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| **Lesson Title**: “March on Washington” with Connection Reflection  **Created by: Amy Elston** | | | **NRS Level of Lesson: 2, 3**  **(90-120 minutes)** |
| **Intended Modality:** (check all that apply)  X In-person **X** Virtual **X** Hybrid | | | |
| **Content Area(s)** | **Targeted** [**IL ABE/ASE Content Standards**](http://www.excellenceinadulted.com/resources/abease-curriculum-project/) | | |
| **Reading** | **3.R.CI.3c** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | | |
|  | **2.R.CI.1** Demonstrate comprehension strategies such as questioning, predicting, clarifying and summarizing  **a.** ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  **b.** ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | |
|  | **3.R.CI.7** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably | | |
| **Speaking and Listening** | **3.S.PK.1** Report on a topic or text, tell a story, recount an experience in an organized manner, or present opinions, using appropriate facts and relevant, descriptive details presented in a logical sequence, to support main idea or themes; speak clearly at an understandable pace. | | |
| **Writing** | **2.W.TT.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **b**. Develop the topic with facts, definitions, and details | | |
| **Integrated** [**Essential Employability Skills**](https://www.illinoisworknet.com/DownloadPrint/ILEssentialEmployabilitySkills-Handout.pdf) | | | |
| □ Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)* | | X Teamwork *(Critical Thinking, Effective & Cooperative Work)* | |
| □ Work Ethic *(Dependability, Professionalism)* | | **X** Communication *(Active Listening, Clear Communication)* | |
| **Lesson Objectives *(Students will be able to)****:*   * Identify events that led to the March on Washington and the results of the March on Washington. * Find similarities and differences between March on Washington and other protests/marches from personal experience or recent events. | | | |
| **Engagement is not “one size fits all.” How are you providing multiple ways to engage all learners? Click on** [**Multiple Means of Engagement**](https://udlguidelines.cast.org/engagement) **to learn more about providing options for learners and explain how you are including this below:**  **Lesson Activity 2)** Students can choose the method (Edpuzzle or direct instruction) by which they gain knowledge of Questioning Strategy  **Lesson Activity 3**) Students can choose additional videos or articles that are of interest to them about The March and or other Marches or organized protests  **Lesson Activity 6)** Students will relate the March on Washington to a similar personal experience or event of which they are familiar. | | | |
| **Key Vocabulary**:  riot protest march inspire former demonstrate  activist register | | | |
| **Instructional Materials:**   * [“Civil Rights Movement - March on Washington”](https://docs.google.com/document/d/1_MJJWDKm60qQQKXi6X3vdDoaF-oBE3K0rj0yZvaBQgA/edit?usp=sharing) article and audio (5.8 Fleisch Kincaid) <https://docs.google.com/document/d/1_MJJWDKm60qQQKXi6X3vdDoaF-oBE3K0rj0yZvaBQgA/edit?usp=sharing> * **Google Slides** [**“Who, What, Where, When, Why, and How”**](https://docs.google.com/presentation/d/10mkXHZxYF7Id2egSwQeL3kmmbBi6p_lqikfOX8gD1cU/edit?usp=sharing)   <https://docs.google.com/presentation/d/10mkXHZxYF7Id2egSwQeL3kmmbBi6p_lqikfOX8gD1cU/edit?usp=sharing>   * [**Google Form Guiding Questions**](https://forms.gle/SDadAAPrzVPrQk9e7)<https://docs.google.com/forms/d/e/1FAIpQLScZOg73IIvj55VJJL38vIyTnaU136Ke2Bu0TFFEaLr5ps2zmg/viewform> * **Civil Rights** [**Google Form Questions**](https://forms.gle/Yjpx9JPjeXrYSTmE9)   <https://docs.google.com/forms/d/e/1FAIpQLSf6CrCD770TU0JZ0IgiyH_dS0uC4sOqUto1UTxus72nSqpTJg/viewform>   * **Connection Reflection Questions** <https://docs.google.com/forms/d/e/1FAIpQLSc-qfIeXLcNAO2JuuRjisxyK2LGtsUpyBiosZ3JnO_YOR51bA/viewform> * [**Writing Prompt and Rubric**](https://docs.google.com/document/d/1wxCQK_ZkoBdty_Vg68Zv2tsO7syDQK7u1Rpj_fRx-fM/edit?usp=sharing)   <https://docs.google.com/document/d/1wxCQK_ZkoBdty_Vg68Zv2tsO7syDQK7u1Rpj_fRx-fM/edit?usp=sharing>  **Videos**   * [**King Leads the March on Washington**](https://www.youtube.com/watch?v=0wDU-oYQN04)**”** https://www.youtube.com/watch?v=0wDU-oYQN04 * [**“The March On Washington: The Spirit Of The Day | MLK | TIME”**](https://www.youtube.com/watch?v=5Q_I_2m5TbA)<https://www.youtube.com/watch?v=5Q_I_2m5TbA> * [**March from Selma to Montgomery**](https://www.youtube.com/watch?v=q1_KtW-9tIg&t=26s)<https://www.youtube.com/watch?v=q1_KtW-9tIg&t=26s>   **Website**   * [**“Questioning Strategy” EdPuzzle**](https://edpuzzle.com/media/61e5dcffd77b0542f06e3484) **(Create a free Edpuzzle account)**<https://edpuzzle.com/media/61e5dcffd77b0542f06e3484> * [**Flipgrid.com**](https://info.flipgrid.com/) **(create a free flipgrid account)** <https://edpuzzle.com/media/61e5dcffd77b0542f06e3484> | | | |
| **Lesson Activities:**   1. **Introduce Vocab using** [**Jamboard**](https://jamboard.google.com/d/1UazXRs9MY4ni0OJsYfM-oHXTIPs2tg2hOcF8jKuQ0rk/edit?usp=sharing) **to allow students to show representation of words via picture, definition, use in a sentence, or aloud.** 2. **Students choose method to review Reading Comprehension Questioning Strategy:** 3. **Complete** [**“Questioning Strategy” EdPuzzle**](https://edpuzzle.com/media/61e5dcffd77b0542f06e3484) **individually or in small groups**   **or**   1. **Small group direct instruction using Google Slides** [**“Who, What, Where, When, Why, and How”**](https://docs.google.com/presentation/d/10mkXHZxYF7Id2egSwQeL3kmmbBi6p_lqikfOX8gD1cU/edit?usp=sharing) 2. **Have students independently watch “**[**King Leads the March on Washington**](https://www.youtube.com/watch?v=0wDU-oYQN04)**” (demonstrate how to turn on Closed Captioning and how to adjust video speed)** 3. **Answer guiding questions** [**Google Form Guiding Questions**](https://forms.gle/SDadAAPrzVPrQk9e7) **---discuss responses as whole class** 4. **Not that these questions are answering the Who, What, Where, Why, When, and How**   **Optional: watch additional related videos of choice from margins on the Youtube page of above video**   1. **Students read or listen to** [**“Civil Rights Movement- March on Washington”**](https://docs.google.com/document/d/1_MJJWDKm60qQQKXi6X3vdDoaF-oBE3K0rj0yZvaBQgA/edit?usp=sharing) 2. **Independently or in small groups complete Civil Rights** [**Google Form Questions**](https://forms.gle/Yjpx9JPjeXrYSTmE9) 3. **Introduce video and discuss meaning of “spirit” referring to mood.** 4. **Students can watch** [**“The March On Washington: The Spirit Of The Day | MLK | TIME”**](https://www.youtube.com/watch?v=5Q_I_2m5TbA) **individually or with a partner** 5. **Discuss [Connection Reflection Questions comparing videos and personal experiences](https://forms.gle/gzywdhXGC4ht3VC6A)** 6. **Demonstrate how to make use a Venn Diagram to compare and contrast**   **a) draw a Venn Diagram on whiteboard. Label one circle “The March on Washingtong” and the other “March from Selma to Montgomery”**  **b) Show whole class video of** [**March from Selma to Montgomery**](https://www.youtube.com/watch?v=q1_KtW-9tIg&t=26s)  **c) Begin filling out Venn Diagram -Show video again, stopping as if necessary to help complete the diagram**   1. **“Connection Reflection” Students will reflect on personal experience, or knowledge of similar events to that of March on Washington**   **(instructor: give examples, BLM marches of 2020, Personal experiences, Protest in other countries, January 6, 2021 protest in Washington. Students do not have to have personal experience - knowledge of events or related current news stories are fine as well)**   1. **Encourage students to create a Venn Diagram to organize thoughts** 2. **If needed offer additional articles from Readworks, Newspapers, Online news sources that students could use for “similar event” if they do not have personal knowledge of such events** 3. **Students share their personal experiences or knowledge of a similar event by comparing and contrasting to the March on Washington in small group discussions using Connection Reflection Activity from Lesson Activity 7 above** 4. **Students respond to writing prompt based on knowledge gained from “March on Washington” text and videos. (remember voice to text option for students)**   [**Writing Prompt and Rubric**](https://docs.google.com/document/d/1wxCQK_ZkoBdty_Vg68Zv2tsO7syDQK7u1Rpj_fRx-fM/edit?usp=sharing) | | | |
| **Learners vary in the way that they react to and grasp information that is presented to them. Click on** [**Multiple Means of Representation**](https://udlguidelines.cast.org/representation) **to explore ways that you can provide options for representing content and explain how you are including this below:**  **Lesson Activity 2)** Students can engage in Edpuzzle, direct instruction, or independently work to learn Questioning Strategy for comprehension  **Lesson Activity 3, & 5)** Students can Watch videos with closed captioning or listen  **Lesson Activity 4)** Texts Information can be read or listened to | | | |
| **Performance Tasks:**   1. **Students will share in small group/ partners or record in flipgrid a comparison of personal experience or knowledge of an event similar to the March on Washington, noting the similarities and differences.** 2. **Students will create a written response to prompt summarizing the March on Washington based on knowledge gained from the Videos and Article.** | | | |
| **Learners best express what they know in different ways. Click on** [**Multiple Means of Action & Expression**](https://udlguidelines.cast.org/action-expression) **to explore ways to offer options for learners and explain how you are doing this below:**  **Lesson Activity 1)** Students can depict meaning of word through picture, definition, or use in a sentence.  **Lesson Activity 5)** choose to speak orally through Flipgrid or write responses  **Lesson Activity 7)** Writing prompt can write or use voice to text option. | | | |
| **Notes:**   1. **More time may need to be spent on questioning strategy if students have not already been introduced to questioning strategy at least once before.** 2. **Students may need to be introduced to EdPuzzle** 3. **Students may need to be walked through how to record a flipgrid. It is easy to do this as a whole class activity and is actually a lot of fun.** 4. **Students may need additional writing guidance if this is first attempt at a paragraph** | | | |