

**UofSC TPS Project
Lesson Plan Template**

School:	Camden High School	Author(s): Laura Horton and Lucy Robinson
Course: US History, African American Literature, African American History	Grade Level(s): 9, 10, 11, 12	
Length of Class: 90 minutes	Number of Students: 15-25	



Aug. 14, 1958, at Galilee Baptist Church in Shreveport.
Seated in the front row toward the upper left is the Rev. Dr. Martin Luther King Jr. with Dr. C.O. Simpkins to his right. (Source: cosimpkins.com)



In the Perfect Eat Shop, a restaurant on 47th Street near South Park, owned by Mr. E. Norris (Negro). Chicago, Illinois, Photo by Jack Delano, 1942.

Lesson Title:	“Gathering Together for Progress, Unity and Equality”
Overview:	Students will examine Primary and Secondary Source documents on African American gathering places, such as churches, restaurants, hotels, barber and beauty shops, and college campuses, that were used to organize efforts to promote racial equality and to fight bigotry.
Learning Objective:	The student will be able to examine primary and secondary source documents to deepen their understanding of how gathering places successfully promoted racial equality.
SC Social Studies College and Career-Ready Standards:	<p>USHC.5.CC: Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights.</p> <p>This indicator was developed to encourage inquiry into thematic continuities and changes into how marginalized groups sought and won legal rights. Inquiry into the leadership, methods, and outcomes of modern equal rights movements are supported by this indicator.</p>
Essential Question:	How did gathering places promote equality and fight bigotry from the Civil Rights to present-day?
Supporting Question(s):	<p>What were some crucial gathering places that contributed to the success of equality movements?</p> <p>What did these places have in common?</p> <p>What are some present-day places that contribute to equality?</p>
Digital Primary and Secondary Sources:	<p>List primary and secondary sources.</p> <p>Library of Congress: Teaching with Primary Sources Analysis Tool https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/</p> <p>LOC Photograph Collection: https://docs.google.com/document/d/1Sla9A15NX7tvXv6GEnuXVTv218okG8LXH_vgOeNYAVg/edit?usp=sharing</p>

	DISCUS Databases: Opposing Viewpoints, Points of View Reference Center and TopicSearch				
Required Classroom Materials:	Instructors: Computer or interactive white board Students: Computers and Photographs				
Classroom Environment:	The room will be arranged to ensure all students have viewing access to the interactive white board. Tables will be arranged for stations for display of pictures, newspapers and for viewing media clips.				
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.					
20 %	Independent reading	30 %	Station Rotation		
10 %	Independent writing	10 %	Engaging in whole group reflection and analysis		
20 %	Direct Instruction by teacher				
10 %	Engaging in whole group discussion				

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)
10 Minutes	Warm up exercise: Students will brainstorm important places in their own lives and explain to an elbow partner (or class if it's a small group setting) why this place/these places are important and how they have helped form their identity. The teacher will provide examples if needed, such as locations of family reunions, places where siblings were born, places where you have attended school or had important first experiences.
15 Minutes	Direct Instruction: Facilitator/Teacher will share primary and secondary resources
50 Minutes	Station Rotation: Students will rotate to 5 different stations (photographs, and videos to examine 5 different primary source documents/document sets for 10 minutes each. Students will take notes about the sources while they are at each station to inform the whole group discussion/reflection to follow.
10-15 Minutes	Whole Group Discussion/Reflection: Students will discuss as a class the importance of gathering places in African American history and how they are preserved through maintaining and examining primary sources.

Assessments

What are the evaluation (informal and formal) tasks for this lesson? How do the evaluation tasks connect with the learning objectives? How do the evaluation tasks demonstrate student learning? How will students receive feedback?

1. Responses from Analysis tools will demonstrate basic understanding of the content of resources
2. Discussion (both small group and whole class) will demonstrate students understanding of the importance of gathering places in the struggles for equality and
3. Assignments:
 - a. Students compose an exit ticket in which they select a photo and predict what might have happened an hour after the photo was taken. Students are encouraged to be creative and illustrate their knowledge of the history surrounding the photo.
 - b. Students create a Green Book advertisement (see Hampton House link from the LOC google document for reference) after researching how the Green Book furthered the success of gathering places in the African American community.
 - c. Students create an alternative visual using a technology tool such as Canva related to one of the gathering places.

Learning Extensions

Ideas for extending the lesson or connecting to other curricular topics or lessons:

The lesson will be extended by a discussion of the Mother Emanuel AME Church shooting and the response from the congregation, Charleston community, and state and national platforms. Using DISCUS, students will locate newspaper articles and videos to gain background knowledge of this tragedy. We have asked former Senator Vincent Sheheen (Clemente Pinckney's Senate seatmate) to contact Jennifer Pinckney about visiting our school to talk with our students about the response to this tragedy and how it has promoted movements for equality and efforts to combat bigotry. If this is not possible in-person, we hope that Mrs. Pinckney will be able to meet virtually.

<https://go.gale.com/ps/i.do?p=OVIC&u=scschools&id=GALE|CT421062054&v=2.1&it=r&sid=bookmark-OVIC&asid=ee4b26e9>

<https://go.gale.com/ps/i.do?p=OVIC&u=scschools&id=GALE|CT4099982450&v=2.1&it=r&sid=bookmark-OVIC&asid=53757699>

<https://go.gale.com/ps/i.do?p=OVIC&u=scschools&id=GALE|CT4099982467&v=2.1&it=r&sid=bookmark-OVIC&asid=603ce1d6>

Another extension of this lesson plan would be to share the article, "Black Restaurants That Fed the Civil Rights Movements (Havens that have also made history: These five dining establishments were pivotal in the South and still can be visited today)", by Adrian Miller, *Southern Living Magazine*, April 2021, pp. 182-187 and have students discuss comparisons to other present-day means of gathering together.

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.

We have incorporated a variety of formats--print, photos, audio, video. Teachers can utilize some or all of these formats depending on learning styles.