

MVSU NCLB 2016 Summer Reading Institute
Lesson Plan Template

Name D. Hemphill	Name of Unit: The Greatest Game Ever Played	Day 1	Grade Level 6th grade
Objective	Procedures	Materials	Evaluation
<p>6.4a Analyze information using social studies tools (e.g., timelines, time zones, maps, globes graphs, political cartoons, tables, technology,)</p> <p>6.6c Analyze political and social impacts of civil rights movements throughout the history of the United States (e.g., demonstrations, individual and group resistance, organizing efforts, and collective action/unity)</p>	<p>Direct Teaching Teacher will</p> <ul style="list-style-type: none"> • show students timelines and article with the same material. • ask students to compare the timeline and article • model creating a timeline • Check for understanding (CFU) • discuss segregation and treatment of baseball players using 1st Inning • Check for Understanding <p>Student will</p> <ul style="list-style-type: none"> • take notes using Frayer diagram. • verbally answer CFU questions <p>Guide Practice Teacher will</p> <ul style="list-style-type: none"> • monitor students • discuss timeline with each group-- focus on Tier 2-3 students • discuss segregation • <p>Students will</p> <ul style="list-style-type: none"> • use 1st Inning=3rd Inning chapters to create a timeline of 8 major events.(small groups) • display timeline • use a T chart to list 10 signs of social injustice found in 1st-3rd Inning and what the players did to solve each problem (small groups) <p>Independent Teacher will</p> <ul style="list-style-type: none"> • monitor students • work with 2-1 with inclusion students and Tier2-3 students discuss 4th-5th Inning <p>Student will</p> <ul style="list-style-type: none"> • create a timeline of 4th-5th Inning • write 2 paragraph summary about the impact organizing Negro League 	<p><i>We are the Ship, The Story of the Negro Baseball League.</i> by Kadir Nelson</p> <p><i>Roberto Clemente: Pride of Pittsburgh Pirates</i> by Jonah Winter</p> <p>Double bubble map</p> <p>paper, markers, pens</p>	<p>Timeline</p> <p>Journal Writing</p> <p>Double bubble map</p> <p>Tickets in the door</p> <p>Oral response</p> <p>Observation checklist</p>

	<ul style="list-style-type: none"> • had during segregation <p>Reteach Teacher will</p> <ul style="list-style-type: none"> • discuss 1st -3rd Inning • model creating timeline • <p>Enrichment</p> <ul style="list-style-type: none"> • Read Roberto Clemente • compare /contrast using double bubble map. Roberto Clemente to We are the Ship 		
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For each lesson plan, do the following:

- 1). Identify the domain
- 2). Align with the standards
- 3). State the benchmark
- 4). Address diversity
- 5). Infuse technology

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Lesson Plan Template

Name	Name of Unit The Greatest Game Ever Played	Day 2	Grade Level
Objective	Procedures	Materials	Evaluation
<p>6.4analyze information using social studies tools (timelines, timezones, maps, globes, graphs, political cartoons tables, technology, etc),</p> <p>6.6d Explain and analyze the current state of civil and human rights for all people in our nation.</p> <p>W.6.2 Write informative/ Explanatory texts to examine a topic and convey ideas concepts and information through the selection, organization, and analysis of relevant content.</p>	<p>Direct teaching Teacher will</p> <ul style="list-style-type: none"> • discuss the difference between a map and a globe • CFU • Discuss lines of latitude and longitude • CFU • Discuss time zones (World Wide) using map • CFU • Discuss current state of African Americans in Major League Baseball <p>Student will</p> <ul style="list-style-type: none"> • take notes • use map to display time zones around the world • answer CFU questions • Use Ipads and chromebooks to research one African American who currently plays baseball, list facts about the player • Write 2 paragraphs comparing a current baseball player to one mention in the book <i>We are the Ship</i>. <p>Reteach Teacher will work in small groups with students to research an African American baseball player and find facts about how his life is different from those mentioned in the text.</p> <p>Enrichment Write a prediction about how Mo'ne Davis was treated. Read the story. Tell if prediction was correct.</p>	<p>Ipads globe maps (for each student) flip chart discussing world time zones</p>	<p>Maps Facts about player Paragraph</p>

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Name D. Hemphill	Name of Unit The Greatest Game Ever	Day 3	Grade Level 6
Objective	Procedures	Materials	Evaluation
<p>6.4a Analyze information using social studies tools (timelines, timezones, maps, globes, graphs, political cartoons tables, technology, etc)</p>	<p>Direct Instruction Teacher will</p> <ul style="list-style-type: none"> • Ask students to analyze a graph and a passage on the same subject. • CFU • Model reading and creating histograms, bar graphs line plots • CFU • Model using and creating tables. • Lead discussion about how and why African Americans refuse to let the Major League stop them from playing baseball. <p>Students will</p> <ul style="list-style-type: none"> • Create foldable to take notes on types of graphs and tables. • Analyze text (<i>We are the Ship</i> 4th Inning-6th Inning to find evidence of perseverance. <p>Guide Practice Teacher will</p> <ul style="list-style-type: none"> • monitor students • Work in small groups focus on re-teaching to inclusion students <p>Students will</p> <ul style="list-style-type: none"> • Use Ipads and chromebooks to research 4 current players data and create a table and graph using information.(below level) • Use Ipads and chromebooks the research 4 current teams data (homeruns, base hits, no hitters) (on level) • Use data for 4 players who play the same position to write a compare and contrast informative piece. <p>Enrichment Collect data of favorite player from 4 different sports, compare home runs, touchdowns, goals and points.</p>	<p><i>We are the ship</i> I pads or chromebooks Flip chart</p>	<p>Graphs Charts Questions from text</p>

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Name D. Hemphill	Name of Unit The Greatest Game Ever	Day 4	Grade Level 6
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<p>6.4a Analyze information using social studies tools (timelines, timezones, maps, globes, graphs, political cartoons tables, technology, etc)</p> <p>6.6.c Analyze political and social impacts of civil rights movements throughout history of United States (Collective action/ unity)</p> <p>W6.1 Write arguments to support claims with clear reasons and relevant evidence</p>	<p>Direct Instruction Teacher will</p> <ul style="list-style-type: none"> • Present powerpoint on political cartoons • CFU • Discuss satire • CFU <p>Students will</p> <ul style="list-style-type: none"> • Take notes on political cartoons. • Answer CFU questions <p>Guide Practice Teacher will</p> <ul style="list-style-type: none"> • Work with Inclusion Students • Monitor Small groups <p>Students will</p> <ul style="list-style-type: none"> • In small groups, create a collage on google chrome using political cartoons about players of the Negro League. • Explain (in writing) how Jackie Robinson’s move to the Major League impacted the civil rights movement. (include opinions of all members of the group) <p>Independent Practice Teacher will</p> <ul style="list-style-type: none"> • Monitor students • Work with Tier 3 students in small groups reading Roberto Clemente. <p>Students will</p> <ul style="list-style-type: none"> • Match political cartoons about sports figure with interpretation • Interpret political cartoons (on-level) • Interpret political cartoons and write 3-4 sentences about their opinion of the cartoon (above) • Write a argument to support claims with clear reasons why the Negro League no longer exist. Cite information from the text. <p>Enrichment Crossword Puzzle</p>	<p>Power point on political cartoons</p> <p>chrome tablets (1per group) Political cartoons about sports figures</p>	<p>Exit door tickets Observation</p>

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Name	Name of Unit The Greatest Game Ever	Date 5	Grade Level 6
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<p>6.4a Analyze information using social studies tools (timelines, timezones, maps, globes, graphs, political cartoons tables, technology, etc)</p> <p>6.c Analyze political and social impacts of civil rights movements throughout the history of the United States (e.g. demonstrations, individual and group resistance, organizing efforts and collective action/unity)</p>	<p>Direct Instruction Teacher will</p> <ul style="list-style-type: none"> • Review social studies tools. • Review facts from text “<i>We are the Ship</i>” that demonstrate resistance to blacks playing in the Major League and organizing efforts of blacks to have their own league. <p>Student will</p> <ul style="list-style-type: none"> • Verbally participate in review when called on. • Discuss facts from <i>We are the Ship</i> that showed resistance to blacks playing in the league and organizing efforts of blacks to have their own league. <p>Enrichment Create a political cartoon about a current event in the news.</p>	<p>Teacher made powerpoint Test 1 (on level) Test 2 (below level) Test 3 (above level)</p>	<p>Comprehension questions, Teacher made Test</p>

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