

Goals & Learning Outcomes

What is the essential learning?
 How will they get there?
 How will I know?

Connecting

How will I build on what students already know?

Brainstorm whip-around, Word work, Anticipation guide, Sort, predict and question, Building from clues

Processing

How will students ACTIVELY process the information include strategies for TALKING?
 How will I **CHUNK** the lesson(s)?

- Column notes, Reading like an expert, Cluster from text, Thinking yes/ thinking no, A/B partner talk, GOSSIP

Transforming & Personalizing

How will students demonstrate their understanding?
 How will we set criteria?
 How will they refine and revise their learning?

Quick write, Write in role, Six step summary, Hot Seat, Mapping, Capture the Essence

Big Ideas
 essential understandings

Essential question
 How can we make a difference and standup for what we believe in?

Learning Outcomes
 Important skills or processes

Students will be able to...
 Determining importance, synthesis, introduce the concepts of civil rights and standing up for what one believes in, theme of impact of one person

Resources: The Rosa Parks Story” p. 32 In Context III, overhead of part of “I Have a Dream” by M. L. King, picture books of the same titles from the library’ handout of What’s Important and Why

Connecting

Discussion: brainstorm, A/B share and report out: (1) Have you ever taken an unpopular stand against or for something? Have you ever been present when someone was discriminated against? What happened and how did it make you feel? (2) Are you aware of any countries where people are fighting still for their rights? Does anyone know who Rosa Parks was? Look at pictures in book, read aloud 1st 3 sentences - students write a prediction and a question.

Processing

What’s Important, Why and Questions, Connections and Ideas note making – 3 chunks
 Discuss in pairs and share.
 Read aloud picture book or overhead of M. L. King’s: ‘I Have a Dream’ speech. Images/ Questions – note-making
 Discuss and share.

Transforming & Personalizing

60 second news article – synthesize to a 15 second sound byte
 Start on own and lead into partner work. Use “The Rosa Parks Story”, but make reference to M. L. King

3-2-1: 3 important ideas, 2 questions, 1 connection

Brownlie, Feniak & Schnellert, 2006

<p>Big Ideas</p>	<p>Learning Outcomes</p>
<p>essential understandings</p>	<p>Important skills or processes</p>
<p>Essential question How can we make a difference and standup for what we believe in?</p>	<p>Students will be able to... Determining importance, synthesis, introduce the concepts of civil rights and standing up for what one believes in, theme of impact of one person</p>
<p>Resources: The Rosa Parks Story” p. 32 In Context III, overhead of part of “I Have a Dream” by M. L. King, picture books of the same titles from the library’ handout of What’s Important and Why</p>	
<p>Connecting</p>	
<p><u>Discussion:</u> Word Sort or Four Words or Connect Two - A/B share and report out</p>	
<p>Processing</p>	
<p>What’s Important, Why and Questions, Connections and Ideas note making – 3 chunks Discuss in pairs and share. Read aloud picture book or overhead of M. L. King’s: I Have a Dream” speech. Images/Questions – note-making Discuss and share.</p>	
<p>Transforming & Personalizing</p>	
<p>60 second news article – synthesize to a 15 second sound byte Start on own and lead into partner work. Use “The Rosa Parks Story”, but make reference to M. L. King</p>	
<p>3-2-1: 3 important ideas, 2 questions, 1 connection</p>	
<p>Brownlie, Feniak & Schnellert, 2006</p>	

<p>Word Sort</p>		
<p>civil rights oppression segregation inferior church walked black people</p>	<p>unconstitutional boycott 2nd class citizen congregation inadvertently discrimination non-violent protest</p>	<p>bond humiliated dignity abolished buses</p>

Name: _____ Date: _____

The Rosa Parks Story

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Chunk 1

What's Important	Why is this Important?

Questions and connections...

Name: _____ Date: _____

The Rosa Parks Story

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Chunk 2

What's Important	Why is this Important?

Questions and connections...

Name: _____ Date: _____

The Rosa Parks Story

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Chunk 3

<p>What's Important</p>	<p>Why is this Important?</p>
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Questions and connections...

Name: _____ Date: _____

The Rosa Parks

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60 seconds news article

3-2-1 Reflect

3 Important Ideas

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2 Questions

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1 Connection


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3..2..1

3 Big Ideas...

2 Questions...

1 Connection...



Name: _____ Date: _____

The Rosa Parks Story

C O N N E C T

In A/B partners, brainstorm share and report on

1) Have you ever taken an unpopular stand against or for something?

Have you ever been present when someone was discriminated against?

What happened and how did it make you feel?

2) Are you aware of any countries where people are fighting still for their rights?

Does anyone know who Rosa Parks was?

3) Write a prediction and a question