

Title: **The Power of Race** Subject: U. S. History

Topic: American Civil Rights Movement Grade: 10/11 School: Ware Magnet

Wiregrass History Consortium Unit Plan			
GPS Standard:	10th: USH 22a-e, USH 24a USH 24a: The student will compare and contrast SNCC and SCLC tactics, including sit-in, freedom rides, and changing composition. USH 22: The student will identify dimensions of the Civil Rights Movement 1945 to 1970.		
Concept:	Leaders and Events of the American Civil Rights Movement		
Essential questions (2-5 questions) (What you want the students to know.)	<ol style="list-style-type: none"> 1. What organizations led the Civil Rights Movement and what tactics did they use to accomplish their goals? 2. What were the major events of the Civil Rights Movement? 3. What were the major victories and setbacks to the American Civil Rights Movement? 		
Elements (What you want the students to understand.)	<ol style="list-style-type: none"> 1. Civil Rights Movement was a movement of MANY leaders, each with their own backgrounds, goals, tactics, and followers. 2. Civil Rights Movement involved many events across the nation each with different outcomes. 3. National political leaders like Presidents Eisenhower, Kennedy, and Johnson reacted to events that were broadcasted on television and in the newspapers. 		
Launch Activity (Hook)	Students will watch an excerpt from the Southern Poverty Law Center’s video “A Struggle for Justice” illustrating the Emmitt Till murder, Freedom Rides, and Demonstrations. Students will write a paragraph responding to the video pointing out things they did not know about the Civil Rights struggle. Students will verbalize what they learned in a class discussion.		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	People and Places	Vocabulary	Skills
	Thurgood Marshall <i>Brown v. Bd. Of Ed.</i> Rosa Parks Montgomery Bus Boycott Martin L. King, Jr. Little Rock Nine Greensboro Sit-in Freedom Riders Albany Movement Birmingham Protest Washington March Selma Marches	NAACP SCLC SNCC CORE Sit-ins Freedom rides Demonstrations Civil Rights Act, 1957 Civil Rights Act, 1964 EEOC Voting Rights Act, 1965 Watts Riots	Primary documents Photographs Diary entries Class discussions
Assessment Evidence: What evidence will show that students met the learning goal?			
Traditional Assessment (Quizzes, Test, Selected Responses)			
<ul style="list-style-type: none"> ▪ Vocabulary Quiz ▪ People and Places Quiz ▪ Unit Test 			

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

The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

You will be assigned a member of a social movement of the last half of the twentieth century (examples include Martin Luther King, Jr., Malcolm X, Megar Evers, Julian Bond, Andrew Young) to research. Based on your research of **primary sources** from the time period, identify and explain all events they were leaders of. You will write several diary entries (minimum of five), as if you are an assistant to this person. The focus will be on your involvement in the movement and your connection to the movement. Your entries should focus on the changes in your daily life after a significant event in the movement took place. Your entries will be analyzed for your ability to view this event from this point of view and the historical relevance of your observation, as well as, how well it demonstrates your understanding of the movement and the role of the individual.

Journal must be written in first person. It must be dated with the appropriated dates that are relevant to the civil rights event chosen. It must include some mention of conversation with the Civil rights leader chosen about the event.

Performance task adapted from: georgiastandards.org unit on “Social Change”

Differentiation Associated with this unit

Students with learning problems will be given primary sources and photographs that are easier to understand or work in groups with other students.

Resources and instructional tools:

www.georgiastandards.org

Powerpoint developed by Dr. Jay Rickman (adapted by teacher)

The American Vision (school textbook)