

Title: **Peaceful Protest vs. Violent Struggle**

Subject: **Georgia History**

Topic: **Civil Rights Movement** Grade: **8th**

School: **Eighth Street Middle School,
Tifton, Georgia**

Wiregrass History Consortium Unit Plan			
GPS Standard:	SS8H11 SS8H12		
Concept:	There were fundamental beliefs and values that stirred individuals to join the Civil Rights Movement. These caused a series of events to occur in different regions of the country		
Essential questions (2-5 questions) (What you want the students to know.)	What were the goals of the Civil Rights Movement? What strategies were employed by the people involved in the Civil Rights Movement? What were some of the significant legal victories of the Movement? Why did the Civil Rights Movement ultimately succeed?		
Elements (What you want the students to understand.)	Although the Civil Right's Movement was a national event, the impact was different in regions of the country. It is important that students realize this concept and understand that the Movement was treated differently by citizens in these different national regions.		
Launch Activity (Hook)	Imagine not being able eat or sleep in most restaurants or hotels. How about not being able to sit where you want in a public building or on public transportation. What if you were forced to go to an inferior school or only allowed access to certain bathrooms or water faucets? What if all these things happened to you just because of the color of your skin? What would you do?		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	Knowledge Segregation Boycott Peaceful protest Civil Rights Resolution		Skills *Analysis of historical events * Sequencing
Assessment Evidence: What evidence will show that students met the learning goal?			
Traditional Assessment (Quizzes, Test, Selected Responses)			
Portfolio Assessment			
Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)			
Place the events and important people involved in the Movement on the timeline that has been placed around the room.			
Student Self-Assessment- Classroom dialogues..			

“ What Would I Have Done If...” graphic organizer

Differentiation Associated with this unit

Resources and instructional tools:

<http://www.infoplease.com/spot/civilrightstimeline1.html>

Internet for research