

Ferris State School of Education

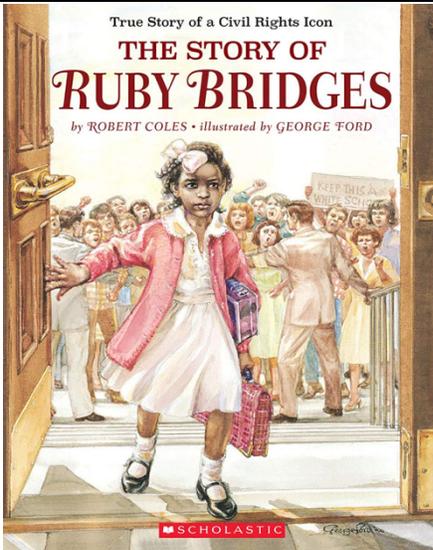
Lesson Plan Format

Name: Emilee Schacher and Makenna Anderson	Date: 4/4/2021
Curriculum/Course: Language Arts	Grade level: 2
Time/Period: MW 12:00 pm – 12:50pm	Materials: Classroom laptops, observing eyes, and listening ears Text titles: <i>The Story of Ruby Bridges</i> by Robert Coles
<p>Standards: <i>List the state or national standards that you are using in this unit/lesson. This section also includes technology standards.</i></p> <p>Reading- Craft and Structure:</p> <ul style="list-style-type: none"> 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe <p>Social Studies:</p> <ul style="list-style-type: none"> P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places. <p>Social Emotional Learning Competencies: Focus on social awareness.</p> <ul style="list-style-type: none"> 3A: Demonstrate awareness of other people's emotions and perspectives 3C: Demonstrate an awareness of different cultures and a respect for human dignity <p>CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	
<p>Objectives (I can statements):</p> <ul style="list-style-type: none"> I can describe how segregation impacted children in education and other public spaces using mirrors or windows. I can discuss the main point of the text that the author is trying to convey and describe the emotions of the characters in the text. I can talk about some elements of African American culture and talk about why we treat others with respect, regardless of their culture. 	
<p>Assessment (Formative, Summative): How will you know that students have met the objective? (<i>ie. thumbs up/down, exit ticket, quiz, chapter test, rubric (attach if appropriate), etc.</i>)</p> <ul style="list-style-type: none"> Classroom discussion Written/oral summary of research. 	
<p>Introduction/Hook/Anticipatory Set/Activating Prior Knowledge: (<i>Warm-up, review of previous day's lesson, check for understanding of previous knowledge, questions you will ask</i>)</p>	
<p>Open by asking students how they would feel if they were not allowed to go to the same school as their friends. Talk about the emotions they would feel if that were the case. To tie in a visual element for students, we would then use the virtual tour of the Jim Crow Museum to show students segregation signs from schools, businesses, and community centers.</p>	



- Move into an activity where the students are separated by eye color, have students separate throughout the room based on eye color. For the next 15-20 minutes give certain eye colors certain privileges. At the end of the activity, come back together as a group and talk about how the students felt when they didn't get those extra privileges because of their eye color, relate that to racism based on skin color.

Then introduce Ruby Bridges who was not allowed to go to a school just because of the color of her skin, followed by introducing the book *The Story of Ruby Bridges*.



Steps in the lesson:

I do: read aloud of the story, introduce the African-American culture, talk about the main purpose of the story

We Do: talk about the cultural values of African-Americans such as , activity where students are separated by eye color – give some lots of privileges and some none. Discuss emotions after activity, ask questions like “how did it feel when the blue-eyed group was able to have extra recess and you were not simply because of your eye color?”

You do: pick one element of African-American culture to do “research” on. Come up with 5 unique or different things about that element (if picking food for example, discuss how it’s different and how it’s the same).

Closure/Wrap up: *This may be in the form of independent practice, a chance to share, or explicit restatement of the goals of the lesson.*

As the closure of the activity, students will either orally present or turn in a short paragraph on the research that they did. We will discuss at the end why even though their culture is different, we should still respect it and them.

Extension Activities:

Technology:
Using laptops to find out information about the element that they chose. Utilizing the Jim Crow Museum and its artifacts.