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DRL Lesson Plan

SCED 460

**Class Description**: This is a 10th grade standard United States history class. The reading chosen for this lesson is at an independent level for two students, an instructional level for fifteen students and a frustration level for five students.

**Unit Title**: The Unsettled Seventies 1969-1980

**Topic of the Lesson**: Changes for Women, Hispanics, and Native Americans

**Type of Lesson**: Initiary

**Curriculum Goals-** Maryland State Curriculum Goals

Standard 5 Expectation 2 Topic A Indicator 4 Objective DDescribe the Latino quest for civil rights and the formation of the United Farm Workers Union (PNW, G, E)

Standard 5 Expectation 2 Topic A Indicator 4 Objective E Describe the impact of the women’s movement on government actions such as Higher Education Act Title IX (1972), the Equal Rights Amendment (1972)(PS, PNW, E

Standard 5 Expectation 2 Topic A Indicator 4 Objective C Describe the Native American quest for civil rights, including the establishment of the American Indian Movement (AIM) and the implementation of legislation (PS, PNW)

**Unit Goal-** The unit goal is for students to recognize how this time established justice for all

**Lesson Objectives:** After reading the” New Movements for Social Justice” Students will be able to

1. Define the terms discrimination, activists, militancy, and male-chauvinist.
2. Identify what changes occurred as a result of the women’s movement, Hispanic movement, and Native American movement.
3. Discuss how the women’s movement, Hispanic movement, and native American movement allowed for everyone to finally be equal in the United States
4. Explain if the changes discussed in the reading are evident in today’s society.

**Assessments**

Objective 1- oral responses during Concept development

Objective 2- Graphic Organizer (collected)

Objective 3- class discussion responses and short essay (collected)

Objective 4- Journal entry (homework/collected)

**Macrostructure-** Problem and Solution

**Materials-**

* Projector with capability to display the computer screen
* “New Movements for Social Justice” reading
* Problem and Solution graphic organizer
* http://www.now.org/history/the\_founding.html (for myself)
* Powerpoint
* Vocabulary Organizer
* http://27.media.tumblr.com/tumblr\_kymw9lqWXs1qb8gn6o1\_400.jpg (image in powerpoint)

**Procedure**

1. **Readiness**
2. **Motivation and Tapping Background Knowledge**- Use student’s personal life to get them interested in the topic. “As we begin the new unit on the 1970s, we will be learning about many different movements that took place. As we learned earlier this year, women had to fight in the early 1900s to get the right to vote, and now in this unit they will be fighting for equality among men. The Hispanic population and the Native Americans will be fighting for equality as well in the 1970’s.” Teacher will show photos associated with the topic of the lesson.

Key Question: “From your other classes what can you tell me about what was going on in the 1970’s?” After posing the question the teacher will then select a few students to share their answers.

*Expected Student Responses- Student One- The Vietnam War was going on.*

*Student Two- President Nixon resigned.*

*Student Three- Iranian Hostage Crisis*

“Okay Good Job! Those are all important things that were happening during the 1970’s. Now in the United States there was much more going on in the country. Women, Hispanics and Native Americans were fighting the government and people who liked the way things were for equality.

Key Question: “How many of your mom’s go to work during the week?” Of the students who raise their hand teacher will then select a few students and then ask “What do your mom’s do when they go to work?”

*Expected Student Response: Student One- My mom is a manager at an office.*

*Student Two- My mom is in the Army.*

*Student Three- My mom is a nurse*

“Okay Good Job! In the 1970’s your mom’s might have been fighting for equality in the workplace, or they might not have been able to have the job that they have today.”

1. **Development of Background of Experience**

Transition: “Okay now that we are through another decade in history, we have to begin to focus on the new decade that is ahead of us: the 1970’s. Throughout this unit we will discuss what was not only going on in other countries in the world but what was also going on in the country as well. Women, Hispanics and Native Americans were all fighting for equal rights.” Teacher will then pass out the reading “New Movement for Social Justice”. “Please skim over the title of the article, pictures and other things that stick out at you in the article, and think about what you might learn from this article based on what you see at a glance?”

Key Question: “Based from previewing the article what might you learn from this article?” Teacher will then pick students to answer the question.

*Expected Student Responses: Student One- I think I will learn about affirmative action*

*Student Two- I think I will learn about the ERA*

“Now that you have a feel for what you will be learning I want everyone to shut their eyes and imagine being a woman in the 1970’s, you have been to college and have a degree, however you cannot get a good job with good pay because you are a woman. How would that make you feel? What would you do if you were in this situation?”

*Expected Student Responses: The situation would make me feel angry that I had gone to college but was having to work in a low level job. If it was me I would want to fight to have a better job.*

1. **Concept Development/Vocabulary**

Transition- “Good Job participating in the discussion. This article will teach us a lot of things about the 1970’s.However throughout the reading there may be some words you do not understand.” Students will get with their vocabulary partner that they have previously been assigned. “With your partner use your prior knowledge to define feminism, redistricting, and backlash.” After the students are given sufficient time, pull the class back together and discuss the meaning of the word. “Now let’s go over the definitions. What is the definition of discrimination?”

*Expected Student Responses: The act of treating someone different because of their race, gender, education level etc.*

“Good Job! Now what do you think the definition of militancy is?”

*Expected Student Response: Militancy is being military-like.*

“Good Job!”

“Now that you know the definitions of these words draw a picture that will help you remember the definition. The final two words that we have to learn for the reading are activists and chauvinist.” The teacher will then use guided imagery to prime these two vocabulary words. “Students close your eyes and relax, imagine being someone who is in favor of a cause like being against animal abuse. Imagine that you go to protests to help stop animal abuse. You write letters to organizations to get them to share the views as you. You are active in trying to stop animal abuse. Now open your eyes, what do you think the definition of an activist is?

*Expected Student Response: Activists are people who fight for a cause.*

“Good Job! Write that definition on your vocabulary sheet then close your eyes again and imagine being a woman who is put down a lot by men. They say rude things and think that you as a woman should be home doing house work and raising the kids. The man does not think that you as a woman should not have a job and that your job is strictly to be at home. Now students open your eyes and tell me what you think the definition of a male chauvinist is?”

*Expected Student Response: A male chauvinist is a man who thinks that a woman should stay at home and do house work and raise the kids.*

“Good Job! Now write that definition on your vocab sheet and draw a picture to go along with the definitions for activists and male-chauvinist.” When the students are finished they should put the vocabulary sheet into their vocabulary section of their notebook.

1. **Purpose for Reading**

Teacher will tell the class the purpose for reading. “Class now that we have learned the vocabulary needed to understand the article. The purpose for reading this article is to get a general understanding of the women’s movement, Hispanic movement, and the Native American movement that took place during the 1970’s and to understand how these movements allowed for there to be justice for all. While you are reading silently you should take into consideration the problems that each movement faced and how they solved the problems. You should be filling out the chart to help you better understand.”

Key Questions:

1. Using the Problem and Solution chart how did each movement solve the problems that they had faced for so long?

*Expected Student Response: See answer key for Problem and Solution Chart*

1. **Silent Reading**

“This article is not meant to be skimmed. You should read the article carefully and slowly. If you do not understand something please reread the passage before moving on. Make sure that you are gathering all the material that is needed to complete the problem/solution chart. Make sure that you find all of the information that is needed. This is meant to be an independent activity. You may not start reading the article.”

1. **Discussion**

“Now that you have had a chance to read the article please work with your table to discuss what you have found in the article.” The teacher will then circulate through the room asking random students questions from the problem solution chart. The student could then tell the teacher the answer with or without referring to his or her chart. “Before we go over the chart as a class, let’s have a class discussion.” The teacher will then ask questions.

Key Question: How did the different movements get what they wanted?

*Expected Student Response: The movements all formed organizations that fought for each cause of the different movements.*

“Good Job! As you remember from previous units we have discussed the idea of an American Dream, How does these movements and their stories define the American Dream?”

*Expected Student Response: “The movements all fight for equality which is something that the founding fathers wanted was for all men to be created equal.”*

“Very Good! Have you or someone you know ever have to fight for equality in order to be seen like everyone else?”

*Expected Student Response: Responses will vary based on each students gender, race, education level etc.*

“Okay final question Does the article show any bias towards any one group or does the author seem to stay neutral throughout the writing?”

*Expected Student Response: I think that the author stayed neutral throughout the writing. They allotted the same amount of writing towards each group and seemed to show both sides of the story.*

“Now that you have had time to work in your groups and we have discussed the article as a class, let’s go over the chart to make sure you have all of the correct information.” After going over the chart the teacher will ask another key questions before having the class re-read the article.

Key Question: Were the outcomes from each movement similar or different? Why or Why Not?

*Expected Student Response: Similar because they all got what they wanted for the most part. They became equal in society.*

1. **Re-Reading**

“Now that we have discussed the problems and solutions that each movement faced, let’s now re-read the article as a class piece by piece in order to find how this article shows that there was justice for all at the end of all of the movements.” Teacher will then pick random students to read two paragraphs at a time. At the end of the section the women’s movement there will be a question posed to the class.

Key Question: Did the women get the rights that they wanted? If so, what rights did they get?

*Expected Student Response: Yes they did, one right they got was to move into jobs that use to be for men only like the military.*

After the class has read the next section the Hispanic Movement…

Key Question: Did the Hispanic people get what they wanted? If so, what did they get?

*Expected Student Response: Yes they did. They were able to get bilingual education in schools and better pay.*

After the class read the next section on the Native American Movement….

Key Question: Did the Native Americans get what they wanted? If so, what did they get?

*Expected Student Response: Yes they did. They were able to regain land that they had lost to the government.*

1. **Follow-Up**
2. **Summary**- “You have done a good job today understanding all the new material that was presented today. For the rest of class I would like you to answer the following prompt “Now that we have re-read the article, do you think that the article shows that at the end of the movements there was justice for all? Write the answer to this question in paragraph form in your own words. Be sure to cite examples from the text. This will be collected.”

*Expected Student Response: The responses will vary from each student because of gender, race, class etc. However they should be able to pick out the main details from the article that were actually discussed in the key questions of the re-reading section of the lesson.*

1. **Homework**: In a paragraph or two write about if the changes that were discussed in the reading are evident in today’s society.
2. **Differentiation**

I adapted the lesson to readers who have low reading ability by having the whole class reread the article together, so that they can hear it out loud as oppose to having to read the article in silence again. I also chunked the article into sections asking a key question at the end of each section. On the vocabulary chart I also had the students draw a picture to help them remember the definition of the word. This would help the students who more of a visual learner than someone who can learn from reading the definition.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Vocabulary Chart

|  |  |  |
| --- | --- | --- |
| Word | Definition | Picture |
| Militancy | Military- like |  |
| Discrimination | Act of treating someone different because of race gender etc. |  |
| Activist | Someone who fights for a cause |  |
| Male- Chauvinists | A man who thinks that the only job of a woman is to stay at home and raise kids and clean the house. |  |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Problem and Solution Organizer

|  |  |  |
| --- | --- | --- |
| Movement | Problem | Solution |
| Women’ s Movement | Wanted to be equal to men however women were trapped in low paying jobs or women only jobs. | The ERA was passed by congress which gave women the equality that they wanted. Because of the ERA they were able to get jobs that use to be men only such as the military. |
| Hispanic Movement | They wanted schools to have bilingual education and they wanted better pay at their jobs and to be unionized. | Bilingual education act was passed and schools then began teaching in both Spanish and English.  The United Farm Workers striked and because of it they won the right to represent workers in contract talks with companies. |
| Native American Movement | The Native Americans wanted fair treatment from everyone. They also wanted land that once was theirs but was taken away by the government | After a few court cases the Native Americans were awarded some of their ancestral land back and were awarded money. |