**Lesson Topic:** Malcolm X & Justice

**Grade level:** English 7

**Length of lesson:** 52 minutes

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| **Stage 1 – Desired Results** | |
| **Content Standard(s):**  7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | |
| **Understanding (s)/goals**  Students can identify overarching themes/ideas and apply them to their own lives, and their understanding of society. | **Essential Question(s):**  What are the major overlapping themes?  How can we apply themes and idea to our classroom, our society, and ourselves? |
| **Student objectives (outcomes):**  All students will be able to work in a group. All students will be able to identify a theme or idea to share with the class.  Most students will be able to discuss how different ideas/themes overlap with one another, and bring exterior evidence to the discussion of those ideas.  Some students will be able to apply opposing views to their themes and recognize societal values that relate to the discussion. | |
| **Stage 2 – Assessment Evidence** | |
| **Performance Task(s):** | **Other Evidence:**  Group work Google Document  Group share (Jigsaw) |
| **Stage 3 – Learning Plan** | |
| **Learning Materials:**  Textbook – *from* The Autobiography of Malcolm X (read in previous lesson)  Chromebooks  Daily Lesson [PowerPoint](https://docs.google.com/presentation/d/1dTZsBgg5EKCRLKDFiugZJw2R-XeU8Y3yp_iSGJB8Rcc/edit?usp=sharing)  Group Work Google Documents – [Group Questions](https://docs.google.com/document/d/15ii57G2YUiJ_E7zGJye4OCCnwpQL6Mmy4HOa4lQWyQE/edit?usp=sharing)  They will be using the documents below for their groups:  [1. Motivation](https://docs.google.com/document/d/1iiInDlDxvvCAeB2NiADoNTAhhjmBsheHUWZhg3IOD_A/edit?usp=sharing)  [2. Imprisonment](https://docs.google.com/document/d/1Ky6RbQnUni2g7dhVlEZ5HEqHw07dFleEvX-OI35yg_4/edit?usp=sharing)  [3. The “X” Factor](https://docs.google.com/document/d/1irFuqTUdtvYW4w3vymRZnrO9d22q7e6D4VT6YKN5u9k/edit?usp=sharing)  [4. Education](https://docs.google.com/document/d/146OIc81jZ3QD8fuqqiMt4dHBdmxHBe2wKpwtHd1BgB8/edit?usp=sharing)  [5. Reading](https://docs.google.com/document/d/1PaK-8a9XOvhegxnpIA5Z0_ZPZSG5bjziIybjQ-7gA0w/edit?usp=sharing)  **Learning Activities:**  As students enter the room, they will know by now to look at the board for today’s activities. Still, remind them to get their Chromebooks and get logged onto their account. Once everyone is logged on, go through today’s lesson plan so they are aware of the sequence of events. Remind them that we always start class with 10 minutes of quiet reading time, and that if they need to use a book from the back of the room they can, otherwise they should have their own reading material. If they need to go to the library to exchange reading materials, they may also do that. (*2-3 minutes*)  Quiet reading time – Hand back any assignments or sheets they may need during the lesson. (*10 minutes*)  Have students find a good place to stop in their books, and then direct them to open their Chromebooks to go to the English 7 website and open today’s lesson links. During this time, be monitoring Chromebook activity, and announce that you will be heading to the back of the room, but you still expect them to be listening. You are moving to the back to be sure that everyone is on the same page, and is able to keep up with lesson progress.  Review group expectations (on SMARTboard)   * **G**et along * **R**espect others * **O**n task * **U**se quiet voices * **P**articipate * **S**tay in group   Explain each group’s objective, and each member’s task/role as stated in the chart below:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Discussion Manager** | **Recorder** | **Researcher** | **Text Expert** | **Orator** | | Lead the discussion and make sure all focus questions are answered. | Type answers and discoveries from group discussion in Google Document. | Look up any words your group does not understand or outside information that will support opinions or answers (using Google Search). | Find evidence or examples from the reading we did as a class to support group answers and opinions. | Present answers and information to the class for the large group discussion. |   Once it has been explained to the entire class, ask the students to review the material with you. Ask if anyone has questions. Display groups on SMARTboard – groups will be assigned ahead of time, and displayed on the screen. Have students go to the daily PowerPoint on the Chromebooks and go to slide four. Instruct them to identify which group they will be in, and have them open the Google Document link they will be using. Walk them through how the document works and remind them that they should only be editing and typing inside of the textboxes below the questions. Tell students that the lights will be on during the activity, but once I turn the lights off they will have to quiet down. Instruct students that it is now okay for them to move into their groups, and that it is easier for them to communicate if they move their desks together, and that their Chromebooks can be used as a resource. (*7-10 minutes*)  While students are working in groups, go from group to group to answer questions, and remind them of how the group time should be utilized. Be sure that all group members all involved, and that students are properly using the documents. Once it seems like most of the groups are wrapping up, announce that they will have a few more minutes to compile their answers/thoughts and then we will begin the group share/discussion. (*10-15 minutes*)  Once students are quiet and attentive, explain to them that each group will be sharing with the class what they found. After all of the groups have shared, we will discuss overlapping ideas/themes, as well as some opposing points of view. Allow students to lead discussion with debate and questions. Be sure to jump in with leading questions if they seem confused or need a little help verbalizing their thoughts. We have not done many group discussions about literature yet, so they may need more direction on how to properly discuss. (*10-15 minutes*)  Find a good place to stop the discussion, and have them move the desks back, logout of Chromebooks, and put the Chromebooks back in the cart. (*5 minutes*) | |