

Date:	6/15/15
Grade/Class/Subject:	5th Grade Social Studies/ Language Arts
Unit Topic or Theme: This lesson can be adapted to fit any historical figure or event.	Civil Rights: Rosa Parks and Montgomery Bus Boycott This is a Social Studies lesson plan used to teach about the Modern Civil Rights Movement in Alabama. This lesson plan focuses on Rosa Parks and the Montgomery Bus Boycotts. Technology is integrated in the lesson plan by using capzles to create a digital story book.
Content Standards:	<p>SS5H8 The student will describe the importance of key people, events, and developments between 1950-1975.</p> <p>b. Explain the key events and people of the Civil Rights movement; include Brown v. Board of Education (1954), the Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr</p> <p>ELACC5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text</p> <p>ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>ELAGSE5W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>ELAGSE5W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>ELAGSE5SL4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

	<p>ELAGSE5SL5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><u>Technology Standards:</u> Keyboarding 2A-B: Compose and send an email with attachment of student created project 1A-D, 2A-D : Create content specific presentations 2A-D, 6A-D : Google classroom 2A-D: Create multi-media presentations using music, voiceover, text, and images</p>
Key Vocabulary:	<ul style="list-style-type: none"> • Civil Rights • Boycott • Protest • Civil Disobedience
Technology Materials:	<p>IPad and Lap top http://www.livebinders.com/play/play?id=1734125 Livebinder has website information, teacher rubric, and video tutorial. http://www.googlejunior.com/ https://www.brainpop.com- civil rights http://www.capzles.com/</p>
Strategies:	<p>Independent practice, Use of media/videos, Use of rubrics, Use of technology, Use of visuals, cross curricular lesson, Integrating SS into LELA</p>
SAMR Features:	<p>Substitution: Using Laptop to take notes. Augmentation: Type and email a letter Modification: Using digital format for research Redefinition: Create a digital storybook and time line using personal perspective and interpretation</p>
Opening Activity:	<p>Both the teacher and students will need to make a free account on the Capzles website and become familiar with the website. Students should be familiar with Google Junior, so they can pull images from Google Junior to use in their digital story book.</p>
Additional Instructional Activities:	<p><u>Extension:</u></p>

Formative Assessment:	<p>The lesson plan could be modified for advanced students in the following ways:</p> <ul style="list-style-type: none"> ● Students should be expected to use all 5 vocabulary words in their letter and Capzles presentation. ● Students can conduct further online research about a different event from The Modern Civil Rights Movement and create another Capzles presentation comparing and contrasting the two events. Students should use Google Junior as the source of information. <p><i>Teachers should utilize this same format and lesson for various historical figures and events throughout the year. ex: Brown v. Board of Education (1954), the Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr. c.</i></p> <p><i>Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr</i></p> <p><i>Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Gettysburg, PA; Kitty Hawk, NC; Pearl Harbor, HI; and Montgomery, AL.</i></p>
Summative Assessment:	<p>The teacher will assess both the letters and the Capzles digital story books for creativity, correct use of vocabulary and grammar. Rubric is available on livebinder link.</p>

Please include all necessary attachments.

All necessary information can be accessed through livebinder

<http://www.livebinders.com/play/play?id=1734125>