

## EL/Civics Lesson Plan

Program Name Euclid EL/CIVICS

Staff Responsible for Lesson Wendy Oliver

Date(s) Used	1/16/08
Civics Category	III. US history, government and citizenship prep
Civics Objective	III. 2—Identify people and events in federal history - MLK and civil rights movement
Time Frame to Complete Lesson	1.5 hours
EFL(s)	Levels 4 and 5
Standard(s)/Components of Performance	Determine the purpose for communicating Pay attention to the conventions of oral English communication including grammar. Use multiple strategies to monitor the effectiveness of communication.
Benchmark(s)	S4.1 - Participate in conversations on familiar topics. [Use strategies to monitor and enhance communication (turn-taking, confirming listener comprehension, clarifying)] S5.3 - Show control over basic grammatical structures (modals) S5.4 - Expand vocabulary appropriate for a variety of familiar contexts (goals/dreams)
Materials	See attachment for vocabulary, pre-discussion questions and rules for interaction. Key excerpt from MLK's speech
Activities	I. Review Vocabulary - group discusses words and collectively determines the meaning. Verify comprehension by asking students to use words in sentences.  II. Have students read and make notes on pre-discussion questions individually. Lower level students can use their native language to aid in idea generating.  III. Prior to quided discussion, review rules for interaction  IV. Guided Discussion (attached) - As students speak, board issues that need to be reviewed later (grammar and new vocabulary), but don't interrupt the topic flow except to clarify when students are confused or need assistance.

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Assessment/ Evidence	Have students write several paragraphs in answer to the following: 1. How are MLK's dreams similar to the dreams we all have for our children? 2. What did he want for his children that he did not have himself? 3. Do you think his dream came true for his children?
Reflection	<p>I adapted the questions for the one student who had no kids but hoped to. I asked what her dreams were for her unborn children. I also asked them if they would regret coming to America if they didn't realize their dreams. They were unanimous in saying no. I asked if their dreams would have been different for themselves and their kids if they had stayed in their countries. The conversation was very interesting in that it led to the realization that we are constrained by our environment.</p> <p>These discussions were spirited, used a lot of abstract vocabulary, and led to revisions in the initial questions I had planned (already incorporated above).</p>

## Board Vocabulary

Dream

Goal

Hope

Achieve

Accomplish

Objective

Obstacle

Modals:

Would - I would like to find a good job.

Could - I think I could be a good lawyer.

Should - I should read more than I do.

## Pre-discussion Questions

1. What is your dream for your child? What do you want for him or her? If you don't have a child, what was your mother's dream for you?
2. What do you want your child to have that you don't have? If you don't have a child, what do you think your mother wanted you to have that she didn't have?
3. What is your dream from your own life?
4. What do you think will happen if your dream does not come true? How will you feel? What will you do?

## Rules for Interaction

Take turns - don't monopolize the discussion

Invite others to give their thoughts

Acknowledge what others have said

Disagree with ideas, not people

Jump in with your own thoughts when they are relevant or meaningful

Guided Discussion (Adapt questions for those with no kids)

1. Could you share with each other what the dreams are for your children? Are they mostly economic goals or personal satisfaction?
2. Are the goals for your children higher than the goals for yourself? Do you want them to be happier, more educated, wealthier or freer?
3. Would your goals for your children be the same if you were still in your old country? Why or why not?
4. Do you think all children have the same opportunities in this country or are there things that limit some children? What are the limits? (Elicit responses that acknowledge racial, religious and socio-economics handicaps-play devil's advocate, if necessary)
  - a. Do immigrant children have the same opportunities as native children?
  - b. Do black children?
  - c. Do poor children?
5. If the world were different, would you have higher or lower goals for your children? Could you reach the same goals?

## MLK EXCERPT

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.