

Respect the Past Create the Future Lesson Plan Template

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Grade Level/Age: 4th grade

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Subject: Social Studies

Overall Lesson Goals: Students will learn about Sit-ins and how they impacted the Civil Right Movement during the 1960s.

<p>Standards:</p>	<p>Economics, Geography, History, Civics and Government Analyze the modern Civil Rights Movement to determine the social, political, and economic impact on Alabama.</p>
<p>Lesson Objectives:</p>	<ol style="list-style-type: none"> 1. Students will describe events of the modern Civil Rights Movement, particularly the importance of sit-ins 2. Students will use vocabulary associated with the Civil Rights Movement – sit-ins, discrimination, segregation, prejudice, integration, suffrage, rights 3. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). [RL.3.7]
<p>Material Needed: (e.g. Pictures of books, manipulatives, equipment, worksheets, puzzle boards, game boards, supporting digital files, Smartboard or Promethean lesson files, PowerPoint, picture files, etc.,)</p>	<p>Picture book: <u>Sit-ins: Four Friends Who Stood Up by Sitting Down</u> by Andrea Davis Pinkney Smartboard Greensboro Sit-ins passage BrainPop subscription Flipgrid app on ipad Social Studies notebooks pencils</p>
<p>Procedures: (Include procedures for differentiating instruction)</p>	<p>Exploration/Introduction:</p> <ol style="list-style-type: none"> 1. TSW watch Civil Rights video on Brain Pop 2. TSW reflect on a time when they stood up for what they believed in. <p>Lesson Development:</p> <ol style="list-style-type: none"> 1. TTW read <u>Sit-ins: Four Friends Who Stood Up by Sitting Down</u> by Andrea Davis Pinkney to introduce the concept of sit-ins. TSW discuss how the text illustrates what is conveyed by the words in the story. 2. TSW practice sitting quietly for five minutes. TSW discuss how it feels to sit quietly without talking. TSW write in the Social Studies notebooks how it feels to sit for five minutes and imagine how the Greensboro Four felt sitting for an entire day. TSW define sit-ins in their social studies notebook. 3. TSW read the passage on Greensboro Sit-ins and discuss how sit-ins had an impact on the Civil Rights Movement. TSW answer the questions that accompany the passage. <p>Expansion:</p> <ol style="list-style-type: none"> 4. TSW pretend to be a news reporter during the Greensboro Sit-ins.

	The students will write a news story reporting the events for an audience. OR students can pretend to be a government official and speak out about civil rights.
Assessment:	<ul style="list-style-type: none"> • Exploration/Introduction: TTW observe student participation in discussion. TSW complete the BrainPop Quiz for review. • Lesson Development: TTW check social studies notebooks for reflections and accurate definition for the word sit-ins. TTW grade the questions that accompany the Greensboro Sit-ins passage. • Expansion: TTW use a rubric to assess the news report.
Additional Resources:	