

Racism

by Christy Crawford

Standards

- IL.1.B STANDARD: Apply reading strategies to improve understanding and fluency.
- IL.1.B.2a > Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.
- IL.1.B.2b > Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.
- IL.1.B.2c > Continuously check and clarify for understanding (e.g., in addition to previous skills, clarify terminology, seek additional information).
- IRA.14 Research
- IRA.14.2 ...conduct research with a range of methodologies (e.g., ethnographic, descriptive, experimental, or historical)
- IRA.14.3 ...promote and facilitate teacher- and classroom-based research
- IRA.3 Individual Differences
- IRA.3.2 ...demonstrate an understanding and respect for cultural, linguistic, and ethnic diversity in the teaching process

Resources

History Firsthand

Brandt, Cory, and Monica Edinger. "History Firsthand." Library of Congress. 26 Sept. 2002. Library of Congress. 2 Oct. 2005 <<http://www.loc.gov/teachers/>>.

Lesson Plan

Overview and Rationale

Upon completion of literature circles, where each group will be reading a different historical fiction book involving racism, each students will use the research they have been collecting throughout the book to create and present their own version of a primary

source. This will create many examples of primary sources and their importance in history as well as provoke the students to think deeper, more critically when reading. The students will be putting themselves in the shoes of the characters they are reading about bringing the book more to life for them as readers.

Objectives

Upon completion of this lesson the students will

Be able to identify a primary source

Explain why their primary source supports what they have researched

Explain how their primary source ties into the story they read and the

importance of having primary sources to support what they have read.

Materials

Enough Copies of the following books to have 3 equal literature circles:

Roll of Thunder Hear My Cry by Mildred D Taylor

To Kill a Mocking Bird by Harper Lee

Watsons Go to Birmingham - 1963 by Christopher Paul Curtis

Computer Access

Poster Board

Procedure

This lesson is to be taught when the literature circles are half way completed with the books, which all have the same theme of racism in history

Intro:

The teacher will lead a discussion with the class, where they will be brain storming about what they think a primary source is.

Body:

- 1) After the class has come up with a definition of primary source , the teacher will tell the students that they are to create their own primary source as if they were one of the characters in their book. (i.e. journal, an interview of a character, perhaps a minor characters opinion of what happened from their point of view)
- 2)The class will be broken up into small groups where they will brainstorm possible project ideas and how to tie it into the story they are reading.
- 3) The groups will discuss why primary sources are important when reading and writing, how it can affect the outcome of a story.
- 4)The teacher will then guide the students in their strategies for how they will research what is necessary to help them find out more about the point of view of the character they will be writing about.
- 5) The students will spend the rest of the class starting their project. The projects are to be worked on throughout the rest of the time that they will be

reading their books. Upon completion of the books and their primary source the students will be presenting their peers.

Closer:

To make sure that the students used their time to brainstorm and plan out their work effectively, the teacher will ask all of the students to write an "exit ticket" which will consist of writing on a half sheet of paper their idea for their project and how they plan to go about accomplishing it. The teacher will remind the students that their "exit ticket" is not written in stone and they are subject to change.

Adaptations: For the reading portion of the assignment students can read along with a tape if necessary. For students who need more structure graphic organizers for the research as well as written parts will be provided.

Challenges: Students who need to be challenged will be asked to have their primary source be from the perspective of a minor character or an outsider of the book (a person who is there but has little to no interaction with the main character), challenging them about how racism affected everyone who lived through it, not just the obvious people.

Assessment

The students will be assessed based on the score of their AR test on their given book as well as the following check list for when they present their information to the class:

- Eye Contact/ Voice Level _____/5
- Clear Explanation of What was Researched _____/10
- Evidence of Primary Source _____/12
- Conveyed Understanding of Primary Sources _____/8
and their effectiveness _____/5
- Effective Visual Aid _____/10

TOTAL: _____/50