UNIVERSITY OF
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SOURCES

Lesson Plan Template

Librarian / Teacher Name(s):

Primary contact's email address:

School: Oak Pointe Elementary School

Title of Activity	***The Civil Rights Movement: Organized Protests and Marches that Changed America's Future***
	Detroiter Edith Lee-Payne attended the March on Washington with her mother on her 12th birthday. Although Edith doesn't recall having her photo taken at the event, a picture of her holding a banner became an iconic image from the march. It wasn't until 2008 that she found out about the photo and how it has been used countless times in history publications, textbooks and documentaries. (Video link located in Other Resources)
Overview	*The protest March on Washington in 1963 advanced the Civil Rights Movement and/or the passing of the Civil Rights Act through organization. At the end of the lesson, the students will understand how the marchers supported or advanced the Civil Rights Movement.*
Essential Question	*How did the protests March on Washington in 1963 advance the Civil Rights Movement?*
Audience	*5th grade*

Time Required	*1-2 days*
Supporting Questions	Students will be able to explain how the Civil Rights Movement was affected by the 1963 March on Washington by addressing two main questions: 1) How did the organization of the protest March advance the Civil Right Movement?; 2) Did the March on Washington lead to life changing results?
Objectives	Analyzing and drawing conclusions of primary sources related to the March on Washington and the Civil Rights Act.
SC Standards	5-5.3 Explain the advancement of the Civil Rights movement, including the desegregation of the Armed Forces, Brown vs Board of Education, roles of Rosa Parks, Martin L. King, Jr., Malcolm X, the Civil Rights Act and Voting Act.
Digital and Other Resources	***Primary sources:*** **March on Washington Program (including the Program, Marchers' Demands and Route of the March)**. A logistical route was needed for 100,000 protestors – a huge underestimation, as it turned out – for one mile between the Washington Monument and the Lincoln Memorial.(National Archives) *"**Organizing Manual for the 1963 March on Washington for Jobs and Freedom**", **pages 4-5.**, August 28, 1963 (Image 3 Of Digital Files From Original Items) ." The Library of Congress. N..* **Pamphlet on Final Plans for the March on Washington for Jobs and Freedom,** *August 28, 1963; Committee on Un−American Activities, RG 233, Records of the U.S. House of Representatives; National Archives Building, Washington, DC.* **Photo of Crowd at the Civil Rights March in Washington D.C**., *Leffler, Warren K, photographer. Civil rights march on Washington, D.C. / WKL. Photograph. Retrieved from the Library of Congress,* <www.loc.gov/item/2003654395/>. *Web. 8 May 2021.* ***Other resources:*** **Edith Lee-Payne** *(video interview link of memories from the 1963 March on Washington)* ***If You're Going to a March*** by Martha Freeman, illustrated by Violet Kim (book) ***Child of the Civil Rights Movement*** by Paula Young Shelton, illustrated by Raul Colon (book)
Classroom Materials	● *Google Presentation ("Do Marches Bring Changes?")* ● *Copies of the March on Washington Program and Route of the March* ● *Laminated copies Pages 4 and 5 (List of Demands) of the "Organizing Manual 2 for the March on Washington for Jobs and Freedom"* ● *Copies of the March on Washington photograph* ● *Primary Source Analysis Tool (Library of Congress)* ● *Teacher's Guide for Analyzing Primary Sources from Library of Congress (Alternate Teacher Guides for Analyzing Other Text (Program/Demands); Analyzing Route Map; Analyzing Photo),* ● *Two Civil Rights library books (read alouds, biographies and nonfiction)* ● *Edith Lee Payne Interview; Maine PBS recording* ● *Optional -Guided Questions for the March on Washington photograph*
Preparation	*Make copies of primary sources and put copies in a folder for each student; Create a Google Form Exit Slip; Check out 2 Civil Rights Books from the library*

Procedure	**Day One:**
	1. Teacher will develop a schema by **informally assessing** the students' current understanding of "protests and marches" during a [Google Slide presentation with Questions](#) and a **whole group discussion** to answer questions such as "What does a protest/march look like and sound like?" 2. Students will **record** their answers to the Google Slide presentation questions on a seperate piece of paper. They should refer to these answers for the Google Form Exit slip reflections..
	Day Two:
	1. Teacher will **distribute a folder** that contains a copy of the **March on Washington Program, Demands and Route Map; the 1963 March on Washington photograph and the Analysis Tool worksheet** to each student. 2. Students will participate in a **whole class analysis and discussion** to better understand the organization of the **March from the Program** and **List of the Demand**s. 3. After the discussion, students will **write** their Observations, Reflections and Additional Questions about the March's Program on the Analysis Tool paper. . 4. Students will **reread** the ten items listed as "Demands" in the Organizing Manual (pages 4-5) for the March on Washington for Jobs and Freedom" and **write 5 demands** on the Analysis Tool. 5. Students will **analyze the 1963 March on Washington photograph** using the Primary Sources Analysis Tool. This can be done in partnership with and without guided questions. 6. Students will **draw conclusions** about how the demands and the March impacted the outcome of the Civil Rights Movement. They will **complete the Google Form Exit Slip** to record their **understanding of the elements of marches and the results from the March on Washington.** 7. Students can explore the Optional resources including the nonfiction print books or watch the interview of Edith Lee Payne, a March on Washington participant.
Assessment/ Reflection	Students will complete an Google Form Exit Slip to assess their knowledge about the organization of a protest march and the changes resulting from the 1963 March on Washington.