



Lesson Plan Template

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School: Carver Middle School

Title of Activity	<i>Journey Through the Civil Rights Movement</i>
Overview	<i>In groups, students will choose an event that influenced civil rights in the U.S. Events will range from the 1700s to modern day and focus on a variety of marginalized groups throughout the history of our nation. Students will create a presentation to share with other students. They may choose a traditional</i>
Essential Question	How have Civil Rights evolved over time in the U.S.?
Audience	<i>8th grade</i>
Time Required	<i>5 day minimum</i>
Goal	To make student think more deeply about civil rights gains and abuses in our nation's history, connecting past events to modern struggles by using primary sources.
Objectives	For students to become experts on an event that influenced civil rights in American history or on a current day struggle.
SC Standards	<p>SC ELA Standards: Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.,</p> <p>Standard 4: Synthesize integrated information to share learning and/or take action.</p> <p>6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.</p> <p>Writing 2.1 Write informative/explanatory texts that: a. introduce a topic; b. use relevant information from multiple print and multimedia sources; c. organize ideas, concepts, and information into broader categories; d. assess the credibility of each source; e. include formatting, graphics, and multimedia to aid comprehension;</p> <p>SC SS Standards:</p> <p>8.5.8: Compare the progressive movement in South Carolina with the national progressive movement including the impact of temperance, women's suffrage, labor laws and agricultural, educational and governmental reform.</p>

	<p>8.7.2: Analyze the movement of civil rights in South Carolina including the impact of the landmark court case <i>Elmore vs Rice</i> and <i>Bridges vs Elliott</i>, civil rights leaders, Septima Poinsette Clark, Modejeska Simkins, and Matthew J. Perry, the SC school equalization effort and other resistance to school integration, peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Friendship 9 and Orangeburg Massacre.</p>
<p>Digital and Other Resources</p>	<ul style="list-style-type: none"> • <i>See provided resource list</i> • <i>LOC photos for introductory activity</i>
<p>Classroom Materials</p>	<p><i>Graphic organizer, Internet access, (materials will vary based on type of project chosen, i.e. skit, keynote, poster, etc.)</i></p>
<p>Preparation</p>	<p><i>Students will be introduced to unit by doing an Observe/Reflect/Question on an LOC photograph. We discuss and talk about the 60s civil rights movement but that it didn't happen in a vacuum. Events in the past led up to it and it has influenced many other groups, i.e., Latinx, LGBTQ, Americans with disabilities, etc. to also fight for equal rights.</i></p>
<p>Procedure</p>	<p>Day 1—Show students primary sources from LOC pertaining to the Civil Rights movement. Have them do an Observe/Reflect/Question chart individually and then compare with peers. Reveal what document/photo really is and have them reflect on their responses</p> <p>Introduce project that they will create a time hop through the Civil Rights Movement by choosing an event that affected Americans. They will create a presentation telling “tourists” about each stop.</p> <ol style="list-style-type: none"> 1. One must be from SC 2. One must be non-African American 3. Last stop will be a modern day issue (Any of these may overlap) <p>Day 1—Show students primary sources from LOC pertaining to the Civil Rights movement. Have them do an Observe/Reflect/Question chart individually and then compare with peers. Reveal what document/photo really is and have them reflect on their responses</p> <p>Introduce project that they will create a time hop through the Civil Rights Movement by choosing an event that affected Americans. They will create a presentation telling “tourists” about each stop.</p> <ol style="list-style-type: none"> 1. One must be from SC 2. One must be non-African American 3. Last stop will be a modern day issue (Any of these may overlap) <p>Must include and analyze primary sources in your presentation and summarize how it impacted the community involved.</p> <p>Have students start looking through collection, making decisions about which events to research.</p>

Day 2—Finalize which events they will cover. Group members will assign who will research each topic in depth using the digital collection provided.

Graphic organizer will be provided for research.

Day 3—Finishing up research. Create presentation

Day 4 – Complete presentation in Keynote, imovie, with art or ???

Day 5—Present

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Graphic organizer will be provided for research.

Day 3—Finishing up research. Create presentation

Day 4 – Complete presentation in Keynote, imovie, skit, etc.

Day 5—Present

**Assessment/
Reflection**

Group may create keynote/PPT, a skit, an informative poster, a brochure, a work of art ,etc depicting the event. It must include at least one primary source and summarize how it impacted the community involed. (See Rubric)