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| Unit Overview | | | | | | | |
| Title: | The Civil Rights Movement | | | | | | |
| Focus/Essential Questions | | | | | | | |
| What was the civil rights movement?  What were some of the important events in the civil rights movement?  Who were the important people in the civil rights movement?  Why is the civil rights movement important? | | | | | | | |
| Unit Summary | | | | | | | |
| The unit begins with a discussion of what the civil rights movement was all about, a general overview. From there we will progress through the movement, learning about key people and events. At the end, students will choose someone to write about | | | | | | | |
| Subject Area(s): Civil Rights | | | | | | | |
| Grade Level: **9th - 12th intermediate ESL** | | | | | | | |
| Standards: | | | | | | | |
| Common Core | | | | | | | |
| Reading Standards for Informational: 1, 2, 3, 4, 5, 7, 9, 10- heading towards it  Writing Standards: 2, 4, 5, 7, 8, 9, 10, 11  Speaking and Listening: 1, 4, 5, 6,  Language: 1, 2, 3, 4, 5, 6  Social studies:  1, 2, 3, 4, 10, | | | | | | | |
| **Content Area(s)** | | | | | | | |
| * History (US, use of authentic materials for DBQ), * Reading/writing | | | | | | | |
| Learning Outcomes | | | | | | | |
| Students will:   * learn about key events in the civil rights movement * discuss key figures in the civil rights movement * Discuss key concepts of the civil rights movement including segregation and discrimination * analyze authentic documents or clips for meaning or interpretation * select his/her own figure and conduct research on this individual * Use this research to present their individual in writing and in an oral presentation. | | | | | | | |
| Unit Scope and Sequence | | | | | | | |
| * Review slavery and civil war * Introduce civil rights movement * NAACP * Brown vs Board of Education * Rosa Parks, Montgomery Bus Boycott and non-violent protests * Dr Martin Luther King Jr * Little Rock Nine * Medgar Evers * MLK's “dream” speech and voting rights act * Assassination of MLK Jr * Future of the Civil rights movement | | | | | | | |
| Learning Assessment   * 1 short answer quiz * 1 multiple choice quiz * Journal responses – participation * 1 Webquest * Participation * Bio-poem * Paper * Presentation * self-evaluation of project/unit | | | | | |  |
| Unit Implementation | | | | | | | |
| Instructional Strategies | | | Grouping Options | | Scaffolds | | |
| Ongoing assignments | | | Individual  Individual | | * Students will keep a journal updated with their thoughts on each event. Specific journal assignments will be mentioned under each event. * After the final project is introduced, students will have instructions and due dates for different parts | | |
| Final project: Civil rights figure presentation | | | Individual | | Students will select a civil rights figure and write a short paper on him/her. This will consist of:   * early life (when born, where, etc) * how did they become involved with Civil Rights movement? * What important contribution(s) did they make to the movement? * Their death * Any other important information   First they will construct a bio-poem on this figure. All students will present the bio-poem to the class.  Teacher will model this project by doing presentations on Medgar Evers and Martin Luther King Jr. | | |
| Step 1: Begin with an activity demonstrating the concept of segregation. | | | Whole group activity | | All students will select a slip of paper. The slip will either have a picture of a square or a picture of a circle. They will separate w/ squares on one side and circles on the other. Teacher will begin a review of previous unit and only address the squares and ignore the circles. The idea is to show students what it is like to be discriminated against, to be treated differently just because you have some arbitrary factor in common.  Teacher will explain the idea behind the activity upon its completion and ask students to journal about their thoughts on the activity. Teacher will also have students tape the “square” or “circle” card to their new portfolio folders. We will be changing who is “white” and who is African-American for each activity so you all find out what it was like.  Groups will consist of 2 circles and 2 squares. Pairs will be 1 and 1. | | |
| Step 2: Introduction/activation of background knowledge of the Civil Rights movement | | | Whole class construction  Group/whole class  Individual | | Define the word civil and the word right.  Brainstorm ideas about the civil rights unit in groups. Share with the class.'  Have students write in their journals about either civil rights in their country or what they think the civil rights unit will be about and what they hope to learn. | | |
| Step 3: History of segregation | | | Whole class  Pairs/group  Whole group/individual | | Introduction of Jim Crow Laws  Jim Crow Laws – Separate but equal  Read the book: Building a Dream about schools for the next few classes - wksts  Demonstrate the idea of true “separate but equal” by giving each pair of circles an object and giving each pair of squares an object. - maybe a penny? (Packets instead of books?)  Demonstrate the way Jim Crow laws worked with old copies of books to the circles vs new copies of books (or some other object) to the squares. These activities will help students understand the idea and what actually happened.  Think-Pair-Share activity  Teachers will ask students about what might happen with schools, bathrooms, swimming pools, etc.  Define segregation and make a drawing for visual dictionary.  Students will be asked to journal. They will be asked to put themselves in the shoes of a kid in school back then. Why are their books written in and falling apart? Why are their bathrooms always dirty? Is this fair? | | |
| Step 4: Brown vs Board of Education | | | Whole class  Groups  Individual | | Building background: how long does it take you to get to school? Does everyone you live near go to the same school?  What would happen if you couldn't go to this school? Does anyone know how far they would have to go?  Find case studies of students in school? Students will discuss these case studies of students in segregated schools/traveling to segregated schools.  Present Brown vs Board of Education. Utilizing information from the previous class on segregation, introduce the outcome of the decision.  Ask them to journal on how southern states might have reacted to this.  The next class there will be a mini quiz on previous lessons. This will consist of short answer questions on Jim Crow laws, Brown vs Board of Education, segregation, etc. | | |
| Step 5: NAACP | | | Group work  Individual | | This lesson will take place in the computer lab. Each group will be given a number of investigative questions. These questions are the subject of a web-quest organized by the instructor. Most of the links will be to parts of the NAACP website.  Questions will include: What does NAACP stand for? What does it do? When was it organized? By who? What is its mission? Etc.  Groups will turn the answers in for a participation grade.  Journal assignment: what kinds of things do you think the NAACP does? What might they have done during the civil rights movement? If there were such a group for you, would you join it?  Extra credit assignment: Explore other civil rights groups, find out if there is one you could join. Find out about ones in your home country. | | |
| Step 6: Rosa Parks | | | Whole group  Whole class, questions in pairs  individual | | Role-play activity of being on a bus.  Teacher will tell students that today the circles will be the “White Americans” while squares will be “African-Americans.”  We will make a “bus” out of chairs with 2 seats in each row. Teacher will place a “square” card on the last few rows. This card will say “square” unless “circle” needs one.  Students will enter the bus, squares will be told they can only sit in square seats. Once square seats are full and a circle gets on, teacher, as bus driver, will tell them to make one of the squares move.  After the activity, we will have some background info on Rosa Parks. Teacher will present the idea of a “bio-poem” in this class. A video about Rosa Parks will also be shown.  Http[://www.biography.com/articles/Rosa-Parks-9433715](http://www.biography.com/articles/Rosa-Parks-9433715)  <http://www.readwritethink.org/files/resources/lesson_images/lesson398/biopoem.pdf>  Students will be asked to journal about Rosa Parks and the activity in class. | | |
| Step 7: Montgomery Bus Boycott – Nonviolent protest and intro to Dr. Martin Luther King Jr. | | | Whole class  Groups  Whole class  Groups/stations | | Background info on boycott. What is a boycott? Have you heard of any?  In your groups, talk about something you want changed at school. Decide how you might use a boycott in helping you change this. Ideas: lunch menu, more desks, bigger classrooms, smaller classes, longer recess, etc. Use web worksheet  Define non-violent protest. - co-construct meaning with students. Use the word violent and the meaning of non  Demonstrate other forms of non-violent protest like sit-ins and freedom rides in stations that groups can rotate through. - Fun movement and activities  Journal on the activities of the day. | | |
| Step 8: Martin Luther King Jr and introduction to final project | | | Whole class  Whole class/group  Group | | A description of his early life and his most important contributions to the movement, including non-violent protest. There will be a short teacher directed presentation using a bio-poem.  This class will cover his early life, how he got into the movement, and what part he played in the movement. Clips will be selected and chosen from some of his most famous speeches and from Biography.com.  Students will analyze speech samples, particularly for the use of figurative language.  Note: His assassination and its ramifications will be discussed later  Students will be asked to decide what figure they would like to study out of a list provided. Students will work alone on bio-poem and short paper. | | |
| Step 9: Little Rock integration (1957) | | | Whole class  Whole class  Individual/pairs  Groups  Individual | | Review Brown vs Board of Education and student journals. How did the southern states handle this?  Students will watch clips of the enforced integration of Little Rock Central High School <http://www.pbs.org/wgbh/amex/eyesontheprize/story/03_schools.html>  Students will be asked to jot down the thoughts and feelings that the Little Rock Nine might have had. Working in pairs, they will write a bio-poem using specifications from the teacher.  In groups students will read an interview by Melba Patillo Beals taken from this site: <http://pbskids.org/wayback/civilrights/buzz/index.html> Each group will be assigned two questions to go over.  They will be asked to journal in response to it. What do they think about what Melba had to go through? | | |
| Step 10: Medgar Evers and progress report on final project | | | Individual  Whole  Pair/individual | | Quiz on previous lessons since the last quiz including Rosa Parks, NAACP, non-violent protest, the Little Rock Nine and some minor MLK Jr information. These will be multiple choice questions.  Presentation on Medgar Evers, another model for the final project.  Teacher will model the poem, paper and presentation assignment via showing one for Medgar Evers.  Students will be submitting their bio-poems for their selected person at this time. Students will work on papers and presentations  Teacher will review citations and plagiarism with the class as preparation for the paper.  Journaling will be on the unfairness of the two trials against the man who killed Medgar Evers. Why do you think he didn't go to jail? | | |
| Step 11: 250,000 march on DC and the “I have a dream” speech | | | Whole class  Whole/group | | Basic background to the march. When was it, why did it happen  See activity 9 for the “I have a dream” lesson plan | | |
| Step 12: Government Legislation: Civil Rights Act of 1964 and Voting Rights Act of 1965 | | |  | | Topics will include: what were they? And what caused them to be passed? - split into groups and assign groups to read about one of the two acts.  Civil Rights Act of 1964: it outlawed discrimination vs blacks and women. Ended segregation practices. initially weak, but were supplemented during later years  Voting Rights Act of 1965: eliminated literacy tests, poll taxes and all other discriminatory practices  Teacher will show pieces of each Act to the students as part of authentic document interpretation.  Journaling just general thoughts on the topics of today's class. | | |
| Step 13: Dr Martin Luther King Jr assassinated | | | Whole class, discussion in groups | | Teacher will ask students about MLK Jr Day. Teacher will ask them to hypothesize about the day. Does anyone know what happened to MLK Jr.?  We will watch clips about MLK Jr's assassination and its ramifications on the Civil Rights Movement. Did the Civil Rights movement end on April 4th, 1968?  Students will journal on topic of their choice from the unit. | | |
| Step 14: Presentations | | | Working individually | | Student presentations on their topic.  Next, student presentations. Students will be asked to give feedback on each presentation, stating at least one thing they learned about this person. | | |
| Step 15: Into the future: continuing the movement | | | Whole class  Whole class/Individual | | After the students' presentations, there will be a discussion of equality today. Topics to be covered will be racism, sexism, work inequalities, college admissions issues, etc. Assign one topic to each group.  To complete the unit, we will watch the movie “Ghosts of Mississippi” (1996) about the outcome of the last Medgar Evers murder trial. Students will answer questions each day. Prior to the start each day, students will predict what will happen based on previous knowledge and questions the teacher provides. Students will evaluate their answers for homework each day. | | |
| Accommodation Options | | | | | | | |
| ELL / IP Students | | Texts will be altered for different levels and capabilities. Glosses may be provided for vocabulary words. Other words will be defined in visual dictionaries with pictures either draw or printed out by students. | | | | | |
| Highly-Capable Students  (or enrichment/ extension activity) | | Highly capable students will be encouraged to complete the final project by themselves. They will also be asked to read more authentic documents and journal on increasingly difficult topics. | | | | | |
| Management/Organization Tips | | | | | | | |
| Activities will continually alternate circles and squares as being the victims of discrimination. This should be cleared by the principle and discussed in depth on the first day so students have an understanding of what is going on. | | | | | | | |
| Approximate Time Needed (Example: 45 minutes, 4 hours, 1 year, etc.) | | | | | | | |
| Approx 1 month – likely January to February (black history month) | | | | | | | |
| Prerequisite Skills | | | | | | | |
| * Intermediate reading ability – will be adjusted for by teacher * Understanding of US history with slavery and the civil war. * Understanding of the US government | | | | | | | |
| Materials and Resources Required for Unit | | | | | | | |
| Adopted Print Materials: books | | | | | | | |
| Adopted and other Audio/Visual: websites listed, clips listed, some to be determined at a later date, depending on student knowledge and editing, the movie Ghosts of Mississippi (1996) directed by | | | | | | | |
| Supplemental Resources (including Internet resources): websites for visuals | | | | | | | |
| Supplies: | | | | | | | |
| Technology – Hardware (Click boxes of all equipment needed.) | | | | | | | |
| Computer(s) | | VCR | | Projection System (if doing whole group instruction) | | | |
| Printer | | Video Camera | | Camera | | | |
| Digital Camera | | Scanner | | Video Conferencing | | | |
| Television | | Laser Disk | | Other DVD | | | |
| Technology – Software (Click boxes of all software needed.) | | | | | | | |
| Microsoft Word | | Microsoft Front Page | | KidPix | | | |
| Microsoft Excel | | Microsoft Internet Explorer | | Inspiration | | | |
| Microsoft PowerPoint | | SchoolKiT | | Clicker 4 | | | |
| Publisher | | Encarta Reference Materials | | Image Blender/Photo Editor | | | |
| Optional Technology Extensions | | Photostory | | | | | |

**Rubric:**

Bio-poem

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| --- | --- | --- | --- | --- |
|  | EXCEEDS EXPECTATIONS  4 POINTS | MEETS EXPECTATIONS  3 POINTS | PROGRESSING IN SKILLS  2 POINTS | DOES NOT MEET EXPECTATIONS  1 POINT |
| Use of format specified by instructor | Students embrace the format and enlarge it, using more than simple one word phrases. | Students use format as designated by teacher. | Students use basic format but may be lacking lines or some may not be the correct ideas. | No formatting. |
| Content | Descriptions in each line are unique and often phrases rather than simple words. Evidence of much thought. | All of the words are on topic. Most are simple descriptions or adjectives. | Mostly on topic. May be repetitive. | Not on topic |

Final Project Paper

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|  | EXCEEDS EXPECTATIONS  4 POINTS | MEETS EXPECTATIONS  3 POINTS | PROGRESSING IN SKILLS  2 POINTS | DOES NOT MEET EXPECTATIONS  1 POINT |
| Content | On topic, all required sections and additional information, evaluation or hypothesizing about the future | On topic, hits all required sections. | Mostly on topic, some tangents or doesn't hit all required sections. | Not on topic |
| Vocabulary | Uses numerous new vocabulary words from the unit | Uses some new vocab from the unit, all other vocab is level appropriate | Doesn't use any new vocabulary, some language not level appropriate | No vocabulary, language not level appropriate |
| Structure | Proper structure includes all sections including reference page and title page. | Properly structured, with paragraphs, topic sentences, title, references, etc | Has some paragraphs and topic sentences, but lacks complete structure | No structure |
| Citation | Correct quotations and citations used to great effect. | Uses citations with one or two errors | Major errors with citation | No citations or references. Might be plagiarized |
| Mechanics (spelling and grammar) | Spelling and grammar are nearly perfect, including level appropriate uses of colons, semi colons and such. | Minor errors in spelling and grammar that don't affect meaning | Errors in spelling and grammar which affect meaning but the paper as a whole is not seriously affected. | Difficult or impossible to read or comprehend meaning due to number of errors |

Final Project Presentation

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| --- | --- | --- | --- | --- |
|  | EXCEEDS EXPECTATIONS  4 POINTS | MEETS EXPECTATIONS  3 POINTS | PROGRESSING IN SKILLS  2 POINTS | DOES NOT MEET EXPECTATIONS  1 POINT |
| Reading of bio-poem | Dramatically reads biopoem, adds gestures, etc. | Completely reads Bio poem to the class | Doesn’t read all of biopoem. | Does not share/have biopoem. |
| Explanation of bio-poem – LINES 2-8 | Explains 5+ lines of poem. | Explains at least 4 of their lines. | Explains 1-4 lines of poem. | Doesn’t explain poem. |
| Question answering | Answers 3+ questions correctly about their project with more than a yes/no response. | Answers 3 questions correctly about their project, with more than a yes/no response. | Answers 3 questions, but some have a yes/no response without further information. | Answers 1 or 2 questions. Answers with yes/no response for 1 or both of them. |