

Lesson Plan:

Celebrating Black History Month Using IXL's Grades 2 & 3 Social Studies Content

(4) 45-minute lessons

Objective:

Students will write a narrative from the point-of-view of a legendary African-American figure in U.S. history following exploration of text sources as well as IXL's social studies content.

Standards:

Grade 2: RI.2.2, RI.2.3, W.2.3, W.2.7, W.2.8

Grade 3: RI.3.1, RI.3.3, W.3.3, W.3.7, W.3.8

Suggested Resources:

1) IXL Grade 2 social studies: *Harriet Tubman* ([B.7](#)), *Frederick Douglass* ([B.5](#)), *George Washington Carver* ([B.9](#)), *Thurgood Marshall* ([B.11](#)), *Rosa Parks* ([B.12](#)), *Jackie Robinson* ([B.13](#)), *Martin Luther King, Jr.* ([B.15](#))

OR

2) IXL Grade 3 social studies: *Harriet Tubman* ([D.7](#)), *Frederick Douglass* ([D.5](#)), *George Washington Carver* ([D.9](#)), *Thurgood Marshall* ([D.11](#)), *Rosa Parks* ([D.12](#)), *Jackie Robinson* ([D.13](#)), *Martin Luther King, Jr.* ([D.15](#))

3) Student-friendly video content (if needed) for all 7 historical figures can be found at:

<http://www.watchknowlearn.org/>

<http://www.history.com/videos>

4) Sites and texts for students to explore:

Harriet Tubman	Picture biographies of Tubman's life such as: <i>My First Biography: Harriet Tubman</i> (Bauer) <i>Escape North! The Story of Harriet Tubman</i> (Kulling) http://www.blackhistorystudies.com/resources/resources/facts-about-harriet-tubman/
Frederick Douglass	Picture biography of Douglass's life such as: <i>A Picture Book of Frederick Douglass</i> (Adler) http://www.brightmoments.com/blackhistory/nfdougla.html
George Washington Carver	Picture biographies of Washington Carver's life such as: <i>A Weed is a Flower: The Life of George Washington Carver</i> (Aliko) <i>A Picture Book of George Washington Carver</i> (Adler) http://www.kidsplayandcreate.com/george-washington-carver-facts-for-kids-who-invented-peanut-butter/ http://www.socialstudiesforkids.com/articles/ushistory/gwcarver.htm
Thurgood Marshall	Picture biographies of Marshall's life such as: <i>Thurgood Marshall: The Supreme Court Rules on "Separate but Equal"</i> (A Graphic History of the Civil Rights Movement) (Jeffrey) <i>A Picture Book of Thurgood Marshall</i> (Adler) http://www.socialstudiesforkids.com/articles/ushistory/thurgoodmarshall1.htm

Rosa Parks	Picture biographies of Park's life such as: <i>I am Rosa Parks (Ordinary People Change the World)</i> (Meltzer) <i>If A Bus Could Talk: The Story of Rosa Parks</i> (Ringgold) http://www.timeforkids.com/news/remembering-rosa-parks/77091
Jackie Robinson	Picture biographies of Robinson's life such as: <i>A Picture Book of Jackie Robinson</i> (Adler) <i>Jackie Robinson and the Story of All Black Baseball</i> (O'Connor) http://baseballhall.org/hof/robinson-jackie
Martin Luther King, Jr.	Picture biographies of King's life such as: <i>Martin's Big Words: The Life of Dr. Martin Luther King, Jr.</i> (Rappaport) <i>I am Martin Luther King, Jr. (Ordinary People Change the World)</i> (Meltzer) http://kids.nationalgeographic.com/explore/history/martin-luther-king-jr/ http://www.usconsulate.org.hk/pas/kids/mlkd.htm

5) Access to tablets, laptops, and/or desktops for students' use

6) Images for lesson introduction:

[https://www.wpclipart.com/American History/African A Rights/Afro American rights 2/segregation Georgia 1943.jpg.html](https://www.wpclipart.com/American+History/African+A+Rights/Afro+American+rights+2/segregation+Georgia+1943.jpg.html)

https://upload.wikimedia.org/wikipedia/commons/1/14/We_want_white_tenants.jpg

<http://www.wttw.com/img/dto/dto1-broadside-slaves-at-auction.jpg>

7) Day 1 exit ticket

8) Day 2 investigation organizer

9) Post-it notes

10) Diary entry organizer

11) Composition paper

12) Diary entry writing rubric

13) Final draft template

Instructional Plan

Day 1

Anticipatory Set:

- 1) Project one (or two) of the introduction images. Students will look closely at the image, and ask them to be prepared to discuss what they believe is happening in the picture.
- 2) Have students share their ideas about the images either with a partner or small group. Following their conversations, provide students with an opportunity to share the ideas gathered in a whole-group discussion.
- 3) Project the word “segregation” or write the word on the board.
 - What do students believe the word means?
 - How is segregation revealed in the image(s) they saw?
 - What might segregation look like in the world today?

Teaching Strategy:

Two instructional options:

- *Whole group instruction:* Select one historical figure from above and either a suggested text provided or a text selection of your choice. Either read the text to students or provide individual or shared copies for students to read independently.
- *Small group, differentiation instruction:* Based on students’ reading levels, create small, collaborative groups and assign a historical figure and appropriate text to each group.

1) Focusing on how segregation plays a part in their text, students will complete a close reading using an encouraged reading strategy (e.g., talking to the text, highlighting/circling information that addresses the reading focus, etc.).

2) After students have finished reading, they will discuss their reactions to the text with their collaborative group or as a whole group if the teacher has read the text to the class.

Discussion topics could include:

- *How did segregation play a part in this person’s life?*
- *What did you read that you found surprising?*
- *What is one thing that you learned about this person that you did not know before?*
- *What do you believe is this person’s greatest accomplishment?*

Closing/Summary:

Provide students with the exit ticket that asks them to provide 3 things that they learned about the historical figure today in class. Collect the tickets and review their responses.

Day 2

Anticipatory Set:

1) What is “segregation”? Students will provide their ideas about what segregation is based upon discussions from yesterday’s lesson and their reading of their assigned text.

2) If collaborative groups were created yesterday, ask each group to briefly tell the class what they learned about their historical figure. If the teacher is completing the lesson in a whole-group format, students will talk with a partner about what they learned yesterday about the selected historical figure.

Teaching Strategy:

1) Today students will engage in additional exploration of their assigned historical figure or the person being discussed as a whole class prior to showing their knowledge via IXL skill practice.

2) Provide each student and/or group with a copy of the investigation organizer. Provide students with one or more websites focused on their historical figure. Either independently or with their collaborative groups, students will review at least one site, focused on any new information they learn about important accomplishments and interesting facts about their assigned historical figure.

3) As groups or individual students complete their additional investigation, select the historical figure’s assigned IXL skill practice. Students will work independently on the IXL skill practice with a SmartScore goal of 90. Use IXL Analytics’ Real-Time Center, closely monitor students’ progress as they’re working or Skills Practiced after students have finished practicing for the day.

Closing/Summary:

As a preview to tomorrow’s activity, provide each student with a Post-it note and have them briefly write about the following:

- *If you were [insert assigned historical figure], what would you write about in your diary?*

Day 3

Anticipatory Set:

1) Ask students:

- *Why do people write in journals or diaries?*
- *Why is it important to have journals or diaries from the past?*
- *What is point-of-view? What is the 1st person point-of-view?*

Teaching Strategy:

1) Students who have accomplished the IXL SmartScore goal for their historical figure will begin planning a short narrative written from the point-of-view of their assigned historical figure. Distribute the narrative organizer and a piece of blank composition paper. Students will begin brainstorming via the organizer followed by composing a rough draft of their historical figure’s diary entry.

2) Students who have not achieved the SmartScore goal for their IXL practice will continue to practice as the teacher provides one-on-one and small group instructional support to students experiencing any difficulties.

3) When the SmartScore goal is achieved, students may begin working on their narrative organizer and diary entry draft.

Closing/Summary:

Complete a “whip-around” where each student briefly shares their ideas for their diary entry prior to finishing the entry tomorrow.

Day 4

Anticipatory Set:

- 1) Make students aware that today will be their final work day for their diary entry.
- 2) Distribute the diary entry rubric and review expectations for entry completion with students.

Teaching Strategy:

- 1) Students will continue drafting their rough drafts on composition paper, using the organizer completed yesterday in class.
- 2) After completing their rough draft, students will revise and edit using required strategies implemented throughout the year.
- 3) Distribute the final draft template to students in order for their rough draft to be neatly handwritten on the template and an image of their historical figure added.

Closing/Summary:

- 1) Students will read their creative entry final drafts to the class.
- 2) After all students have read their entries, discuss:
 - *How did this person (or people) help society?*
 - *What role did they play to end segregation either at that time or in the future?*