

Context of Lesson Plan

- Courtney Wai, 7th Grade English Language Arts Teacher at IDEA College Preparatory Mission
- Community Historical Archaeology Project with Schools (CHAPS) Participant: Summer 2012 – Present
- Focus on culturally relevant pedagogy and connecting students to their communities

Culturally Relevant Pedagogy in an Era of Testing

- Ultimate measures of student success: test scores (focuses on mastery, not growth)
- Place-based curriculum focuses on:
 - Academic growth
 - Academic and community investment
 - Community awareness
- ELA: Focuses on skills, not content
 - Content can be changed / supplemented
 - Use content (even if not the Valley) as a lens through which students view themselves or their communities

SWBAT **predict** the story of *Roll of Thunder, Hear My Cry* by using pre-reading strategies and activating prior knowledge.

Daily Guiding Question:

How can we use what we know to understand the power of words?

Assessment (Exit Slip)

Predict what the story of *Roll of Thunder, Hear My Cry* will be (at least 10 sentences).

A	B	C	F
<p>Prediction draws heavily on prior knowledge and uses pre-reading strategies. Prediction is clearly rooted in class materials and makes sense. Answer is at least 10 sentences.</p>	<p>Prediction draws on prior knowledge and uses pre-reading strategies. Prediction is rooted in class materials and makes sense. Answer is at least 10 sentences.</p>	<p>Prediction draws somewhat on prior knowledge and uses some pre-reading strategies. Prediction is somewhat rooted in class materials and makes sense for the most part. Answer is at least 7 sentences.</p>	<p>Prediction does not on prior knowledge or does not use pre-reading strategies. Prediction is not rooted in class materials and does not make sense. Answer is insufficient.</p>

A note about this lesson...

- Students need a variety of literacy strategies to help them with comprehension, metacognition, recognizing when understanding breaks down, etc.
- Taught during the Foundational Skills mini-unit (focus on strategies) and Memoir / Personal Narrative Unit
- Place-based curriculum is a small part of the lesson, but a larger part of answering the guiding question for the unit: What is the power of words?

Key Points

What:

- Prediction: Guessing what's going to happen based on what you know and the evidence given
- Pre-reading strategies: Strategies good readers use to predict the text
 - For example:
 - Interact with text before reading by looking at book covers
 - Look up context of the book
- Activating prior knowledge: Using what you already know to help you understand a text

Key Points

Why:

- The setting (location, time period) of *Roll of Thunder, Hear My Cry* is unfamiliar to most of us. When this happens, sometimes it's hard for us to comprehend, which really stops us from deeply understanding what the author is saying.
- This is when pre-reading strategies and activating prior knowledge is helpful; we can start to use what we know and what we can understand to grasp what's going on in the novel.
- These are also strategies that you can use to get ready to read any other text!

Key Points

How:

- “Preview” the book by looking at the book’s text features
- After you look at these features, activate your prior knowledge and use your pre-reading strategies to answer the following questions:
 - 1. What is being said (or portrayed, in the case of a picture) in the text feature?**
 - 2. What do you know about this topic?**
 - 3. So, what hints are these text features giving you about the story?**

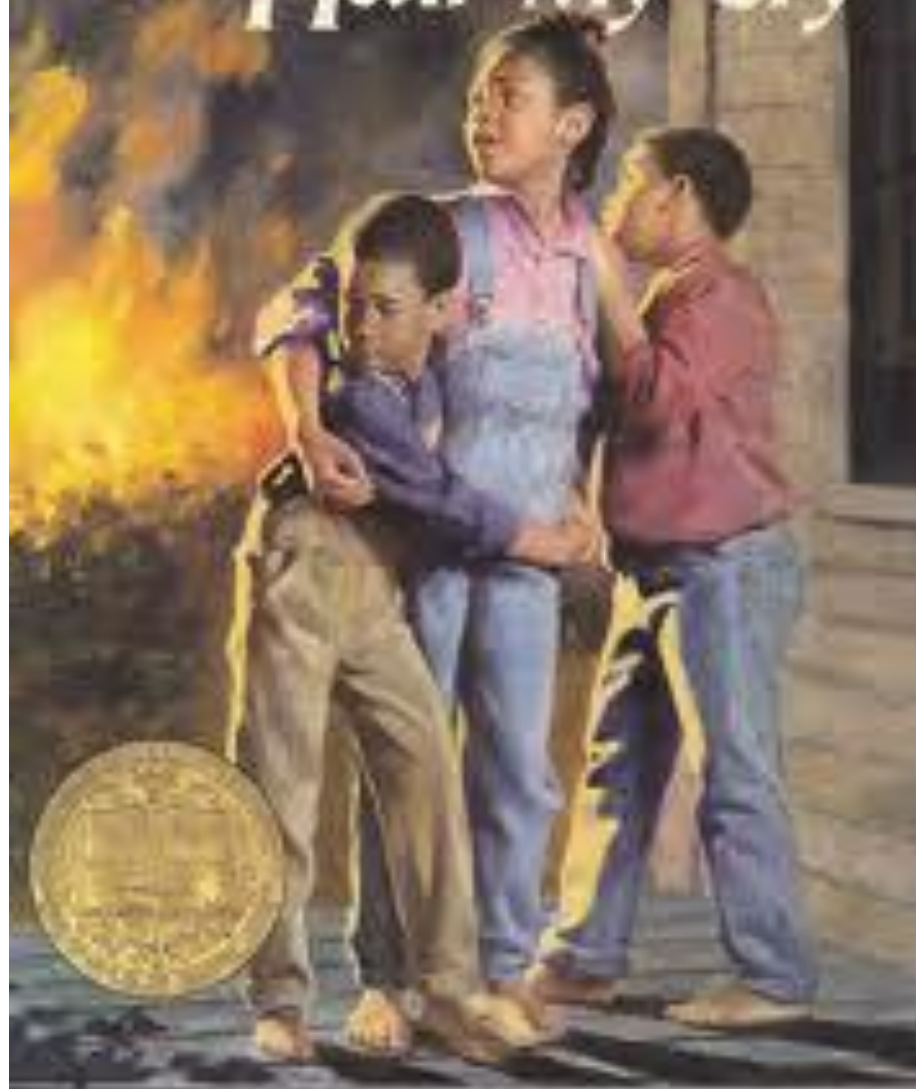
Introduction to New Material (Model think out loud, 10 minutes)

- Direct Instruction of Key Points
- Students take notes
- Teacher does a model think out loud while students fill in graphic organizer
- Pre-reading exercise

MILDRED D. TAYLOR



*Roll of Thunder,
Hear My Cry*



Student Graphic Organizer

Text Feature	What's happening in the text feature?	What do I know about this?	So, what hints is the text feature giving me about the novel?
Cover	I see a young black girl, with two shorter, black boys. It looks like there's a fire. I notice they're barefoot. They look scared. They're on a porch. It seems dark outside.	I know that people who are barefoot usually are poor. I know that people who hug each other like that are usually family. I know that older siblings are usually taller. I know that people are usually scared of fire. I know that people who grip each other that way are scared, too.	I guess the three children are brothers and sister, the girl being the eldest. They're probably poor and worried that their house is going to be set on fire.

Guided Practice in groups

- During reading practice
- Students work in groups of 4
- They each have a role
 - On-task Officer: Keeps track of time, makes sure the group is following the directions correctly, passes the box nicely
 - Savvy speaker: Reads directions out loud, speaks for the team at the end
 - Writing wizard: Makes sure to take careful notes and that everybody is writing
 - Compassionate comrade: Makes sure all members are participating in group discussions and empowering each other (tracking the speaker, speaking respectfully)

Guided Practice: “Preview Boxes”

- 3 minutes / box, then the box gets passed
- 1 box / group
- Box 1 (Setting—location)
 - Jim Crow Laws / KKK article
 - Rope
 - Confederate flag picture
 - Picture of segregation
- Box 2 (Setting—time period)
 - Map of Mississippi
 - Cotton swabs
 - Mud in Ziploc bag
 - Pictures of Mississippi from the 1930s
- Box 3 (Pre-reading guide)
 - Anticipation Guide handout (1 / student)
- **Box 4 (Activating prior knowledge)**
 - **Personal narrative (instructions about think-pair-share oral histories)**
 - **4 copies of *Roll of Thunder, Hear My Cry***
- Box 5 (Pre-reading strategy)
 - Biography of Mildred Taylor
 - Discussion questions
- Box 6 (Pre-reading strategy)
 - Previewing the novel: Look at cover, look at back cover, and read “Author’s Note”
- Box 7 (Events—racism)
 - “Textbook” modeled after the classroom text *Little Man stomps on* in Chapter 1

Box 4: Using a personal narrative

- Goal: Students connect their personal narrative to the purpose of Mildred Taylor's novel
- Connections include:
 - Formal versus informal language (Mainstream US English versus local slang)
 - First person point of view to explain an sidelined version of history
 - Power of the written language in conveying a story
 - Use of family stories in passing down community history
 - Importance of community in confronting racism

Independent Practice (Exit Slip)

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