

Englewood Public School District
English Language Arts
Grade 7
Second Marking Period

Unit 2: The Civil Rights Movement, Then and Now

Overview: In this unit students will take an in-depth look at the Civil Rights Movement. They will be introduced to the subject by reading and analyzing the novel *The Watsons Go to Birmingham*. By exploring several informational and narrative texts and websites, students will analyze how the fight for civil rights affected people in the 1960s. Students will describe the climate of the 1960s, answer open ended responses using evidence from the text, explore key ideas, use primary sources, and produce a narrative essay, and an argument writing assignment, compare and contrast using nonfiction, poetry, and speeches, and create multimedia presentations.

Time Frame: 35-45 Days

Enduring Understandings:

The Civil Rights Movement revolutionized civil rights in America.
American society changed significantly in the 1960s.

Essential Questions: s

What rights does every citizen deserve to have?
Who determines what rights people have?
Do people have a say in their role in society?

Standards	Topics and Objectives	Activities	Resources	Assessments
SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. RI.7.1. Cite several pieces of textual evidence and make relevant connections to	Topics The 1960s and Civil Rights	Students will develop short multimedia presentations on an aspect of 1960s culture in America and present them to the class.	Texts: The Voting Rights Act (1965) http://www.ourdocuments.gov/doc.php?flash=true&doc=100	Benchmark Assessment: <ul style="list-style-type: none"> Exact Path
	Time Periods Depicted in Film Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C's Global Awareness 	(8.1.8.A.1, CRP4, CRP7, CRP11)	“Using Commas, Parenthesis, and Dashes	Formative Assessment: Students will be evaluated on the quality of their journal responses.

<p>support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<ul style="list-style-type: none"> Civic Literacy <p>Objectives</p> <p>Students will be familiar with the culture and social issues of the 1960s.</p> <p>Students will examine how film depicts certain time periods.</p>	<p>Students will view the film <i>Selma Lord, Selma</i> and take notes on how the film depicts the Civil Rights Movement of the 1960s. (2.4.8.B.5, CRP4)</p> <ul style="list-style-type: none"> https://www.k12reader.com/resource/main-idea-graphic-organizer/ <p>Students will read the “Voting Rights Act” and respond to the following questions in their journals (CRP4, CRP8):</p> <ol style="list-style-type: none"> 1. Explain how the events in Selma led to the Voting Rights Act. 2. Explain two specific problems illustrated in the movie that were solved by this law. 3. What problems did you see in the movie that were not resolved with the Voting Rights Act? <p>Students will write practice sentences that use commas, parentheses, and dashes. (CRP4)</p>	<p>Correctly” by Standards Solution</p> <p>Video: <i>Selma Lord, Selma</i> (1999)</p> <p>Companion Texts: <i>Scholastic Magazine</i></p> <p>“Voting Rights Act” https://www.readworks.org/article/Voting-Rights-Act/e8a4bdd2-b73e-400c-8aa4-709a180df661</p> <p>“Mostly Only White Men Could Vote Before 1870” https://www.readworks.org/article/Voting-Rights/8b3a3255-d5a6-4cac-b31c-7683091a25f4#!articleTab:content/contentSection:d31c1ed0-8c36-4747-82f3-fdf95704f247/</p>	<p>Summative Assessment: Students will be evaluated on the quality of their multimedia presentations.</p> <p>Alternative Assessments: Students will engage in small group discussion about how the film depicts the Civil Rights Movement of the 1960s.</p> <p>Student will present their multimedia presentations.</p> <p>Students will share their journal responses aloud with a partner.</p> <p>Students will peer review their grammar sentences for correctness.</p>
	<p>Topics</p> <p>Civil Rights in Literature</p> <p>Dialect</p>	<p>Students will read <i>The Watsons Go to Birmingham</i>.</p>	<p>Texts: <i>The Watsons Go to Birmingham</i> by Christopher Paul Curtis</p>	<p>Formative Assessment: Students will be evaluated on their theme charts.</p>

with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

Analytical Writing

Twenty-First Century Themes and Skills include:

- The Four C's
- Global Awareness
- Civic Literacy

Objectives

Students will consider how civil rights issues are depicted in literature.

Students will hone their ability to analyze character development.

Students will be familiar with the various dialects of the United States.

Students will complete a theme chart that tracks the development of the theme of civil rights in the novel. **(CRP4)**

- <https://www.thecurriculumcorner.com/thecurriculumcorner123/2014/09/teaching-theme/>

Students will complete journal entries on the following topics

(2.4.8.B.5, CRP4):

- How Kenny and Byron each felt about racism before going to Birmingham and afterwards. How did it affect Kenny? How did it affect Byron? Did Kenny's perception of racism change? Did Byron's perception of racism change? Did they learn anything from going to Birmingham?

Students will write a short analytical paper on a character in *The Watsons Go to Birmingham*. The essay should focus on the character's development,

Companion Texts: *Scholastic Magazine*

"Rising Waters"

<https://www.kibin.com/essay-writing-blog/analytical-essay-outline/>

"Judging a Judge"

<https://www.timeforkids.com/g56/judging-a-judge/>

Summative Assessment:

Students will be evaluated on the quality of their analytical essays.

Alternative Assessments:

Students will read the companion texts about contemporary historical events and discuss what they felt or where they were during that time.

Kenny often refers to his mother and father as "talking Southern." Consult your media center to secure tapes of language patterns of various regions. Have students tape-record the speech of relatives with regional accents. Provide a preset passage for each speaker to read. In a listening activity, play the tapes for your students and see if they can detect the different speech patterns.

Students will peer review their analytical

		<p>but the students are free to choose their own angle. (CRP4, CRP11, CRP8)</p> <ul style="list-style-type: none"> https://www.kibin.com/essay-writing-blog/analytical-essay-outline/ 		papers using a PARCC rubric.
<p>RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the</p>	<p>Topics</p> <p>The Civil Rights Movement</p> <p>Research Project</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> The Four C's Global Awareness Civic Literacy <p>Objectives</p> <p>Students will learn about the Civil Rights Movement.</p> <p>Students will hone their research skills.</p> <p>Students will write narrative essays.</p>	<p>Students will select a specific topic about the Civil Rights Movement and conduct a research project. (CRP4, CRP11, CRP8, CRP7, 8.1.8.A.1, CRP11)</p> <p>Students will:</p> <ol style="list-style-type: none"> Identify a topic for study Identify primary and secondary sources Create a works cited page and update as needed. Design a presentation to present research. Write a short narrative essay. <p>Students will compose narrative essays reflecting on what they learned about the Civil Rights Movement and why its impact is still important today. (CRP4, CRP11, CRP8, CRP7, 8.1.8.A.1, CRP11)</p>	<p><u>Texts:</u></p> <p>Student-selected primary and secondary texts.</p> <p>“Maintaining a Formal Style” by Standards Solution</p> <p><u>Companion Texts:</u></p> <p><i>Scholastic Magazine</i></p> <p>“What Are Civil Rights?” https://newsela.com/read/govt-civil-rights</p> <p>“Birth of the Civil Rights Movement: 1941-1954” https://newsela.com/read/lib-history-civil-rights-1940s-1950s</p>	<p><u>Formative Assessment:</u></p> <p>Students will be evaluated on the quality of their research presentations.</p> <p><u>Summative Assessment:</u></p> <p>Students will be evaluated on the quality of their narrative essays.</p> <p><u>Alternative Assessments:</u></p> <p>Students will complete and share a KWL chart on the Civil Rights Movement.</p> <p>Students will present their research projects.</p> <p>Students will peer review their narrative essays using a PARCC rubric.</p>

selection, organization, and analysis of relevant content.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;

Topics				
Poetry Analysis	Students will read a biography of Langston Hughes as an introduction to the poet and his works.	Texts: Langston Hughes Biography https://www.poetryfoundation.org/poems-and-poets/poets/detail/langston-hughes	Formative Assessment: Students will be evaluated on their responses to the Guided Reading Questions.	
Harlem Renaissance				
Symbolism	Students will then analyze the themes of “Madam and the Rent Man” and “I, too, am America.” (CRP4, CRP8, 2.4.8.B.5)	“Madam and the Rent Man” by Langston Hughes		
Drama and Film				
Twenty-First Century Themes and Skills include:	• https://www.thecurriculumcorner.com/thecurriculumcorner123/2014/09/teaching-theme/	“I, too” by Langston Hughes	Summative Assessment: Students will be evaluated on the quality of their compare and contrast essays.	
• The Four C’s		“Harlem” by Langston Hughes		
• Global Awareness		<i>A Raisin in the Sun</i> by Lorraine Hansberry		
• Civic Literacy		“Using Word Relationships” by Standards Solution		
Objectives				
Students will learn about a central figure of the Harlem Renaissance and his impact on later writers.	Students will read <i>A Raisin in the Sun</i> and respond to Guided Reading Questions for each scene. (CRP4)	Video: <i>A Raisin in the Sun</i> film (2008)	Alternative Assessments: Students will engage in a large group discussion	
Students will analyze symbolism.		Companion Texts:		
Students will compare a drama to its film version.	Students will read “Harlem” by Langston			

analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

RI.7.1. Cite several pieces of textual evidence and make relevant connections to

Hughes and analyze the symbol "a raisin in the sun." (**CRP4**)

Students will complete a Venn diagram and then write a compare and contrast essay on how the film depicts its source material. (**CRP4, CRP8, CRP11**)

- http://www.readwritethink.org/files/resources/lesson_images/lesson378/venn.pdf

Scholastic Magazine

"How Langston Hughes Poem, 'I, Too' Spotlights Racial Division"
<https://newsela.com/read/smi-langston-hughes>

"The Harlem Renaissance"
<https://newsela.com/read/lib-ushistory-harlem-renaissance>

about symbolism.

Students will discuss why Lorraine Hansberry named her play after this symbol and what implications that has.

Students will peer review their essays using a PARCC rubric.

Topics

Speech Writing and Delivery

The Civil Rights Movement Today

Twenty-First Century Themes and Skills include:

- The Four C's
- Global Awareness
- Civic Literacy

Objectives

Students will examine how a visual presentation of a speech changes or enhances its meaning or impact.

Students will write speeches.

Students will compare the text of Martin Luther King's speech to the presentation of the speech using a Venn diagram. (**CRP4**)

- http://www.readwritethink.org/files/resources/lesson_images/lesson378/venn.pdf

Students will choose a contemporary civil rights issue that is important to them and write a short speech designed to inform and convince others of the issue's importance and offer possible solutions.

Text:

"I Have a Dream" by Dr. Martin Luther King, Jr.
<http://www.archives.gov/press/exhibits/dream-speech.pdf>

Video:

"I Have a Dream" (video recording)
<https://www.youtube.com/watch?v=3vDWWy4CMhE>

"US Civil Rights Leader Honored 50 Years After His Assassination" (text and video)
<http://www.voanews.com/content/us-civil-rights-leader-medgar-evers-honored-fifty->

Formative Assessment:

Students will be evaluated on the quality of their speeches.

Summative Assessment:

Students will be evaluated on the quality of their argumentative essays.

Alternative Assessments:

Students will engage in group discussion about

support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

(CRP4, CRP7, CRP8, CRP11)

Students will read the article and view the video “US Civil Rights Leader Honored 50 Years After His Assassination” and take notes. **(CRP4, CRP7, CRP8, CRP11)**

- <https://freeology.com/graphicorgs/note-taking-organizer/>

Students will respond to three journal questions **(CRP4, CRP7, CRP8, CRP11)**:

1. What is the responsibility of the Office of Civil Rights?
2. What does the information in the texts tell you about why the fight for Civil Rights is important today?
3. How are you personally affected by the information in the three articles? Is your life affected at all?

Students will write an argumentative essay using the prompt: Is the civil rights era over, or do we still need an effort today to continue the

[years-after-his-assassination/1677706.html](https://www.assassination/1677706.html)

Companion Texts:
Scholastic Magazine

“Civil Rights Icon Huerta has Advice for a New Generation of Activists”
<https://newsela.com/read/dolores-huerta-advice>

“Why Martin Luther King Encouraged 225,000 Chicago Kids to Cut Class in 1963”
<https://newsela.com/read/lib-history-chicago-public-school-boycott-1963-mlk>

the question: How does King’s delivery effect the meaning of his speech?

Students will deliver their speeches to the class.

Students will discuss Civil Rights with a partner based on their viewing of “US Civil Rights Leader Honored 50 Years After His Assassination”

Students will peer review their essays using a PARCC rubric.

	pursuit of equality? (9.2.8.B.3, CRP4, CRP7, CRP8, CRP11)			
W.7.1. Write arguments to support claims with clear reasons and relevant evidence.	Topics PARCC LATs	Instructors will select the reading and writing LAT lessons that best meets their students' needs.	<u>Literary Reading Analysis Tasks</u>	Reading PARCC LAT Lesson 8
W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.	Objectives Students will gain a better understanding of EBSRs and TECRs.		<u>Lesson 1: Introducing the EBSR and TECR</u>	Writing PARCC LAT Lesson 8
W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Students will hone their understanding of literary elements.		<u>Lesson 2: Modeling the EBSR and TECR</u>	
W.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Students will practice completing LATs.		<u>Lesson 3: Honing Understanding of Literary Elements</u>	
			<u>Lesson 4: Close-Reading Strategies</u>	
			<u>Lesson 5: Using Context Clues for the Vocabulary EBSR</u>	
			<u>Lesson 6: The Evidence-Based Selected Response</u>	
			<u>Lesson 7: The Technology-Enhanced Constructed Response</u>	
			<u>Lesson 8: Practice Completing the LAT</u>	
			<u>Literary Writing Analysis Tasks</u>	
			<u>Lesson 1: Introduction to the Prose Constructed Response on the Literary Analysis Tas</u>	

Lesson 2: Modeling the Prose
Constructed Response

Lesson 3: Understanding the
PCR Prompt and Writing a
Thesis Statement

Lesson 4: Selecting Textual
Evidence to Support Reasons

Lesson 5: Drafting the Prose
Constructed Response
Outline

Lesson 6: Writing Quality
Body Paragraphs

Lesson 7: Practice
Completing the Prose
Constructed Response

Lesson 8: Writing Advanced-
Proficient Prose Constructed
Responses

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

<p>English Language Learners</p> <ul style="list-style-type: none"> ● Shorten assignments to focus on mastery of key concepts. ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Give directions/instructions verbally and in simple written format. ● Provide audiotapes of textbooks and have the student follow the text while listening ● Allow students to use a dual language dictionary 	<p>Special Education</p> <ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Give directions/instructions verbally and in simple written format. ● Provide extra time to complete assignments. ● Adjust the pace of lessons 	<p>At-Risk</p> <ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and adjust for personal space or other behaviors as needed. ● Oral prompts can be given. 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction
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Integration of 21st Century Standards NJSLS 9:

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Comprehensive Health and Physical Education:

2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.

Integration of Technology Standards NJSL 8:

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.