# Educational Epiphany ™

Districtwide PLC Protocol for **Social Studies**

|  |
| --- |
| Teacher/Teacher Team: **Mr. Cheyenne Gibson (African American History)** |
| Grade: **10-12** |
| Date: **9-25 thru 9-29 (Black Nationalism)** |

*Lesson Plans should be posted by 3PM each Friday*

|  |  |  |
| --- | --- | --- |
| **#** | **Planning Question** | **Teacher/Teacher Team Response** |
| 1 | Which **state standard** is your lesson progression addressing? | **AAH.41** Describe the various methods employed by African Americans to obtain civil rights. |
| 2 | What **historical figures, events, or ideas** are embedded in the state standard? | Black Nationalism ideology  Black Power ideology  Black Power Movement |
| 3 | What teacher **knowledge, reminders, and misconceptions** are assumed in the standard? | Students may not have a clear understanding of Black Nationalism.  Misconceptions could be that the Black Nationalism and the Black power movement are the same |
| 4 | What **objective(s)** must be taught? In what order? Why? | **SWBAT** collect data and information from a variety of sources IOT describe the methods employed by African Americans to obtain civil rights. |
| 5 | What **academic language** must be taught before the teacher models for students? How will the academic language be **taught and assessed**? | SNCC  Black Nationalism  Black Power Movement  Pan-Africanism  Definitions will be provided in the daily word to know that are connected to the lesson. Students will be asked to explain by giving examples through discussion and providing the correct responses on a written assessment. |

|  |  |  |
| --- | --- | --- |
| 6 | What **primary and/or secondary resources** will be used for each phase of gradual release of responsibility? | Students will analyze informational text from Standford History, Actively Learn, political cartoons and other resources on the topic.    Students will also work in Collaborative groups and as individuals to address higher order questions and then provide evidence from the text to support their responses. |
| 7 | What is your plan to ensure that assessment of instruction on this standard is not solely characterized by remembering or **regurgitating factual information**? | Students will provide examples and identify the correct response by explaining. Citing evidence and providing support through explanation.  Students will also complete graphic organizers and evaluate political cartoons to demonstrate understanding of content |
| 8 | What **literacy concept(s)** can be intertwined with instruction on this historical figures, events, or ideas? | Student complete daily writing prompts/questions connected to African American History where they have to provide written responses.  In addition, a synopsis will be required at the conclusion of the lesson taught or response to an exit question. |