

**UofSC TPS Project
Lesson Plan Template**

School: Carver Middle School	Author(s): Rebecca Roper/Mara Thomas Revised by: Maggie Todd
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Course: SC and American History	Grade Level(s): 8th grade
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Length of Class: 2 – 55 minute class periods	Number of Students: Varies
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Leffler, W. K., photographer. (1963) *Civil rights leaders talk with reporters after meeting with President John F. Kennedy after the March on Washington, D.C.* Washington D.C, 1963. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2013649722/>.

Lesson Title:	Journey Through the Civil Rights Movement
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Overview:	This lesson should fall in a unit that highlights the importance of South Carolina within the modern Civil Rights Movement. This should be an introductory lesson for the unit that looks at the many different issues the country has faced, before jumping into civil rights specifically. This should be followed by an in-depth look into Modjeska Simpkins and Septima Poinsette Clark, as well as the involvement of the NAACP in South Carolina with <i>Briggs v. Elliot</i> . This lesson serves to introduce students to the issues people are fighting to fix before spending more time on them individually.
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Learning Objective:	Given a variety of primary sources, students will participate in a gallery walk that analyzes social movements across people groups and time in American history before working in small groups to determine a theme across documents and create a one-pager that displays their analysis.
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SC Social Studies College and Career-Ready Standards:	SC ELA Standards: Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives., Standard 4: Synthesize integrated information to share learning and/or take action.
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	<p>6.1: Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.</p> <p>Writing 2.1: Write informative/explanatory texts that: a. introduce a topic; b. use relevant information from multiple print and multimedia sources; c. organize ideas, concepts, and information into broader categories; d. assess the credibility of each source; e. include formatting, graphics, and multimedia to aid comprehension;</p> <p>SC SS Standards:</p> <p>8.5.8: Compare the progressive movement in South Carolina with the national progressive movement including the impact of temperance, women’s suffrage, labor laws and agricultural, educational, and governmental reform.</p> <p>8.7.2: Analyze the movement of civil rights in South Carolina including the impact of the landmark court case <i>Elmore vs Rice</i> and <i>Briggs vs Elliott</i>, civil rights leaders, Septima Poinsette Clark, Modjeska Simkins, and Matthew J. Perry , the SC school equalization effort and other resistance to school integration, peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Friendship 9 and Orangeburg Massacre.</p>
<p>Essential Question:</p>	<p>Why have social movements changed throughout time and people groups in America from 1700-2021?</p>
<p>Supporting Question(s):</p>	<p>How are social movements interconnected across time in America from 1700-2021?</p> <p>How are social movements interconnected between people groups in America form 1700-2021?</p>
<p>Digital Primary and Secondary Sources:</p>	<p>Primary Sources:</p> <ol style="list-style-type: none"> 1. Sojourner Truth. . . N. D. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/rbcmiller001306/. 2. American Indian Movement, S. Support the American Indian Movement. , None. [Between 1968 and 1980] [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2016648080/. 3. (1891) The Ghost dance of the Sioux Indians. , 1891. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2006683523/. 4. (1909) Woman Suffrage Party Mission Statement. [Woman Suffrage Party, New York City, New York, November?] [Online Text] Retrieved from the Library of Congress, https://www.loc.gov/item/rbcmiller003851/. 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. Our History: The NAACP (secondary source on the history of the NAACP by the NAACP) 7. Leffler, W. K., photographer. (1970) Women's liberation march from Farrugut Square to Lafayette i.e., Lafayette Park / WKL. Washington

	D.C, 1970. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/2003673992/.
Required Classroom Materials:	Students will need access to the graphic organizer, internet access, copies of the documents (online or printed), copy paper, markers, and colored pencils.
Classroom Environment:	There will be six stations around the room for each primary source document, in which students will be rotating throughout for the first day. One the second day, students will be working in groups, and the desks should be arranged to accommodate those groups.

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.					
35 %	Independent reading	0%	Partner work	10 %	Engaging in whole group discussion
5%	Independent writing	45%	Group work	5 %	Direct Instruction by teacher

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 min	As students enter the classroom, they should whip out a scratch sheet of paper and answer the question: Why have social movements changed throughout time and people groups in America from 1700-2021? to the best of their ability without looking anything up or discussing with classmates. The teacher will have a few students give their answers to start of class, and explain that over the next few days, they will be answering this question.
45 min	The teacher will then be acting as a “tour guide”, as they take students through time in a gallery walk with primary sources spanning throughout American history. The documents will span different populations and act as “stops” on a tour of civil rights in American history. Students will do an Observe/Reflect/Question chart individually at each station of the gallery walk. At each station, the group of students who are there should

spend one minute to discuss with each other what they are thinking about the document thus far.

Once all students have visited all the stations, the teacher will bring the class back together in order to reflect together as a class. The teacher should guide students to answer the essential question, without directly asking it, such as asking students: What patterns did you notice throughout your walk? Were there specific people groups that showed up more? Were there certain issues that were brought up more? Did any of these events work better or worse than others? How successful were some of these events? Etc.

Stations:

1. [Sojourner Truth. . N. D. \[Photograph\] Retrieved from the Library of Congress, https://www.loc.gov/item/rbcmiller001306/.](https://www.loc.gov/item/rbcmiller001306/)
2. [American Indian Movement, S. Support the American Indian Movement. , None. \[Between 1968 and 1980\] \[Photograph\] Retrieved from the Library of Congress, https://www.loc.gov/item/2016648080/.](https://www.loc.gov/item/2016648080/)
3. [\(1891\) The Ghost dance of the Sioux Indians. , 1891. \[Photograph\] Retrieved from the Library of Congress, https://www.loc.gov/item/2006683523/.](https://www.loc.gov/item/2006683523/)
4. [\(1909\) Woman Suffrage Party Mission Statement. \[Woman Suffrage Party, New York City, New York, November?\] \[Online Text\] Retrieved from the Library of Congress, https://www.loc.gov/item/rbcmiller003851/.](https://www.loc.gov/item/rbcmiller003851/)
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. [Our History: The NAACP \(secondary source on the history of the NAACP by the NAACP\)](#)
7. [Leffler, W. K., photographer. \(1970\) Women's liberation march from Farrugut Square to Lafayette i.e., Lafayette Park / WKL. Washington D.C, 1970. \[Photograph\] Retrieved from the Library of Congress, https://www.loc.gov/item/2003673992/.](https://www.loc.gov/item/2003673992/)

55 min

In new groups assigned by the teacher, students will use the documents and their notes from the previous class to create a “one-pager”. Each group will choose a theme they derive from the documents and use a single piece of paper in order to explain said theme, similarly to a poster. They will use only THREE of the seven documents from the previous day to help explain their ideas. Students can get as creative as they wish on their poster, but they must do more than simply list the documents and theme. There needs to be an explanation to how they fit together and fit the theme, though this could be done through images or words.

The three documents students choose need to adhere to the following three guidelines:

1. Be non-African American
2. A modern day issues

	Groups will have the class period to create their one-pager. Since they already analyzed the documents in the previous class period, this should be ample time, but teachers should use discretion and knowledge of their class to determine if more time is needed or not.
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Homework for Tomorrow

Students should complete any classwork not finished in class at home.

Assessments

Students will be assessed on their graphic organizer and one-pager. The graphic organizer will be an informal assessment that will allow for the teacher to determine how well they understood and analyzed the documents, therefore, if there is more time needed to go back through the documents before their group work. The one-pager will be a formative assessment that will provide the teacher with their ability to synthesize information across documents. As the students work on their group one-pager, the teacher should be walking around giving feedback to each group as they go in order to help them provide the best work from the students.
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Learning Extensions

This lesson could be extended by having students take this one-pager and take it one step further. They could research for and add their own primary sources that add to their theme, while creating a larger project such as a ted-talk or short documentary through programs such as i-Movie.

Adaptations

This lesson could be adapted by adding more days for students to have more time to work together. The documents could also be adapted to adhere to students who need a challenge or those who need more guidance by adding or subtracting text to work with the multi-media forms.
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