

Context

This lesson plan was designed for and taught in a university EFL class of 20 first year students in Ecuador who had plans to study in the United States. The lesson includes a 2 page [historical account](#) of Rosa Parks' refusal to give up her seat on the bus.

Goals

- Students will develop a better understanding of the US Civil Rights Movement
- Students will develop skills at speaking and reading in the US academic style.
- Students will develop their critical thinking skills.

Learning Objectives

- Students will identify the thesis of a historical account and make a prediction
- Students will be able to distinguish between facts and opinions.

Pre-reading Activities – Clarifying segregation.

1. Students are each asked to write up a one sentence definition on *What is segregation?* and they collaboratively decide on the best one.
2. Students generate examples of segregation in the US or their own country that they have either heard of, seen or experienced.

Reading Activities – Identifying possible thesis statements and predicting the context

1. The teacher writes up the 2 questions below on the board. After reading the first paragraph of text, students discuss questions in groups and then state their ideas and predictions. The teacher writes up their ideas and predictions under each question. Then students read the whole text.

What is the thesis of this historical account?

What do you predict this historical account will be about?

Post-reading Activities – Reevaluating the thesis and analyzing facts and opinions

1. The teacher will ask the class to reevaluate the theses and predictions put on the board during the pre-reading activity. If the students or teacher think they are all lacking, than the teacher will help the students rewrite a new thesis and topic, and write them up on the board
2. The teacher will elicit from class the difference between facts and opinions. Students work in pairs to analyze the 6 sentences that make up the concluding paragraph and determine which sentences are facts or opinions. Students with different opinions will justify their reasons. The teacher will not focus on “the correct answer” but rather on the support students give for justifying their ideas.