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"How Violence is Ended: A Buddhist Legend", readers' theater script, Aaron Shephard, (690L)

<http://www.aaronshp.com/rt/RTE16.html>

A Picture of Freedom: The Diary of Clotee, a Slave Girl, Patricia C. McKissack, book excerpt

(790L) <http://www.scholastic.com/teachdearamerica/pdf/APictureOfFreedom.pdf>

"Children's Rhymes", Langston Hughes, poem (NP)

<http://www.poemhunter.com/poem/children-s-rhymes/>

"Democracy", Langston Hughes, poem (NP)

http://www.poemhunter.com/i/ebooks/pdf/langston_hughes_2004_9.pdf

Narrative of the Life of Frederick Douglass, Frederick Douglass (1080L)

<http://www.historyisaweapon.com/defcon1/dougeduc.html>

"Emancipation Proclamation", Speech, Abraham Lincoln (950L)

<http://www.pbs.org/wgbh/aia/part4/4h1549t.html>

T.R. Davidson interview, Interview recounting Jim Crow Laws (810L)

http://www.pbs.org/wnet/jimcrow/narrative_davidson.html

Jim Crow Laws

<http://academic.udayton.edu/race/02rights/jcrow02.htm>

USE GALILEO FOR THE FOLLOWING LINKS IF NECESSARY (SOME MAY BE PASSWORD PROTECTED)

"Reap the Whirlwind," Duane Damon, article, (1000L)

<http://web.ebscohost.com/srck5/detail?sid=08b7d37b-cff5-467f-8133-4e3575300ff3%40sessionmgr12&vid=1&hid=104&bdata=JnNpdGU9c3JjazUtbGI2ZQ%3d%3d#db=ndh&AN=6995078>

A Mighty Long Way from Little Rock, article, Andrea Seabrook, (750L)

<http://web.ebscohost.com/srck5/detail?vid=3&hid=108&sid=1bc63e4a-8060-4459-a3fa-901f983ec72f%40sessionmgr12&bdata=JnNpdGU9c3JjazUtbGI2ZQ%3d%3d#db=nfh&AN=6XN200908261501>

Prejudice Today, Collin Allgaier, article, (870)

<http://web.ebscohost.com/srck5/detail?vid=7&hid=108&sid=dc18e529-ad1d-4ec3-8350-952e23c7a9b0%40sessionmgr11&bdata=JnNpdGU9c3JjazUtbGI2ZQ%3d%3d#db=prh&AN=14936007>

Follow the Drinking Gourd, video with song lyrics

<http://www.youtube.com/watch?v=DpljPr63paw>

Follow the Drinking Gourd, video of book

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDAQtWlwAg&url=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3Dm8UB8vXS3ro&ei=P2ZGT-mDIMm1twfI5MiVDg&usg=AFQjCNHB33_YPY3nA2ml6wiqM96WMWmKQA&sig2=pnr-tAtepeo9z0RTBnVGig

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Bill of Rights Rap, video with song and lyrics

<http://www.youtube.com/watch?v=I7RxrQJrdh4>

Slavery Photo Tour, History.com

<http://www.history.com/topics/harriet-tubman/photos#>

The Underground Railroad: Escape from Freedom, Scholastic webquest

http://teacher.scholastic.com/activities/bhistory/underground_railroad/

Reading of the Emancipation Proclamation, video, 1:25-6:58

http://www.youtube.com/watch?v=jz7jUuz_XLQ

Jim Crow PowerPoint, slide show with segregation era photos

<http://www.slideshare.net/tranceking/jim-crow-signs-powerpoint>

I Have a Dream, Speech, Martin Luther King

http://www.teachertube.com/viewVideo.php?video_id=20916

Civil Rights Timeline

<http://www.infoplease.com/spot/civilrightstimeline1.html>

Research Connections: (Optional)

http://library.thinkquest.org/J0112391/civil_rights_leaders.htm

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Prezi <http://prezi.com/>

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Many great resources can be found at

<http://interactive-notebooks.wikispaces.com/>

- Activate background knowledge by sharing the Bill of Rights rap

<http://www.youtube.com/watch?v=l7RxrQJrdh4>

- Explore Slavery Photo Tour, History.com

<http://www.history.com/topics/harriet-tubman/photos#>

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Provide explicit instruction on how to take notes on the text using the interactive notebooks.

You may choose to use the Cornell method for note taking

<http://coe.jmu.edu/LearningToolbox/cornellnotes.html>

Provide explicit instruction on the Frayer model for learning vocabulary

<http://interactive-notebooks.wikispaces.com/Frayer+model+vocabulary>

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Partner students to complete a modified version of the Think, Pair, Share strategy

<http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html>

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Read the readers theater script "How Violence is Ended: A Buddhist Legend"

<http://www.aaronshelp.com/rt/RTE16.html>

Discuss and instruct on the concept of theme

<http://www.learner.org/interactives/literature/read/theme1.html>

Explicitly instruct on prepositions, teachers may choose to use

<http://www.chompchomp.com/terms/preposition.htm>

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Introduce interjections

<http://ds151.k12.sd.us/interjections.html>

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Provide explicit instruction and modeling in using words to link opinions, ideas, words, phrases, and clauses, use

<http://larae.net/write/transition.html> to help guide instruction

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Provide explicit instruction in figurative language, teachers can find a variety of PowerPoint presentation to support this instruction at

<http://www.freeclubweb.com/powerpoints/languagearts/figurative.html>

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The Underground Railroad: Escape from Freedom, Scholastic webquest

http://teacher.scholastic.com/activities/bhistory/underground_railroad/

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figurative language, teachers may choose to use another of the teaching resources found at <http://www.freeclubweb.com/powerpoints/languagearts/figurative.html>

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Differentiation Option(s):

For students who struggle with writing, a graphic organizer may help support them in the planning process. A good example of such an organizer can be found at http://www.eduplace.com/graphicorganizer/pdf/storymap1_eng.pdf

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Read the excerpt from *Narrative of the Life of Frederick Douglass*, <http://www.historyisaweapon.com/defcon1/dougeduc.html>

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Differentiation Option(s):

Two good checklists can be found at

http://mendota.english.wisc.edu/~WAC/page.jsp?id=169&c_type=category&c_id=22 and <http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html>

Introduce correlative conjunctions, teachers may choose to use slides 16-26 from the PowerPoint found at

<http://www.google.com/url?sa=t&rct=j&q=correlative%20conjunctions%20powerpoint&source=web&cd=1&ved=0CCYQFjAA&url=http%3A%2F%2Fbms.bellevernonarea.net%2FFROW%2FConjunction7.ppt&ei=letUT4qAMsigtwfo8NS3DQ&usg=AFQjCNHikaCt3FjYlfq07C9K5iUR1FeTHQ>

Use <http://www.thatquiz.org/> to create about the reading.

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Use an online response program like

<http://www.socrative.com/>
<http://www.polleverywhere.com/>
<http://www.thatquiz.org/>

Discuss how the overall structure of the novel impacts the reader. You may choose to discuss this using

<http://www.polleverywhere.com>

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Watch the Follow the Drinking Gourd video

http://www.google.com/url?sa=t&rct=j&q=&src=s&source=web&cd=3&ved=0CDAQtWlwAg&url=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3Dm8UB8vXS3ro&ei=P2ZGT-mDIMm1twfI5MiVDg&usg=AFQjCNHB33_YPY3nA2ml6wiqM96WMWmKQA&sig2=pnr-tAtepo9z0RTBnVGig

Use a graphic organizer similar to the one found at

<http://www.dubois.cps.k12.il.us/PDFs/classificationnotes.pdf>

Listen to Follow the Drinking Gourd video with song lyrics

<http://www.youtube.com/watch?v=DpljPr63paw>

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Provide explicit instruction in using Greek and Latin affixes and roots to determine word meaning, a good PowerPoint presentation with this information can be found at

http://www.google.com/url?sa=t&rct=j&q=greek%20and%20latin%20roots%20powerpoint&source=web&cd=2&ved=0CCoQFjAB&url=http%3A%2F%2Fwww.madera.k12.ca.us%2F21681012004139617%2Flib%2F21681012004139617%2F5th_R_14_Greek_Latin_Roots.ppt&ei=Y-xUT4y-KMigtwfo8NS3DQ&usg=AFQjCNFCQI3k8Lexc7DH25P2yu7zdwCVOQ

Read the "Emancipation Proclamation" (950L) available at

<http://www.pbs.org/wgbh/aia/part4/4h1549t.html>

Listen to the Emancipation Proclamation song

<http://www.youtube.com/watch?v=cwNTwuHAf1M&feature=related>

Listen to the reading of the Emancipation Proclamation, video, 1:25-6:58

http://www.youtube.com/watch?v=jz7jUuz_XLQ

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Share sentences using www.pollweverywhere.com

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Look at the Jim Crow Laws PowerPoint,

<http://www.slideshare.net/tranceking/jim-crow-signs-powerpoint>

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Hotlists can be created using

<http://www.kn.sbc.com/wired/fil/>

Give students time to explore the Jim Crow Laws website

<http://academic.udayton.edu/race/02rights/jcrow02.htm>

Group students to conduct a three step interview,

http://its.guilford.k12.nc.us/act/strategies/three_step_interview.htm

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Provide each student with a revised copy of the T.R. Davidson interview,

http://www.pbs.org/wnet/jimcrow/narrative_davidson.html

Using available technology, have students access

http://www.ourtimelines.com/create_tl_2c.html

Group read "Children's Rhymes" by Langston Hughes

<http://www.poemhunter.com/poem/children-s-rhymes/>

Using <http://pollweverywhere.com>

Read "Democracy", Langston Hughes

http://www.poemhunter.com/i/ebooks/pdf/langston_hughes_2004_9.pdf

<http://pollweverywhere.com>

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<http://www.kn.sbc.com/wired/fil/>

Use the Circle of Voices method for students to discuss their identified theme and paragraph,

http://drscavanaugh.org/discussion/inclass/discussion_formats.htm

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Provide copies of "Children's Rhymes" by Langston Hughes

<http://www.poemhunter.com/poem/children-s-rhymes/>

Children's Rhymes" by Langston Hughes

<http://www.poemhunter.com/poem/children-s-rhymes/>

<http://edu.glogster.com/>

W's graphic organizer

<http://www.thinkport.org/17a6dc05-4f3a-42ed-a71c-82ee3e692708>

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Watch the "I Have a Dream" speech, by Martin Luther King Jr. at

http://www.teachertube.com/viewVideo.php?video_id=20916

Using <http://pollweverywhere.com>

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<http://www.kn.sbc.com/wired/fil/>

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Discuss Dr. Seuss and the political agenda in many of his books, you may want to refer to "The Political Dr. Seuss" webpage published by PBS,

<http://www.pbs.org/independentlens/politicaldrseuss/film.html>

"Circle of Voices" group discussion about the themes

http://drscavanaugh.org/discussion/inclass/discussion_formats.htm

Use the current groups and numbers, split the class into groups of all 1s, all 2s, all 3s, and all 4s to create a modified version of a jigsaw group

http://drscavanaugh.org/discussion/inclass/discussion_formats.htm

<http://polleverywhere.com>

how to create a sticky using

<http://en.linoit.com/>

class pin board at <http://en.linoit.com/>

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there are links to several great publication sites available at

<http://comminfo.rutgers.edu/professional-development/childlit/ChildrenLit/childpublishing.html>

Re-read "How Violence is Ended: A Buddhist Legend" by Aaron Shephard,

<http://www.aaronshp.com/rt/RTE16.html>

there are links to several great publication sites available at

<http://comminfo.rutgers.edu/professionaldevelopment/childlit/ChildrenLit/childpublishing.html>

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http://library.thinkquest.org/J0112391/civil_rights_leaders.htm

<http://prezi.com/>

Introduce research project and prompt, Using

http://library.thinkquest.org/J0112391/civil_rights_leaders.htm

<http://prezi.com/>

webquest found at

http://library.thinkquest.org/J0112391/civil_rights_leaders.htm

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<http://www.kn.sbc.com/wired/fil/>

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<http://www.esu.edu/~bsockman/PPT/paraphrasing.ppt>

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Provide explicit instruction in how to list citations and references, valuable information can be found at

<http://www.library.cornell.edu/resrch/citmanage/mla#list>

Introduce *Reap the Whirlwind* by Duane Damon (1000L)

[http://web.ebscohost.com/srck5/detail?sid=08b7d37b-cff5-467f-8133-](http://web.ebscohost.com/srck5/detail?sid=08b7d37b-cff5-467f-8133-4e3575300ff3%40sessionmgr12&vid=1&hid=104&bdata=JnNpdGU9c3JjazUtbGl2ZQ%3d%3d#d)

[4e3575300ff3%40sessionmgr12&vid=1&hid=104&bdata=JnNpdGU9c3JjazUtbGl2ZQ%3d%3d#d](http://web.ebscohost.com/srck5/detail?sid=08b7d37b-cff5-467f-8133-4e3575300ff3%40sessionmgr12&vid=1&hid=104&bdata=JnNpdGU9c3JjazUtbGl2ZQ%3d%3d#d)
[b=ndh&AN=6995078](http://web.ebscohost.com/srck5/detail?sid=08b7d37b-cff5-467f-8133-4e3575300ff3%40sessionmgr12&vid=1&hid=104&bdata=JnNpdGU9c3JjazUtbGl2ZQ%3d%3d#d)

What were some of the effects of the Emancipation Proclamation? Have students complete the ripple effect graphic organizer found at

<http://www.una.edu/faculty/onlineacademy/State/Adobe%20Reader/DO%20NOT%20OPEN%20program%20files/Tool%20Box/graphic%20organizers/Color%20graphics/Concentric%20Circles/4%20main%20idea%20circles%20color.pdf>

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1. Prezi, <http://prezi.com/wxyivaj-4yoq/martin-luther-king-jr/>

2. PowerPoint, <http://www.uis.edu/aeo/documents/RosaParks.ppt>
3. Interactive whiteboard software, <http://www.prometheanplanet.com/en-us/Resources/Item/36265/thurgood-marshall>
4. Photo Story/Movie Maker, <http://www.youtube.com/watch?v=4dy4tjxVMHA&feature=related>

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Refer to the Photo Story example from yesterday,

<http://www.youtube.com/watch?v=4dy4tjxVMHA&feature=related>

Using the reading format of the teacher's choosing, read *A Mighty Long Way from Little Rock* (750L) <http://web.ebscohost.com/srck5/detail?vid=3&hid=108&sid=1bc63e4a-8060-4459-a3fa-901f983ec72f%40sessionmgr12&bdata=JnNpdGU9c3JjazUtbGI2ZQ%3d%3d#db=nfh&AN=6XN200908261501>

Provide explicit instruction in summarizing, a great lesson to support this skill can be found at <http://www.readingquest.org/strat/summarize.html>

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Read *Prejudice Today* by Collin Allgaier, (870L) , this is a very brief article in the form of an anecdote <http://web.ebscohost.com/srck5/detail?vid=7&hid=108&sid=dc18e529-ad1d-4ec3-8350-952e23c7a9b0%40sessionmgr11&bdata=JnNpdGU9c3JjazUtbGI2ZQ%3d%3d#db=prh&AN=14936007>