

Title: What is a Social Movement?

Grade Level: 6-8

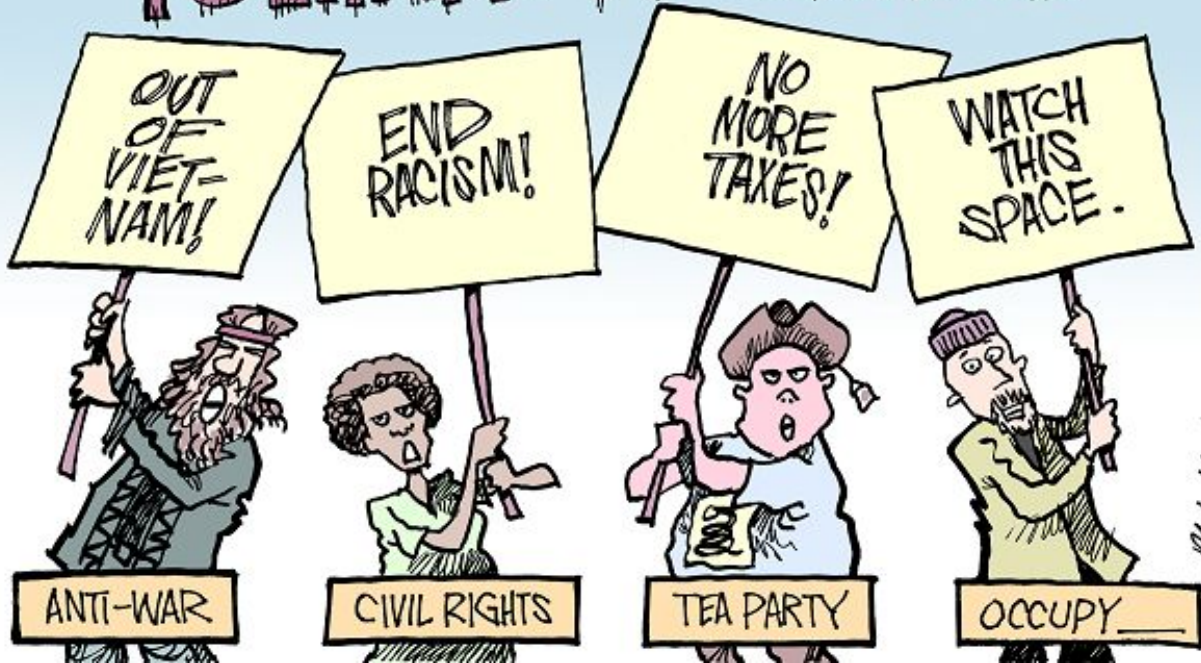
Subject: ELA & Social Studies

Keywords: Social Movement, Political Cartoon, Author's Point of View, activist

Lesson Plan:	What is a Social Movement?
Subject:	English Language Arts/Social Studies
Grade:	6-8
Description/ Abstract of Lesson	<p>The students will Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.</p> <p>Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.</p> <p>Understand and interpret the First Amendment</p>
LAFS.7.RI.1.3	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).
SS.8.A.1.5	Use research and inquiry skills to analyze American History using primary and secondary sources.
SS.8.C.1.5	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
LAFS.6.W.1.1 LAFS.7.W.1.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p>
Objective(s):	<p>Students will:</p> <ul style="list-style-type: none">● Identify the importance of Americas historical social movements● How movements are made● Analyze Political Cartoons
Materials:	<ul style="list-style-type: none">● Notebook paper● Pen● Newsela● computer
Duration:	<ul style="list-style-type: none">● 3-4 class periods● Block Scheduling (90 min.) 2 to 3 class period
Lesson Lead In/ Opening:	<ol style="list-style-type: none">1. Using your poster of the Bill of Rights; Identify the First Amendment rights2. Engage the students and ask what social, political, economic or cultural (SPEC) issues exist in today's society; can they be changed? Can the First Amendment help?3. The teacher will show a video clips of any Social Movement (Civil Rights, Feminist Movement, Chicano Movement, Workers' Rights, LGBT)4. Ask students what were they fighting for or speaking about?

	<p>5. Using W.A.V.E.S. strategies, what is the author's purpose? Who is the audience? Which First Amendments are used in this political Cartoon? Display the political Cartoon: Political Movements</p> <p>W – Words A – Actions and Author V – Visuals E – Expressions S - Summary</p>
Activity 1:	Warm up or Do Now: What are the first amendments?
Activity 2:	<p>The teacher will have the students create their own social movement using a number of different ways to deliver their message to the public.</p> <ol style="list-style-type: none"> 1. Have students think of an issue in their community, state or the world 2. Tell them if they did not have internet how would they get the word out about their issue? 3. Pass out the social movement worksheet Inform the student to not fill it out you are going to read out loud and model how to complete the worksheet; (IDo) Talk out loud; use the civil rights movement to answer the worksheet. 4. When you get to number 5 of the worksheet; have students assist you verbally in completing the worksheet in its entirety (We DO) continue speaking out loud. 5. Divide the students into groups (They do) <ol style="list-style-type: none"> a. They need to find a cause in which the entire group believes. b. This does not necessarily have to be a new movement. They simply need to create a cause that is in need of change. (so if its something already happening, they have to put a twist on it, like getting something passed c. Explain the importance of taking seriously the question about who might disagree with their movement? d. Have students fill out the worksheet to help them design their movement. The worksheet found in Web Resources <p>Using technology resources. Have student make signs, buttons and or posters, political Cartoons. Establish a Marketing person for advertisement of their movement.</p>
Activity 3:	<p>Have groups present their movements</p> <p>After presentations have students take a vote which movement the class will use as their community activism for the year</p>
Activity 4:	Exit: Have students answer the question: How do people attempt to influence others to support their social movement?
Higher Order Thinking Questions:	<p>How can a person get someone to support their social movement?</p> <p>Are social movements positive or negative? Explain</p>
Suggested Books:	https://www.tolerance.org/magazine/fall-2007/beyond-the-canned-food-drive
Web Resources	<p>Create your own social Movement worksheet: http://www.usd116.org/ProfDev/AHTC/lessons/GersdorfFellowship2010/Lesson_6/ProjectWkst_L6.pdf</p> <p>http://www.usd116.org/ProfDev/AHTC/lessons/GersdorfFellowship2010/Gersdorf10Fellow.htm</p>

POLITICAL MOVEMENTS



Maybe, Kiefer, THE DENVER POST 11-26-11

