

Carter G. Woodson Lesson Overview

Cabell County Schools & Marshall University
 Connie Alfrey

Title	Subject/ Level	Lesson Duration
<p><i>Bud, Not Buddy</i> IRL (In Real Life)-African American History during The Great Depression</p>	<p>English Language Arts and Social Studies/Middle School</p>	<p>5 Days</p>
<p>Lesson Summary</p>		
<p><i>Explain what students will learn and be able to do through the integration of content (subject and African American history) and learning strategies. Reflect upon how this lesson can be integrated into current curriculum for specific subjects.</i></p>		
<p>Through active reading, active writing, and small and whole group discussions, students will examine African American historical texts from The Great Depression in order to analyze and understand African American life during that time period. This lesson should be used while teaching the novel <i>Bud, Not Buddy</i> by Christopher Paul Curtis.</p>		
<p>Formative Assessment Task:</p>		
<p><i>Describe what task students will be completing as a result of this lesson.</i></p>		
<p>Students will be participating in various Q&A and discussion boards pertaining to the assigned reading(s) on the website/app <i>Chalkup</i>. Students will compare and contrast <i>Bud, Not Buddy</i> to real-life historical events.</p>		
<p>Standards/ Learning Targets</p>		
<p><i>List content standards or learning targets aligned to this lesson. (No more than 5 learning targets).</i></p>		
<p>ELA.6.14 I can compare and contrast literary texts in different genres according to similar themes and topics.</p>		
<p>ELA.6.15 I can combine information presented in different formats and in words to understand a topic or issue.</p>		
<p>ELA.6.17 I can compare and contrast two authors' interpretation of events in informational texts.</p>		
<p>ELA.6.23 I can create clear and orderly writing that is appropriate to task, purpose, and audience through development, organization, and style.</p>		
<p>ELA.6.25 I can use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others</p>		
Literacy Components	Engagement Strategies	Content Resources (Texts & Media)
<ul style="list-style-type: none"> ○ Reading ○ Writing ○ Speaking/ listening ○ Presenting/ Viewing 	<ul style="list-style-type: none"> ○ Learning/ Inquiry Centers ○ Rotating Stations 	<p><i>List primary sources, articles/ texts, and media used in lesson.</i></p> <p>-Character Graphic Organizer: https://s-media-cache-ak0.pinimg.com/736x/73/87/0f/73870f229a54c4db49c99b75e960c2f3.jpg</p> <p>-<i>Bud, Not Buddy</i> by Christopher Paul Curtis</p>

<ul style="list-style-type: none"> ○ Inquiry/ Research ○ Technology (authentic usage) 	<ul style="list-style-type: none"> ○ Active Reading/ Writing ○ Whole Group Discussion/ Learning ○ Small Group Discussion/ Learning ○ Other: Technology 	<p>-Chalkup -Letter from Eleanor Roosevelt: http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/race/letter.html</p> <p>-Amateur Night in Harlem: http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/race/amateur.html</p> <p>-Ballad of Booker T.: http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/race/ballad.html</p> <p>-Discrimination at Home and Work: http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/race/homework.html</p> <p>-Folklore of the South: http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/race/lore.html</p> <p>-Photographic Evidence of Racial Segregation: http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/race/evidence.html</p> <p>-Three Generations-White and Black: http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/race/threegen.html</p>
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Lesson Guiding Question & Opener	Instructional Plan & Sequence
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<p>Lesson Guiding Question: Can you explain what African American life was like during The Great Depression?</p> <p>Opener: Activating Prior Knowledge—Students will be asked to think about the main character from <i>Bud, Not Buddy</i>. After a brief whole-group discussion of this character, students will fill out the <u>character graphic organizer</u> with a partner.</p>	<p>Day 1: Activating Strategies: Each student will be asked to think about the main character from <i>Bud, Not Buddy</i>. After a brief whole-group discussion of this character, students will fill out the <u>character graphic organizer</u> with a partner. Instructional Strategies: Explain to students that we will be examining African American history during The Great Depression—the same time period of <i>Bud, Not Buddy</i>. Whole group discussion about why we will be learning about this topic. Closure: Students will turn in their Bud character graphic organizer on their way out of the classroom.</p> <p>Days 2 & 3: Activating Strategies: Explain how to use <i>Chalkup</i> website/app. Each pair or group of student(s) will get a computer, iPad, or smartphone and log on to <i>Chalkup</i>. There will be various questions uploaded by teacher for students to respond to later on in the class period. Instructional Strategies: In pairs or groups, students will move to seven stations around the classroom. At each station, students will read or view the primary source and then respond to the corresponding question on <i>Chalkup</i>. Students will have around 10 minutes at each station.</p>
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Closure: Students will take around 5 minutes to respond to a comment that another group posted to a station that they also went to today. Students may choose to agree or disagree, but they have to explain why.

Day 4:

Activating Strategies: Volunteers will share what they thought was the most interesting article and why.

Instructional Strategies: Each pair or group will choose an artifact from one of the seven stations about which to ask the class a question. This will be achieved by drawing a number out of a bowl to ensure each artifact is represented. Students will formulate a question about the artifact and post the question to *Chalkup*. The question cannot be answered with yes/no. Students will also write down possible answers to their question on a piece of notebook paper. Each pair or group will then respond to 3, or more, posted questions.

Closure: Ticket out the door—Each student will write one thing from the artifacts that represented Bud, or another element in the novel, on a post-it note and stick it to the white board as they leave class.

Day 5:

Activating Strategies: Write down one or more way(s) in which information read/viewed in the seven artifacts from this week was or was not represented in *Bud, Not Buddy*.

Instructional Strategies: In the same pairs or groups, students will stand around the room to participate in a compare/contrast battle. Each group will have a number and the teacher will randomly select numbers from sticks. If a group is called, they have 5 seconds to shout out a way in which the seven artifacts compare or contrast to *Bud, Not Buddy*. If a group cannot come up with an answer, they will be eliminated and return to their seats.

Closure: Return to seats, write down 3 ways in which *Bud, Not Buddy* was similar to real-life events and 3 ways it was different. Turn in papers.