

Title: **Civil Rights Movement**

Subject: Georgia History

Topic: **Events/People of the Civil Rights Movement**

Grade: 8<sup>th</sup>

School: ESMS

<b>Wiregrass History Consortium Unit Plan</b>			
<b>GPS Standard:</b>	<b>SS8H11a,b</b>		
<b>Concept:</b>	This unit addresses the major events in the civil rights movement and the role of Georgia and prominent Georgians in the modern movement.		
<b>Essential questions (2-5 questions) (What you want the students to know.)</b>	<ul style="list-style-type: none"> <li>➤ What effect did the Civil Rights movement have on Georgia?</li> <li>➤ Who were some of the prominent leaders in the Civil Rights movement?</li> <li>➤ What were some of the major events of the Civil Rights movement?</li> <li>➤ What were some of the organizations that took part in the Civil Rights Movement?</li> </ul>		
<b>Elements (What you want the students to understand.)</b>	<ul style="list-style-type: none"> <li>➤ Georgia's role as being the first state with a sizable African American population to have a statewide integrated school system.</li> <li>➤ The role of Herman Talmadge, Benjamin Mays, Martin Luther King, Jr., Maynard Jackson, Lester Maddox, and Andrew Young in the Civil Rights Movement.</li> <li>➤ The effects of the different events that took place during the Civil Rights Movements.</li> <li>➤ The role of the SNCC, NAACP, and the SCLC.</li> </ul>		
<b>Launch Activity (Hook)</b>	As students enter the classroom, choose a discriminating factor (boys with blue shirts, girls with blond hair etc.....) Discriminate by allowing only those students to choose their seat, give them candy, allow them to go to the media center or use the computers as the lesson proceeds. At the end of the class period have students write a journal entry describing their feelings . Was this fair? How did you feel being discriminated against/ show preferential treatment to? What would you do to change this if anything?		
<b>Knowledge &amp; Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?</b>	<b>Knowledge</b>	<b>People</b>	<b>Skills</b>
	<ul style="list-style-type: none"> <li>➤ Brown vs. Board of Education</li> <li>➤ Southern Christian Leadership Conference,</li> <li>➤ Sit-in</li> <li>➤ Student Nonviolent Coordinating Committee,</li> <li>➤ NAACP</li> <li>➤ Civil Rights Act of 1964,</li> <li>➤ Voting Rights Act of 1965.</li> <li>➤ Montgomery Bus</li> </ul>	<ul style="list-style-type: none"> <li>➤ Herman Talmadge</li> <li>➤ Benjamin Mays</li> <li>➤ Martin Luther King, Jr.</li> <li>➤ Maynard Jackson</li> <li>➤ Lester Maddox,</li> <li>➤ Andrew Young</li> </ul>	

	Boycott		
<b>Assessment Evidence: What evidence will show that students met the learning goal?</b>			
<b>Traditional Assessment (Quizzes, Test, Selected Responses)</b>			
Pre-test Post-Test United Streaming Video Questions “Atlanta’s Example”, “The Beat of Civil Rights”, and “Civil Rights in the Classroom”			
<b>Portfolio Assessment</b>			
<ul style="list-style-type: none"> <li>➤ Three Tab Book: Fold paper in half(long way). Divide top half into three sections and cut only the top section (flap book). On the top flap write –Brown vs. Board of Education, the second flap—The Sibley Commission, the third flap—Georgia Begins Integration. Have students list the cause and effects of each underneath the appropriate flaps.</li> <li>➤ Students will be given brief notes about three civil rights organizations: NAACP, SNCC, and the SCLC. They are to read the notes and construct bullet charts with the following information: 1) Organization leaders 2) Purposes of the organization 3) Methods / strategies used by each organization.</li> <li>➤ Venn Diagram: Compare and Contrast the Civil Rights Act of 1964 and the Voting Rights Act of 1965.</li> <li>➤ Flip book: Students will create a flip book (construction paper) of the people listed under the “People” category above. They must identify their role in the civil rights struggle, the accomplishments of this person, and if appropriate, what these persons are doing now.</li> </ul>			
<b>Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)</b>			
Timeline- Major Events of the Civil Rights Movement. Students will be assigned one of the following events in the movement: <ul style="list-style-type: none"> <li>▪ Brown vs. Board of Education</li> <li>▪ Sibley Commission</li> <li>▪ Montgomery Bus Boycott</li> <li>▪ Sit-in Campaigns</li> <li>▪ Birmingham demonstrations</li> <li>▪ March on Washington</li> <li>▪ Albany Movement</li> <li>▪ Voting Rights Act</li> <li>▪ Civil Rights Act</li> </ul> <p>They must research the 5 W’s and H of the event and place on construction paper to be placed appropriately on the timeline.</p>			

**Student Self-Assessment**

- Journal Activity: Which two individuals discussed in this unit would you have most liked to meet and why? Would those people be pleased with progress today? Why or why not?

**Differentiation Associated with this unit**

- Students can be allowed to type material for assessments and print and paste on appropriate charts, diagrams, or three-tab book.
- Small group instruction for students reading below grade level to read aloud/highlight information on handout.

**Resources and instructional tools:**

Overhead projector  
Word wall  
Construction paper  
Markers  
Rulers  
Venn Diagram  
Computers  
Textbook