect students who may have misunderstood or have yet to grasp the concept/skill. When students finish early, teacher challenges students to add additional text evidence and personal experience to their answers. | **Student Outcomes**   * Responding to these text-based questions will guide students thinking toward what type of difference students can make. * Students will help their peers understand the text through close reading and discussion. * Peers will also help students cite text evidence appropriately and will help gain a greater understanding of a variety of ways to cite evidence. |
| **🞐 Closing the Lesson** (10 minutes) | | |
| **Detailed Procedure**   * 10 minutes | **Teacher Actions**   * Circulate room to check for understanding as students complete the exit ticket.   Exit Ticket:  **“If not us, then who? If not now, then when?”**  - John Lewis  What does this quote mean? Day one exit ticket: Citing textual evidence, who is the ‘us’ John Lewis is referring to? What actions are taken to abolish segregation in Nashville and throughout the South?  *With additional class time, create a discussion about what this quote means, relying on accountable talk and the text to support students responses.* | **Student Outcomes**   * Students will accurately create responses to questions using text evidence appropriately to support their response. |
| 🕮 **Extending the Learning** (these extensions are outlined in the Day 2 Witness Walls lesson plan)   * Students will be able to conduct a mini-research project on instrumental members of Nashville’s Civil Rights Movement. * Students will be able to create a jigsaw gallery walk, highlighting the instrumental members of Nashville’s Civil Rights Movement. * In small groups, students will read articles (research) on the instrumental members of the Civil Rights Movement in Nashville. * Students will create a portion of a Witness Wall, which will jigsaw in order to create a complete literacy/art exhibit for the classroom or hallway. | | |

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| **Appendices:**  <http://archive.tennessean.com/civil-rights/>  **Lesson extensions:**  Students will could conduct mini-research projects on prominent people mentioned in the article: Ghandi, Jesus, etc.  Lesson Extension: Compare the protests of desegregation in the 1960s to the protests today surrounding police brutality. |