

Title: **The Civil Rights Struggle**

Subject: **Civics/Gov't**

Topic: **Letter from the Civil Rights Movement
US History Symposium**

Grade: **9**

School: **TCHS/NEC**

Wiregrass History Consortium Unit Plan

GPS Standard:	SSCG6; SSCG7
Concept:	This unit examines the Civil Rights of American citizens and the challenges that Americans have faced as they have struggled to ensure equality under the law as guaranteed by the US Constitution. <ul style="list-style-type: none"> ▪ Conflict/Compromise ▪ Rule of Law
Essential questions (2-5 questions) (What you want the students to know.)	Unit EQ: How did the struggles of the Civil Rights Movement shape rights for all Americans? <ul style="list-style-type: none"> ▪ What were the most significant events of the Civil Rights Movement? ▪ Could any of the violence during the Civil Rights Movement been avoided? Why/ Why not? How? ▪ How did laws change Civil Rights for Americans? ▪ Have all of the issues of the Civil Rights Movement been resolved? Can they be resolved? Why/Why not? How? ▪ How would you have reacted to discrimination in the Civil Rights Movement?
Elements (What you want the students to understand.)	<ul style="list-style-type: none"> ▪ Students will realize that conflict requires compromise in order to find any semblance of a resolution. ▪ In addition, the students will understand that the concept of rule of law insists that the law applies to everyone in the country. ▪ The students will recognize and respect differences of different people from a variety of cultures, religions, backgrounds, socio-economic levels, etc. ▪ Students will analyze primary source documents from the Civil Rights Movement and evaluate the events resulting from the document's existence. ▪ Students will evaluate the Civil Rights Movement to see if any of the violence could have been avoided.
Launch Activity (Hook)	When students arrive in class, teachers will instruct all students with blue eyes to sit in the back of the room. The teacher will distribute index cards with questions for the student to ask the teacher. The teacher will pay special attention to students without blue eyes and will ignore or give rude answer to students with blue eyes. The teacher will give class a piece of candy to class making sure that students in the back of the room are given the least popular flavor/kind. Students will discuss how they felt being discriminated against. Others will express how they felt getting special treatment.

Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	Knowledge Right Civil Rights Albany Movement Jim Crow Laws Dr. Martin Luther King, Jr. Rosa Parks Montgomery Boycott 14 th Amendment 19 th Amendment 24 th Amendment Bill of Rights	Affirmative Action Racial Profiling Discrimination Segregation/desegregation Brown v. Board of Education of Topeka, KS Civil Rights Act of 1957 Equal Pay Act of 1963 Civil Rights Act of 1964 Voting Rights of 1965 Open Housing Act of 1968 Equal Employment Opportunity of 1972 Americans with Disabilities Act of 1990	Skills <ul style="list-style-type: none"> ▪ Compare similarities/differences ▪ Draw conclusions and make generalizations. ▪ Analyze primary and secondary source documents
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Assessment Evidence: What evidence will show that students met the learning goal?

Traditional Assessment (Quizzes, Test, Selected Responses)

Students will take quizzes.
Students will take a test with discussion question requiring selected response.

Portfolio Assessment

Students are assigned Civics Portfolio at the beginning of the semester to complete through out the semester. Portfolio consists of items that allow students to demonstrate their knowledge and understanding of being a good citizen. One of choices involves reporting on the Civil Rights Movement and profiling one of the leaders of the Civil Rights Movement.

Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)

Students will work in collaborative pairs to analyze excerpts from Coming of Age in Mississippi. Student Letters.

Student Self-Assessment

Students will complete a self-evaluation to determine if they would discriminate against others.

Differentiation Associated with this unit

Students will learn using teacher-centered and student-centered activities. Students will also work with teacher assistance, peer tutors and independently. Visual, Auditory and Kinesthetic Modalities are all addressed in this lesson.

Resources and instructional tools:

Unit setting for lessons will be typical classroom setting allowing for movement into groups as needed for collaborative group work. Teacher will use PowerPoint with Aver Key and TV, overhead with teacher-designed transparencies. Teacher will also use video excerpts from Eyes on the Prize, excerpts from the book Coming of Age in Mississippi by Anne Moody and excerpts from legislation/other government documents associated with Civil Rights Movement.