

# Black History Month

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Subject: Social Studies	Lesson duration: 2 – 3 days	Grade: 4
<p><b>Standards:</b></p> <p>RI.4.5 Text Structure RI.4.2 Key Details RI.4.3 Explaining Ideas RI.4.9 Paired Texts SL.4.1 Asking Questions RI.4.5 Cause/Effect W.4.2 Informative Writing</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• Students will self reflect when discussing about race.</li><li>• Students will identify different points of view about an issue, topic, historical event, or current event and debate.</li><li>• Students will learn about how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects.</li></ul>	
<p><b>Essential Questions:</b></p> <p>What facts can you select from the text to support the need to equity and equal rights?</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>• Students will self reflect when discussing about race.</li><li>• Students will identify different points of view about an issue, topic, historical event, or current event and debate.</li><li>• Students will learn about how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects.</li></ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"><li>• Direct instruction: the teacher will introduce the topic and direct the lesson.</li><li>• Independent Study: students will do the activities asked by the teacher independently knowing the teacher is there to assist if help is needed.</li><li>• Indirect Instruction: students will have debates on the topic of race, equal rights and activism.</li><li>• Collaborative Learning: student will collaborate in groups to discuss, explore and interact with each other.</li></ul>		

### Resources:

- Scholastic Article ““Keeping the Dream Alive”
- Scholastic Article “He Had a Dream”
- Journal
- Vocabulary Organizer

### Vocabulary:

- Activist
- Segregation
- Equity
- Civil rights movement

### Warm Up:

Write the prompt “Do you think there is still racism in America?” on the board and allow students time to quietly and independently respond in writing. When students finish with their writing, divide the class into small groups and have a debate. Students are encouraged to take notes from their debate.

### Lesson:

1. Introduce vocabulary, have students write the words, discuss meaning, use vocabulary organizer for each word.
2. Preview article “Keeping the Dream Alive”, predict, discuss.
3. Close read the article. As the article is read, identify text structure, identify the cause and the effect of events, and annotate important facts, ideas.
4. Discuss findings

### Activities:

1. On a separate sheet of paper, brainstorm three different ways you can serve the community. After the ideas, develop a plan to develop those ideas.
2. Close Reading Questions: On a separate sheet of paper, write down and answer the following questions:
  - What was special about Yolanda Renee King’s grandfather?
  - What does the author mean when he writes that “But the fifth-grader is one of countless activists who have been inspired by his actions.”
  - What is an “activist“?
  - What is the point of the interview?

### Activities Continued:

- Are the issues important to Yolanda making a difference in our society? Why or why not?
  - How was life different for many African Americans before the 1960s and today? Include specific examples.
  - Give an example of someone you know who is like Dr. Martin Luther King or like Yolanda Renee King.
  - What is your opinion of Dr. Martin Luther King or Yolanda Renee King? Do you agree with their actions? Why or why not?
3. Assess knowledge by comparing responses, discuss.
  4. For extension of the lesson, use “He Had A Dream” article to Paired Text to think and discuss the topic in a deeper way.