Social Studies Education Student Teaching

**Social Studies Education Lesson Plan Template v. 3**

Teacher Candidate Name: Brock Graham & Scott Jackson

Lesson Title: Racism: Past and Present

Grade Level: 9/10

**Lesson Foundations**

| Content Standards | U.S History #28: “Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.”  CCSS.ELA-Literacy.RH.9-10.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. | | |
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| Learning Objective(s) | LO 1: (U.S. American History) Students will evaluate the effectiveness of the Civil Rights Movement of the 1960’s  LO 2: Students will compare the protests of the 1960’s to present day protests going on throughout the U.S. | Assessment(s) | 1) Opening Discussion will  serve as pre-assessment  2) Newspaper Headline  3) Class discussion  4) Exit ticket |
| Materials & Resources | Flamm, Michael W. From Harlem to Ferguson: LBJ's War on Crime and America's Prison Crisis Vol. 8, Issue 7- April 2015. Web: October 15, 2015 https://origins.osu.edu/article/harlem-ferguson-lbjs-war-crime-and-americas prison-crisis/page/0/1  Greene, John. Mass Incarceration in the U.S. Retrieved from: https://www.youtube.com/watch?v=NaPBcUUqbew . National Guard clear streets in Pittsburgh during race riot, 1968. Web: October 16, 2015. http://www.theseamericans.com/civil-rights/riot-collection-national-guard-clear-streets-in-pittsburgh-1968/ PBS.org. Photos (c) NARA/ Smoking Dogs Films. Web: October 16, 2015 http://www.pbs.org/black culture/explore/march-on-washington/documentary/about/#.ViR-zH6rTIU  Smith Larry W. Ferguson riots: Violence erupts after Michael Brown police shooting verdict. Web: October 16, 2015 http://www.telegraph.co.uk/news/worldnews/northamerica/usa/11251989/Ferguson-riots-Violence-erupts after-Michael-Brown-police-shooting-verdict.html?frame=3116889  Von Drehle, David. Time Magazine. April 30, 2015. Web: October 16, 2015.  http://punditfromanotherplanet.com/tag/time-magazine/ | | |

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**Instructional Procedures/Steps**

*Note when you are addressing a learning objective and when enacting an assessment.*

|  | Teacher will…  Instructional procedure, questions you will ask, checks for understanding, transitions, and evidence of culturally responsive teaching practices. | Student will…  What will students be doing?  What evidence of learning will students demonstrate?  Student-centered learning/opportunities for practice and application. |
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| Opening  \_\_5-10\_\_ Minutes | 1) Introduce essential question: Was the  American Civil Rights Movement of the 1960’s successful in ending racial inequality?  2) Have brief discussion of EQ to establish student understanding and role of civil rights movement.  • What are examples of racial inequality  that occurred during the 60’s?  • What are examples of racial inequality  today? | Students will think critically about the EQ and generate examples of racial inequality during the civil rights movement of the 1960s and today.  • Ex) Literacy tests, segregated public facilities • Ex) Job discrimination, police brutality |
| Instruction  \_\_25-30\_\_ Minutes | 1) Brief introduction of conenction between historical civil rights movement and civil rights movement of today with focus on: Issues  involving intense racial civil unrest have been reoccurring throughout American history, the New Jim Crow and anti-police riots that have been attributed to the police shootings can be  related to the Civil Rights Movement of the 60’s. 2) Review and Connection to Origins article – show PPT presentation  - Pop. Stats  - Show YouTube video – America’s Prisons  • Do you think America’s “tough on  crime” policy is working? If not what  are some flaws that the video outlines?  - Brief lecture on “the war on crime”  3) Instruct students to break into small groups | • Students will examine prison population statistics and discuss thoughts.  • Students will watch YouTube clip about prisons in America  • Yes/No. Flaws- unable to get a job because of criminal record. Overall cost.  • Students will get into small groups. |

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|  | and are assigned a pivotal moment in the Civil Rights Movement.  - use slide 7 to model activity with class  4) The groups will participate in the “Extra! Extra!” activity and be tasked with creating a newspaper article (with picture) detailing their event. Articles listed in Materials and Resources section.  5) After submitting their articles, the groups will be assigned to locate a current events article (within past two years) about a similar event and find the similarities and differences  between the two.  6) The students will present their articles and findings to the class.  Discussion Questions:  How do your headlines help you better understand the similarities and differences between the protests of the 1960’s and today?  Why do you think conflict between police and African American communities still exists today? What factors play a role in these conflicts? | • Students will chose an event and write a newspaper article. They will also choose a picture that depicts their chosen event.  • Students will research a current event that is related to their Extra! Extra! article and compare the two events. Students will analyze the similarities and  differences of the two events as a way to generate a greater overall understanding of the Civil Rights movement.  • Students will reflect on their writing and discuss how they have gained a better understanding of the topic.  • Culture clash, low income communities, drugs, gangs, and violence |
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| Closure  \_\_5\_\_ Minutes | Students will respond to the following question on the parking lot: Was the American Civil Rights Movement of the 1960’s successful in ending racial inequality? | • Students will support their claim using evidence and examples from the Civil Rights movement and today. |