

TITLE OF LESSON

Multiculturalism Unit 1 Lesson 16 – "The Circuit" Part 2

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California History- Social Science Content Standards: Grades 9-12 Historical and Social Sciences Analysis Skills

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

MATERIALS

"Sinaloa Cowboys" music and lyrics (found at: <http://www.xs4all.nl/~maroen/engels/lyrics/sinaloac.htm>)

"The Circuit- Part II" – Reading

Blank Coat of Arms sheets – Student Page

Plot Diagram – Student Page

Tape Player or CD player

Blank sheets of paper, markers

Timeline Marker for Civil Rights Movement – you will need to create

LESSON OBJECTIVES

- To conclude reading the short story, "The Circuit," and connect it to the Civil Rights movement
 - To be able to complete a Coat of Arms for Panchito
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Collect all homework images and summaries from yesterday. Pass back all graded assignments and have students place them in their folders.
 - 2) **Agenda** – Have students copy the agenda you have posted.
 - 3) **Journal 10** – Instruct students to pick up a copy of the song lyrics from a nearby table. Once everyone is seated ask them to listen carefully to the song and they may follow along on their sheets. Tell them that you will play the song twice and that, when finished, they are to answer the questions listed on the board on a sheet of paper titled "Journal 10 – "Sinaloa Cowboys". Who do you think is singing this song? What is the mood of the song? What places are named? What images are mentioned in the song? What is the message of this song? Do you think Panchito would agree/disagree with this message? What symbols might you use to represent this song/idea? Be sure to check for vocabulary understanding (i.e., exact, ravine, levee, swale, methamphetamine, etc.)
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Journal 10** – As students listen to the song ("Sinaloa Cowboys" by Bruce Springsteen) and answer the questions, write with the students today. Model for them good journaling. If you can, journal with them every day. What you do, the students will do. And it will be easier to get to do their work when you can say that you know how they feel because you have done it to. Remember to keep track of the time. Journals are only ten minutes long.

2. Present Journals – At the end of ten minutes call time. By now in the class, all students should expect and feel comfortable participating in any discussion or sharing of work. Be conscious, however, of making sure that everyone in fact does contribute and that discussions are not dominated by only a few students. In this vein, ask a few students to share their answers to the warm-up questions about the music.
3. Images – Have all students share the symbols/images that they chose for representing the song. Have a student either make a list or quickly sketch them on the front board. While that student is writing, have the rest of the class add to their list. Once you have this song “Coat of Arms” completed ask students which images would Panchito and his family use? Ask students to circle them on their papers. Then take volunteers to tell which ones they circled and why. Conclude by briefly mentioning and asking students “what makes a people?” In this instance (farm workers in California) – who/what is making the people? Latinos or the government or both? Why?
4. **Plot Diagram** – Pass out a **Plot Diagram** sheet to each student. On an overhead, place a **Plot Diagram**. Tell students you are going to use this graphic organizer to review and remember the important parts of the story from yesterday. Begin with the setting. Ask students what a setting is. They should be able to tell you that it is the stories time and place. Ask if anyone remembers when and where the story, “The Circuit” took place. Write it on the overhead **Plot Diagram**. Tell students anything you write down today, they must also write on their **Plot Diagram**. Next, ask if they can remember the main characters. List them in the character box. Next, ask what the conflict is. Ask if there can be more than one conflict. The answer is always yes! Write in the conflict/s they come up with. Ask if they know what a theme is. Then ask them if they remember any themes in this story. Stop there on the plot diagram. Have students keep it on their desk. Inform them that they will be completing the story today. When they have finished reading the story, they will complete their **Plot Diagram**. If they think of anything while they are reading, they can jot it down in their **Plot Diagram** so they don’t forget. Quickly review the context and place of the story by using the timeline and California maps. Make sure to go over the definition of Civil Rights and why this movement was happening at this time in history. Put a “Civil Rights Timeline Marker” into the correct place on the timeline.
5. **Paired Reading** – Have students take out their ‘**Round the Clock**’ forms and a blank sheet of paper. Have them title their sheet “The Circuit – Part 2” and tell them that today they will not be doing summaries, but rather “why” questions. Thus, with their partners, they are to read two paragraphs aloud, ask one “why question” (write it down), answer it (write it down) and then repeat the process by switching roles. Tell students that when they are finished, instead of asking for volunteers, you will be requiring everyone to participate in the follow-up discussion. Give students a randomly assigned time and have them get started.
6. Teacher Instructions – As the students are reading and working, the teacher should again be vigilant in observing students read and question. Giving out positive rewards/notes to focused and hardworking students here is an excellent habit to form. Also, making notes to oneself of particularly insightful and interesting questions (especially ones with no clear “right” answer) is good for the later discussion. Tell students who finish early to complete their **Plot Diagram**, otherwise it is homework tonight.
7. Answering Questions – About fifteen minutes before the end of class, remind students that everyone must participate and ask for volunteers to write down and ask their questions to the class (the teacher should mix these volunteers with students who had questions that were insightful and “open”). Pass out blank sheets of paper and markers and have students follow the same structure as before (in Lesson 11). Have a sample question posted for them.
8. Instruction Reminder – As you ask for each question, remind students that they are to stand up, read their question twice (loudly) and then tape it to the front board. If other students know the answer, they are to raise hands. Remind students that everyone must either ask or answer a question today and that you are going to run the discussion quickly to be able to give everyone a chance.
9. Review Broken Civil Rights – Once the discussion winds to a close, make sure students understand what Civil Rights were being broken, or at least were not equal (i.e. shelter, adequate salary, health care, education, etc.) This may have already come up in the discussion, but review it again.
10. Homework Review – Tell students that their homework for tonight is to create a Coat of Arms for Panchito. Pass out a **Blank Coat of Arms** sheet and tell them that they will be sharing these with the class tomorrow. This

is a good place to also remind students that these Coat of Arms will be used for their final projects and that they will come back to revisit all of these "identities" at the end of the unit. So never throw anything away!

HOMEWORK

- 1) Create a Coat of Arms for Panchito.
 - 2) Complete your Plot Diagram for "The Circuit."
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Personal Coat of Arms Image
Interpretation Essay #1