

Title: **Kids and Georgia in the Civil Rights Movement**

Subject: GA History

Topic: Civil Rights

Grade: 8

School: Brooks Middle

Wiregrass History Consortium Unit Plan			
GPS Standard:	SS8H11: The student will evaluate the role of Georgia in the modern civil rights movement.		
Concept:	Modern Civil Rights Movement		
Essential questions (2-5 questions) (What you want the students to know.)	<ol style="list-style-type: none"> 1. What events and groups impacted the outcome of the Civil Rights movement? 2. How did these events and groups impact Georgia and ultimately the United States? 3. Who were the significant figures of the Civil Rights movement between 1940 and 1970? 4. How did these people impact Georgia and ultimately the United States? 5. What effect did the Supreme Court ruling <i>Brown v. Board of Education</i> have on schools in Georgia? 6. What was the purpose of the Civil Rights Act of 1965? 		
Elements (What you want the students to understand.)	<p>a. Describe major developments in civil rights and Georgia’s role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor’s race and the end of the white primary, <i>Brown v. Board of Education</i>, Martin Luther King, Jr., and the 1956 state flag</p> <p>b. Analyze the role Georgia and prominent Georgians played in the civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Acts ...</p>		
Launch Activity (Hook)	Students discuss the advantages and disadvantage of separating students in schools by a variety of methods such as race, religion, height, gender, hair color, or eye color.		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?	Herman Talmadge, Benjamin Mays, Martin Luther King, Jr., Hamilton Holmes, Charlayne Hunter	Civil Rights Act 1965, Brown vs. BOS, SNCC, Sibley Commission, March on Washington, Albany Movement	Skills -Understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. -Understand that when there is conflict between or within societies, change is the result
Assessment Evidence: What evidence will show that students met the learning goal?			
Traditional Assessment (Quizzes, Test, Selected Responses)			
Timeline, Letter, Test			
Portfolio Assessment			
Vocabulary Activities; Standard Review			

Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)
Civil Rights Scavenger Hunt, TV Journalist Project
Student Self-Assessment
Standard Review
Differentiation Associated with this unit
Preview vocabulary, Peer tutors, Alternative textbook material such as online text or audio.
Resources and instructional tools: Textbook, PowerPoint, Video: Children and Civil Rights from United Streaming