

RCCR Lesson plan

Grade: 6	Subject: Poetry and music	Period:
Unit/Topic: Civil Rights in North Alabama		Date:
WHERE ARE WE GOING?		
STANDARD(S): Social Studies 6.10.1 Describe major changes in American lifestyles following world War II; 6.11.2 Identify critical events occurring in the US and throughout the world from the Kennedy through the Johnson Administrations; 6.13.2 Identify significant events occurring during the modern civil rights movement associated with major civil rights leaders ELA RL.6.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. [RL.6.4] RI 6.7 Use multiple forms of presentation in order to gather information (novels, graphic novels, videos, songs) RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.		KEY VOCABULARY: <ul style="list-style-type: none"> • segregation/desegregation • integration • “Bombingham” • Klu Klux Kln • Addie May Collins, Carol McNair, Cynthia Wesley and Carole Robertson KEY EVENTS TO INCLUDE: BACKGROUND: Civil rights events from the desegregation of the US military in 1948 to the signing of the Civil Rights Act in 1965; Include in particular the bombing of the Sixteenth Street Baptist Church in 1963

<p>RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>RI.6.8 Compare and contrast a firsthand and secondhand account of the same event or topic.</p>	
<p>LEARNING TARGET(S): I can compare a song, a poem, and news articles about the bombing of the Sixteenth Street Baptist Church</p>	<p>MATERIALS REQUIRED:</p> <ul style="list-style-type: none"> • <u>“Birmingham Sunday”</u> (Joan Baez) • <u>“Ballad of Birmingham”</u> (Dudley Randall) • <i>The Watsons Go to Birmingham, 1963</i> by Christopher Paul Curtis (required Sixth grade text) • <u>Washington Post article</u> • <u>The Guardian article</u>
<p>HOW WILL WE GET THERE?</p>	
<p>LEARNING ACTIVITIES:</p> <p>Using the following suggested website: <u>www.rocketcitycivilrights.org</u> for research</p> <ul style="list-style-type: none"> • Teacher will introduce time period of major civil rights events in the Unites States and in North Alabama. • Teacher will review genres of writing: poetry, songs, fiction prose and nonfiction prose • Student will participate in class reading/discussion of <i>The Watsons Go to Birmingham, 1963</i> • Students will listen to the poem “Ballad of Birmingham”, and the song “Birmingham Sunday” noting words that create sensory impressions • Student will read two newspaper articles with differing slants about the bombing, noting the use of language and how it differs from modern language • Divide students into two groups, one which will compare the song and poem and one which will compare the newspaper articles • Using a T chart, compare and contrast the poem and song using these characteristics <ul style="list-style-type: none"> ▪ Speaker ▪ Point of view ▪ Tone ▪ Mood ▪ Use of connotation and denotation ▪ Use of figurative language • Using a T chart, compare and contrast the two newspaper articles using these characteristics <ul style="list-style-type: none"> ▪ Speaker ▪ Point of view ▪ Tone 	

- **Mood**
- **Use of connotation and denotation**
- **Use of figurative language**

- **Student will write a two paragraph summary of their analysis. Newspaper article analysis should focus on the different language and tone of the writer and how that impacts the reader; Poem/song analysis should focus on viewpoint of the writer and the different perspectives they present.**

DIFFERENTIATION: For more visual learners: re-read chapter 14 in *Watsons Go to Birmingham, 1963* and discuss the way the author present the events of September 15, 1963. Show the scene from *Selma* (the movie) of the bombing and discuss the scene. Have the student compare how the scene differ and how that impacts the viewer's perspective

REMEDIATION:.

ENRICHMENT:

ASSESSMENT (Formative and Summative)