

Carter G. Woodson Lesson Overview

Cabell County Schools & Marshall University

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Title	Subject/ Level	Lesson Duration
But wait! There's more African American History than I already know?!	English Language Arts/Social Studies-Middle School	5 Days
Lesson Summary		
<p><i>Explain what students will learn and be able to do through the integration of content (subject and African American history) and learning strategies. Reflect upon how this lesson can be integrated into current curriculum for specific subjects.</i></p>		
<p>Through inquiry-based research, writing, and cooperative learning, students will become experts on African American historical events within a prescribed period of time. This lesson can be integrated in middle school ELA and history courses.</p>		
<p>Formative Assessment Task: <i>Describe what task students will be completing as a result of this lesson.</i> Students will be composing 1-paragraph summaries of African American historical events in order to create a timeline within a group.</p>		
<p>Standards/ Learning Targets <i>List content standards or learning targets aligned to this lesson. (No more than 5 learning targets).</i> ELA.6.4 I can cite textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text. ELA.6.15 I can combine information presented in different formats and in words to understand a topic or issue. ELA.6.21 I can write informative/explanatory texts to examine a topic and show ideas, concepts, and information through the selection, organization, and analysis of connected topics. ELA.6.23 I can create clear and orderly writing that is appropriate to task, purpose, and audience through development, organization, and style. ELA.6.26 I can conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>		
Literacy Components	Engagement Strategies	Content Resources (Texts & Media)
<ul style="list-style-type: none"> ○ Reading ○ Writing ○ Speaking/ listening ○ Presenting/ Viewing ○ Inquiry/ Research ○ Technology (authentic usage) 	<ul style="list-style-type: none"> ○ Learning/ Inquiry Centers ○ Rotating Stations ○ Active Reading/ Writing ○ Whole Group Discussion/ Learning ○ Small Group Discussion/ Learning ○ Other: Inquiry-based learning 	<p><i>List primary sources, articles/ texts, and media used in lesson.</i> -"I have a Dream" transcript: https://www.archives.gov/files/press/exhibits/dream-speech.pdf -"I have a Dream" video: http://www.teachertube.com/video/i-have-a-dream-speech-20916 -Timeline Generator: http://www.readwritethink.org/files/resources/interactives/timeline_2/</p>

Lesson Guiding Question & Opener	Instructional Plan & Sequence
<p>Guiding Question: What are some events that occurred in African American history between two dates?</p> <p>Lesson Opener: Dr. Martin Luther King Jr.'s "I have a Dream" Speech—Students will view Dr. King's famous speech as a whole group. Whole group discussion: We will discuss famous African American historical events (like Dr. King's speech) of which students have previous knowledge.</p>	<p>Day 1: -Lesson Opener-- Dr. Martin Luther King Jr.'s "I have a Dream" Speech—Students will view Dr. King's famous speech as a whole group. Whole group discussion: We will discuss famous African American historical events (like Dr. King's speech) of which students have previous knowledge.</p> <p>-African American Timeline: The teacher will explain this week's assignment. The goal is to create a timeline of 4-8 African American historical events between two dates. Each timeline must be completed within a group, and each event must be explained in 1 paragraph. This timeline will be created on ReadWriteThink.org (http://www.readwritethink.org/files/resources/interactives/timeline_2/).</p> <p>Day 2: -Groups: Students will be assigned groups for scaffolding purposes. Groups will be 3-4 students each. Assign/determine group roles/responsibilities. With the teacher's assistance (to better scaffold for student abilities), students will be assigned the following roles: Task Manager, Event Researcher, Recorder, and Materials Manager. Task Manager: Keep time, make sure everyone is on task, remember what is accomplished/needs to be done Event Researcher: Research initial information for group Recorder: Write down ideas had by group Materials Manager: Gather materials needed each day</p> <p>-Determine dates of timelines: Each group of students will choose a starting date (1492 or after) and an end date (2008 or before) for their timeline. The teacher must approve these dates; each group will have different date ranges.</p> <p>-Initial Research—Using one computer per group, students will research possible African American events within their chosen dates. The Event Researcher will conduct the research, the Recorder will write down ideas, and other group members will help to determine the best events to use for the timeline.</p> <p>Day 3: -Determine and Distribute Events: Students will choose 4-8 events from yesterday's research for their timeline. Depending upon ability, students may have 1-2 events each—this should be determined for each group by the teacher.</p>

-Individual Research: Each student will research information about his or her event(s) independently. Students should take note about the event(s) and record sources.

-Paragraph Writing: Students will begin composing a paragraph about their event(s) on the computer. Students must write a minimum of 1 paragraph and cite their sources.

Day 4:

Paragraph Writing: Students will finish writing the paragraph about their event(s) on the computer.

Timeline: Each student will “share” his or her paragraph electronically with the Recorder. The Recorder, with the help of all group members, will then copy and paste each paragraph into the ReadWriteThink timeline generator. The timeline will be emailed to the teacher.

Day 5:

-Share: Each group will display their timeline on the SmartBoard with the whole class. Each group member will briefly explain their event as we move across timelines.