

MVSU NCLB 2016 Summer Reading Institute
Lesson Plan Template

Name K. Bell	Name of Unit Analysis of MLK	Date 6/13-17/16	Grade Level 8TH
Objective	Procedures	Materials	Evaluation
<p>8.RI.3 Analyze how the text makes connections among and distinctions between individuals, ideas, or events.</p> <p>I CAN....</p> <ul style="list-style-type: none"> • Analyze a text • Analyze multiple text 	<p>Monday Activate prior knowledge Teacher will activate prior knowledge of Dr. Martin Luther King and the Civil Rights movement to peek students’ interest and evaluate prior knowledge about the topic. Students will create a web to illustrate everything that they know about the Civil Rights Movement and Dr. Martin Luther King Jr. After web is completed, the students will discuss information place in their webs with a partner. Students will compare and contrast their information with peers. Teacher will provide the students with specific vocabulary that coincides with the civil rights error so that students will further understand the reading selections. Students will define and use vocabulary terms in sentence. Teacher will review the close read strategies to guide students in the reading of “King’s Dream Every Day” Students will silently read “King’s Dream Every Day” independently using the close read and chunking method. Students will complete a KWL chart to show what they know, what they have learned, and what they want to know more about as it relates to their reading text and share with the class.</p> <p>Tuesday Teacher will review the previous lessons and activates and explain how they will connect to today’s lesson. Teacher will arrange classroom in a circle prior to student arrival. Review rules/expectations for a Socratic Seminar*, and instruct students to take out their copy of Kings Dream Everyday (attached), which they should have read prior to class.</p>	<p>YouTube- MLK “I Have A Dream” Speech</p> <p>YouTube- Stevie Wonder “Happy Birthday”</p> <p>Written “I Have A Dream” Speech</p> <p>Written Lyrics to Happy Birthday by Stevie Wonder</p> <p>Promethean Board</p> <p>Computer/Internet</p> <p>Index cards</p> <p>Paper/Pencil</p>	<p>Oral response: students will interact during the “I do”/ “We do”</p> <p>Teacher observation to check understanding</p> <p>Student Speeches or Interviews</p>

Teacher Will

As a warm up, hand out a copy of the lyrics Happy Birthday by Stevie Wonder.

Play a recording of the song and instruct students to review the lyrics as they listen, thinking about Martin Luther King, Jr. and his legacy.

Begin the seminar with an opening question, such as:

1. **Students will** answer the following Socratic questioning in their seminars What word/phrase would you use to describe race relations in our country today, as compared to the 1960s?
2. Move the seminar along with several core questions, which may include:
3. Do you feel it has been reached? Explain.
4. MLK gave many speeches, yet he is most often remembered for “I Have a Dream.” Why do you think this is?
5. Compare and contrast how MLK would have been viewed in the 1960’s to how we view him today.

Wednesday and Thursday

Students will work in learning centers to complete the following task:

Students will research current events as they relate to civil rights to complete the following task.

- Write an interview between a reporter from today and Dr. King, showing an interpretation of how he would respond to questions related to current events.

Students will share their speeches or interviews out loud.

Friday

Teacher will administer teacher made comprehensive test. (student goal mastery 70%)

Students will take a teacher made assessment that asses the

	<p>objective covered during the week.</p> <p>Reteach Students will be given remediation. They will receive more graphic organizers to help with their thinking process, work 1-on-1 with teacher, peer tutoring. Students will be given a short MLK passage to analyze verbally with teacher.</p> <p>Enrichment Students will compare and contrast “I Have a Dream” speech with MLK’s Letter from Birmingham.</p>		
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