**The Black Panther Party:**

Teaching Nonfiction Reading Strategies

*One Crazy Summer* by Rita Williams-Garcia

6th Grade Lesson Plan

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| **Standards and Preparation for *One Crazy Summer*** | |
| Standards | 6.7.8.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.  6.5.2.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  6.5.3.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
| Rationale and Teacher Preparation: | *One Crazy Summer*  has started to reference the Black Panther Party. Students may not know much about the movement, or they may hold a lot of misconceptions. This lesson plan is designed to give an overview of the BPP and their purpose in 1960's Oakland. Students will read nonfiction and primary-document texts to discover the real BPP. This unit will be carried over into social studies, where students will discuss |
| Materials Needed | * Copies of handouts for each student: "The Black Panthers", "Why Free Breakfast?" * PowerPoint picture walk on the BPP * Large chart paper and marker * Entrance and Exit Slips |
| **Introducing *One Crazy Summer*** | |
| **Activity** | **Procedure and Comment** |
| *Day 1*  Activate Prior Knowledge | * Entrance slip: Where does Cecile send the girls for breakfast and for the day? Who is Sister Inzilla (Nzila)? * KWL Chart: "K" what you they already know about the Black Panther Party? What clues has *One Crazy Summer* given them? "W" what do they want to know about the BPP? Do they have specific questions about the BPP? |
| *Day 1*  Introduce the Text | * Distribute the handout #1 and handout #7 * Highlight the text features by noting the title, heading, bold/underlined words, and photographs. |
| *Day 1*  Vocabulary Strategy: Preview in Context | * Read and ask students to repeat the vocabulary word aloud. * Students will create their own definitions for the underlined vocabulary words based on the context of the text and with prompting from the teacher. The teacher will record the definitions on the board while students write them in their personal dictionaries. |
| *Day 1*  Reading and Discussing the Text | * Read the articles as a class in a round robin reading. * Take students on a picture walk of the Black Panther Party. * Ask discussion questions that foster between the articles and the events in *One Crazy Summer*. |
| *Day 1 (2)*  Revisiting the Test and Group Cooperation | * Students will reread the text independently and highlight important points that they learned about the BPP. They will use these points in the Think-Pair-Share * Think-Pair-Share: Students will break into groups of two to discussed what they learned from the articles. Each group will then share their chosen answer with the class as the teacher fills out the "L" on the KWL chart. Did we learn everything students wanted to learn from the "W" column? |
| *Day 1 (2)*  Extension | * Exit slip: I would like to learn more about... I didn't understand... * Students will continue reading *One Crazy Summer* independently and the characters' interactions with the BPP.. |