Name of Student Teacher: _____

Date/time: _____   Duration: <u>50 minutes</u>   Grade/Subject/Course: <u>History/Grade 6</u>
Cooperating Teacher's Initials/Signature Pre-Approving this Lesson_____

Stage 1 – Desired Results

Enduring Understandings:
Use unit plan big ideas & situated context/your established unit plan goals
During the Civil Rights movement, bias and propaganda existed and impacted the movement.

Essential Questions:
What do you hope students will investigate?
How did document bias and propaganda impact the Civil Rights movement?
Why is it important to look at multiple source documents from multiple sides?

Essential Skills & Knowledge:
What knowledge & skills will students leave with?
What are primary and secondary sources?
Who is Rosa Parks?
How do I source a document?
How do I find evidence to support a claim?
How do I draw a conclusion based on evidence?

PA Common Core Standard:	Objective Derived from PA Common Core Standard:
CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	In an essay graded with a rubric, SWBAT explain how propaganda and bias influenced the Civil Rights movement and support their explanation with primary and secondary source documents.
PA Academic Standard: 8.1.6.B. Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.	Objective Derived from PA Academic Standard: The objective above covers both standards.

Stage 2 – Assessment Evidence	Stage 3 – Learning Plan	
This lesson occurs in the unit (check one): __Beginning _X_Middle __End In the prior lesson, we learned about primary and secondary sources and the difference between the two. In tomorrow's lesson, we will look at different sources about Rosa Parks and continue collecting evidence so we can make a claim.	**Introduction, Value Statement, and Motivation (Share the Learning Target)** *How will you inform students of lesson's purpose, connect to the previous lesson, and "hook" the students into learning?* Unpacking the Learning Target I will share the learning target by reading it aloud and explaining precisely what we will be learning and doing in class today. I will have students recall what they remember about primary and secondary sources and ask them with partners to give an example of each. We will also discuss what is means to draw a reasoned conclusion and I will give them an example. Anticipatory Set I will use an Anticipation Guide (Attachment 1) here. I chose the Anticipation Guide because I want to see what students know about Rosa Parks and how they learned the information. Much of what we discuss today may be contrary to what they may have heard or learned in school. This will help me identify student bias/misconceptions. Once students complete the guide, I will have them share with partners and then we will have a brief discussion. This will lead into our activity.	**Time** **10 minutes**
Formative Assessment: *Break your objectives into small tasks* **Learning Target A**: *Student-friendly language "I can…"* I can use information from primary and secondary source documents to draw reasoned conclusions about the historical event: Rosa Parks and the Bus Incident. **Look for**: *How do students know target is met?* • Is your conclusion based on reason and evidence from the documents? • Did you consider the source, bias, context, what is and is not being said? • Did you look to see if there is contradictory information in the document you read? • Did you look to see if there was contradictory information between various documents? Did you take this into account when drawing a reasoned	**Procedures and content presentation** *Provide instruction for each learning target; include modeling, guided practice, feedback and transitions. Attach notes.* **(TO) Model / Explain:** I will provide some brief background information about Rosa Parks situating the bus incident within the Civil Rights movement and show how it leads to the Montgomery Bus Boycott. Following a very brief overview, I will move into the task for the day…sourcing documents and drawing conclusions about the bus incident. (Powerpoint Attachment 10) Using a Rosa Parks related document (Attachment 2): I will provide a lesson on how to look at a document – to draw reasoned conclusions. I will begin by modeling with a document, outlining my look-fors (i.e.: sourcing a document, considering bias, what is not being told, etc.), as I think aloud how I would draw reasoned conclusions. (I will be deliberate in my think aloud model. As an example, I will begin by saying, "When I first look at this document, I determine that it is a secondary source because it is written about the time period from someone who was not at the scene of the incident.") **(WITH) Guided Practice:** As a class, we would work through the document (textbook account—attachment 3). We will use our look-fors and ask questions about the document. Once again, I will be deliberate. As an example, I would first have students look at the document and identify if the document is a primary or secondary source and why.	**Time** **10 minutes** **10 minutes**

conclusion?
  • Do you cite evidence that is trustworthy?
  • Do you explain why your evidence is trustworthy?
Learning Target B *(if applicable)***:**
N/A
Look for:
 	
Learning Target C *(if applicable):*
N/A
Look for:
	I would then ask, "Since this is a secondary source, how might we judge the reliability of the document? What might we need to consider? What bias might exist? How much credibility should we give the document? Why? We would continue this way as we work our way through the document and what it says.
	
	(BY) Performance of Understanding:
	Students would work in groups of 2 or 3 looking at two source documents. They would use the Guided Text Organizer to organize their thoughts as they work. I would direct them to use the look-fors (Attachments 3, 4, 5). The Text Organizer (Attachment 6) will help students to organize information from multiple source documents they will read. Students will not have trouble reading the text—it is not that complex—but may have trouble keeping track of the evidence in the text.
	
	Students will also pay attention to the Anticipation Guide as they read to justify their selections.
	
	Once students have completed the work, we would have a conversation about what they found and the two documents.
	
	Their final task will include an after reading – writing to learn – activity (Attachment 7, 8 , & 9–adapted version of the abstract) In groups, students will draw a reasoned conclusion about what they read and write this into a 25 word abstract. I will give them a sentence example on how to start this and explain that they need to use evidence. They would self-assess their final abstract using the look-fors.
		15 minutes

Evidence of Understanding (Performance of Understanding): *List performances and checks that demonstrate targets are met. This should align directly back to the learning target.* Students will write an abstract that includes a reasoned conclusion and textual evidence.	**Summary and Closure** As a class, we would revisit the Anticipation Guide and share the written abstracts in a gallery walk format. This would provide a summary of the learning for the day. I would also explain the homework assignment.	**Time** **5 minutes**

Stage 4 - Special Considerations

Summative Assessment *(may occur on another day: unit, final, capstone, project):* N/A for this lesson	
Adaptations for Students With Disabilities: I will use a structured Text Frame for students who need accommodations.	Enrichment for Gifted Support Students: Provide one additional source document about the Rosa Parks incident for perusal.
Materials Needed: Anticipation Guide Brief PowerPoint about Rosa Parks Montgomery Bus Incident and then the subsequent Montgomery Bus Boycott Text Organizer Several Rosa Parks Text Documents (primary and secondary sources)	

Abstract Example Document Camera to project text documents Tiered Homework documents
Homework Assignment: Students will be asked to read one additional primary or secondary source document from the Rosa Park's incident and be prepared to share in small groups. The documents will be tiered based on Lexile level (below grade, on grade, above grade). Students will receive their document based on their reading levels.