

**UofSC TPS Project
Lesson Plan Template**

School: Pelion High School	Author(s): Debbie Oswald (Librarian) and Melissa Craft (Social Studies Teacher) Revised by: Maggie Todd
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Course: World History Honors	Grade Level(s): 9th
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Length of Class: 3 -90 minute class periods.	Number of Students: Varies
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National Association For The Advancement Of Colored People, S. *NAACP: here today, here tomorrow.* , None. [Between 1969 and 1978] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2016648530/>.

Lesson Title:	Exploring Organizations in the modern Civil Rights Movement: A Document Based Question (DBQ)
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Overview:	This lesson should be used in a larger unit on the modern Civil Rights Movement, as this movement focuses on organizations working to solve issues. This should be prefaced with an analysis of the problems and oppression that these groups work to change. It should also be followed by an analysis of how this relates to the modern day, looking at how much of the rights being fought for have actually been achieved, i.e. voting rights and Georgia. Once looking at modern day, students should then dive into how this movement went global, i.e. South Africa and Nelson Mandela.
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Learning Objective:	Given primary and secondary sources from the Civil Rights Movement, students will be able to analyze the sources to compare different organizations and address the changes to the movement because of them through a gallery walk protocol, followed by a document-based question that demonstrates their ability to synthesize the sources given.
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SC Social Studies College and Career-Ready Standards:	Modern World History-7.5: Explain the impact of collapsing imperial regimes and growing nationalist movements in India, Africa, and Southeast Asia, including Pan-Africanism and the emerging civil rights movement in the United States.
Essential Question:	How did organizations change the landscape of the Civil Rights Movement?
Supporting Question(s):	<p>Why did the NAACP, SNCC, and the SCLC have different methods in activism?</p> <p>How did both of these groups impact the movement overall?</p>
Digital Primary and Secondary Sources:	<p>Primary sources:</p> <ul style="list-style-type: none"> • Lomax, A. (1960) Alan Lomax Collection, Manuscripts, SNCC Student Nonviolent Coordinating Committee. [Manuscript/Mixed Material] Retrieved from the Library of Congress, https://www.loc.gov/item/afc2004004.ms160427/. • Marchers with SCLC sign for the Savannah Freedom Now Movement, during the March on Washington, 1963 • Martin Luther King, Jr., on Nonviolence – Video of Dr. King • Student Nonviolent Coordinating Committee. Statement of Purpose, 1960. James Forman Papers, Manuscript Division, Library of Congress (108.00.00) Courtesy of the SNCC Legacy Project • George E. C. Hayes, Thurgood Marshall, and James M. Nabrit congratulating each other on the Browndecision, May 17, 1954. Photograph. New York World-Telegram and the Sun Newspaper Photograph Collection, Prints and Photographs Division, Library of Congress <p>Secondary Sources:</p> <ul style="list-style-type: none"> • Our History: The NAACP (secondary source on the history of the NAACP by the NAACP) • "Beyond the Bus: Rosa Parks' Lifelong Struggle for Justice" • Bet you didn't Know: March on Washington. 2017 History Channel • Bet you didn't Know: Rosa Parks. 2017 History Channel • Montgomery Bus Boycott. 2017 History Channel • Freedom Rides. 2017 History Channel • The Founding of the NAACP
Required Classroom Materials:	Students will need a copy of the DBQ rubric, copy of the pre-writing chart, copy of the HIPP sheets to be filled out while rotating through the stations, access to all documents (printed or online), access to all videos, paper, pens, pencils, and access to the internet.
Classroom Environment:	Each lesson will require a different layout for the classroom, therefore the teacher needs to be flexible. The first day will require group work, thus there will need to be desks that allow for easy group work. The second lesson has students participating in a gallery walk, therefore students will be walking around the room and will need ample space to do so safely.

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.

30 %	Independent reading	5%	Direct Instruction by teacher	5 %	Engaging in whole group discussion
40 %	Independent writing	20%	Group work		

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)
25 min	<p>Day 1: To begin class, Students will receive the rubric for the Document Based Question. As a class, the rubric should be explained in detail and the students should be given ample time to ask questions about the rubric and how to write a DBQ.</p> <p>In their DBQ, students will be answering the guiding question: How did organizations change the landscape of the Civil Rights Movement?</p>
55 min	<p>Students will be split into 5 different groups, and each group will be assigned a different video. After watching the video, those in the group will reflect on their content's relationship with the supporting questions. Once the students have all had ample time to watch the video and reflect as a group (~20 min), the teacher will then move students into another group in which one person from each video will be in a group together following a Jigsaw protocol, in which the students will teach each other about their video/content and draw connections between them all.</p>
10 min	<p>To end the class, the teacher should bring everyone back together to reflect as a class, encouraging students to discuss the connections they saw across different events and organizations. Before leaving, students will do a small exit-slip giving a two-three sentence reflection on what they would answer to the essential question so far, giving the teacher an assessment on how they need to proceed.</p> <p>Videos</p> <ul style="list-style-type: none"> • Bet you didn't Know: March on Washington. 2017 History Channel • Bet you didn't Know: Rosa Parks. 2017 History Channel

	<ul style="list-style-type: none"> • Montgomery Bus Boycott. 2017 History Channel • Freedom Rides. 2017 History Channel • The Voting Rights Act of 1965. 2017 History Channel
80 min	<p>Day 2:</p> <p>Students will participate in a Gallery Walk protocol. Students will be placed in groups and will cycle through five stations, each providing the different sources that will be used in their DBQ. Students will rotate through each of the seven stations, and they will stay in each station 12-15 minutes. As they rotate through each station, they will use HIPP (historical context, intended audience, point of view, purpose) sheets used to analyze the documents, which will be used when constructing the essay.</p> <p>Sources/Stations:</p> <ol style="list-style-type: none"> 1. Lomax, A. (1960) Alan Lomax Collection, Manuscripts, SNCC Student Nonviolent Coordinating Committee. [Manuscript/Mixed Material] Retrieved from the Library of Congress, https://www.loc.gov/item/afc2004004.ms160427/. 2. Our History: The NAACP (secondary source on the history of the NAACP by the NAACP) 3. Marchers with SCLC sign for the Savannah Freedom Now Movement, during the March on Washington, 1963 4. Martin Luther King, Jr., on Nonviolence – Video of Dr. King 5. Student Nonviolent Coordinating Committee. Statement of Purpose, 1960. James Forman Papers, Manuscript Division, Library of Congress (108.00.00) Courtesy of the SNCC Legacy Project 6. George E. C. Hayes, Thurgood Marshall, and James M. Nabrit congratulating each other on the Brown decision, May 17, 1954. Photograph. New York World-Telegram and the Sun Newspaper Photograph Collection, Prints and Photographs Division, Library of Congress 7. "Beyond the Bus: Rosa Parks' Lifelong Struggle for Justice"
10 min	<p>Once all students have been to all of the stations, the teacher should bring the class back together in order to conclude the class. The teacher has a variety of means to wrap-up the class, such as having all students say one simple thing that they learned from the day, allowing students to build off of each other and reply to their peers and freely talk about the content they encountered throughout the class.</p>
90 min	<p>Day 3:</p> <p>Students will use the class period to begin writing their DBQ. Students will be able to confer with the teacher and peers during the writing process and should complete the DBQ outside of class if not given enough time in class. Throughout the class period, the teacher should be constantly moving between students to provide oral and informal feedback to help them through the process of writing a DBQ.</p>

Homework for Tomorrow

Students should complete any classwork not finished at home.

Assessments

Students will use the class period to begin writing their DBQ. Students will be able to confer with the teacher and peers during the writing process, and should complete the DBQ outside of class if not given enough time in class. Throughout the class period, the teacher should be constantly moving between students to provide oral and informal feedback to help them through the process of writing a DBQ.

Students will receive the graded rough drafts back, in which students should make corrections and address areas of weakness in their writing. They will have time to take home their DBQ with feedback to make the corrections and turn it back in. The goal is to work on mastery, while still having students invested in the “rough draft” stage before written feedback. The completed DBQ will be a summative assessment, showing how well the students are able to analyze the documents and synthesize information about the movement.

Learning Extensions

This lesson could be taken further by having students analyze how this applies to the modern climate, comparing modern organizations that are working towards civil rights to those of the modern Civil Rights Movement. They could also compare across issues and look at organizations that focus on other aspects of social justice to compare to those they have studied here.

Adaptations

This lesson could be adapted by adding more days for students to have more time to work together. Teachers could also spend more time individually going over feedback with students, such as having a one-on-one conference to go over the feedback for the DBQ, instead of simply giving back written feedback for the students that need more help improving their writing skills. The documents could also be adapted to adhere to students who need a challenge or those who need more guidance.