

**Title: The Civil Rights**

**Subject/Grade Level: U.S. History/Social Studies – High School**

**Summary: This unit seeks increase the understanding and empathy of students for those struggling for civil rights. The unit is expected to run approximately four weeks. Students will use their knowledge of the lessons of the Civil Rights Movement in application to both historical and current problems of equality both a home and abroad. Students will complete a performance assessment in which they create a guide book for achieving expanded rights for people currently working to obtain equal rights around the world.**

**Civil Rights: Stage 1 Desired Results**

<p><b>ESTABLISHED GOALS</b>                      <b>G</b></p> <p>G1. USII.25 Analyze the origins, goals, and key events of the Civil Rights movement.</p> <p>G2. USII.26 Describe the accomplishments of the Civil Rights Movement.</p> <p>G3. WHST.8 (6-12) Gather relevant information from multiple sources, assess the credibility &amp; accuracy of each source and integrate the information while avoiding plagiarism.</p> <p>G4. SL.11-12.1a-d Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners in grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i>                      <b>T</b></p> <p>T1. Participate responsibly in a democratic society T2. Respect and value diversity and human dignity</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b>                      <b>U</b></p> <p><i>Students will understand that...</i></p> <p>U1. The fight for civil rights is a global struggle, spanning eras and cultures U2. People have rights and responsibilities as citizens and through civic action can affect change. U3. Diversity has shaped our history(ies) and personal experience(s).</p>	<p><b>ESSENTIAL QUESTIONS</b>                      <b>Q</b></p> <p>E1. What are the roles and responsibilities of citizens in a democracy? E2. What is the purpose of dissent in society? E3. How can individuals and groups affect change? E4. How can diversity pose challenges but also enrich our collective experience?</p>
	<b>Acquisition</b>	
	<p><i>Students will explain...</i></p> <p>K1. Contributions of key civil rights figures K2. The causes, significance, and impact of seminal events of the Civil Rights Movement K3. The tactics employed by those seeking expand rights. K4. The accomplishments of the Civil Rights Movement.                      <b>K</b></p>	<p><i>Students will be skilled at...</i>                      <b>S</b></p> <p>S1. Analyzing and comparing the logic and use of evidence in primary sources S2. Distinguishing between long-term and short-term cause and effect relationships S3. Citing specific evidence to support point of view S4. Writing a well organized and supported essay with clear focus and logical development</p>

### Civil Rights: Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence
<p>1. Insightful, Persuasive</p> <p>2. In depth, Accurate, Creative, Purposeful, Informative</p> <p>3. Makes Connections, Organized, Detailed, Informative, Useful</p> <p>4. Relevant, Competent, Convincing, Persuasive</p>	<p>PERFORMANCE TASK(S): <span style="float: right;">PE</span></p> <ol style="list-style-type: none"> <li>1. <b>Creating Mt. Rights-more:</b> Imagine you are a member of a committee tasked with the creation of a Civil Rights memorial in the style of Mount Rushmore. Select four images that you believe best illustrate the struggles and accomplishments of the Civil Rights Movement for the creation “Mt. Rights-more”, be prepared to explain and defend your selections to the class . At the conclusion of individual presentations, the board will select the four images to be included as part of the Mount Rightsmore Memorial.</li> <li>2. <b>Civil Rights Hall of Fame:</b> In the role of museum curator you will select a Civil Rights figure(from a list of both US and international figures) and create a “museum panel exhibit” demonstrating to your classmates the importance of your figure for inclusion in a classroom based “Civil Rights Museum” displaying the figure’s contributions to the struggle for civil rights. Students will tour the “Civil Rights Museum” in order to learn about these figures and their accomplishments.</li> <li>3. <b>Guide:</b> Citing specific evidence from our unit of study, write a guide for “would-be-dissenters” explaining to a modern reader how they might use the tactics of the Civil Rights Movement to affect change.</li> <li>4. <b>Editorial:</b> Write an editorial/letter to the editor about a current policy or practice that students feel is discriminatory supported by historical evidence (within their school, community, state etc.)</li> </ol>
<p>Accurate, Complete, Insightful, Makes Connections, Supported, collaborative, efficient, purposeful, Proficient, Detailed, meets standards</p>	<p>OTHER EVIDENCE: <span style="float: right;">OE</span></p> <ol style="list-style-type: none"> <li>5. Conventional quizzes and tests</li> <li>6. Observation of group work during jigsaw activities</li> <li>7. Observations of fish-bowl discussions</li> <li>8. Entrance and Exit tickets (pre &amp; post assessments, weekly)</li> <li>9. Homework assignments (content vocabulary, map activity)</li> <li>10. Current event connection reading/discussion</li> </ol>

## Civil Rights: Stage 3 – Learning Plan

### *Summary of Key Learning Events and Instruction*

- **Hook - The Emmett Till Story:** – Students will view a provocative clip (15-20 minutes) from the “Eyes on the Prize” series about Emmett Till that illustrates the injustice of the Jim Crow South. Check your school or local library for the film. (T2, G1, U3, E3, E4, K1, K2, K3, S2)
- **Civil Rights Timeline –Pre-Assessment:** Students will be given a card with an event from the Civil Rights Movement explained. They will work with their classmates to place all their items in the proper order on the board. Once the students have constructed their timeline the teacher will reveal the actual timeline and offer a preview of the events covered. (G1, G2, U1, U2, U3, E1, E2, E3, E4, K1, K2, K3, K4, S2)
- **The United States on the Brink of Social Change (The Post WWII Era):** Teacher directed content snapshot of post-World War II America as it relates to Civil Rights. Topics included may include segregation/Jim Crow laws, Truman’s integration of the Armed Forces, Jackie Robinson breaking MLB’s color barrier. (T1, T2, G1, G2, U2, U3, E1, E2, E3, E4, K1, K2, K3, K4, S2)
- **Montgomery Bus Boycott Jigsaw Activity:** Jigsaw with Montgomery Bus Boycott documents from the Alabama State Archives. These documents are available at: <http://www.archives.state.al.us/teacher/rights/rights1.html> Following the activity, students will view segment from PBS “Eyes on the Prize” series. (T1, T2, G1, G2, G3, G4, U2, U3, E1, E2, E3, E4, K1, K2, K3, K4, S1, S2)
- **Strategies to Create Change – Marches, Sit-Ins, and Freedom Rides:** Discussion, images, and video will be used to introduce students to several of the tactics used during the Civil Rights Movement. Topics will include the Birmingham campaign, sit-ins, and the Freedom Rides. This lesson will make use of clips available at: <http://www.pbslearningmedia.org> (T1, T2, G1, G2, G4, U2, U3, E1, E2, E3, E4, K1, K2, K3, K4, S1, S2)
- **Major Civil Rights Leaders Venn Diagram Activity:** This activity will ask students to compare and contrast major leaders of the Civil Rights Movement (ex: MLK vs. Malcolm X) using a graphic organizer. (T1, T2, G1, G2, G3, G4, U1, U2, U3, E1, E2, E3, E4, K1, K2, K3, K4, S2, S3)
- **Primary Source Analysis Activity:** Students will use the National Archives’ document analysis tool in small groups to analyze MLK’s *Letter From a Birmingham Jail* and “I Have A Dream Speech”. The document analysis tool is available at: [http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf) (T1, T2, G1, G2, G3, G4, U2, U3, E2, E3, K1, K2, K3, S1, S2)
- **Access to Education – Brown v. Board, Little Rock, and Ole Miss:** Students will be introduced to the *Brown v. Board of Education* decision, the Little Rock Crisis, and James Meredith’s struggle for admission to the University of Mississippi. Following the lecture and discussion, students will be asked to write a letter to one of the key figures in these struggles to

explain to them how their chosen figure's actions have impacted their own experience (be sure to provide at least 3 examples). (T1, T2, G1, G2, G3, G4, U2, U3, E1, E2, E3, E4, K1, K2, K3, K4, S1, S2, S4)

- **The Struggle for Voting Rights: Selma, Freedom Summer, and the Voting Rights Act of 1965:** Students will explore the Selma to Montgomery March, Mississippi's Freedom Summer, and other events leading to the passage of the Voting Rights Act of 1965 through discussion, images, and video. Students will also be asked to analyze Lyndon Baines Johnson's Special Message to Congress (The American Promise, March 15, 1965) using the National Archives' document analysis tool. (T1, G1, G2, G3, U2, U3, E1, E2, E3, K1, K2, K3, K4, S1, S2)
- **1968 - A Tumultuous Year - MLK, RFK, and Chicago DNC:** This lesson will open with the Dion song "Abraham, Martin, and John". After listening to the song and discussing the leaders mentioned in the song's lyrics, the class will explore the tumultuous events of the year 1968 including the assassinations of Martin Luther King, Jr. and Robert Kennedy. (T2, G1, G3, U2, U3, E1, E2, E3, E4, K1, K2, K3, K4, S1, S2, )
- **Civil Rights Hall of Fame:** Students will tour the student-created Civil Rights Museum to learn about important civil rights leaders from the U.S. and abroad. (T1, T2, G1, G2, G3, G4, U1, U2, U3, E1, E2, E3, E4, K1, K2, K3, K4, S1, S2, S3)
- **Creating "Mt. Rightsmore":** Students will present the four images that they believe best illustrate the struggles and accomplishments of the Civil Rights Movement to their classmates. Following the individual presentations, the class will have a discussion and vote to select the four images that will make-up "Mt. Rightsmore" (a memorial for the Civil Rights Movement). (T1, T2, G1, G2, G4, U2, U3, E1, E2, E3, E4, K1, K2, K3, K4, S1, S2, S3)
- **Current Civil Rights Issues Jigsaw Activity:** Jigsaw readings on current civil rights issues around the world. (T1, T2, G4, U1, U2, E1, E2, E3, E4, K1, K3, S1)
- **The Legacy of the Civil Rights Movement – Fish Bowl Activity:** Using the "fish bowl" technique students will discuss and assess the impact of the Civil Rights Movement in both the short term and long term. The teacher will prepare a series of prompts to generate discussion. (T1, T2, G1, G2, G4, U1, U2, U3, E1, E2, E3, E4, K1, K2, K3, K4, S3)
- **"Scattergories" Civil Rights Review - Re-Creating a Civil Rights Timeline and Building a Map of Civil Rights Events:** Students will be given a blank timeline and a blank map of the United States. Students will be asked to select ten (10) events of the Civil Rights Movement from their notes and place them on both the timeline and the map in the appropriate locations. After completion of their individual work, the class will discuss their timelines and maps. In order to encourage the inclusion of a variety of events, students will win a "point" for each relevant event they include in their timeline/map that has not been identified by a classmate. (G1, G2, U1, U2, U3, E1, E2, E3, E4, K1, K2, K3, K4, S2)