



University of North Alabama Lesson Plan Template

Step 1 – Identify Desired Results	
Lesson Title: The Freedom Riders: Promoting Change	Grade: 5 th Date: 11/7/21
CCRS Standard(s): 12) Summarize successes and failures of the Reconstruction Era.	
Big Idea: Civil Rights	
Essential Question(s): How did the Freedom Riders promote change within the Civil Rights Movement?	

This template will serve as the official lesson planning document for the college. The categories within the template represent the minimum requirements of a lesson plan and the rubric score will be based off those categories. Additional categories may be added by faculty, staff, or the cooperating teachers.

Lesson Objective(s)/ Learning Targets Objectives are measurable and align with the big idea, essential question, and standard.	<ol style="list-style-type: none"> 1. Students will be able to justify how the Freedom Riders promoted change for Civil Rights. 2. Students will be able to analyze primary and secondary sources.
--	--

Step 3 – Plan Learning Activities & Experiences

Introduction to Lesson/ Activating Thinking @10 minutes of the lesson.	<p>We will introduce ourselves and allow the students to get to know us and build rapport. Then, students will be asked if anyone knows who the Freedom Riders were. An example answer would be “people who rode busses in protest of segregation.” If the students do not have any background knowledge on the topic, explain this is okay and they will be learning about the Freedom Riders and their contributions to the Civil Rights Movement. Students will then be shown a YouTube Video called Civil Rights Movement: Freedom Rides. This video will introduce them to the topic and allow them to gather background information to be prepared for learning. Questions will be asked after the video such as: “What is one thing that stuck out to you from the video?” and “Do you think you would be a Freedom Rider?”</p>
--	--

Body of Lesson @20-30 minutes of the lesson.	<p><u>Primary Source Analysis Activity #1</u></p> <ul style="list-style-type: none"> • We will begin with a KWL chart and fill out as much as we can to gather background knowledge on the Freedom Riders. We will introduce the primary source document Editorial Grist: Playing into Their Hands (Shoals Project) as we talk about how it affected the residents of Florence, AI. As they read the document, we will model how to analyze it by using the “Procedural Recommendations” outlined in Obenchain & Morris (2015). <p>Literal: What is the article talking about? What is it focusing on? Interpretative: Why did Colbert County run this newspaper article? Evaluative: What could we say about the influences The Freedom Riders had based on this article?</p> <p>We will then understand the ethical dimension as our historical thinking concept. We will do this by asking “How this affected the progress of the Civil Rights Movement?”</p>
--	--

	<p><u>Primary Source Analysis #2</u></p> <ul style="list-style-type: none"> • As we fill in the KWL Chart, we will go over the people who participated in The Freedom Ride. As we discussed their bravery, we will introduce the second primary source Freedom Riders, Then and Now (Smithsonian Article) As they read the document, we will model how to analyze it by using the “Procedural Recommendations” outlined in Obenchain & Morris (2015). • Literal: What is the article talking about? What is it focusing on? • Interpretative: What do you think motivated them to get on the bus even though they knew they were going to be beaten as they got off? • Evaluative: What emotions do you think were going through the Freedom Riders head as they were on the bus? • We will then understand the cause and consequence as our historical thinking concept.
<p>Closure/ Summarizing</p> <p>@5 minutes of the lesson.</p>	<ul style="list-style-type: none"> • We will allow the students to finish up their KWL Charts. We will call on each student to share information that they learned on Freedom Riders and how they promoted change within the Civil Rights Movement.
<p>Materials/ Technology</p>	<p>Pencils, markers, colored pencils.</p> <p>YouTube video- Civil Rights Movement: Freedom Rides</p> <p>Editorial Grist: Playing into Their Hands (Shoals Project)</p> <p>Freedom Riders, Then and Now (Smithsonian Article)</p> <p>Freedom Riders Graphic Organizer</p>
<p>Step 2 – Determine Acceptable Evidence</p>	
<p>Assessment/ Evaluation</p>	<ul style="list-style-type: none"> • Students will be asked questions throughout the lesson to make sure they can analyze primary sources. Group and class discussions will also be taking place throughout the lesson to make sure there are no questions prohibiting students from learning. • At the end of the lesson students will be given a graphic organizer as a paper and pencil assessment. On this graphic organizer they will share information that they learned on Freedom Riders and how they promoted change within the Civil Rights Movement.