

UofSC TPS Project Lesson Plan Template	
School:	David T. Howard Middle School
Author(s):	Sherry V. Neal
Course: Social Studies/Georgia History	Grade Level(s): 8
Length of Class: 50 minutes	Number of Students: varies with specific class
	
Lesson Title:	Youth Voice in the Modern Civil Rights Era
Overview:	8th grade Georgia history students often learn about the modern civil rights movement from a distanced perspective and many lack an understanding of the role that young people played in galvanizing the movement. As Theoharris notes, “high school students blazed the trail in many crucial battles of the Black freedom struggle, often against the wishes and ‘better judgment’ of their parents and other adults in the community. ... But they pressed forth anyway, and the country is better for it” (2018, p. 142). This lesson focuses on the role of young people in Georgia, including John Lewis, organizations like SNCC, and events like the Albany Movement, but goes beyond the standards to introduce alumni of our school like Lonnie King, who was instrumental in forming SNCC, and to provide context for and challenge students to examine how the people and events of the past can shape their lives in the present.
Learning Objective:	<ul style="list-style-type: none"> Students will be able to explain the role of Lonnie King in starting SNCC, as well as the responses of adults in the civil rights movement leadership.

	<ul style="list-style-type: none"> Students will be able to compare the work of Lonnie King and SNCC to the work of a youth activist today and to create a social media #LikeLonnie post.
GA Social Studies Standards of Excellence:	<p>SS8H11 Evaluate the role of Georgia in the modern civil rights movement.</p> <p>b. Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.</p> <p>https://lor2.gadoe.org/gadoe/file/c9a2e7d3-c799-4252-8ec4-74e27fc1adee/1/Social-Studies-6-8-Georgia-Standards.pdf</p>
Essential Question:	What is the legacy of young people who were active in the Modern Civil Rights Movement? How do today's youth serve that legacy?
Supporting Question(s):	<ul style="list-style-type: none"> Who was Lonnie King? How did SNCC shape the civil rights movement? What was the Albany Movement?
Digital Primary and Secondary Sources:	<ul style="list-style-type: none"> SNCC Freedom Singers, April 8, 1965: https://www.youtube.com/watch?v=_QmZc04s6yo Photos of adults from the Civil Rights Movement: <ul style="list-style-type: none"> https://www.loc.gov/static/exhibitions/rosa-parks-in-her-own-words/images/objects/the-bus-boycott/rp0036_standard.jpg https://lccn.loc.gov/2003688129 Photos of youth from the Civil Rights Movement: <ul style="list-style-type: none"> https://upload.wikimedia.org/wikipedia/commons/0/0c/Claudette_Colvin.png Still from interview: https://www.loc.gov/item/2015669189/ Julian Bond: https://lccn.loc.gov/2014645539 John Lewis: https://lccn.loc.gov/2011648212 Excerpts from interview with Lonnie King, DT Howard grad and SNCC organizer https://www.loc.gov/item/2015669189/ Resources for discussion with students: <ul style="list-style-type: none"> https://snccdigital.org/inside-sncc/establishing-sncc/campus-affiliates/atlanta-student-movement/ The SNCC, pp. 16-17 in <u>Georgia and the Modern Civil Rights Movement</u> by Sam Crompton - text & photo https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/youth-in-the-civil-rights-movement/ https://snccdigital.org/inside-sncc/establishing-sncc/campus-affiliates/atlanta-student-movement/ https://snccdigital.org/events/albany-movement-formed/ "The Albany Movement" on pp. 67-69 of <u>A Dream of Freedom: The Civil Rights Movement from 1965-1968</u> by Diane McWhorter "The SNCC" and "The Albany Movement" on pp. 16-19 of <u>Georgia and the Modern Civil Rights Movement</u> by Sam Crompton https://www.loc.gov/exhibits/civil-rights-act/multimedia/albany-movement.html http://sncclegacyproject.org/
Required Classroom Materials:	<p>Promethean Board</p> <p>Student laptops</p> <p>Access to Google Classroom</p> <p>Google apps (Slides, Jamboard)</p>

	Supporting print texts for further exploration				
Classroom Environment:	This lesson will take place in the library, which has flexible seating that can be moved around for the full & small group interactions.				
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.					
0%	Independent reading	0%	Partner work	%	{Add your own}
0%	Independent writing (during homework)	17%	Group work		
42%	Direct Instruction by teacher	17%	Active listening	%	{Add your own}
17%	Engaging in whole group discussion	7%	Settling in & activating prior knowledge	%	{Add your own}

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)
5 minutes	Music at start of class as students enter to set the stage: https://www.youtube.com/watch?v= QmZc04s6yo
5 minutes	Activate prior knowledge with display of photos of prominent, well-known adults in the civil rights movement and transition to “but do you know?” with photos of often overlooked young people. Students may call out names if they know them. End brief slide show with quote from Theoharris: “students blazed the trail in many crucial battles of the Black freedom struggle, often against the wishes and ‘better judgment’ of their parents and other adults in the community. ... But they pressed forth anyway, and the country is better for it” (2018, p. 142)
10 minutes	Listen to excerpts from interview with Lonnie King, DT Howard grad and SNCC organizer https://www.loc.gov/item/2015669189/ Provide transcript to students who want to read along.
10 minutes	Full group discussion about adult response to youth activism. What did you hear? What did you think? What did you wonder? Jamboard for responses.
20 minutes	Direct instruction on establishment of SNCC & the Albany Movement based on the following resources; <ul style="list-style-type: none"> • https://snccdigital.org/inside-sncc/establishing-sncc/campus-affiliates/atlanta-student-movement/ • The SNCC, pp. 16-17 in Georgia and the Modern Civil Rights Movement by Sam Crompton - text & photo • https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/youth-in-the-civil-rights-movement/

	<ul style="list-style-type: none"> • https://snccdigital.org/inside-sncc/establishing-sncc/campus-affiliates/atlanta-student-movement/ • https://snccdigital.org/events/albany-movement-formed/ • “The Albany Movement” on pp. 67-69 of <u>A Dream of Freedom: The Civil Rights Movement from 1965-1968</u> by Diane McWhorter • “The SNCC” and “The Albany Movement” on pp. 16-19 of <u>Georgia and the Modern Civil Rights Movement</u> by Sam Crompton • https://www.loc.gov/exhibits/civil-rights-act/multimedia/albany-movement.html • http://sncclegacyproject.org/ <p>Other interviews in TPS album -</p> <ul style="list-style-type: none"> • C. Sherrod - https://lcn.loc.gov/2015669121 • Abernathy children - https://www.loc.gov/item/2015669207
10 minutes	<p>Small group discussion - Making the connection to today - Jamboard</p> <ul style="list-style-type: none"> • Share info sheet with Lonnie King photo & brief info (on Jamboard) • Remind students of thoughts already on the Jamboard • Each group will take a Jamboard page with a photo of a current youth activist with brief info on their cause • On Jamboard, students respond to: <ul style="list-style-type: none"> ○ What responses have these youth gotten from adults? ○ How do you think their situations are similar to/different from what Lonnie King encountered?
60 minutes	

Homework for Tomorrow

Complete any incomplete classwork.

Exit ticket: based on what you have learned today, consider the youth activist of today that you examined in your small group, and write three to four sentences sharing how you view their work as #LikeLonnie. Assume that your work will be shared as a library social media post during Black History Month and connect specific facts we learned today about Lonnie King and SNCC with facts about today's youth activists.

Assessments

Informally, I will be monitoring the Jamboard for understanding and participation. The formal evaluation task asks students to make a connection between social studies content learned in the class and a current event. Students will get a homework grade and feedback on their responses focusing on suggestions for improving connections. Students who wish to share their work through the library will have the opportunity. Students' understanding of the content will further be evaluated by the content teachers in unit common formative assessments and end-of-unit tests.

Learning Extensions

- Students in GATE (Gifted and Talented Education) classes could extend learning by listening to excerpts of other interviews in the TPS album to make additional connections.
 - C. Sherrod - <https://lcn.loc.gov/2015669121>
 - Abernathy children - <https://www.loc.gov/item/2015669207>
 - Annie Pearl Avery - http://hdl.loc.gov/loc.afc/afc2010039.afc2010039_crhp0019
 - Clifford Browner - http://hdl.loc.gov/loc.afc/afc2010039.afc2010039_crhp0019
 - Sam Mahone - http://hdl.loc.gov/loc.afc/afc2010039.afc2010039_crhp0063
- Interested students could also extend this lesson by doing more guided research with the librarian to create a project for the social studies fair. I will provide a brief bibliography for further reading
- Crossover with ELA is always an option, as our standards focus on (among other things):

- Textual Evidence (citing evidence/pictures & videos correctly)
- Compare/Contrast Writing
- Argumentative Writing
- Informational Writing (Writing a Report)
- Extend into second day for more extensive review of current activists

Adaptations

- Captioning of videos
- Providing a transcript for reading along
- Translation assistance with our ESOL teacher
- Access to slides/Jamboard outside of class
- Printouts of slides

Book list for extension:

- Curtis, C. P. (1995). *The Watsons go to Birmingham - 1963*. Delacorte Press.
- Freedman, R. (2014). *Because they marched: The people's campaign for voting rights that changed America*. Holiday House.
- Hooks, G., & Kennedy, K. (Illus.). (2017). *If you were a kid during civil rights movement*. Scholastic.
- Lewis, J., Aydin, A., & Powell, N. (2013). *March: Book one*. Top Shelf Productions.
- Lewis, J., Aydin, A., & Powell, N. (2015). *March: Book two*. Top Shelf Productions.
- Levison, C. (2012). *We've got a job: The 1963 Birmingham children's march*. Peachtree Publishers.
- Lowery, L. B., (2015). *Turning 15 on the road to freedom*. Penguin Random House.
- McWhorter, D. (2004). *A dream of freedom: The civil rights movement from 1954-1968*. Scholastic.
- Williams-Garcia, R. (2010). *One crazy summer*. Harper/Collins.