**Lesson Plan Template**

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Lesson Title: Black Activism, Cuba, and Anti-Racism

Grade Level: 10

Compelling Question: Why did the Cuban government sympathize with African Americans in the mid-late 1900s?

**Lesson Foundations**

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| Content Standards | USH 27. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rightsCWI 9. Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups. |
| Learning Objective(s) | LO1: SWBAT identify the ways that Cuba worked to advance the civil rights of African Americans LO2: SWBAT LO2: SWBAT Compare and contrast the way that the US government targeted Black and Cuban leaders  | Assessment(s)Include LO being addressed | A1 Guided Notes (LO1)A2 Check-Ins (LO2)A3 Venn Diagram (LO2)A4 Exit Ticket (LO1)(LO2)  |
| Materials & Resources | Venn Diagram Worksheet, Sources Packet, PowerPoint, TV/Projector, desks/tables, paperSources:See Source Guide |

**Instructional Procedures/Steps**

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| Opening\_\_\_\_\_5\_\_\_\_\_ Minutes | * Opener (5) Word Wall
	+ Begin class by displaying pictures of Fidel Castro and prominent Black leaders during the Civil Rights Movement. Students will look at the pictures, then on a sticky note, they will write who they see, what they see, and what they think is happening. Some students will be able to correctly identify who is in the picture and that the individuals seem to be getting along. Students should be able to identify the good relations between individuals in the photos.
	+ Then, read off some of the sticky notes you see on the wall and ask students if they agree or disagree with what their classmate said.
* Introduce the compelling to the students. Compelling Question: “Why did the Cuban government sympathize with African Americans in the mid-late 1960s?”
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| Instruction\_\_\_\_\_34\_\_\_\_\_ Minutes | * Stations (24)
	+ After showing the students the compelling question, transition to the slide informing students about the station activity. In various parts of the room, you will place different sources from the sources packet. You will then divide students into four groups and send each group to one of the stations to start at.
	+ Students will move to a series of four stations containing primary and secondary sources related to Cuban involvement in the American Civil Rights Movement. Students will answer questions on their guided notes to help guide their thinking and have them pull out the most important and relevant information from each source. Students will work with a small group during this activity. Students will have 6 minutes at each station, and the teacher will indicate when they should switch.
		- Station 1- Document A
		- Station 2- Document B
		- Station 3- Document C
		- Station 4- Document D
	+ Questions to support learning
		- How does the United States government deal with “Dangerous ideas”
		- Why was the Civil Rights Movement seen as a threat by many in the US government?
		- What perspective is the author taking?
		- Is the author implying something that they may not be saying outright?
	+ After students are able to spend six minutes at each station, move on to the Venn diagram activity.
* Venn Diagram (10)
	+ Using a Venn Diagram, students will compare the experience of the Cuban people and African Americans during this period. Students will pull information from the answers they just filled out during the stations activity. They may work with one partner during this activity.
	+ Questions to support learning
		- Who did the US government deem as dangerous?
		- What are the main goals of the Cuban government at this time period?
		- What were the main goals of the Civil Rights Movement?
		- Which values guided each group?
		- What are some key differences?
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| Closure\_\_\_\_\_11\_\_\_\_\_ Minutes | * Synthesis (8 min)
	+ As a class, discuss what students have found throughout the day. They will share some of the points they placed on their Venn diagrams and the class will comment on them to either expand the conversation or express disagreement.
	+ Push students to think further by asking
		- Why do you think that?
		- Which source showed you that?
		- Who agrees? Disagrees? Why?
* Exit Ticket (3 min):
	+ Teacher will pass out a small piece of paper to your students
	+ This is where the teacher will revisit the compelling question to see if students understood the main purpose of the lesson. Compelling question: “Why did the Cuban government sympathize with African Americans in the mid-late 1960s?”
	+ Students will write out their answer to this question on the bottom of their guided notes.
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| Accommodations/ Enrichment | Teacher will support students by differentiating the stations worksheet. The differentiated worksheet includes sentence starters. Important phrases will be underlined and bolded. The font size will also be increased.  |