

Lesson Plan Form

Grade Level:	8th	Subject: ELA-SS	American History	Duration: <u>3 days</u> Date: _____ Teacher: John Prothro
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<p>Arizona Social Studies Standards: Strand 3, Concept 4, PO 5</p>	<p>Big Idea: (Targeted, enduring, transferable ideas at the heart of the discipline.) Students will learn that the Gandhian principles of non violent social change impacted America through the efforts of Martin Luther King, Jr. and Cesar Chavez.</p>	<p>Essential Question(s): (Questions that spark meaningful connections, provoke inquiry, and encourage transfer.)</p> <p>What was happening in America that necessitated the use of Gandhian non violent social change principles?</p>	
<p>Arizona 2010 ELA & Literacy in History/Social Studies Standards: <u>6-8 RH 2</u></p>	<p>Ethnic Group and Contributions: (Identify contributions to the culture and history of America from individuals and/or groups that represent ethnic minorities.)</p> <p>African American Latino (specifically Mexican Farm Workers) East Indian</p>	<p>Key Vocabulary:</p> <p>Justice Equality Adversary</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Gandhian Principles of Nonviolence • King's principles of Nonviolence • Cesar Chavez core values

<p>Learning Objectives/Goals: Students will be able to: Demonstrate understanding of how Dr. Martin King, Jr. and Cesar Chavez used Gandhian principles to influence America. Students will demonstrate understanding through power point, prezi, movie making, poster board, create a newspaper article or oral presentation.</p> <p>(What will students know or be able to do? Use a Cognitive Taxonomy)</p>	
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<p>Anticipatory Set: After viewing images of and identifying Dr. King and Cesar Chavez, students will view http://www.youtube.com/watch?v=IJeErHQGEHM&feature=related to see an example of nonviolent social protest.</p> <p>(Engage student's attention. Connect to prior learning/ experience. Establish relevance. Why is it important for students to learn this?)</p>	
<p>Lesson Outline</p> <p>(Planned steps and activities that actively engage students in either an inquiry method:</p> <ul style="list-style-type: none"> • Teacher shares brief history of the reasons for the Salt March and how it led to India's non violent revolution toward independence. • Teacher identifies 2 oppressed groups in American History: African Americans and Latinos. <p>• Guided Practice: Teacher creates a list of conditions that negatively impacted each oppressed group. (For example - African Americans: Jim Crow laws, segregation, and poor housing/schooling/wages. -Latinos: poor wages/living conditions/schooling/health care/segregation)</p> <p>Teacher leads students into discovering how each of the American leaders (King and Chavez) used Gandhian principles and methods to lead actions against injustice in Montgomery, AL and Delano, CA respectively.</p> <ul style="list-style-type: none"> • Independent Practice: Students will research the Nonviolent Social Change actions of King and Chavez. Students will produce a power point, prezi, poster board, a newspaper article or oral presentation on an event (for example: the Montgomery Bus Boycott, the Selma to Montgomery March, or the Delano to Sacramento March) to demonstrate how King and Chavez used Gandhian works to influence American society. • 	

<p>Differentiated Instruction# (ELL, SPED, Gifted & Talented)</p> <p>SPED Modification: Teacher reduces the work product expectation.</p> <p>Gifted Modification: Teacher gives students a choice of either completing more than one product or completing one product by exceeding the expectation placed on the large group.</p>	
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<p>Assessment(s): Students will orally present their work products with the large group.</p> <p>(How will you know that each student achieved the objective? These are formative in nature – informal and formal, unless you are concluding a unit and will administer a summative assessment in addition to your formatives.)</p>	
<p>Cognitive Closure: Lesson will close with students identifying a nonviolent principle from any of the 3 featured men.</p> <p>(How will you close your lesson? Summarize, tie it together, learning conversations, ticket out of class, relevance to next lesson, etc.)</p>	
<p>Extended Learning Opportunities</p> <p>Students who did not meet the objective will, after remodeling, attempt the task with another non violent social change action. Students who met the objective will create a fictional non violent social change scenario based on Gandhian principles.</p> <p>(How will you re-teach students who did not meet the objective? How will you challenge students who have mastered the objective?)</p>	
<p>Sources: www.compassionatecenter.org www.youtube.com Gandhi Salt March footage #2</p> <p>(What sources, paper or electronic, did you use to support this lesson?)</p>	
<p>Evaluation/Modifications of Lesson</p> <p>(Looking back on this lesson, what worked well and what didn't work so well? What changes would you make to improve instruction?)</p>	

Notes: _____
