

TEKS – AASL Alignment Wiki Lesson Plan Template

Lesson Title: March On!

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School Name: John B. Alexander High School

District: United ISD, Laredo, TX

Role: Librarian

Grade Level: 11th

Lesson Plan Objectives:

At the end of this lesson, students will be able to:

1. Record inferences by using graphic organizers.
2. Draw conclusions based on text's photographs.
3. Infer a theme based on text and text's photographs.

ELA-R TEKS:

110.33 2 (A) Students analyze, make inference, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition.

Other Content Area(s) Addressed: Social Studies High School

113.41 9 (B) The student understands the impact of the American civil rights movement. The student is expected to describe the roles of political organizations that promoted civil rights, including ones from African-American, Chicano, American Indian, women's and other civil rights movements.

Standards for the 21st-Century Learner Indicators:

2.1.2. Organize knowledge so that it is useful.

2.1.3. Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

2.1.5. Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

Classroom Teacher – School Librarian(s) Collaboration: Describe individual as well as joint responsibilities for planning, gathering resources, implementing the lesson, and evaluating student learning.

- Librarian provides copies of *Marching for Freedom: Walk Together Children and Don't Grow Weary* by Elizabeth Partridge for each student.
- Teacher and librarian discuss book with 11th grade U.S. History students when librarian visits the class every Monday.
- Teacher and librarian model drawing inferences by using a visual literacy graphic organizer.(see sample)
- Educators model note-taking by using a topic selection graphic organizer.(see sample)
- Educators are dually responsible for creating weekly discussion posts using our school's eChalk discussion board or a similar free web service such as kidblog.org.

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- Educators post prompts between 2-3 times weekly
- Educators monitor student postings and assess learner outcomes.

Measurable Outcome or Final Product:

The students learn to infer and draw conclusions through selected readings and using topic selection and visual literacy-drawing inferences graphic organizers. Students analyze text and its accompanying photographs for themes through participation in class discussions and online discussion boards. Weekly discussion boards and graphic organizers are assessment instruments.

Assessment Tools: Topic Selection Graphic Organizer (.doc) and Visual Literacy Drawing Inference Graphic Organizer (.doc)

Resources:

Marching for Freedom: Walk Together, Children, and Don't You Grow Weary by Elizabeth Partridge (Penguin 2009), class set

Interview with Author Elizabeth Partridge: <http://youtu.be/qUIDi2vFM9c> (5.51 minutes)

Digital Public Library: <http://dp.la/>

- Exhibitions: <http://dp.la/exhibitions>
- Activism: <http://dp.la/exhibitions/exhibits/show/activism>
- Civil Rights Movement: <http://dp.la/exhibitions/exhibits/show/activism/movements>
- Civil Rights Demonstrations: <http://dp.la/exhibitions/exhibits/show/activism/civil-rights-demonstrations>
- Civil Rights Actions: <http://dp.la/exhibitions/exhibits/show/activism/civil-rights-actions>

Topic Selection Graphic Organizer (.doc)

Visual Literacy Drawing Inferences Graphic Organizer (.doc)

Sample Completed Selection Graphic Organizer (.doc)

Sample Completed Visual Literacy Drawing Inferences Graphic Organizer (.doc)

eChalk (or other) Online Discussion Board

LCD Projector and Document Camera

Laptops

Estimated Lesson Time: Two Days

Instructional Plan Outline:

Day 1

Preparation

1. Educators discuss/collaborate on timelines for discussion boards and class syllabus.
2. Discuss objectives with students.
3. Discuss online etiquette with students when using electronic discussion boards.

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Motivation

4. Begin discussion of the Civil Rights Movement and concept of freedom
5. Show media from the Civil Rights Movement from Digital Public Library <http://dp.la/>
6. Show YouTube featuring author Elizabeth Partridge: <http://youtu.be/qUIDi2vFM9c>

Day 2

Presentation

7. Educators introduce and discuss book with class.
8. Educators show samples of electronic board discussions using eChalk.
9. With the aid of the graphic organizers, educators model making inferences by discussing storyline and historical timeframe with small groups of students and asking leading questions.
10. Educators explain setting, time, and historical information.

Guided Practice

11. Students begin reading book in classroom following class syllabus.
12. Students use topic selection graphics organizer as an introduction.
13. Students work individually on class posts.
14. Educators monitor and assess students understanding of the book by classroom discussions.
15. Educators monitor student comprehension by reviewing posts on eChalk for a duration of one week.

Closure

16. Students work in groups and share theme of book's photographs
17. Students volunteer to share their inferences with the class
18. Educators pose questions guiding students to formulate text's theme.

Assessment:

19. Teacher and librarian review/assess the online discussion board posts and graphic organizers for understanding with the possibility of further clarification if needed.

Extension:

20. Students look at two different movements: the National Farm Workers Association headed by Cesar Chavez and the Dreamers Act and begin to identify civil rights infringements and violations.