

Lesson Plan Example: Eighth Grade US History

Candidate:	Subject(s): U.S. History	Grade level(s): 8 th grade	Date:
Standard(s): 8.3 - #5 Understand the foundation of the American political system and the ways in which citizens participate in it: Know the significance of domestic resistance movements and ways in which the central government responded to such movements.			Single/Multi-Day Lesson: Single day
I. DESCRIPTION OF CONTENT & CONTENT TYPE (Fact, Procedure, Concept, or Principle): Civil disobedience as a form of protest (Concept)			
II. LEARNING OUTCOME (Objective): When given a description of a current political issue, students will write two paragraphs, one that describes protest action that would be an act of civil disobedience and one that that describes protest action that would not be an act of civil disobedience.			
III. CURRICULUM CONNECTION (How This Lesson Fits Into Unit Plan): This lesson is part of the Unit on The Rights and Responsibilities of Citizenship. The lesson that precedes this lesson is an overview of the history of resistance in early America. The lesson that follows this lesson is on other examples of civil disobedience in recent history.			
IV. INSTRUCTION			
A. ENGAGEMENT (Motivational Activity): Write a list of three rules your parents have made that you would like to change. Teacher asks students to share their lists.			
B. INSTRUCTIONAL SEQUENCE (Teaching Methodology With Student Activities):			
Step #1:			
a. Teacher asks students to give options for protesting the rules b. Teacher leads discussion on effectiveness of forms of protest related to parental rules			
Step #2			
a. Teacher makes transition to period of civil rights movement in U.S. when discussions with authorities were not effective. Teacher shows two video clips to illustrate two different forms of protest in response to racial discrimination: 1) showing mass demonstrations in Birmingham, Alabama 2) showing riots in Watts – Los Angeles b. Students watch videos and take notes on different characteristics of the protests (actions of protestors and authority figures)			
Step #3			
a. Teacher uses their shared notes to introduce the term “Civil Disobedience” and its critical features: non-violent protest in direct violation of a civil law. Teacher guides students through corresponding text with pictures and captions. b. Students take turns reading remaining text section to partner.			
Step #4			
a. On overhead projector, teacher displays descriptions of protest scenarios (several of which are examples of civil disobedience) b. Students signal (by raising hands) which ones are examples of civil disobedience. Students also give reasons for their decision.			
Step #5			
a. Teacher demonstrates procedure to use to complete application activity using a different political issue than the one students will be using. b. Students signal (by raising hands) which ones are examples of civil disobedience. Students also give reasons for their decision.			