

Title: **The Civil Rights Movement**

Subject: **U.S. History**

Topic: **Analyze the major events of the Civil Rights Movement**

Grade: **10**

School: **Tift Co. HS**

<b>Wiregrass History Consortium Unit Plan</b>			
<b>GPS Standard:</b> SSUS22	<b>The student will identify dimensions of the Civil Rights Movement, 1945- 1970.</b>		
<b>Concept:</b>	Legal and social struggle for civil rights		
<b>Essential questions (2-5 questions) (What you want the students to know.)</b>	<ol style="list-style-type: none"> <li>1. Why was integration of the U.S. Military and federal government crucial to the Civil Rights Movement?</li> <li>2. How did Jackie Robinson affect the social struggles of the Civil Rights Movement?</li> <li>3. How did the reactions to the Brown v. Board of Education decision push the limits of society and law?</li> <li>4. What was the significance of Martin Luther King Jr.'s writings?</li> <li>5. What were the main causes and effects of the Civil Rights Act of 1964 and the Voting Rights Act of 1965?</li> </ol>		
<b>Elements (What you want the students to understand.)</b>	Students should understand that for a democracy to be strong and sustaining, all of its citizens should have equal political, social, and economic rights. Students should also understand the struggles and sacrifices made by others in order to gain equality.		
<b>Launch Activity (Hook)</b>	Whole class discussion: make a list of fears on the board, then go through the list and name a possible solution to the fear, save death for last. After discussing ways to avoid death read this excerpt from <i>Coming of Age in Mississippi</i> , by Anne Moody <i>"I had known fear of hunger, hell, and the Devil. But now there was a new fear known to me-- the fear of being killed just because I was black. This was the worst of my fears. I knew once I got food, the fear of starving to death would leave. I also was told that if I were a good girl, I wouldn't have to fear the Devil or hell. But I didn't know what one had to do or not do as a Negro not to be killed. Probably just being a Negro period was enough, I thought."</i> Ask the class if they have a solution for Anne's fear, steer discussion toward making a change in society.		
<b>Knowledge &amp; Skills</b>  <b>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</b>	<b>Knowledge</b> Integration Brown v. Board of Education "I have a dream" speech Letters from a Birmingham Jail Civil Rights Act 1964 Voting Rights Act 1965 Montgomery bus boycott	<b>People</b> Harry S. Truman Jackie Robinson Martin Luther King Jr. Rosa Parks Malcolm X Jesse Jackson Louis Farrakhan George Wallace	<b>Places</b> Montgomery Birmingham Washington D.C. Little Rock

	Central High School Sit-ins March on Washington Black Power		
<b>Assessment Evidence: What evidence will show that students met the learning goal?</b>			
<b>Traditional Assessment (Quizzes, Test, Selected Responses)</b>			
Multiple choice test written in A,B,C,D choices with questions worded much like those used on the GHSGT.			
<b>Portfolio Assessment</b>			
Students will create a scrapbook chronicling events of the Civil Rights Movement using information gathered from the internet and personal sources.			
<b>Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)</b>			
The students will choose a civil rights activists to “write a letter” to thanking them for what the have done. Or if a student knows someone who was active during the Civil Rights Movement they may interview them on their experience. Letters and interviews will be shared with the class.			
<b>Student Self-Assessment</b>			
<b>Differentiation Associated with this unit</b>			
<b>Resources and instructional tools:</b> <b>Copies of legal documents from the Civil Rights Movement</b> <b>Excerpts from MLK Jr “I have a dream” and Letters from a Birmingham Jail</b> <b>Internet</b> <b>Textbook</b>			