

## UofSC TPS Project Lesson Plan Template

<b>School:</b>	Ware Shoals High School	<b>Author(s):</b> Kerri Pratt and Roxanne Spray
<b>Course:</b> US History and Constitution		<b>Grade Level(s):</b> 10, 11, 12
<b>Length of Class:</b> 48 minutes; 2 class periods	<b>Number of Students:</b> approximately 60, depending on enrollment	



Figure 1. [Marchers with signs at the March on Washington, 1963.](#) Source: [Library of Congress](#)



Figure 2. [One of the many Black Lives Matter events on or near Black Lives Matter Plaza in Washington, D.C.](#) Source: [Library of Congress](#)

<b>Lesson Title:</b>	1964 vs. 2020...Have we overcome?
<b>Overview:</b>	Compare Freedom Summer of 1964 to the BLM movement of 2020.

<b>Learning Objective:</b>	<p><i>State desired learner outcomes in precise, measurable, and obtainable terms. Limit your lesson to 1-2 objectives:</i></p> <ul style="list-style-type: none"> <li>• The students will understand the goals and strategies of both Freedom Summer and the BLM Movement in the Summer of 2020.</li> <li>• The students will interpret the differences of the Civil Rights movement of the 1960s and the Civil Rights movement of 2020 to determine if progress has been made.</li> </ul>
<b>SC Social Studies College and Career-Ready Standards:</b>	USHC 5.CC: Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights.
<b>Essential Question:</b>	Have we made measurable progress towards full equality for all races in America?
<b>Supporting Question(s):</b>	<p>How does Freedom Summer compare to the BLM movement following the death of George Floyd in 2020?</p> <p>What can we do to educate ourselves and others on equality for all races?</p>
<b>Digital Primary and Secondary Sources:</b>	<p><b>Core Content Speeches:</b></p> <p><a href="#">MLK's "I Have a Dream" Speech</a></p> <p><a href="#">John Boyega's BLM Speech</a></p> <p><b>Library of Congress Primary Sources for Freedom Summer, 1964:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">African American and white Mississippi Freedom Democratic Party supporters demonstrating outside the 1964 Democratic National Convention, Atlantic City, New Jersey; some hold signs with portraits of slain civil rights workers Andrew Goodman and Michael Schwerner</a></li> <li>• <a href="#">African American and white supporters of the Mississippi Freedom Democratic Party holding signs in front of the convention hall at the 1964 Democratic National Convention, Atlantic City, New Jersey; one sign reads "Fighting for the right to vote MFDP"</a></li> <li>• <a href="#">Mississippi Freedom Summer Photograph By Herbert Randall</a></li> <li>• <a href="#">Mississippi Freedom Project</a> (repository of primary sources)</li> </ul> <p><b>Primary Sources for Freedom Summer, 1964</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Mississippi Summer Project Image Gallery</a> (PBS American Experience)</li> <li>• <a href="#">Freedom Summer photos taken by Ted Polubbaum for Time Magazine</a> (via Newseum.org; scroll to the Freedom Summer heading)</li> </ul> <p><b>Library of Congress Primary Sources for Black Lives Matter, 2020</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Black Lives Matter Rally H Street, Washington DC</a></li> <li>• <a href="#">Rally, Emancipation Proclamation Statue, Lincoln Park, Washington, DC</a></li> <li>• <a href="#">One of the many Black Lives Matter events on or near Black Lives Matter Plaza in Washington, D.C.</a></li> <li>• <a href="#">Night rally, pre-March on Washington, St. John's Church, Black Lives Matter Plaza, Washington, DC</a></li> </ul> <p><b>Secondary: any websites that assist students in their research of Freedom Summer or the BLM Movement:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Freedom Summer</a> (History.com)</li> <li>• <a href="#">What was the 1964 Freedom Summer Project?</a> (Wisconsin Historical Society)</li> <li>• <a href="#">Freedom Summer</a> (The Martin Luther King Jr. Research and Education Center; Stanford University)</li> <li>• <a href="#">50 Years Ago, Freedom Summer Began By Training For Battle</a> (NPR)</li> <li>• <a href="#">Summer 1964 – Freedom Summer</a> (Duke University SNCC Digital Gateway)</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">PBS Documentary “Freedom Summer” with other related</a> resources (PBS American Experience)</li> <li>• <a href="#">Black Lives Matter website</a></li> <li>• <a href="#">How Black Lives Matter Reached Every Corner of America</a> (<i>New York Times</i> Interactive Feature)</li> <li>• <a href="#">Black Lives Matter Movement</a> (PBS Learning Media Videos)</li> <li>• <a href="#">Antiracism and Racial Justice</a> (PBS Wisconsin)</li> <li>• <a href="#">The Guardian’s collection of Black Lives Matter resources</a> (<i>The Guardian</i>)</li> <li>• <a href="#">Gale Opposing Viewpoints in Context Black Lives Matter collection of articles</a> (scdiscus.org)</li> <li>• <a href="#">African American History Database in SCDiscus</a> (scroll to the database icon and then use the search terms “Freedom Summer” and/or “Black Lives Matter”)</li> </ul>
<b>Required Classroom Materials:</b>	Laptops, Promethean Board (teacher)
<b>Classroom Environment:</b>	<p><i>How is the room arranged for the lesson?</i> The desks may be moved to groups.</p> <p><i>What considerations will contribute to the lesson --- interactive bulletin board, learning stations/centers, table for panel presentation, and differentiation?</i> All students must have their laptops with an understanding of how to use a shared document in OneDrive. Students must be able to see the Promethean Board from their desks.</p>

**Approximately what percentage of the time are students doing each of the following? (Should = 100%) Ideally, the teacher should not spend more than 50% of the class instructional time doing direct instruction.**

24%	Independent writing	29%	Group work	21%	Read Aloud
21%	Engaging in whole group discussion	5%	Video		

Lesson Sequence/Procedures	
Estimated Time Needed (Should = full class period)	Detailed Description of Teaching and Learning (Include language to identify instructional goals – activate prior knowledge, engage, model, investigate, apply, review, closure, etc.) (Type in cells. They will expand as more space is needed. Add more cells as needed)
20 minutes	Each student will draw out of a bowl/hat/bucket a portion of MLK’s “I Have a Dream Speech”. Each line will be numbered so that it is read in order. We will read the entire speech aloud. Following the Read Aloud, the teacher will lead a discussion to help students analyze the speech. If time allows, the teacher will play a video of MLK giving his speech. The teacher will note that this speech was given prior to Freedom Summer.
28 minutes	Students will be divided into 4 groups prior to class. Two groups will be assigned “Freedom Summer” and two groups will be assigned “2020 BLM Movement”. The groups will have the remainder of class time to educate themselves on their assigned topics, taking notes. Students should focus on the causes, any important events, and the effects of their assigned topic. They will fill in a shared OneDrive document so that all students are able to fill in the shared document with important information.
10 minutes	The teacher will play John Boyega’s BLM speech on the Promethean Board. The

	teacher will then lead a discussion comparing Boyega’s speech to Dr. King’s speech.
15 minutes	The teacher will conduct a whole group discussion comparing Freedom Summer to the BLM Movement in the summer of 2020. The teacher will add any necessary details to the chart in OneDrive.
23 minutes (Remainder of class)	Students will individually answer the discussion question in Schoology: “What can we do to educate ourselves and others on equality for all races?”

### **Homework for Tomorrow**

Finish discussion question in Schoology if not completed in class.

### **Assessments**

*What are the evaluation (informal and formal) tasks for this lesson?*

Informal-Comparison chart in OneDrive.

Formal-Discussion question in Schoology will be a minor grade.

*How do the evaluation tasks connect with the learning objectives?*

The evaluation tasks allow the students to understand the Civil Rights movement of the 1960s by comparing it to our current Civil Rights movement. By making a connection to Freedom Summer, students are able to comprehend the importance of the Civil Rights movement as well as make decisions on how they can better their own understanding of equal rights.

*How do the evaluation tasks demonstrate student learning?*

The evaluation tasks will allow the teacher to know if the students understand the similarities and differences between the 1960s Civil Rights Movement and the BLM movement and it also allows students to evaluate their own understanding in order to further educate themselves on the topic.

*How will students receive feedback?*

The teacher will provide feedback in the comments section of Schoology.

### **Learning Extensions**

If time allows, the teacher and students could extend the learning with a short lesson on “Juneteenth”, including its connections to the end of slavery and the declaration of Juneteenth as a federal holiday.

### **Adaptations**

*In what ways will you differentiate for learners within the classroom? This is not how your lesson meets the needs of diverse learners, but how you could modify your lesson for a range of diverse learners.*

MLK’s “I Have a Dream” speech could be played on the Promethean Board, rather than a read aloud.