

Teacher: Letitia Goodman-Green

Lesson Plan Title: The Bombing of the 16th Street Baptist Church: Birmingham, Alabama 1963

Grade: 6th

Subject: Language Arts (with a Social Studies/History infusion)

Introduction: This lesson is a reading unit that focuses on students developing a greater understanding of the bombing of the 16th Street Baptist Church in Birmingham, Alabama in 1963. This activity will culminate and further highlight issues brought out in their reading novel, **The Watsons Go to Birmingham, 1963** by Christopher Paul Curtis. Students will use their novels, the internet and other reference materials to further research information about this historical event. They will be provided with a digital resource folder as well as a storyboard.

Georgia Performance Standards:

ELA6R1: The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies characteristics of various genres and produces evidence of reading that:

- c. Relates a literary work to historical events of the period.
- d. Applies knowledge of the concept that theme refers to the message about life and the world that the author wants us to understand whether implied or stated.

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

- b. Applies knowledge of common graphic features (i.e. graphic organizers, diagrams, captions, illustrations, charts, tables, graphs).
- e. Follows multi-step instructions to complete or create a simple product.

ELA6RC1: The student participates in discussions related to curricular learning in all subject areas. The student:

- a. Identifies messages and themes from books in all subject areas.
- b. Relates messages and themes from one subject area to those in another area.
- c. Examines the author's purpose in writing.
- d. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).

ELA6W3: The student uses research and technology to support writing. The student:

- a. Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
- b. Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).
- c. Cites references

ELA6LSV2: The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools. When delivering or responding to presentations, the student:

- a. Gives oral presentations or dramatic interpretations for various purposes.
- d. Uses rubrics as assessment tools
- e. Uses electronic media for presentations.

Objectives:

- Students will understand the causes, effects, problems and solutions of the Birmingham church bombing (1963)
- Students will be able to relate the historical events of a specific time period to a novel about the same historical period
- Students will be able to analyze similarities and differences between a fiction and non-fiction on the same topic
- Students will be able to create a multimedia presentation utilizing a variety of resources
- Students will analyze themes present in a novel to create a multimedia presentation

Duration:

2 weeks (10 days)

Materials:

- Computers (computer lab and Mac computers)
- Moviemaker software/iMovie software
- Internet accessibility
- Storyboard template
- Digital resource folder with audio, movie/video examples, graphic/photographic images
- Promethean board
- Print and non-print research materials (encyclopedias, books, on-line articles, speeches, etc.)
- Copy of the novel, **The Watsons Go to Birmingham, 1963** by Christopher Paul Curtis

Essential Questions:

- How was the bombing of the 16th Street Baptist Church relevant to the impact of the Civil Rights Movement?
- How are the differences and similarities between fiction and non-fiction important to understanding the events of the church bombing?
- How does the issue of theme help us to understand historical events better?
- How does understanding historical events of the past help us to improve our future?

Procedures:

- ✓ Students will be assigned a partner to complete the storyboard project. They are to focus on one or two themes that will serve as the focus of their digital story
- ✓ Once assigned, they will work on completing research information on the 1963 bombing of the 16th Street Baptist Church. They will use the internet, books, encyclopedias, etc.
- ✓ They will take notes on note cards as they work on researching their topic
- ✓ Additional resource information will be provided to assist in their research. Students will be given a hard copy of the resource kit and a blank copy of the storyboard. The teacher will demonstrate and explain the contents to students. Grading expectations/rubric will be explained to students
- ✓ Students will work to complete the storyboard for their movie using the resource kit and their notes
- ✓ Students will create their movie from their storyboards
- ✓ If editing is needed, students will make changes to movies prior to submitting final versions for presentations and save them
- ✓ Partners will orally present their digital stories using the classroom Promethean Board
- ✓ Movies will be assessed using rubrics provided

Assessment:

Rubrics will assess students on the following criteria:

- Theme focus
- Accuracy of the event
- Electronic resources infused throughout/evidence of understanding and utilization of resource kit
- Citation of references
- Relates literary work to historical events of the period