



Teaching Tolerance: Mary Church Terrell

Resource ID#: 30130 Primary Type: Lesson Plan

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Direct Link: <http://www.tolerance.org/activity/mary-church-terrell>

This is a Teaching Tolerance lesson centering on Mary Church Terrell. The text shows the role of Mary Church Terrell and the NACW in working for civil rights in the decades before the modern civil rights movement. This lesson is very strong in vocabulary development (including using both context clues and word parts to determine meaning), summarizing, and author's purpose and perspective. The lesson could be used in either Language Arts or Social Studies classrooms and lends itself well to further research.

Subject(s): English Language Arts	Grade Level(s): 8
Intended Audience: Educators	Suggested Technology: Computer for Presenter, Internet Connection, LCD Projector
Instructional Time: 2 Hour(s)	Freely Available: Yes
Resource supports reading in content area: Yes	Instructional Component Type(s): Lesson Plan , Text Resource , Formative Assessment
Keywords: context clues, root words, Mary Church Terrell, civil rights, letter writing, vocabulary, history	
Instructional Design Framework(s): Direct Instruction , Writing to Learn , Cooperative Learning	
Resource Collection: CPALMS	

PEDAGOGY

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Nature of Instructions: [Direct Instruction](#), [Writing to Learn](#), [Cooperative Learning](#)

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Resource supports reading in content area: Yes

SOURCE AND ACCESS INFORMATION

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Name of Author/Source: Teaching Tolerance

Is this Resource freely Available? Yes

Access Privileges: Public

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Related Standards

Name	Description
LAFS.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.8.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.