**ROUGH DRAFT LESSON PLAN EMBEDDING THE C3 INQUIRY ARC**

**Agents of Change: A Study of Primary and Secondary Sources**

**Step One: What are the desired learning results of this unit of study?**

Enduring Understandings / Historical Thinking Skills:

* Chronological Reasoning-Historical Causation—Identify, analyze and evaluate multiple cause-and-effect relationships in a historical context, distinguishing between the long-term and proximate.
* Historical Interpretation and Synthesis—the ability to describe, analyze, evaluate and create diverse interpretations of the past—as revealed through primary and secondary historical sources—through analysis of evidence, reasoning, contexts, points of view and frames of reference.

**Step Two: What Essential Question anchors student learning?**

Essential Question: In what ways do the actions of yesterday impact the decisions of tomorrow? What characteristics define an agent of change? How can the actions of an individual leave a lasting impact on society as a whole?

**Step Three: What skills are needed to achieve desired results (nuts and bolts)?**

(Declarative and Procedural Knowledge)

R.CCR.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Close Reading (Critical Reading and Thinking)

Corroborating Sources-Synthesizing Information

Sourcing

Contextualization

Inferring

Determine Importance

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| Elementary | Middle | High |
| SS-05-5.2.4  Students will describe significant historical events in each of the broad historical periods and eras in U.S. History (Colonization and Settlement, Revolution and New Nation, Expansion and Conflict, Industrialization and Immigration, 20th Century to Present) and explain cause and effect relationships. | SS-07-5.1.2 and SS-08-5.1.2  Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. | SS-H-5.1.2  Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.  Quality Core  Identify the events and influential individuals of the civil rights, human rights, and counterculture movements and assess their impact. |

**Step Four: What is acceptable evidence to show desired results?**

(Performance Tasks, Formative and Summative Assessments, journal prompts…leading to desired results)

Annotations to demonstrate Close Reading,

Text Sets—providing student choice, opportunities for corroboration, sourcing and contextualization

Reflection Opportunities (Where did Rosa sit?, List-Group-Label, etc.)

Authentic Writing Experiences

**Step Five: What is the sequence of activities, learning experiences, etc. that will lead to desired results (the plan)?**

Learning Targets

**I can corroborate and analyze primary and secondary sources to explain how influential individuals and events impacted society (citing evidence from the text to support my claims).**

* “Where did Rosa Parks sit?”
* Model sourcing and contextualization with primary source documents.
* Gradual Release of Responsibility (students practice analyzing primary source documents)
* Students Mark RP in the seat where they believe Rosa Parts sat when she was arrested 12-1-55.
* Analyze Sources (reasons to trust/treasons to doubt) and Cite Evidence
* Revisit the Diagram…analyze data collected…should we change the seat? (academic conversation)
* Analyze 7.3 Signed Bus Diagram (How does this impact your thinking?)

**I can evaluate secondary sources for an accurate retelling of historical events using evidence from primary sources.**

* List-Group-Label (students categorize content vocabulary to ensure adequate content knowledge) legacy, impact, Plessy vs. Ferguson, Rosa Parks, Montgomery Bus Boycott, Jim Crow Era, JoAnn Robinson, Civil Rights, Ralph Abernathy
* Source 7.4 Textbook Version … Using your schema, evaluate this secondary source. Annotate the text pointing out discrepancies from your research (as a historical detective). Work as individuals then share with small group.

**I can identify a series of connected events that were significant to the Montgomery Bus Boycott.**

* Create a timeline of events related to the boycott using a corroboration of the following resources: Police Reports 7.1 and 7.2, Signed Bus Diagram 7.3, Research, Textbook Excerpt 7.4, Robinson Letter 7.5, Abernathy Remembers 7.6, other potential resources available to challenge thinking.

**I can analyze the impact that a series of multiple cause-and-effect relationships (during the Montgomery Bus Boycott) had on society as a whole (proximate and long term).**

* Annotate the timeline…noting the cause-and-effect relationships analyzing their impacts (proximate and long term).
* Choice of Authentic Writing Task

1. Write an editorial for publication (school newsletter, local newspaper, school website) that clearly outlines the impact of multiple cause-and-effect relationships that occurred during the Montgomery Bus Boycott on society as a whole. Your editorial should clearly address the essential question: **In what ways do the actions of yesterday impact the decisions of tomorrow?**
2. Write an editorial for publication (school newsletter, local newspaper, school website) that addresses the question, “How should Rosa Parks be remembered?” Your editorial should clearly address the essential questions: **What characteristics define an agent of change? How can the actions of an individual leave a lasting impact on society as a whole?**

**Thinking Like A Social Scientist**

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| **Ways of Knowing** | **Civics**  *“Political Scientists Say…”* | **Economics**  *“Economists Say…”* | **Geography**  *“Geographers Say…”* | **Historians**  *“Historians Say…”* |
| **Compelling / Supporting Questions** | What power do citizens possess to create lasting change? How did decisions or actions significantly transform people’s lives? Did Rosa Parks actually break the law when she refused to give up her seat? | What were the economic effects of the Montgomery Bus Boycott? What are the indicators of severity and what do they show? How did a boycott seem to catch fire at a moment’s notice? What lasting economic impacts were felt from the boycott? | How were the Black citizens of Montgomery able to find alternative routes to work? How did the 5 Themes of Geography (Movement, Region, Location, Interaction and Place) impact the lives of boycotters? | In what way do the actions of yesterday impact the decisions of tomorrow? Where did Rosa Parks sit? Is this source credible; where do they get their information? What were the causes of the Montgomery Bus Boycott? What were the effects? |
| **Data Sources Needed** | Police Report -7.1  Police Report-7.2 | Quote from the *Atlanta Constitution* newspaper noting economic impact. | Statistics regarding Transportation Routes | 7.1 Where Did Rosa Parks Sit?  Signed Bus Diagram  Source 7.4 |
| **Key Concepts and Conceptual Understandings** | Plessy v. Ferguson  Jim Crow Laws  Montgomery City Code  “Separate but equal”  Social Action  Evidence (to make claims) | Supply and Demand  Boycott  Capital Resources  Evidence (to make claims) | Map  Representations of evidence (to make claims) | Evaluate secondary sources for an accurate retelling of historical events using evidence from primary sources.  Evidence (to make claims) |
| **Key Strategies and Skills Needed to Address Questions** | \*Close Reading  \*Asking Questions (Is there a bias? Whose voice is left out? Point of view)  \*Draw Inferences (why and how choices were made)  \*Creating Sensory Images to connect with experiences of others.  \*Synthesizing Information (Corroborating Sources, Sourcing, &  Contextualization) | \*Critical Reading of statistics  \*Draw Inferences  \*Determine Importance by converting statistics into meaningful arguments and claims that answer sub-questions  \*Synthesizing Information (Corroborating Sources, Sourcing, &  Contextualization) | \*Critical Reading and Thinking  \*Draw Inferences  \*Determine Importance by using statistical and spatial representations to make arguments and claims  \*Synthesizing Information (Corroborating Sources, Sourcing, &  Contextualization) | \*Monitoring for Meaning (validate information/check for accuracy)  \*Schema (Background Knowledge)  \*Critical Reading  and Thinking  \*Analysis and  synthesis  \*Determining Importance by converting verbal,  written,  photographic, oral,  artifactual accounts  into evidence to  make arguments  and claims  \*Synthesizing Information (Corroborating Sources, Sourcing, &  Contextualization) |
| **Evidence-Backed Claims** | Analyze the impact of processes, rules and laws (Plessy v. Ferguson, Jim Crow, etc.) on society. | Utilize statistical data to justify claims. | Use visual and spatial representations to justify claims. | Explain cause-and-effect relationships that led to the Montgomery Bus Boycott. |
| **Forms of Communication and Action** | Authentic Writing Experience (editorial, blog, publication, etc.) responding to the question: “What characteristics define an agent of change?” “How can the actions of an individual leave a lasting impact on society as a whole?” | Use statistical data | Use data (visual and spatial) collected to support claims established in article | Authentic Writing Experience (editorial, blog, publication, etc.) In what ways do the actions of yesterday impact the decisions of tomorrow? Address specific cause and effect events surrounding Rosa Parks and the Montgomery Bus Boycott. |