

**UofSC TPS Project
Lesson Plan Template**

School:	Hopkins Elementary	Author(s): Mary Staley, Courtney Lemon Revised By: Jazmyne McCrae
Course: US and South Carolina Studies Part II	Grade Level(s): 5	
Length of Class: 60 minutes	Number of Students: Varies	



Lyon, D., photographer. Civil Rights Activists Occupying a Lunchroom Counter During a Sit-In. Atlanta Georgia, None. [Between 1962 and 1964] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/00650615/>.

Lesson Title:	Telling a Story: Photos of the Civil Rights Movement
Overview:	Following the class reading of the 1995 novel <i>The Watsons Go to Birmingham</i> , students will be introduced to the Civil Rights Movement. <i>The Watsons</i> provides a fictional depiction of a Black family's experience traveling to the Deep South of Alabama during the year 1963. To emphasize the reality of the movement for students, they will utilize a variety of primary source photographs to explore protests and organizing experiences during this period. Students will make observations of the photographs and create connections to <i>The Watsons Go to Birmingham</i> and draw conclusions of what the Civil Rights Movement was like for protestors and organizers of the movement.
Learning Objective:	Students will explain the advancement of the modern Civil Rights Movement using visual representation. Students will utilize primary source photographs to describe the Civil Rights Movement.
SC Social Studies College and Career-Ready Standards:	5-5.3 Explain the advancement of the modern Civil Rights Movement; including the desegregation of the armed forces, Brown v. Board of Education, the roles of Rosa Parks, Martin Luther King Jr., Malcolm X, the Civil Rights acts, and the Voting Rights Act
Essential Question:	<i>How can photographs be used to tell the story of the Civil Rights Movement?</i>
Supporting Question(s):	What is the Civil Rights Movement? Who was involved in the Civil Rights Movement?

Digital Primary and Secondary Sources:	<p>Primary Sources</p> <p><i>African American Children on way to PS204, Sept 13, 1965. Dick Demarsico.</i> https://www.loc.gov/item/2004670162/</p> <p>African American woman being carried to police patrol wagon during demonstration in Brooklyn, New York 1963. Dick Demarsico https://www.loc.gov/item/2004676670/</p> <p>Dallas County Sheriff Jim Clark points a billy club and electric prod as he tells Negro voting demonstrators to move from in front of the Dallas Courthouse 1965. https://www.loc.gov/item/2005685854/</p> <p>Secondary Sources</p> <p>Hooks, G. (2017). <i>If you were a kid during the civil rights movement</i> (K. Kennedy, Illus.). Scholastic Library Publishing.</p> <p>History.com Editors. (2017, December 4). <i>Civil Rights Movement Timeline</i>. History. https://www.history.com/topics/civil-rights-movement/civil-rights-movement-timeline</p>
Required Classroom Materials:	<p>Physical copy of <i>If You Were a Kid During the Civil Rights Movement</i> to read with class.</p> <p>Copies of three photographs for distribution to students.</p> <p>Pencil/pen for students.</p>
Classroom Environment:	<p>Students will be initially in their everyday classroom seating arrangement designated by the instructor. Later students will be split into groups for an activity.</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.					
30 %	Engaging in whole group discussion	30%	Group work	15 %	Independent Writing
25 %	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.)
10 minutes	<p>Students will begin class with a brainstorm. The teacher will ask students what they already know about the Civil Rights Movement, encouraging them to share even if what they know is limited. This information can be dates, phrases, figures, or more. While students share in the class-wide brainstorm, the teacher</p>

	will collect responses and have them displayed for students on a whiteboard or screen.
20 minutes	Following the brainstorm, teacher will give a brief overview of the Civil Rights Movement. Teacher may consider a reading (see sources) for students during this time, or read the children’s book <i>If You Were a Kid During the Civil Rights Movement</i> . This provides an overview of the movement using illustrations and fictional characters that allow students to draw more personal connections to the material. It will also be a useful tool for students’ later timeline activity. The teacher will then ask students what an observation is, and how it informs what we know about something. The teacher will explain that historians use observational skills to explore meaning and find understanding in history. Included in what historians use are primary source photographs. The teacher will then ask the essential question for the lesson: <i>How can photographs be used to tell the story of the Civil Rights Movement?</i>
20 minutes = 6 minutes for each photo, 2 minutes for transitions	Teachers will divide students into three groups. These students will each be given one primary source photograph (that has been divided into six sections). On a piece of paper, students will write their observations for each section of their photo, giving two minutes to each section. The teacher should use a timer for this portion of the activity and keep students on track. After each section of the groups’ first photograph is completed, the student groups will rotate photos and repeat their observations of their new photo. This will be repeated a third time for the final photograph.
10 minutes	Following the group activity, students will engage in a class-wide discussion about each of the photographs. The teacher will project each photograph from the activity one at a time. During each photograph, groups will have one “scribe” write an observation of the photograph on the whiteboard to share. Then, the teacher will prompt students to “tell the story” of the photograph and share it aloud. After the final photograph is complete, the teacher will debrief with students about the importance of visual media in history and inform what we understand about what has happened in the past.
10 minutes	As a final assessment, the teacher will have students select one photograph from the observation activity. Using their prior knowledge of the movement and the information gained from the class-wide activity and discussion, the students will “tell the story” of the photograph in a short written response. In their “story,” students will be expected to consider the various people and perspectives in the photo.

Homework for Tomorrow	
None.	
Assessments	
Formative Assessment: Students will work collaboratively to make observations of primary source photographs and draw connections to their understanding of the Civil Rights Movement. Summative Assessment: Students will work individually to “tell the story” of a primary source photograph by using observational skills, considering multiple perspectives, and drawing connections to the Civil Rights Movement based on their present knowledge.	
Learning Extensions	

As an optional activity or learning extension, the teacher can assign students to work in groups to construct timelines for major events in the Civil Rights Movement. Students would be expected to include key dates, figures and themes addressed within the standard and present their information in a visual chronological timeline.

Adaptations

Students who may have visual impairments should be placed in groups with a student aid who can assist in describing the photographs. In addition, large, digital versions will be displayed and accessible for students.

Teachers should prepare physical copies of photographs to avoid any obstacles with access to technology or device issues.