

Grade: 5 (Level 2 ELs)

**STANDARDS:**

MA History and Social Science Curriculum Framework

5.27 Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today.

**LESSON TOPIC:** Captioning protests in America

**OBJECTIVES:**

**Content:** SWBAT recognize how Americans protest government and laws in the present day.

**LEARNING STRATEGIES:** quick write, 7 step vocabulary strategy, graphic organizer (chart)

**KEY VOCABULARY:** protest, protester, caption

**MATERIALS:**

- photo of protest without caption (for opening of lesson)
- photos of protests with captions as examples of who, what, where/when
- chart of who, what, where/when - both whole class and individual handout
- photos with no captions for pair and individual work

**MOTIVATION:**

I will begin by showing a picture of the National Walk Out against gun violence. I will ask students to describe what is in the photo (sample answers: people, signs) by writing. Students will share what they wrote.

I will tell them that the picture shows a protest.

“Today we are going to be discussing some times when people in the United States have disagreed with a law or rule made by authorities. When people disagree with the decisions made by authorities, especially the government, they may protest to show their disagreement. Let’s start by reading our objectives and then work with the word *protest*.”

We will read the objectives as a whole class.

Content: I can recognize how Americans protest government and laws.

Language: I can describe a picture of a protest by writing a caption.

A caption includes a who, a what, and a where or where.

I will lead students through the 7-step strategy:

1. Teacher says *protest*. Students repeat.

**2. Teacher states the word in context:** If you look back our objective, it says: “American citizens protest to bring about changes in the government.”

**3. Teacher provides the dictionary definition(s).**

Protest means to express an objection to what someone has said or done.

**4. Teacher explains the meaning using student-friendly definitions.**

When a person protests, they are showing that they do not agree with a law or rule or decision. A person can protest in public. They can join with a large group of people to march or carry signs expressing their opinion.

**5. Teacher highlights features of the word:** Protest, the way we are using it, is a verb. It’s an action that people do. Protest can also be a noun. It is the word for the marching and carrying signs that people do when they protest. You can be part of a protest. Another important word that includes protest is protester. A protester is a person who protests. The ending –er gets added on to the root protest, the same way that you can add –er to farm and get the word *farmer*, a person who farms.

**6. Teacher engages students in oral interaction to develop word/concept knowledge.**

Take another look at this photo. Turn and tell a classmate why you think these people are protesting. Tell them how you know. You can say: “These people are protesting because ...”

**7. Teacher reminds and explains to students of how new words will be used.**

Today we are going to look at and discuss photographs of people protesting. These people can be called protesters. We will discuss what they are protesting and how to describe their actions. We will be creating captions for the photographs.

**PRESENTATION:**

*(Content and language objectives, comprehensible input, modeling, strategies, interaction, feedback)*

I will briefly describe three types of protest that have taken place recently: March for Our Lives, Black Lives Matter, and immigration reform. For each, I will give a brief description accompanied by a photograph of a protest.

After I describe each protest, I will show the photo again but this time with a caption. I will define a caption as a short statement that goes with a photo (under, above, or next to it) to describe what can be seen in the photo.

We will look at the captions used to describe the photos. I will deconstruct the captions into who, a what, and a where/when using the chart. We will then talk about the noun, verb phrase, and prepositional phrase that comprise the who, what, and where of the caption.

Who (person/people)	What (action)	Where (place)/When (time)

We will create lists of possible who, what, and where/when words and phrases to use in the chart.

As a whole class, we will look at one photo and I will model creating a caption using a who, what, and where to make a complete sentence. Since captions may include either singular or plural nouns as the “who”, I will review with students the proper use of –s on 3<sup>rd</sup> person singular present tense verbs.

**PRACTICE & APPLICATION:**

Students will be placed into assigned pairs/small groups. In these pairs, they will be given a photo to caption. The students will write the caption underneath their photo.

When all pairs are done, each pair will share out their caption. One student will read the caption. The other will tell the who, what, and where/when to be added to a class chart. As each pair shares, they will be provided with oral feedback on their caption, both in terms of the accurateness of description and the inclusion of who, what, and where/when elements in a correct complete sentence.

**REVIEW & ASSESSMENT:**

Students will work in pairs to review vocabulary. One student will define the word *protest* and the other will define the word *caption*.

We will review the objectives using a thumbs up, thumbs down self-assessment to show attainment of the objectives.

As an assessment, each student will write their own caption for a photo provided by the teacher. The student will label the who, what, and where of the sentence. The photos will be collected. Each student’s paper will be evaluated for accuracy of description and creation of a complete sentence with the three elements.

**EXTENSION:**

Students will bring to tomorrow’s class an example of a photo with a caption from a newspaper, a magazine, or internet source. They should be prepared to tell the who, what, and where of the caption.