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## Lesson Plan: Civil Rights/Mount Pleasant/Union-Miles - Yesterday Meets Today (grades 9-12)

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## **Lesson Plan**

### **Course/Grade Level:**

- English/10<sup>th</sup> – 12<sup>th</sup> grades

### **Topic/Title:**

- Civil Rights/Mount Pleasant/Union-Miles - Yesterday Meets Today

### **Historical Time Period(s):**

- Contemporary America (1945 – present)

### **Thematic Question:**

- How do the Mt. Pleasant/Union-Miles communities differ now versus the 1960's?

### **Standards/Benchmarks/Indicators:**

- English Language Arts: Research
  - E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.
- English Language Arts: Reading- Acquisition of Vocabulary
  - F. Use multiple resources to enhance comprehension of vocabulary
- English Language Arts: Writing- Writing Conventions
  - A. Use correct spelling conventions
  - B. Use correct punctuation and capitalization
  - C. Demonstrate understanding of the grammatical conventions of the English language.
- English Language Arts: Writing- Writing Process
  - A. Formulate writing ideas and identify a topic appropriate to the purpose and audience.
  - B. Determine the usefulness of organizers and apply appropriate pre-writing activities.
  - D. Edit to improve sentence fluency, grammar and usage
  - F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.
- English Language Arts: Communication- Oral and Visual
  - G. Give presentations using a variety of delivery methods, visual displays and technology.

- Social Studies: People in Societies
  - B. Analyze the consequences of oppression, discrimination and conflict between cultures.
- Social Studies: Geography
  - C. Analyze the patterns and practices of movement of people, products and ideas.
- Social Studies: Citizenship Rights & Responsibilities
  - A. Analyze ways people achieve governmental change, including political action, social protest and revolution.

### **Materials/Resources:**

- The students will utilize the John Adams Media Center for their oral interviews in order to create a more pleasant environment for their guests. The guests are Senior Citizens from the Mt. Pleasant/Union-Miles neighborhoods who are members of Grace Missionary Baptist Church. The students will utilize flip cameras to videotape their oral interviews. Using the flip cameras will also help them to create essays and PowerPoint visual presentations utilizing their sources of information.

### **Motivation (Attention Grabber):**

1. Question before guests arrive: How would you feel if you had to ride by this nice new building, close to your home, to attend an old building in need of repair and supplies, simply because of the color of your skin?
2. Welcome and explanation of oral histories by student
3. Refreshment table for conclusion of program

### **Activities:**

- Students will conduct oral histories by interviewing and videotaping a group of senior citizens as they verbalize their stories of lives in the Mt. Pleasant/Union-Miles neighborhoods. The students will communicate their findings orally, visually and in writing or through multimedia. This interdisciplinary community event will be held in the John Adams Media Center. The following steps will occur in our lesson entitled "Mount Pleasant: Yesterday Meets Today".

#### **Day One:**

1. Warm-up: Class Assessment - Group discussion about definitions of vocabulary.
2. Class Work: Students will view a Powerpoint presentation entitled "Desegregation of Cleveland Schools". Students will then copy the lesson vocabulary from the projector and participate in a group discussion of life in Cleveland in the past.

#### **Day Two:**

1. Warm-up: Journal Prompt- "When you become a senior citizen, how will you spend your days?"
2. Class Work - Students will get into their groups to formulate ideas, using a graphic organizer, and then to write ten questions for their interview. I will assist each group using scaffolding.

3. I will model an interviewing session after a whole group discussion on interviewer techniques.
4. After a brief intro to using the Flip Camera, students will role play with each other, asking the questions, recording, and writing the responses.
5. Students will select their interview team roles (interviewer, recorder, videographer).
6. Students will meet briefly with students from other classes to walk-thru the program.

### **Day Three: Program**

1. Students will greet guests.
2. Student will welcome guests.
3. Students will conduct oral histories in their teams
4. Student will thank guests.
5. Students will serve refreshments.

### **Assessment:**

- The completion of each day of the project culminates with an assessment of student learning. The students will receive rubrics and directions before the start of the lesson that will explain each part of their expected goals.
  1. On Day One of the lesson, students will be assessed by their Venn Diagrams using a rubric.
  2. On Day Two of the lesson, students will be assessed by their completed interview questions, using a rubric.
  3. The culminating assessment will be the group presentation of their oral history interview.

### **Teacher Notes:**

- To differentiate, modeling and scaffolding will occur throughout the project. After the event, students will utilize the writing process to publish a Mt. Pleasant History and present their finding.
- The prerequisites are as follows:
  1. The students need to know the following vocabulary from the English and Social Studies standards which will be reviewed and written as notes through a PowerPoint visual before the lesson: oral history, Civil Rights Movement, culture, discrimination, integration, racism (racist), riot, segregation, oppression, migration, urban, primary source, secondary source.
  2. Students need to know and understand the Writing Process from idea generation through publishing which was taught and accomplished during the first quarter. The students need to formulate questions for their interviews by creating pertinent questions related to the history and culture of the lives of their guests.
  3. Students will also need to know and understand interview techniques. We considered letting the students interview family members but decided that it would be better to have a program at the school where the students could interact and learn from senior citizens in their neighborhoods.