

Co-Teaching Planning Guide

Date: 4/19/2016

Co-Teachers: Brad Kapenga and Ben Lefebre

Grade Level / Content: 11th grade Civil Rights

Lesson Objectives:

- I can differentiate the different civil rights organizations. Including the Black Panthers, Nation of Islam, NAACP, and SCLC
- I can evaluate the civil rights protest movements. Including, Montgomery Bus Boycott, March on Washington, Sit-ins, and Detroit Riot of 1967.
- I can summarize the civil actions. Including the Integration of Baseball, Civil Rights Act of 1968, Freedom Rides and Little Rock School Desegregation.

Content Standards Addressed:

HSCE -8.3.1 Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including

• protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers

Co-Teaching Model(s) used: (check all that apply)

Parallel

X Station

Alternative

Team

Materials needed for the lesson:

- Handout with specific guidelines
- Projector/Computer
- Internet Access
- Notebooks and Writing Utensils
- Speak to text tool (Dragon)
- Recording Device

- Class Webpage with translated text
- Prezi Presentation

Scaffolds needed for the lesson:

- Students should already have prior knowledge on Supreme Court decisions. For example, Brown V Board of Education, Little Rock School desegregation, Plessey V Ferguson, Voting Rights Act, Jim Crow Laws, Slavery, Great Migration. It’s important to know these ideas before this lesson because they are the building blocks toward the Civil Rights Movement. These new Civil Rights ideas will further the students’ understanding about the strides that African Americans made toward equality in America.

UDL Principles used for the lesson:

- For students with hearing impairments, a speak to text device will be available for their use (Dragon).
 - o + Use multiple media for communication
- For students who are nervous about schedule changes, will be reminded multiple days in advanced to relieve any stress or anxiety.
 - o + Minimize Threats and Distractions
- For students with visual impairments, a recording of the class session will be available to listen to after the class period.
 - o + Illustrate through multiple medias
- For students with language barriers, materials will be presented in Spanish or accommodating language.
 - o + Promote Understanding across languages

How is the student learning assessed?

- At the beginning of class, students will be required to take a pre-quiz over the material for diagnostic assessment. The pre-quiz will focus on protest movements, civil actions and civil organizations.
- At the end of the class through formative assessment, students will be required to fill out an exit slip that argues whether the protest movements, civil actions or civil organizations were the most effective and why? Five minutes to complete the exit slip.

Guide for expectations for each teacher during the lesson

	Teacher: Brad Kapenga	Teacher: Ben Lefebre
What are the specific tasks that I do BEFORE the lesson?	- The instructor will make sure that the class webpage has	- The instructor will obtain the Speak to Text materials, the Recording

	<p>accommodating translations, that there is a projector/computer available, and have enough copies of handouts for students to work with.</p>	<p>Device and make sure internet access is accessible.</p> <ul style="list-style-type: none"> - Prep the Prezi
<p>What are the specific tasks that I do DURING the lesson?</p>	<p>CUE:</p> <ul style="list-style-type: none"> - While Ben explains FRAME, teacher will be passing out blank FRAMES to the students. - Once teacher Ben is done explaining what the FRAME is, I will explain the expectations on how the FRAME should be filled out. <p>DO:</p> <ul style="list-style-type: none"> - Teacher will Welcome Students to class and read through the written agenda on board. - As students complete their pre-quiz, teacher will go around and collect completed quizzes. - Teacher will name the topic that will be the central focus for the day. - Teacher will then provide a short explanation about the Civil Rights movement. Specifically, focusing on protest movements, civil actions and civil organizations 	<p>CUE:</p> <ul style="list-style-type: none"> - Teacher will display the FRAME on the projector and name the FRAME Routine. (3 Main Idea FRAME) - Teacher will also explain to the students how a FRAME helps organize the main topics and subsequent information. - Teacher will finally, give students advice to have a writing utensil ready to take notes during FRAME activity. <p>DO:</p> <ul style="list-style-type: none"> - As teacher Brad is reading through written agenda, teacher will pass out pre-quiz over Civil Rights. - Teacher will then give instructions for pre-quiz and give them 5-10 minutes to complete. - As teacher Brad is naming the topic for the day, teacher will write down the topic name in section one of the FRAME. - As teacher Brad explains the topic, teacher will model by writing down

	<ul style="list-style-type: none"> - Teacher will split students into two groups randomly. One group to meet with teacher Ben for fifteen minutes and the other group will meet with teacher Brad for fifteen minutes. - Teacher Brad will be located at station “A” where he will introduce the concept about Civil Actions while overlapping some ideas on protest movements. - Teacher will also use pre-made Prezi to explain concepts about Civil Actions. - Teacher will ask students if they have any preliminary questions based on Civil Actions. - Teacher will continue Prezi over Civil Actions and Protest movements. Specifically, focusing on Integration of Baseball, Freedom Rides, Little Rock School Desegregation and 1968 Civil Rights Act. Teacher will also discuss the Detroit Riots of 1967 and March on Washington protest movements. - Teacher will ask questions if there are any clarification questions based on Civil Actions and Protest Movements discussed. 	<p>the key components from the explanation in section two of the FRAME.</p> <ul style="list-style-type: none"> - Teacher Ben will be located at station “B” where he will introduce the idea on Civil Rights Organizations while overlapping some concepts on protest movements. - Teacher will use a Prezi to introduce the main concepts about Civil Rights Organizations. - Teacher will ask students if they have any preliminary questions based on Civil Rights Organizations. - Teacher will continue Prezi over Civil Rights Organizations and Protest Movements. Specifically, focusing SCLC, NAACP, SNCC, and Black Panthers. Teacher will also focus on Montgomery Bus Boycott and Greensboro, North Carolina Sit-ins protest movements. - Teacher will ask students for any clarification questions based on Civil Actions and Protest Movements discussed.
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	<ul style="list-style-type: none"> - - Teacher will ask students to switch stations and teachers will repeat their presentations to the new group. - Bring entire class back together for whole group discussion. <p>REVIEW:</p> <ul style="list-style-type: none"> - Teacher will pass out exit slip and explain requirements for the exit slip. 	<ul style="list-style-type: none"> - Teacher will ask students to switch stations and teachers will repeat their presentations to the new group. - Teacher Ben will ask “Where have you seen discrimination and inequality in your own lives?” as a short discussion explaining the “so what” of the content. <p>REVIEW:</p> <ul style="list-style-type: none"> - Teacher will collect exit slips when completed.
<p>What are the specific tasks that I do AFTER the lesson?</p>	<ul style="list-style-type: none"> - Review the exit slips - Discuss if any re-teaching is necessary. 	<ul style="list-style-type: none"> - Review the exit slips - Discuss if any re-teaching is necessary.

The FRAME Routine

Key Topic
Civil Rights

is about...

The different movements, action, and organizations of minorities for equality in the United States

Main idea

Protest Movements

Main idea

Civil Rights Organizations

Main idea

Civil Actions

Essential details

Montgomery Bus Boycotts

Essential details

Southern Christian Leadership
Conference

Essential details

Integration of Baseball

March on Washington

National Association for the
Advancement of Colored People

Freedom Rides

Greensboro, NC: SNCC sit-ins

Student Non-violent Coordinating
Committee

Little Rock School Desegregation

Detroit Riot of 1967

Black Panthers

1968 Civil Rights Act

So What? (What's important to understand about this?)

- Today, even with the Civil Rights movements in the 1960s, discrimination and inequality are still prevalent in the United States.
- Where have you seen discrimination and inequality in your own lives?

