| **Instructional Lesson Plan** | |
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| Content Area(s)/Course/Grade:  **ELA/Grade 6** | Unit:  **Marking Period 1** |
| Lesson Topic:  **The Bombing of the 16th Ave Baptist Church** | Approx. Date/s:  **Sept-Oct** |
| Diversity Integration Topic:  **Civil Rights** | NJSL Standard/s:  NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. |
| Textbook, Materials, Resources:  ***The Watsons Go To Birmingham* by Christopher Paul Curtis, National Park Services Article, Letters from Birmingham jail video, google slideshow** | |
| **Lesson Objective:** | |
| **SWBAT** develop an awareness of the diversity & the events leading up to the 16th Street Baptist Church bombing and its effect on the Civil Rights movement.  **SWBAT** analyze MLK’s letters from a Birmingham jail speech while diving deep into the empathy component of CARES, focusing on the diversity and lives of those who were at the jail and the participants of the protest afterwards. | |
| **Instructional Delivery** | |
| **Culturally Responsive Teaching strategy:**  When discussing a text or primary source that is from or about another time, place, or culture, encourage students to connect it to their lives or the current moment.  Help students discuss and learn about current issues that are germane to the novel and how it relates to modern day community-police relations, and race relations. | |
| **Procedures:**  Students will do a quick write to respond to the following:  What do you know (or think you know) about how African American people were treated in the 1960s?  Students will then watch the video “Letters From a Birmingham Jail” and research the 16th Street Baptist Church bombing.  Whole class discussion on feelings and questions regarding the events of the Civil Rights movements.  Partner talk- how can we connect current social justice issues to times of the past  Students will create their digital slideshow in groups. | |
| **Assessment/Evaluation** | |
| **Formative/Summative:**  Students will create their [digital slideshow](https://docs.google.com/presentation/d/1jarrwYhgrR1L3cKHm2kAMYegvrXRr-rUQCmHIyw9oyo/edit#slide=id.p) in groups. | |
| **Closure:**  Students will write a reflection to respond to the following:  Think back to your quickwrite, what do you know now that you did not know before about the way African American people were treated in the 1960s?  Think about our CARES components. How might I display empathy while learning about the Civil Rights movement? | |

[weekly lesson plan template](https://edutechspot.com/lesson-plan-template-google-docs/)

**Teachers Name submitting plan:** ELA Dept 6-8

**Date submitted:**