

Name: Danielle Cook

Date of Lesson:

Content Area: English

Grade/Age: 8th grade

Cooperating Teacher: Prof. Risner

- I. Topic of Lesson: Reading *Mississippi Trial 1955*
- II. Goal/Objective/Purpose of Lesson: Analyze how particular *lines of dialogue* or incidents in a *story* or *drama* propel the *action*, reveal aspects of a *character*, or provoke a decision.
- III. Prerequisite Knowledge: Students must have some knowledge of the Civil Rights Movement and/or Emmett Till so that the students understand the events that take place in the *novel* and why they were so important. Since the activity is a prior knowledge activity in order for it to work the students must have some prior knowledge of the Civil Rights Movement and/or Emmet Till.

Vocabulary: Emmett Till, Civil Rights Movement, Prior Knowledge, novel, reflect, weigh, accept, revise, reject, identify, discuss, misconceptions, and credible.

IV. Ohio Academic Content Standards:

Standard	Benchmark
<i>Speaking and Listening</i>	<i>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</i>

V. SPA Standards: (NAEYC, NSTA, NCSS, NASET, etc.)

Standard	Benchmark
<i>Standard 2: Human Experience</i>	<i>Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.</i>

VI. Materials/Technology:

1. Whiteboard & Markers to write student responses on the board.
2. TV and DVD player to play the PBS movie.
3. *The Murder of Emmett Till* documentary by PBS to give students background knowledge about the *novel*.
4. Tradebooks: For students who are interested in the subject and want to learn more.
 - *Great African Americans in Civil Rights* By: Pat Rediger ISBN: 0865058121
 - Lexile Level: 960L

- *A Child of the Civil Rights Movement* By: Paula Young Shelton ISBN: 0375843140 Lexile Level: AD960L
- *The Civil Rights Movement* By: Jennifer Zeiger ISBN: 0531250296 Lexile Level: 970L
- *Heroes for Civil Rights* By: David A. Adler Illustrated By: Bill Farnsworth ISBN: 0823420086 Lexile Level: IG970L
- *Civil Rights Chronicle* By: Clarice T. Campbell ISBN: 0878059520 Lexile Level: 990L
- *Wreath for Emmett Till* By: Marilyn Nelson Illustrated By: Philippe Lardy ISBN: 0618397523 Lexile Level: NP
- *Murder of Emmett Till* By: David Aretha ISBN: 1599350572 Lexile Level: 1110L
- *Freedom Summer* By: David Aretha ISBN: 1599350599 Lexile Level: 1110L

VII. Activities/Procedures:

1. The students will be given a **walk-through** of the *novel Mississippi Trial 1955*. (5 mins)
2. The students will be asked to tell me anything that comes to mind when they think of the Civil Rights Movement and/or Emmett Till. As the students are giving their **responses** I will **write** the **responses** on the board. (10 mins.)
3. The students will be asked to *reflect* on their **responses**. I will ask questions such as what made you think of [insert **response**]? The students will be able to listen to each other's **explanations**, add to what a student has said or **argue** against it. The students will be free to **weigh, reject, accept, and revise ideas** during this process. (10 mins.)
4. Before we start the movie I will ask the students if based on the **discussion** they have any new **ideas** about the Civil Rights Movement and/or Emmett Till that they would like to add? Or anything they would like to change about the ideas that are already up on the board? (5 mins)
5. Students will watch the documentary on Emmett Till. (45 mins)
6. After the documentary I will ask the students again if there is anything they wish to add to the list on the board? Or anything they would like to change about the list? (5 mins)
7. The students will then **reflect** on a piece of paper the **knowledge** before we watched the documentary compared to after. Students will also **identify** and **discuss** any **misconceptions** they had and how they were changed **due to** the movie. They will discuss what made the documentary *credible*. Was it the interviews? The pictures and videos from during that time? The pictures of the actual newspapers from that time? (homework)
(One Day Lesson)

VIII. Accommodations/Differentiated Instruction:

Students will receive accommodations as necessary. Instruction will be given with visual and auditory cues. Students will also be able to discuss the material together, thus helping the struggling students to understand the material.

IX. Assessment/Evaluation:

Students will be formatively assessed based on their homework reflection. The assessment of their reflection will be broken into two categories: evaluation of credible material and evaluation and reflection on their own prior knowledge.

	Great (4-5)	Good (2-3)	Poor 1
Evaluation of Credible Material	Student presented more than two ways that the	Students presented two ways that the	Students presented less than two ways that

	documentary seemed credible and explain why these elements made the documentary credible.	documentary seemed credible and explain why these elements made the documentary credible.	the documentary seemed credible and/or failed to explain why these elements made the documentary credible.
Evaluation and Reflection on Own Prior Knowledge	Student explained briefly their prior knowledge and how it changed due to the video including examples of what changed their mind.	Student explained briefly their prior knowledge and how it changed due to the video but failed to include examples of what changed their mind.	Student failed to explain both their prior knowledge and how it changed due to the video and failed to include examples of what change their mind.

X. Reflection: