**Viterbo University**

**Lesson Plan Template**

Effective Fall 2014

*This lesson plan template includes all the Viterbo Essential Elements.* ***For full instructions*** *and examples of each of the lesson plan components,* ***see the Viterbo Essential Elements*** *posted on Moodle in the Education Majors course. All items below will expand as needed to add text.*

Name\_\_\_\_Molly Wirsing\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_06/21/2017\_\_\_\_\_\_\_\_\_\_\_\_

Lesson Title: \_\_\_\_We Are the Freedom Riders\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level \_\_\_\_\_9th – 10th \_\_\_\_\_\_ Time Frame \_10 days\_\_\_\_

Learner Profile and Contextual Factors:

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| **Curriculum Standards:**  National Council for the Social Studies:  Theme 4: Individual Development and Identity Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual’s personal identity, development, and actions.  Theme 10: Civic Ideals and Practices An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship. This theme enables students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship. National Standards for Music Education  (The National Association for Music Education)  Standard 4: Composing and arranging music within specified guidelines.  Standard 6: Listening to, analyzing, and describing music.  Standard 9: Understanding music in relation to history and culture. | **Unit Goal/Central Focus**  **Understanding the relationship and effects music had on historical events** | **Resources**  **Materials:**  •Stotts, S. (2010). We Shall Overcome: A Song That Changed the World. New York: Clarion Books.  •Computers with internet connectivity to access Freedom Riders biographies  Note from LPP: PBS often reorganizes their site. If this link is broken, try a site search or search for the biographies individually on other sites  •Optional: Freedom Riders bios printed from http://www.pbs.org/wgbh/americanexperience/freedomriders/people  •Optional: Non-fiction literature for civil rights movement  **People:**   * Librarian * Music Teacher |
| **Unit Summative Assessment**  Students' knowledge of the novel will be assessed by the following:  • A traditional unit test including multiple choice, matching, short  answer, and essay questions because my students are still required  to take the same departmental final exam as those students who are  not being taught using Universal Design for Learning principles.  **Project Below:**  Freedom Riders Unit Project Choose one of the projects below. They will be graded on how well they illustrate their knowledge in historical context in regard to theme, characterization, plot, and setting. The amount of effort each student appears to have put into the project will be taken into consideration. Your project must include your name, class period, and an explanation of your project.  1. Make a CD of songs and/or poems dealing with the theme of one of the stories in our unit. 2. Make a collage, which depicts the theme/plot of one of the stories in the unit.  3. Portray a major scene from one of the readings in a medium other than words, such as watercolor, pen and ink, clay, or scale model.  4. Create a video of one of the stories in the unit. (This is an individual project unless you have received permission from your teacher to have a partner.)  5. Students may rewrite a major scene in one of the stories from a different point of view.  6. Draw a portrait of the main characters in one of the stories as you believe they looked.  . Draw an appropriate cover for one of the stories using the characters or a major scene. Your cover should show your understanding of the story. Don’t forget the title and the author’s name.  11. Compose the front page of a newspaper that deals with the major events of one of the stories. You may blow up your page on a poster board or create your newspaper on the computer. Use journalistic style and give your newspaper a creative name that is appropriate for the story. 13. Students may create a web page or a PowerPoint presentation on one of the stories. Be sure to include theme, characterization, plot, and setting.  14. Your teacher can approve other project ideas. |

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| **Prior Student Knowledge:** What previous knowledge is necessary for the students to successfully master the objectives? What knowledge do students already have that this lesson will build upon? Students have been learning about Early to mid 1900s history. They have learned terms like Women’s Voting Rights Act, Suffrage, Jim Crow, Racism, etc. The context for the civil rights movement has already been set in a previous lesson. |

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| **Lesson Objectives:** Defines what the student will learn, understand, and be able to do upon completion of the lesson. The instructions for writing objectives and examples are found in the Viterbo Essential Elements.  •Students will recognize the impact individual and group actions can have on society.  •Students will identify individual responsibility in a democratic society.  •Students will appreciate the influence music has had historically as an agent of change. | **Formative Assessment:** How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback? Make sure that each assessment measures the learning expressed in the objective. Please indicate the tool that you will use and how you will measure student understanding. (See VU Essential Elements for more info.)  1.Freedom Rider Biography Graphic Organizer (below)  2.Role-play interview presentations  3.New verse for We Shall Overcome song  4.Written reflection |

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| **Academic Language:**   * What is the key language demand/function? * What academic language will you teach and/or develop? What is the key vocabulary and/or symbols? * What opportunities will you provide for students to practice content language and/or vocabulary and develop fluency? * What supports will you provide that will help students understand and successfully use the academic language?  |  |  |  |  | | --- | --- | --- | --- | | **Key Language demands and functions** | **Academic Language** | **Practice** | **Support** | | Explain  Students will be able to explain the relationship and influences between music and society during the 1960s. | * CORE: Congress of Racial Equality * Nonviolent Protest * Federal Marshal * Discrimination * Segregation * Activist * SCLC:Southern Christian Leadership Conference | Students will be practicing:   * during ‘Think, Pair, Share,’ * Vocabulary Worksheet * Class Discussion on Terms * Notes during Ch. 1 * Re-visit vocab sheet * Activities | * Words and Definitions on SMART Board * Large and Small group work * Applying concepts through activity work | |

**INSTRUCTION**

Lesson procedures reflect **best practices** that are research-based and have a direct andpositive effect on the teaching/learning environment. You shouldindicate the time needed for each component of the lesson. Lesson plans shouldbe detailed enough that any teacher could teach the lesson from the plan.

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| **Time** | **Intro/Motivation/Anticipatory Set:** How will you engage your students’ interest and set the purpose and relevance for the lesson? Use knowledge of students’ academic, social, and cultural characteristics.  •Play Civil Rights Music Medley (photo video)  This collection of songs accompanies photographs taken during the Civil Rights movement. These songs, sung during mass meetings and demonstrations, capture the sense of hope and unity among African-Americans and highlight the role of music in the struggle for equal rights.  Running time: 3 minutes  •Play the accompanying We Shall Overcome CD for the class or choose one of the many YouTube We Shall Overcome videos. (running time: 3 minutes  •Have students complete the Music Analysis Handout (below) while listening to the song. | **Differentiation for All / Multiple Pathways/Alternative Teaching Approaches**   * All words to all the songs will be written out and given out to each student as a handout to follow along while they listen to the music. * Pictures/Videos will accompany each song that is played on the SMART Board * Plan for student partners who will support each other and work well together. * Print out biographies for students who need to highlight specific details for graphic organizer. * Work with librarian to provide a variety of reading levels both print and electronic, to meet the needs of students.   •Music has played an important part in social change throughout history. In this lesson, we will learn about the song, We Shall Overcome, and how it became the anthem for the civil rights movement in America.  •We will learn about a group of people known as the Freedom Riders.  •It is important to recognize the responsibility all individuals have to take action to protect the rights of all people and to recognize the power that the arts, specifically music, have in our lives.  Instructional Plan: Co-Teachers deliver Introduction to Vocabulary to the entire class in order for pre-assessment and understanding where each student currently is with this vocabulary. This is in order to split the students up into two learning groups each headed by an instructor.    DAY 1 (Vocabulary)  1.Introduce Vocabulary: 1.Introduce vocabulary for the lesson. Use the Vocabulary Handout for We Shall Overcome (below). 1.Ask each student to indicate their level of understanding about each term by placing a checkmark in the appropriate column.  2.Have students work in groups of 3-4 students to talk about the terms unless some wish to work alone, that is fine.  3.Lead a class discussion on the terms. Clarify misconceptions and definitions.  4.Ask students to listen for the terms as you read Chapter 1 of We Shall Overcome.  5.Ask students to make notes on their vocabulary handout as you read the chapter.  2.Read Chapter 1 of We Shall Overcome – Keep Your Eyes on the Prize to the class.  3.After reading the chapter, have students reexamine their vocabulary handouts and see what words they can now define and use. Have students reconvene with their original group to discuss their new understanding of the vocabulary.  DAY 2:  2.Freedom Rider Interviews: 1.Discuss the Freedom Riders and what they hoped to accomplish. (10 Minutes Co-Teachers both lead discussion)  **Instructor 1** will take a group with laptops and:  2.Working in pairs (I have already grouped the students in their working pairs , students will choose a figure who participated in the Freedom Ride protest. Using the internet and the resources provided (see related resources), partners will research their Freedom Rider using the Freedom Rider Bio Graphic Organizer to collect key facts and information to share. Students will prepare for a role-play interview. One of the students will be a news anchor and the other will be the civil rights activist. After collecting information, together the students will create an interview. They will prepare 4-5 key questions with responses.  **Instructor 2** will have group 2 will be discussing and preparing #3-4  3.One of the questions for each individual will be about the song, We Shall Overcome. (How did you feel as you sang the song during threatening situations? How do you feel today when you hear the song? Do you still sing the song today and what memories does it evoke?) Encourage students to come up with their own unique question.  4.Model an interview with a student and provide partners time to practice the role-play interview to present to the class. Each interview should be no longer than five minutes. Encourage students to look at the photos and dress as the Freedom Riders would have dressed.  DAY 3 Groups switch  DAY 4:  5.As partners present interviews, the class will individually record one interesting fact they hear in each interview. After each interview, ask students to do a “Think, Pair, Share” while the next pair prepares. They will get up and move to someone they have not talked to and discuss their interesting point from the interview. This allows movement and opportunity to process the information.  DAY 5:  Instructor 1 will be leading group 1 to:  3.Compose Original Verse: 1.After the interviews, as a class project, students will compose an original verse for We Shall Overcome to sing together. Use Verse/Lyric Writing Organizer Handout and sample.  Instructor 2 will be leading group 2:  2.After the completion of the interview presentations, the class will reenact the Montgomery Bus Terminal incident by joining hands in a circle to sing We Shall Overcome, including their new verse.  DAY 6 switch groups  DAY 7:  4.Create Class Documentary: 1.If possible, consider video taping the interviews and the singing of We Shall Overcome to create a “class documentary” on the Freedom Riders.  DAYS 8,9,10:  Projects started, worked on, and presented  Extensions:  •Identify a local issuethat students can learn about and become involved in: homeless needs in your community, migrant workers, undocumented workers, etc.  •Students will use graphic organizer to collect information. Instead of interview role-play, students will use information to complete a mini-poster on the Freedom Rider or a Bio Cube handout (below) or complete the Bio Cube online activity or  •Partners print a picture of their Freedom Rider to post in the classroom with a mini-poster bio. Option: create a class book of the Freedom Riders.  •Create timelines. •Create individual or a class Freedom Rider Movement timeline of events: •Have students work in small groups to create a visual (drawing, poster, PowerPoint, video) for each event.  •Create a human timeline. Assign an event to each student. Students will prepare a short description of their event then stand in timeline order and give their short description. Invite another class or administrator in to see the interactive timeline.  •Create a We Shall Overcome timeline of important events where the song has been sung.  •Create a class map to trace the Freedom Riders Movement. •On a wall map mark the places the Freedom Riders traveled to. Have students work in small groups to create a visual (poster, PowerPoint, video) for the events that took place at each location.  •Use the resource http://www.pbs.org/wgbh/americanexperience/freedomriders/people  •Record Living History: •Interview a parent, grandparent, neighbor, or friend.  •Ask, “What do you think about when you hear the song, We Shall Overcome?”  •If the person is old enough, ask them what they remember about the Freedom Rides? Did they know anyone who participated in the Freedom Rides or other Civil Rights Protest?  •Consider recording for a video or create a class book.  **Closing/Reflection:**  •Play video: On Acting Your Conscience interview by Bernard Lafayette Jr.  •Have students write a short response to the following prompt:  Freedom Riders put their personal lives on hold to devote their energy to a movement that would effect change for people living in oppression. What are examples of personal sacrifice that you’ve seen? What cause would you be willing to sacrifice for? Would you be able to do what the Freedom Riders did? What kinds of inequalities exist in our world? What can you do when you see inequality? |
| **Instructional Procedures/Developmental Lesson/Universal Core:** See the VU Essential Elements for a List of Best Teaching Practices to consider as you plan. Also, consider the questions and/or activities that you will use to engage your students in higher order thinking. |
| **Closure:** Verbalize or demonstrate learning or skill one more time. Connect to next steps or future learning. |
| **IEP Requirements**  Student A: Student A reads at the 7th grade reading level which is significantly below the 9th/10th grade level. Modifications for this student include listening to audio versions of the readings and/or using Don Johnston software.  Student B: Student B is Gifted and Talented and requires modifications to extend her learning. <http://voicesofdemocracy.umd.edu/johnson-we-shall-overcome-speech-text/> is Lyndon B. Johnson’s “WE SHALL OVERCOME” speech from March 15 1965. She may read this speech, analyze it, and summarize it by writing, speaking, or typing a summary.  Student C: Student C has difficulty comprehending material that is discussed in class. Kurzweil software will read the literature to the student. The questions are embedded in the text so that the student does not have to look far for reading comprehension checks. This student may also use the internet and use graphic organizers/word maps to take notes on reading.  Student D: Student D has difficulty controlling behavioral outbursts due to a feeling of inadequacy. This student needs a small break at least every 15 minutes and will get up and go for a walk for up to two minutes. This student will look at you and nod before getting up as to not disrupt the rest of the class. Most of the time, it will take this student 20 seconds to walk out to get a drink of water. | | |

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| **Rationale/Theoretical Reasoning/ Research:** What research or theory supports instructional strategies you are using with your students? Select a strategy and justify with research or theory.  Throughout the reading, students will be using the ‘Think, Pair, Share’ strategy of learning. According to an article in the Educational Research Quarterly, the ‘Think, Pair, Share’ strategy of learning increases critical thinking skills in students. |

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| **Management/Safety Issues:** What management and safety issues need to be considered when teaching this lesson?   * **Classroom Management:** District-wide PBIS Strive for Five behavior model is in effect including Debwetaadiwin (Honesty), Manaaji’idiwin (Respect), Ganawenindiwin (Responsibility), Minodoodaadiwin (Cooperation), and Gizhewaadiziwin (Kindness). Cultural response to classroom management - incorporating the Ojibwe Seven Grandfather Teachings that correlate to school-wide PBIS model include: Honesty, Truth, Humility, Love, Wisdom, Courage, and Respect. * Differentiated Strategies allow students to talk to each other (Think, Pair, Share), get up and move (Interviewing and Role-Play activities), and allows them the freedom to learn more about their personal interests (Final Project) which keeps them engaged in the lesson. * **Safety:** Attached is a Behavioral Intervention Plan for student D in case of no response to the non-verbal communication plan that is put in place. |
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| **Analysis:** Include quantitative (numerical) and qualitative (descriptive) data which address the questions: Did the students attain each objective? How do you know? What is your evidence? |

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| **Reflection/Future Modifications:** Provide specific, evidence-based example, not generalizations.   * **To what extent did the class learn what you intended them to learn? Provide specific, evidence-based examples of student learning?** * **What did you learn about your students as learners?** * **What will be your next instructional steps?** * **What have you learned about yourself as a teacher?** |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Music Analysis

As you listen to the song, We Shall Overcome, think about the effect music has on your emotions. Answer the following questions.

1.Have you ever heard this song?

2.Where did you hear it?

3.What emotion(s) do you feel when you hear the song?

4.Pretend you are a song writer. Jot down ideas for a new verse for the song.

5.Write one word you think of in connection to this song.

6.After you finish the lesson come back to this sheet and rethink your answers. Have any of your ideas changed after learning about the Freedom Riders and the song We Shall Overcome?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Vocabulary for We Shall Overcome

Vocabulary Word/Term

I know the word and/or use it

I can describe the word but I don’t use it.

I don’t know the word.

CORE: Congress of Racial Equality

nonviolent protest

federal marshal

discrimination

segregationists

mob

activist

SCLC: Southern Christian Leadership Conference

Term

Definition/Notes

CORE: Congress of Racial Equality

nonviolent protest

federal marshal

discrimination

segregationists

mob

activist

SCLC: Southern Christian Leadership Conference

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Verse/Lyric Writing Organizer

Title:

What is the song about?

What is the emotion of the song?

Example of one verse:

How many lines are in the verse?

Is there a rhyme pattern? What is it? (AA, AABB, ABAB, AABCCB)

How many syllables are in each line?

Ideas for a new verse:

Idea for a new line:

Idea for next line, rhyming if necessary:

Verse/Lyric Writing Organizer (example)

Title: We Shall Overcome

What is the song about? Strength, hope, courage

What is the emotion of the song? Determined, strong

Example of one verse:

We shall overcome. We shall overcome

We shall overcome someday.

Deep in my heart I do believe

We shall overcome someday.

How many lines are in the verse? 4

Is there a rhyme pattern? What is it? No ( some internal rhyme)

How many syllables are in each line? In the line that changes, 7 (we shall overcome)

Ideas for a new verse: traveling somewhere, being victorious, getting along

Ideas for a new line: We’ll get there at last, we’ll cooperate.

Idea for next line, rhyming if necessary: no rhyming.

Freedom Rider Bio Graphic Organizer

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Freedom Rider:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Birth:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Place of Birth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Freedom Rider Bio Graphic Organizer

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bio-Cube Template (optional)

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

•Put your name in small letters on one side of the cube.

•Fill in the information from your graphic organizer.

•Since there are 7 categories and only 2 sides,

one side will contain two topics.

•Add drawings, colors, and designs.

•Cut along outside edges.

•Fold along the inside lines.

•Tape or glue the flaps inside to make a cube.