

LESSON PLAN

Teacher Name: Matthew Colley

School/Location: Oakland Technical High School

Grade: 9

Class/Subject: California History

Class Size: 32

LESSON CONTEXT (What happens before and after this lesson? How does this fit into a larger unit or lesson series?)

Today's lessons is part of a larger "Taking Action Project," which itself is a part of a larger "civic engagement" theme across our class and district. The larger unit is focused around the theme of "the future" and students have been researching social justice movements from the 1960's and 70's in order to understand the historical problems they faced, their goals for the future, the tactics they used to accomplish their goals, their accomplishments, and legacies. Building on that historical knowledge, students are then identifying a contemporary problem that is connected to the historical movement they studied and conducting further research. Today's lesson is about sharing and reflecting on the contemporary research as a step in the process of planning their action step. After today's lesson, students will continue to brainstorm and then make a concrete action plan, which will include details about what specific action they will take and why they believe that will be an effective step towards addressing a larger problem. Students will then present their action plans to the class for questions and feedback. After revising their action plans, students will implement their plan. Finally, students will reflect on how everything went and share their work with the class in a final presentation.

TEACHING CONTEXT (What have you been working on in your practice that we might see in this lesson? What do students already need to know prior to teaching this lesson?)

Throughout the year, we have been working on small group discussion skills. Specifically, we have been focusing on a variety of ways to participate (start an idea, agree, disagree, ask a question, cite evidence). Additionally, students have focused on developing criteria to define "success" and "effectiveness" in a variety of contexts, which they might apply in brainstorming tactics and action steps. Students have also studied a variety of tactics and practiced implementing a few of them, specifically writing a petition, making an infographic, and giving speeches/presentations. Students are also coming into class with a larger framework about transformative resistance, based on the work of Daniel Solorzano and Dolores Delgado Bernal, which asks students to consider how their actions are motivated by social justice and demonstrating a critique of systemic oppression. We have also discussed the work of Tara Yosso, specifically around her theory of community cultural wealth, which emphasizes the strengths and assets people have, particularly communities of color. I am hoping students will be able to apply these frameworks in brainstorming and planning their action steps.

STANDARDS ADDRESSED

CCSS.ELA-LITERACY.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LESSON DETAILS

Learning Goals: What will students know and be able to do by the end of the lesson? What will you be looking for in order to assess how students are progressing?

Student will be able to identify manifestations and root causes of a contemporary social problem.

Essential Question (s): Think about the most important concepts students should learn from this lesson.

How do problems in our society originate and how are they expressed in diverse ways? How does mapping out a problem help identify possibilities to make change?

Time	Lesson Component	Teacher Role: Instructional notes for the teacher. Name and describe any <u>specific strategies</u> to be used.	Learner Role: Instructional notes for the students	Student Success Criteria: What does success look like? What evidence are you collecting?

				How are you formatively assessing?
5 mins	Review Learning Goals and Agenda	Teacher states learning goal and explains how it is connected to the work students have been doing and how it will lead into future work on their action projects.	Students listen carefully and ask clarifying questions.	Students' clarifying questions
5 mins	Tree Model	Teacher models how to use the tree diagram to map out the cause/effect of a certain problem.	Students listen and add ideas as the teacher models on the board	Students' questions and verbal contributions
15 mins	Small Group Discussion of Tree Diagram	Teacher walks throughout the room, listening in on different small group discussions. Teacher asks guiding questions to re-focus, push, and expand students' thinking.	Students consult their research notes and share ideas to fill in the tree diagram. Students discuss how different ideas fit into the tree diagram. Students should use their discussion skills to negotiate different ideas.	Students discuss ideas effectively, using a variety of discussion skills, and consult their research notes to fully and accurately fill out the tree diagram.
5 mins	Transition	Teacher brings students attention to the back of the worksheet. Teacher explains how students should use the tree diagram to transition to planning an action step.	Students listen carefully and ask clarifying questions.	Students' clarifying questions
15 mins	Small Groups Brainstorm of Action Step	Teacher walks throughout the room, listening in on different small group discussions. Teacher asks guiding questions to re-focus, push, and expand students' thinking.	Students discuss their tree diagram and infer how and in what way they might be able to take	Students responses on brainstorm sheet and teacher observation of small group discussions.

			<p>action. Students should negotiate the pros and cons of various options. Students will also apply background knowledge about tactics and their various strengths and assets.</p>	
5 mins	Closing	<p>Teacher asks each group to share out one take-away from the day. Students can use the synthesis sentence at the end of the worksheet to frame their response.</p>	<p>One student from each group shares out a key learning from the day.</p>	<p>Groups should share specific learning from their understanding of the tree diagram. Their comments should demonstrate how they are moving down the path of planning their action step by identifying what part of the problem they want to address and/or which tactic they might use.</p>

Extensions to the full lesson:

In future lessons, students will return to their brainstorm sheet to finalize their decisions about which part of the problem they want to address and which tactic(s) they will use. Students will then have time to plan out their action plan in step-by-step detail. Students will then implement their action step, document it, reflect, and share that whole process with the class.

Differentiation Strategies: How will this lesson be differentiated for all students?

The tree diagram provides a visual entry point for the process of breaking down the cause/effect chain of a contemporary social problem. Students can share ideas from their research or their own personal experience, which will provide additional entry points for students. Also, I will check in with students during the research phase, especially struggling and low-skilled students, to make sure that they have specific ideas from their research prepared to share with their group. Finally, the emphasis on small group discussion provides a differentiation strategy for students who do not regularly participate in large group discussions.

Assessment: How will student progress be measured? What evidence of student learning should be collected? Please include aligned rubrics or assessment guidelines that provide guidance for interpreting student performance.

Student progress will be measured by analyzing their work on the brainstorm sheet. The goal of class is for students to break down a contemporary problem into smaller parts and to understand the relationship between those parts. This work will be evident on their notes on the tree diagram. Additionally, I will be looking for how students decided to address a smaller part of the problem. I will be looking for logical connections between the part of the problem they chose to address and the tactic they chose. This logic will be evident in their discussion, brainstorm notes, as well as in future notes and presentations.

Materials/Sources: Please attach or provide links to student and teacher materials (including above assessment materials)

See Supporting Materials for worksheet and rubric