



Lesson Plan Template

Librarian / Teacher Name(s): Cynthia Shell, Library Media Specialist / Antoinette Gibson, Eighth Grade Social Studies Teacher

Primary contact's email address: antoinette.gibson@richlandone.org

School: W.A. Perry Middle School

Title of Activity	Onset of The Civil Rights Movement
Overview	Students will analyze primary sources from the Library of Congress to determine the beginning of the Civil Rights Movement. Using 21st Century skills, students will use technology to examine primary sources, provide perspective, provide effective feedback and use technology as a tool to inform and communicate with peers.
Essential Question	When did the Civil Rights Movement begin in the United States?
Audience	Middle School Students/Teachers
Time Required	Two 60 minute sessions
Goal	The goal is to introduce the students to primary resources in the Library of Congress. In a two session class, the topic of Civil Rights Movements will be the focal point. Students will learn to analyze primary sources, provide feedback and communicate their perspectives in computerized format with classmates. In an academically intense environment, students will have opportunities to connect lessons to real world issues in the 21st century.
Objectives	Students will look at primary sources to analyze and contextualize clips, letters and speeches from 1863 throughout the climax of the Civil Rights Movement in 1968. Librarian and content teacher will co-teach the lesson to bridge writing, research and analyzation of history.

<p>SC Standards</p>	<p>Social Studies:</p> <p>Standard 5: Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present.</p> <p>Indicator 8.5.E: Utilize a variety of primary and secondary sources to analyze multiple perspectives on the cultural changes in South Carolina and the U.S.</p> <p>Library and Information Sciences:</p> <p>APS 3: Collaboration for Instruction and Services: The library media specialist promotes student achievement by working collaboratively with teachers to plan and deliver instruction that effectively integrates information literacy and technology with the curriculum standards.</p>
<p>Digital and Other Resources</p>	<p>Primary sources:</p> <p>https://www.youtube.com/watch?v=oztbjHZj4w8&list=PLHus2sNAOAGkSpln6x5IT5H_xYs5ZhkPa&index=2</p> <p><i>Glory is a 1989 American war film about the 54th Massachusetts Infantry Regiment, the Union Army's BLACK regiment in the American Civil War. The clip depicts the soldiers of the 54th from the formation of their regiment to their heroic actions at the Second Battle of Fort Wagner.</i></p> <p>https://www.history.com/topics/american-civil-war/the-54th-massachusetts-infantry</p> <p><i>The 54th Regiment Massachusetts Volunteer Infantry was an all Black infantry regiment that saw extensive service in the Union Army during the American Civil War.</i></p> <p>https://columbiasc63.com/history/civil-rights-timeline/</p> <p><i>If you ask most Americans about the struggle against white supremacy in the American South, they automatically think of the 1960s – and their knowledge of the movement is limited to a handful of national leaders or a few southern cities made infamous by iconic moments of televised violence. This skewed perspective leaves the enormous contribution of South CCivil rights are guarantees of equal social opportunities and equal</i></p>

protection under the law - regardless of race, religion, or other personal characteristics.



<https://guides.statelibrary.sc.gov/c.php?g=11794&p=4842432>



see attachments

Classroom Materials	Laptop/computer, projector, smartboard, timeline sheet 1861-1972, concept map at each station, pens/pencils
Preparation	Print copies of the primary source documents students will analyze. Make sure laptop/computer, projector, and smartboard are set up. Make sure the room is set up so that each person can see the board.
Procedure	<p>Introduce the topic: <i>Onset of The Civil Rights Movement</i></p> <ul style="list-style-type: none"> ● <i>Define the Civil Rights Movement (5 minutes)</i> <i>Brainstorm Civil Rights Movement using (Concept Map-see attachment) (10 minutes)</i> ● <i>Read the poem: Bury Me In A Free Land by Frances Harper (5 minutes)</i> ● <i>Present Clip</i> <i>(https://www.youtube.com/watch?v=oztbjHZj4w8&list=PLHus2sNAOAGkSpln6x5IT5H_xYs5ZhkPa&index=2) (2 minutes)</i> ● <i>Direct instruction (54th Massachusetts Regiment) (13 minutes)</i> <ul style="list-style-type: none"> ○ https://historyengine.richmond.edu/episodes/view/4860 ○ https://www.youtube.com/watch?v=I7isrEf-NXA ● <i>Using primary resources from LOC (www.loc.gov) student will do round table: (20 minutes)</i> <ul style="list-style-type: none"> ○ <i>Each group will have five minutes to give a commentary about the picture, letter, or event</i> ○ <i>Each group will share their commentary with the next group: (each station will have sheet for notes to be shared by the next group.) (see attachment)</i> ○ <i>Each group will have 3 minutes to provide their view.</i> ● <i>The facilitator will open discussion of each document at each station. (15 minutes)</i> <p><i>Day 2:</i></p> <ul style="list-style-type: none"> ● <i>Students will be assigned a specific historic event or person from the 54th Mass. Regent through 1972 regarding the Civil Rights Movement. (5 minutes)</i> ● <i>Students will need to complete a timesheet (see attachment) (10 minutes)</i> <ul style="list-style-type: none"> ○ <i>Student will be do FAKEBOOK. (see rubric) (40minutes)</i> <ul style="list-style-type: none"> ■ <i>Student will communicate using Fakebook about topic of Civil Rights Movement.</i>

- *Reflection: Does social injustice continue to plague America? (5 minutes)*

Assessment / Reflection

Students will complete timeline to cover 1861-1972 in regards to enslavement, freemen and African Americans. Using the timeline information and primary resources in <https://www.loc.gov/> (Library of Congress) students will create a FAKEBOOK (<https://www.classtools.net/FB/home-page>). Student will be assigned a specific event, concept or person to create a FAKEBOOK to include, but limited to three primary sources, pictures, audio and other related people, events and ideas to assigned topic.

Suggested FAKEBOOK events and people:

1. The 54th Massachusetts
2. 13th,14th,15th admendment
3. Selma to Montogermey March
4. Reconstruction
5. Jim Crow Laws
6. Plessy vs Ferguson
7. The Tuskegee Airman
8. Rosa Parks
9. Boycott of the Montgomery Bus System
10. Brown vs Board of Education
11. Little Rock Nine
12. Freedom Riders
13. Bloody Sunday
14. March on Washington
15. Voting Rigths Act
16. Fair House Act
17. "I have a dream" Speech
18. Freedom Summer

In profile of FAKEBOOK: Students will write a three paragraph page in response to: Does social injustice continue to plague America?

[Arlington, Va. Band of 107th U.S. Colored Infantry at Fort Corcoran]

Digital ID: (digital file from intermediary roll copy film) cwp_4940237 <https://hdl.loc.gov/loc.pnp/cwp/cwp-4940237>

Reproduction Number: LC-DIG-cwpb-04279 (digital file from original neg.) LC-88171-7861 (b&w film neg.)

Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA <https://hdl.loc.gov/loc.pnp/pp.print>

[About This Item](#)  [JPEG \(79kb\)](#) | [TIFF \(0.6mb\)](#)



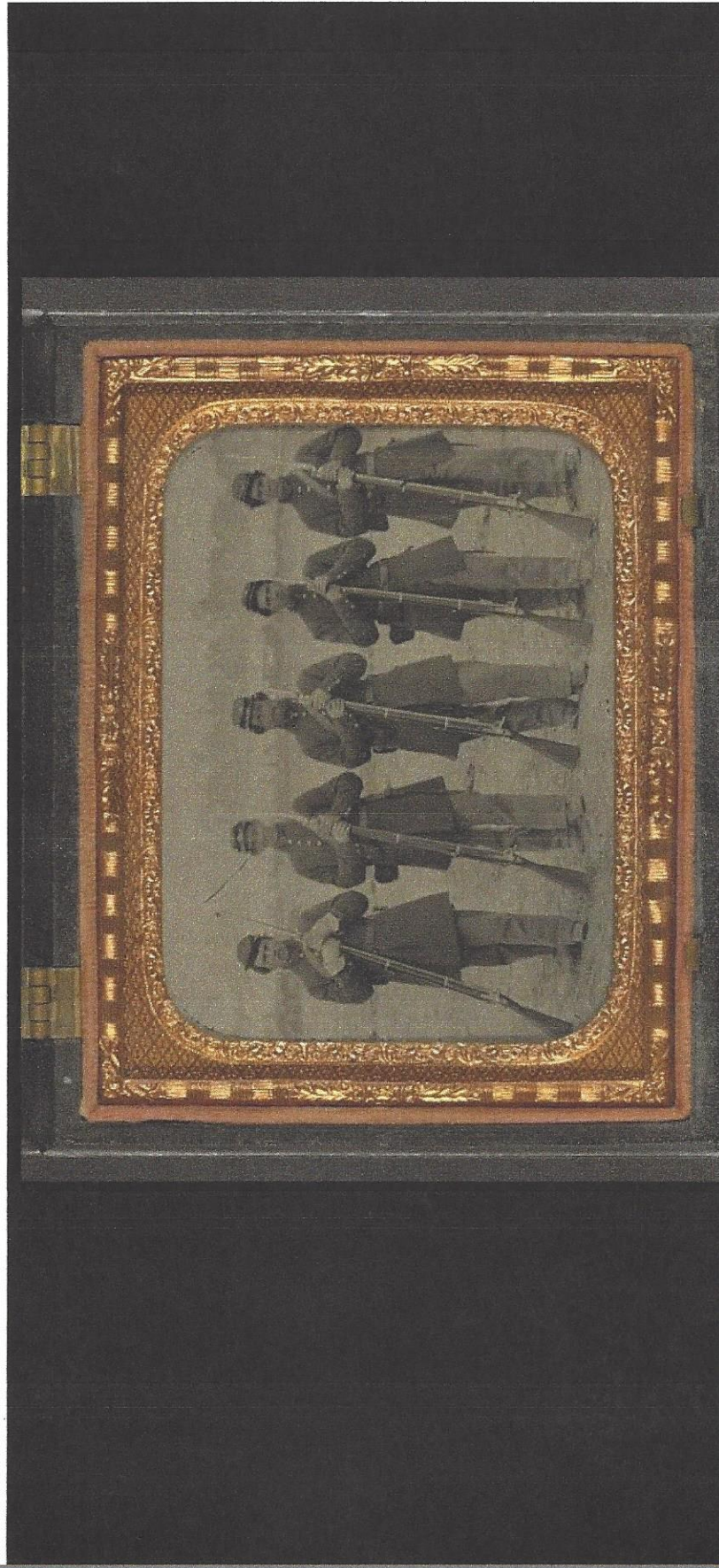
[Five soldiers, four unidentified, in Union uniforms of the 6th Regiment Massachusetts Volunteer Militia outfitted with Enfield muskets in front of encampment]

Digital ID: (digital file from original, tonality adjusted) ppsmsca 37124 <http://hdl.loc.gov/loc/ppp/ppsmsca.37124>

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Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA <http://hdl.loc.gov/loc/ppp/pp.print>

 [About This Item](#)  [JPEG \(87kb\)](#) |  [TIFF \(64.8mb\)](#)



"The 54th Massachusetts regiment, under the leadership of Colonel Shaw in the attack on Fort Wagner, Morris Island, South Carolina, in 1863," mural at the Recorder of Deeds building, built in 1943. 515 D St, NW, Washington, D.C.

Digital ID: (original digital file) <http://hdl.loc.gov/loc.pnp/highsm.09903>

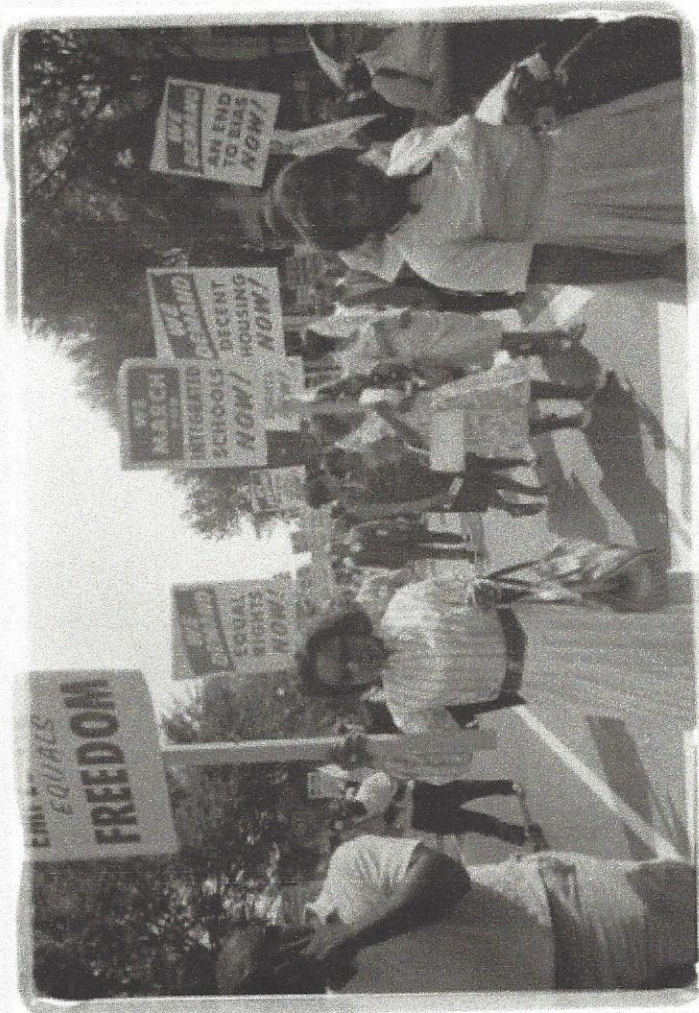
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[About This Item](#) | [JPEG \(46kb\)](#) | [PDF \(104kb\)](#) | [TIFF \(30.8mb\)](#) | [TIFF \(61.6mb\)](#) | [Back to Search Results](#)



Civil rights march on Washington, D.C. / [WKL].



Title Civil rights march on Washington, D.C. / [WKL].

Summary Photograph shows a procession of African Americans carrying signs for equal rights, integrated schools, decent housing, and an end to bias.

Contributor Names Leffler, Warren K., photographer

Created / Published 1963 Aug. 28.

Repository Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA <http://hdl.loc.gov/loc.pnp/pp.print>

Digital Id [ppmsca 03128](http://hdl.loc.gov/loc.pnp/ppmsca.03128) //hdl.loc.gov/loc.pnp/ppmsca.03128

A slave auction at the south

Digital ID: (b&w film copy neg.) cph.3a06254 <http://hdl.loc.gov/loc/pnp/cph.3a06254>

Reproduction Number: LC-DIG-ds-10813 (digital file from original) LC-USZ62-2582 (b&w film copy neg.)

Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA <http://hdl.loc.gov/loc/pnp/pp.print>

 [About This Item](#)  [JPG \(71kb\)](#) | [TIFF \(1.4mb\)](#)



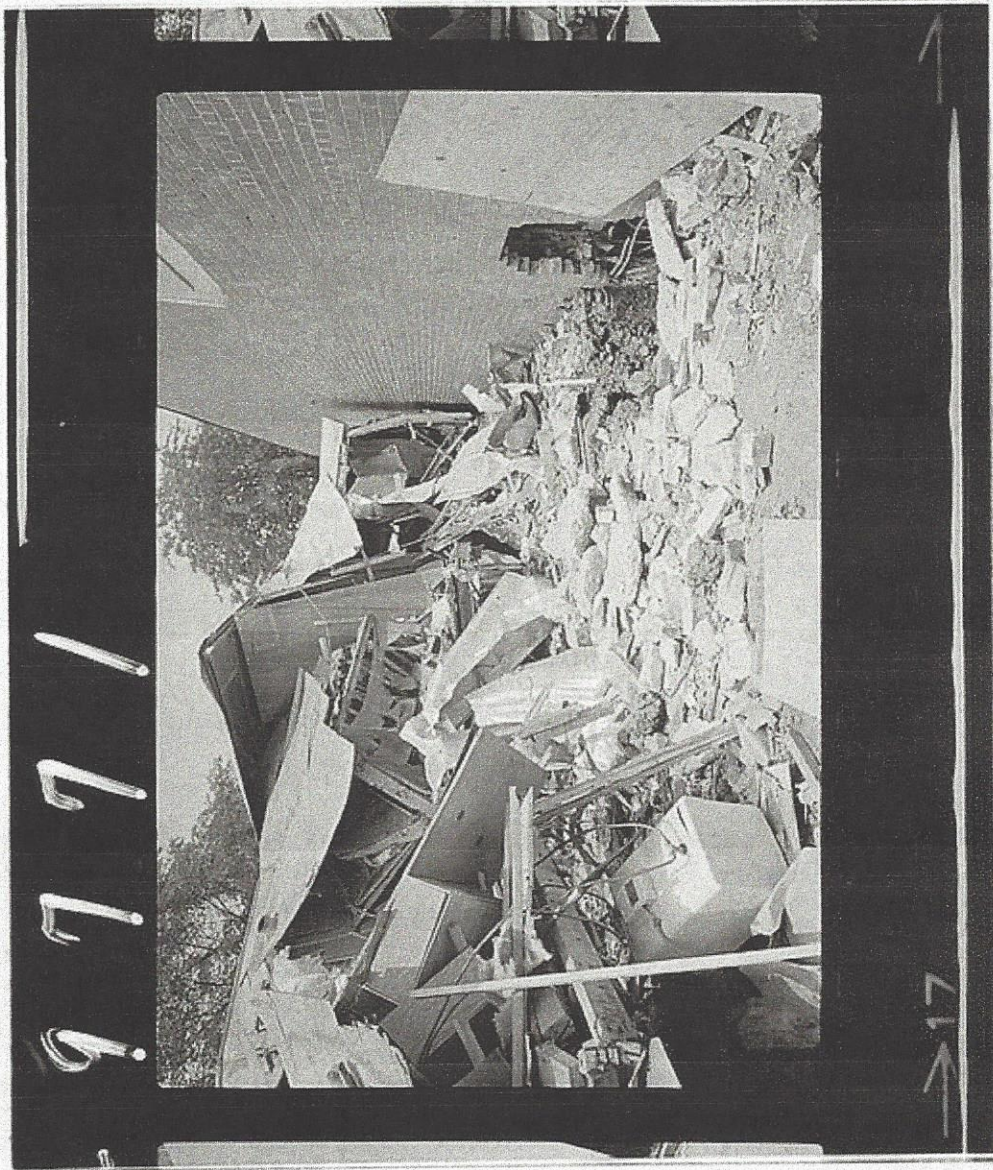
[Bomb-damaged trailers at the Gaston Motel, Birmingham, Alabama]

Digital ID: (digital file from original) ppsmsca 04293 <http://hdl.loc.gov/loc.pnp/ppsmsca-04293>

Reproduction Number: LC-DIG-ppsmsca-04293 (digital file from original)

Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

 [About This Item](#) |  [JPEG \(78kb\)](#) |  [JPEG \(174kb\)](#) | [TIFF \(29.5mb\)](#)



[Governor George Wallace attempting to block integration at the University of Alabama]

Digital ID: (digital file from original) pmsca_04294 <http://hdl.loc.gov/loc.pnp/ppmsca.04294>

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 [About This Item](#)  [JPEG \(59kb\)](#) |  [TIFF \(30.6mb\)](#)



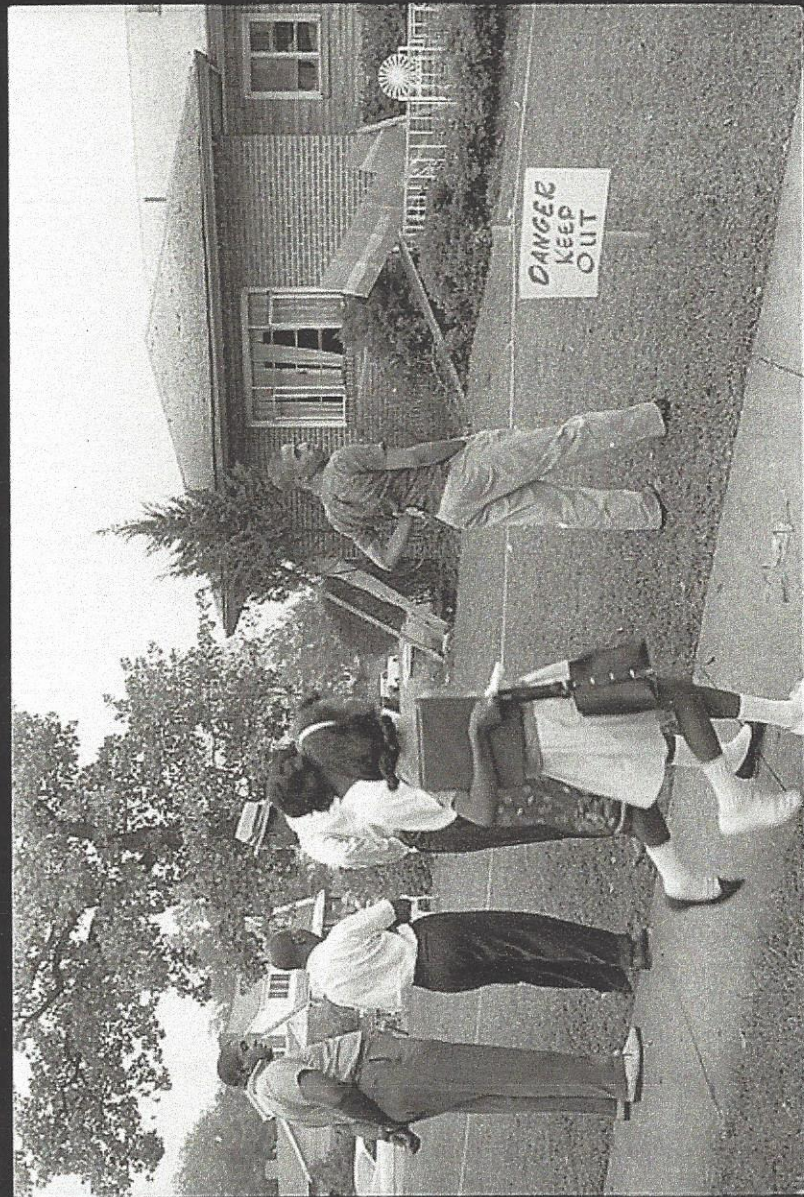
[Group of African Americans viewing the bomb-damaged home of Arthur Shores, NAACP attorney, Birmingham, Alabama]

Digital ID: (digital file from original) ppsmsca 03194 <http://hdl.loc.gov/loc.pnp/ppmsca-03194>

Reproduction Number: LC-DIG-ppmsca-03194 (digital file from original)

Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

 [About This Item](#)  [JPEG \(68kb\)](#) |  [JPEG \(207kb\)](#) |  [TIFF \(13.4mb\)](#)



Five generations on Smith's Plantation, Beaufort, South Carolina

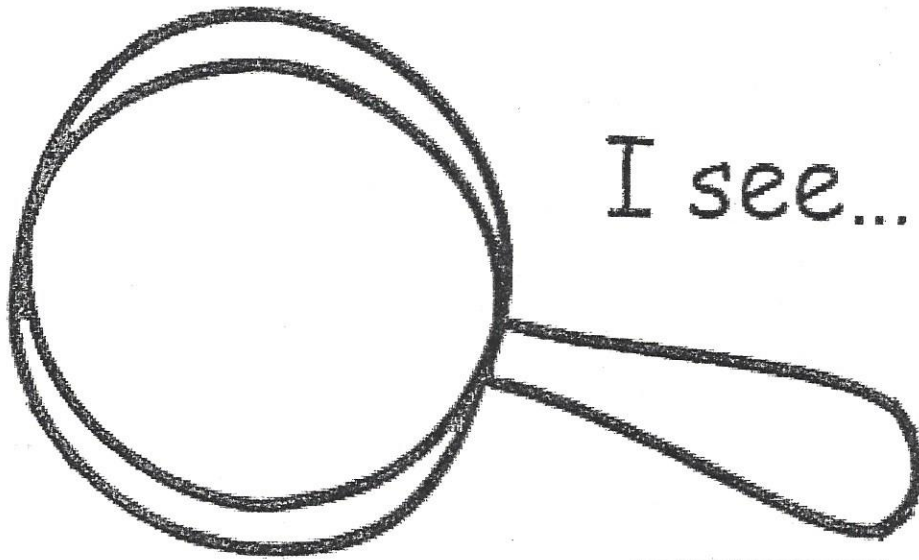
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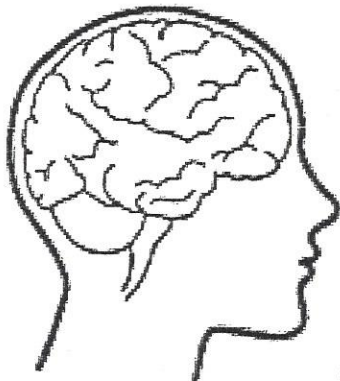
 [About This Item](#)  [JPEG \(113kb\)](#) |  [JPEG \(432kb\)](#) |  [TIFF \(1.3mb\)](#)





I see...

I think...



I wonder...





SEE



THINK



WONDER

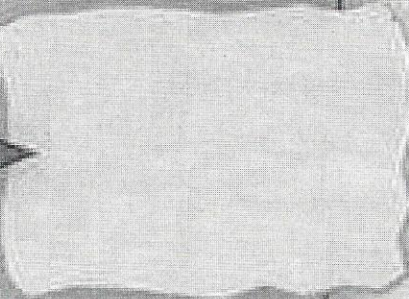
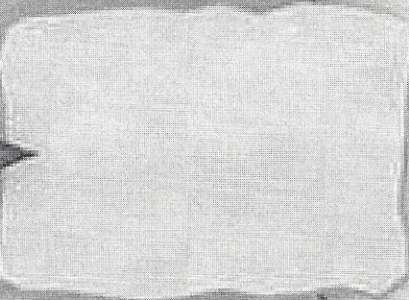
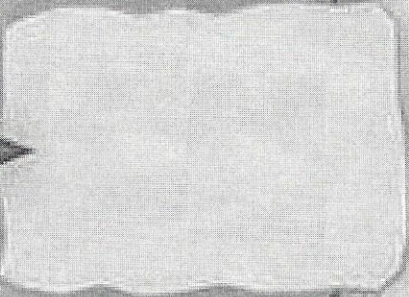
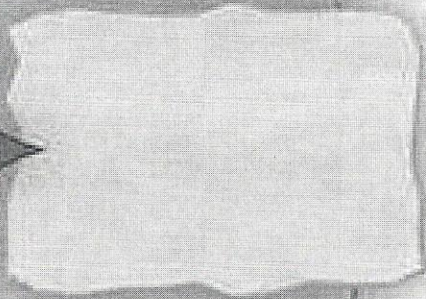
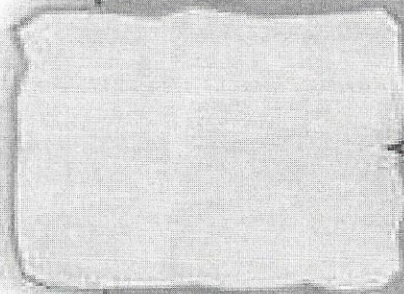
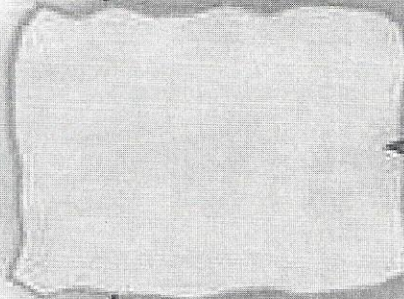
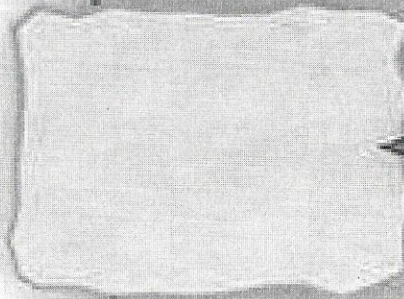
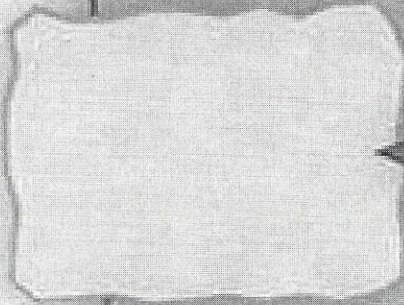
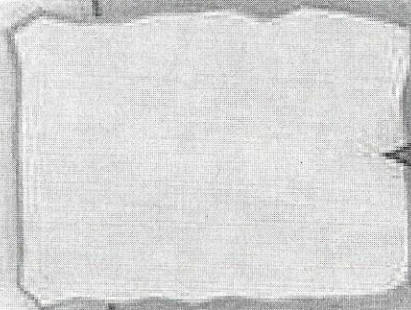
TIMELINE



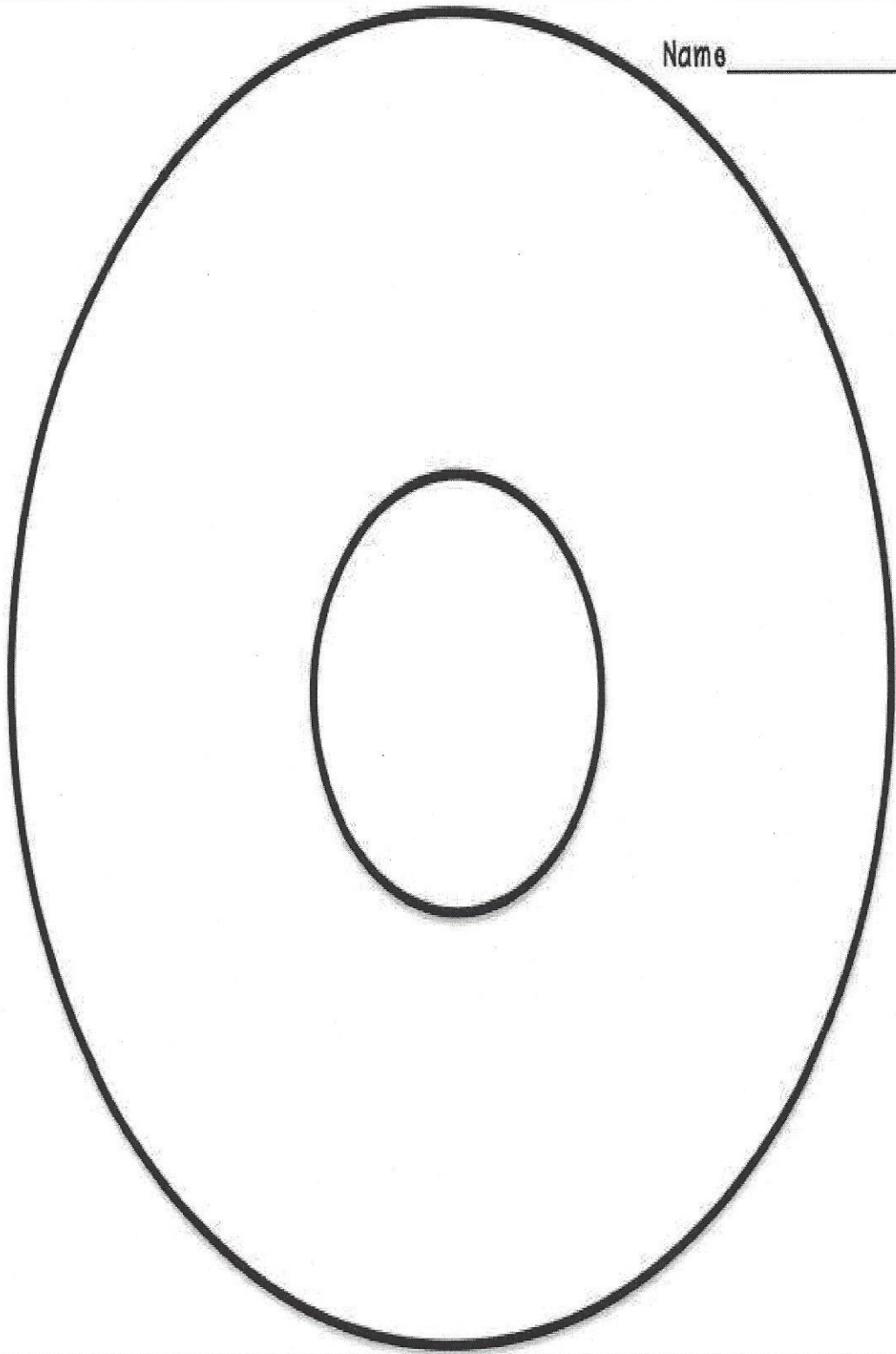
Name _____

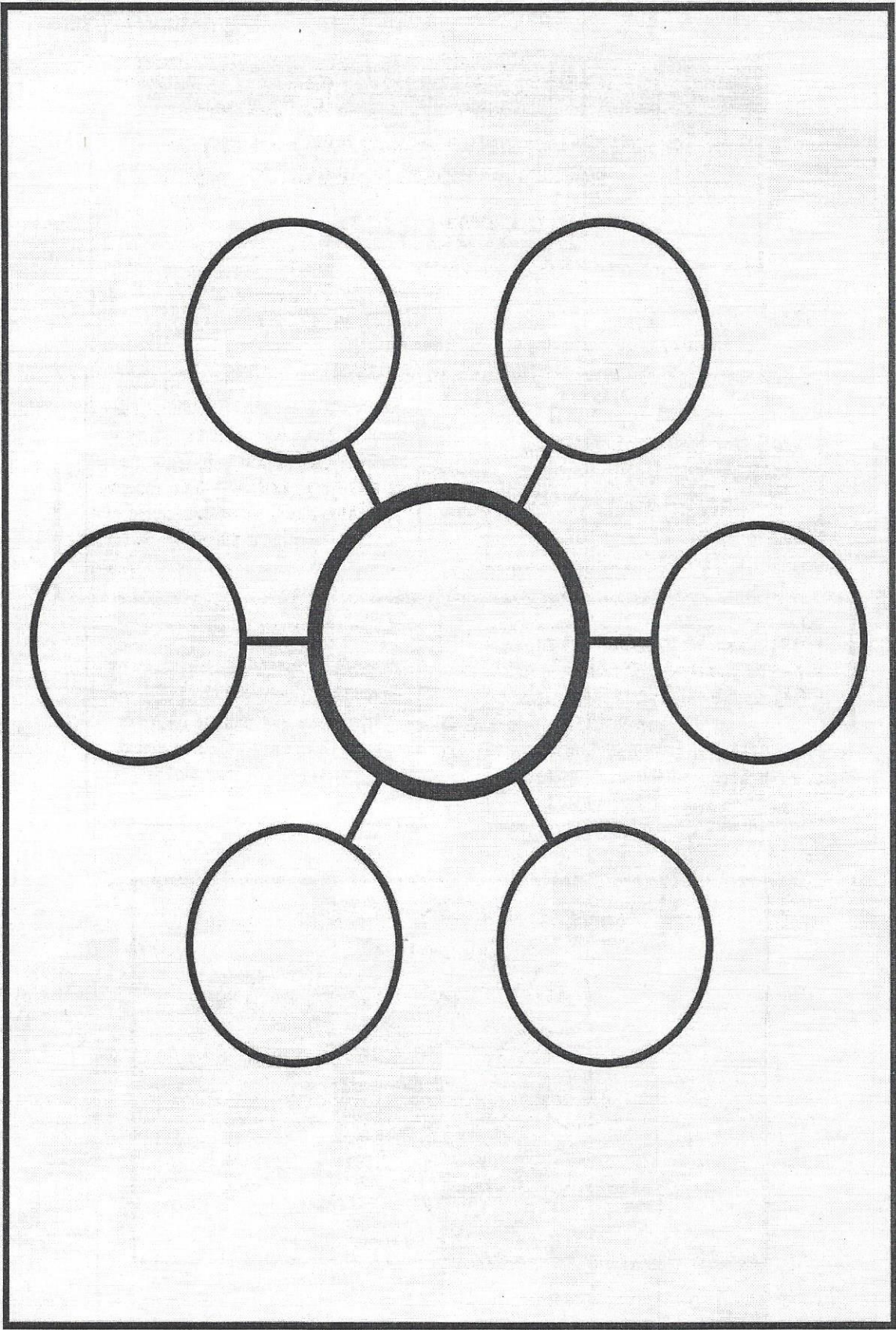
Date _____

Title _____



Name _____





Bubble Map for Describing

FAKEBOOK

Name: _____

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Digital Portfolio-Design - Organization: Easy to locate and navigate to information	Text and graphics are neatly organized and make the project easy to read. All links in the project are labeled and connect to the right place. Project is very easy to navigate; it includes more than one method for navigation.	Text and graphics were placed to make the project easy to read. All links in the project are labeled and connect to the right place.	The placement of text and graphics sometimes make the project hard to read. Most links connect to the right place. A few links are mislabeled, hard to find, or link to the wrong place.	Project contains no clear structure. Text and graphics are randomly placed, and navigation is broken or incomplete.
Content-Quality of Information: Relates to topic, detailed, and accurate	All information was clear and came from reputable sources. Extensive details and relevant examples were used to support the content.	Used relevant information. Included many details and strong examples that came from reputable sources.	Information related to the topic, but project needed more details and examples to fully support ideas.	Information did not include details or examples that related to the topic. Information did not come from a reliable source.
Writing-Ideas: Interesting, informative details	All details were unique, interesting, and related to and supported the main idea. Writing included information based on personal experience.	Writing had many interesting details which supported the main idea. Writing included information based on personal experience.	Writing had three or more details that supported the main idea.	Writing had few details.
Design-Layout and Organization: Organized and easy to read	Content was well organized with headings and subheadings. Text and graphics were neatly organized and made the project easy to read.	Project was organized with headings and subheadings. Text and graphics were placed to make the project easy to read.	Most of the project was organized. The placement of text and graphics sometimes made the project hard to read.	Project was hard to read. There is no clear structure. Text and graphics were randomly placed.

FAKEBOOK

Name: _____

____ My portfolio contains complete navigation.

____ My project relates to the topic and includes accurate facts, supporting details, and high-quality examples.

____ My writing includes interesting and informative details that support the main idea.

____ Project has information that is organized and easy to read.