



# University of North Alabama Lesson Plan Template


Step 1 – Identify Desired Results		
<b>Lesson Title:</b>	Being an Activist in your Community Becca Beavers and Grace Bowen	<b>Grade:</b> 5th
		<b>Date:</b> 11/16/21
<b>CCRS Standard(s):</b> 12.) Summarize successes and failures of the Reconstruction Era.		
<b>Big Idea:</b> Activists		
<b>Essential Question(s):</b> How can we be activists in our local community today?		

*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.*

<b>Lesson Objective(s)/ Learning Targets</b>  Objectives are measurable and align with the big idea, essential question, and standard.	<ol style="list-style-type: none"> <li>1. Students will be able to develop methods for being activists in their local community by relating ideas to the NAACP.</li> <li>2. Students will be able to analyze primary and secondary sources.</li> </ol>
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Step 3 – Plan Learning Activities & Experiences	
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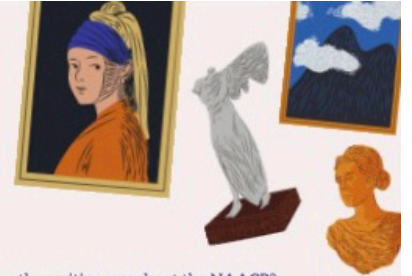
<b>Introduction to Lesson/ Activating Thinking</b>  @10 minutes of the lesson.	<p style="color: purple;"><u><b>Building Background Knowledge</b></u></p> <p>Teacher will introduce themselves and the learning targets for the lesson.</p> <p>The learning targets for the lesson are to develop methods for being activists in the local community by relating ideas to the NAACP and analyzing primary sources.</p> <p>Teacher will introduce the lesson and build background knowledge by reading excerpts from “A Ride to Remember” by Sharon Langley.</p> <ul style="list-style-type: none"> <li>- Pages 2-6</li> <li>- First paragraph on page 8</li> <li>- Last paragraph on page 12</li> <li>- Page 28</li> <li>- Page 34</li> </ul> <p>Students will engage with the read-aloud by answering questions that the teacher asks and participating in discussion with the group.</p> <ul style="list-style-type: none"> <li>- Pages 2-6 “What do you think it felt like being turned away from going somewhere you really wanted to be?”</li> <li>- Page 8 “What is it called when people were separated because of the color of their skin?”</li> <li>- Page 12 “What is the difference between a peaceful protestor and a violent protestor?”</li> <li>- Page 28 “Did Martin Luther King’s dream come true?”</li> <li>- Page 34 “How does the NAACP represent the ideas of being equal, like on a carousel?”</li> </ul>
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<p><b>Body of Lesson</b></p> <p>@20-30 minutes of the lesson.</p>	<p><b><u>Primary Source Analysis Activity #1</u></b></p> <p>The first primary source is a photograph. Students will observe the photograph and use the interactive graphic organizer to analyze it. Students will answer DBQs from the literal level: “What do you see?” and “How many people are there?” Then, they will answer questions from the interpretive level: “Does it seem old or new and why?” and “Who made this picture and why do you think they did?” Then, they will answer questions from the evaluative level: “How does this help us understand the NAACP?” and “What are additional questions we have for this source?” Finally, students will answer questions from the historical concept Cause and Consequence: “How did small but impactful parades like the Silent Parade change society at that time? How did they change African American history overall?”</p> <p>Students will answer the DBQ questions on a graphic organizer. Teacher will ensure students are going through the process of each level before moving on to the next level DBQ question in the graphic organizer that encourages further critical thinking.</p> <p><b><u>Primary Source Analysis #2</u></b></p> <p>The second primary source is a newspaper clipping. Students will observe the newspaper and use the interactive graphic organizer to analyze it. Students will answer the DBQs from the literal level: “What does the writing say?” and “How long is it?” Then, students will answer questions from the interpretive level: “Does it seem old or new and why?” and “What do you think the newspaper clip was used for? Why?” Then, students will answer questions from the evaluative level: “What was going on during this time that influenced the creation of the source?” and “Why is this source important?” Finally, students will answer questions from the historical concept Taking a Historical Perspective: “Why do you think the announcement was so much smaller than everything else on the page in the newspaper? How do you feel about it?”</p> <p>Students will answer the DBQ questions on a graphic organizer. Teacher will ensure students are going through the process of each level before moving on to the next level DBQ questions in the graphic organizer that encourages further critical thinking.</p>
<p><b>Closure/ Summarizing</b></p> <p>@5 minutes of the lesson.</p>	<p>Teacher will ask students to share what they wrote on their graphic organizers for the DBQs. Students will engage in discussion. Teacher will review with students about what the NAACP represented then and now, and the class will discuss ways they can use the ideas that the NAACP represents in their own local communities. Teacher will ask students to write one idea on a post it note to end the lesson with an exit ticket (post it note).</p>
<p><b>Materials/ Technology</b></p>	<p><b>Necessary Materials:</b>  Graphic organizer interactive worksheet, sticky notes, markers  QR Code for Flipgrid (if accessible):    <b>Primary Sources:</b>  <a href="https://www.nhd.org/sites/default/files/TheNAACPMorePerfectUnion%20-%20fillable%20pdf.pdf">https://www.nhd.org/sites/default/files/TheNAACPMorePerfectUnion%20-%20fillable%20pdf.pdf</a> (Place card B)   <a href="https://civilrightsshoals.com/wp-content/uploads/2020/09/33.-The-Florence-Times-1955-March16-NAACP-To-Meet-Friday-Night.pdf">https://civilrightsshoals.com/wp-content/uploads/2020/09/33.-The-Florence-Times-1955-March16-NAACP-To-Meet-Friday-Night.pdf</a></p>

Picture Book:  
"A Ride to Remember" by Sharon Langley (on epic)

Include copies of the anchor chart and/or graphic organizer you create.  
Graphic Organizers:

NAME: \_\_\_\_\_ ARTICLE: \_\_\_\_\_  
DATE: \_\_\_\_\_ AUTHOR: \_\_\_\_\_



## SOURCE 2

Why is this source important and What was going on during this time period that influenced the creation of this source?

WHY DO YOU THINK THE ANNOUNCEMENT WAS SO MUCH SMALLER THAN EVERYTHING ELSE ON THE PAGE? HOW DOES THAT MAKE YOU FEEL?

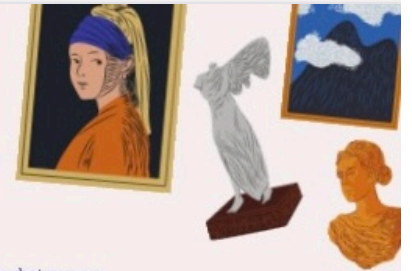
What does the writing say about the NAACP?

How long is it?

Does it seem old or new? Explain.

What do you think the newspaper was used for?

NAME: \_\_\_\_\_ ARTICLE: \_\_\_\_\_  
DATE: \_\_\_\_\_ AUTHOR: \_\_\_\_\_



## SOURCE 1

How does this help understand the NAACP? How did small but impactful parades like the Silet Parade change society at that time?

OTHER QUESTIONS

Describe what you see.

How many people are there?

Does this seem old or new? Explain.

Who and why did they make this pic?

<b>Step 2 – Determine Acceptable Evidence</b>	
<b>Assessment/ Evaluation</b>	<p><u>Formative Assessment Task(s):</u></p> <p>Students will be evaluated by participating in discussion and by teacher’s observation during the read-aloud introduction portion of the lesson to represent understanding of NAACP and civil rights.</p> <p>Students will engage with a graphic organizer to create different ways of being an activist in their community based on particular social issues that relate to civil rights.</p> <p>Students will analyze primary sources by interpreting pictures and other primary sources about the NAACP.</p>