

Lesson Plan #5
The Civil Rights Movement

Subject: Social Studies

Grade Level: 7-12

Classroom Description: Approximately 25 students of various genders and abilities

Topic: The Civil Rights movement of the 1960s was a violent time in America's history. During this time, African Americans struggled to gain rights and were persecuted for their actions. Many people were beaten, jailed and killed, even though they followed the teachings of Dr. Martin Luther King Jr. and used nonviolent civil disobedience as a means to bring attention to their cause.

Amount of Time Allowed for Lesson: Three 40 minute lessons

New York State Learning Standard(s): 1-United States History, 3-Geography, 4-Economics, 5-Civics, Citizenship and Government

National Educational Technology Standards: 1-Creativity and Innovation, 2-Communication and Collaboration, 3-Research and Information Fluency, 4-Critical Thinking, Problem Solving, and Decision Making, 5-Digital Citizenship, 6-Technology Operations and Concepts

Objective: The purpose of this lesson is to analyze the struggle of African American people during the Civil Rights Movement of the 1960s.

- Students will be able to summarize events of the Civil Rights Movement
- Students will be able to describe acts of civil disobedience
- Students will be able to demonstrate research skills utilizing the Internet
- Students will be able to produce a PowerPoint presentation of key events of the Civil Rights Movement

Materials: Computer Lab, Internet, White Board/Markers

Anticipatory Set: The teacher will have a stack of playing cards. All of the cards will be red except eight black cards. The teacher will randomly handout cards to the students as they enter the room. The students with the black cards will be separated from the rest of the class in the back of the room. The teacher will ignore these students even when they complain, lavishing all attention on the students with the red cards. After a few minutes, the teacher should lead the class in a small discussion about prejudice, exclusion and rights.

Introduction: The teacher should call attention to the fact that we are all born without a choice on appearance, gender, ethnicity, parents, -i.e. we must play the card we are dealt! The teacher should continue discussing tolerance. The teacher should then discuss the topic of the day: Civil Rights. The teacher may use the Monroe Fordham Regional History Center to conduct personal

research on the Civil Rights Movement. Click on the following link to discover what sources concerning the Erie Canal are available at the center:

http://www.monroefordham.org/misc/Buffalo_Civil_Rights.html
http://www.monroefordham.org/misc/Funeral_Program.html
http://www.monroefordham.org/vertical%20files/Race_Relations.html

Procedure: The students will be using the Internet to view Web sites devoted to the American Civil Rights Movement of the 1960s. When they are finished conducting their research, they will create PowerPoint presentation that showcases acts Civil Disobedience during the Civil Rights Movement. The students will break up into groups of 3-4. The students must choose from one of the following civil disobedience topics:

Sit-Ins
Marches
Boycotts
Protests

1. The students should be directed to consider the images, videos, and information provided on the Civil Rights Web sites listed below. They should be persuaded to take notes on all of the Web sites so they may refer to their notes when they create their PowerPoint presentations at the end of their research. This is a group activity and should be completed by all members by the end of the second class. The first two days should be used to research and create their presentations. On the third day, students will then give their presentations to the class. The students should adhere to the following criteria for their PowerPoint activity:

- All members contributed to the creation of the PowerPoint presentation and take part in the oral presentation
- The PowerPoint presentation was informative, neatly structured, and included a minimum of ten slides and ten photographs
- The accuracy of the information contained in the presentation

-The students should review the following Web sites:

http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/modern/parks_1
<http://videos.howstuffworks.com/hsw/5961-civil-rights-civil-disobedience-video.htm>
<http://www.youtube.com/watch?v=EYqsJizN4gI&feature=related>
<http://www.youtube.com/watch?v=F6kMgUzNxKM&feature=related>
<http://www.youtube.com/watch?v=FNuQjHal9do&feature=related>

Sit Ins

<http://www.youtube.com/watch?v=VDHBzB-eO1g&feature=related>
http://www.youtube.com/watch?v=Pc51xLkT_cU&feature=related
<http://www.youtube.com/watch?v=Xbbejn4d1cE&feature=related>

Marches

<http://www.youtube.com/watch?v=Bt8JNPewWos&feature=related>
<http://www.youtube.com/watch?v=NS57Svuiipas&feature=related>
<http://www.youtube.com/watch?v=f9yXX6x7o7o&feature=related>

<http://www.youtube.com/watch?v=hhOMX4qdMm4>

Boycotts

<http://www.youtube.com/watch?v=jJ1OO5iBWCQ&feature=related>

<http://www.youtube.com/watch?v=g5gvNPWSuKM&NR=1>

<http://www.youtube.com/watch?v=YqRsZXR9UM&feature=related>

<http://www.youtube.com/watch?v=1QZik4CYtgw>

Reaction to Protests

<http://www.youtube.com/watch?v=IxEkj40bRII>

<http://www.youtube.com/watch?v=AXBvLbYqVMA&feature=related>

http://www.youtube.com/watch?v=zBvI7WWmThg&feature=Playlist&p=035537AC8D299E62&playnext=1&playnext_from=PL&index=39

http://www.youtube.com/watch?v=jTmZj_exwyY&feature=related

<http://www.youtube.com/watch?v=uQbqzaRAql8&feature=related>

Web site name(s) and address(es):

http://www.monroefordham.org/misc/Buffalo_Civil_Rights.html

http://www.monroefordham.org/misc/Funeral_Program.html

http://www.monroefordham.org/vertical%20files/Race_Relations.html

http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/modern/parks_1

<http://videos.howstuffworks.com/hsw/5961-civil-rights-civil-disobedience-video.htm>

<http://www.youtube.com/watch?v=EYqsJizN4gl&feature=related>

<http://www.youtube.com/watch?v=F6kMgUzNxKM&feature=related>

<http://www.youtube.com/watch?v=FNuQjHal9do&feature=related>

<http://www.youtube.com/watch?v=VDHBzB-eOlg&feature=related>

http://www.youtube.com/watch?v=Pc51xLkT_cU&feature=related

<http://www.youtube.com/watch?v=Xbbcjn4d1cE&feature=related>

<http://www.youtube.com/watch?v=Bt8JNPewWos&feature=related>

<http://www.youtube.com/watch?v=NS57Svuiipas&feature=related>

<http://www.youtube.com/watch?v=f9yXX6x7o7o&feature=related>

<http://www.youtube.com/watch?v=hhOMX4qdMm4>

<http://www.youtube.com/watch?v=jJ1OO5iBWCQ&feature=related>

<http://www.youtube.com/watch?v=g5gvNPWSuKM&NR=1>

<http://www.youtube.com/watch?v=YqRsZXR9UM&feature=related>

<http://www.youtube.com/watch?v=1QZik4CYtgw>

<http://www.youtube.com/watch?v=IxEkj40bRII>

<http://www.youtube.com/watch?v=AXBvLbYqVMA&feature=related>

http://www.youtube.com/watch?v=zBvI7WWmThg&feature=Playlist&p=035537AC8D299E62&playnext=1&playnext_from=PL&index=39

http://www.youtube.com/watch?v=jTmZj_exwyY&feature=related

<http://www.youtube.com/watch?v=uQbqzaRAql8&feature=related>

Integration of computer technology: Technology will be integrated by student discovery utilizing the Web sites listed above and the student's creation of a PowerPoint presentation on the Civil

Rights Movement. The students will be able to see and hear primary source documents, maps and photographs while learning about the events surrounding the Civil Rights movement.

Special accommodation(s) for at-risk, special education, gifted: Extended time allotted per individual student IEP. Gifted students may wish to further their research by viewing the following site to learn more about the struggle of African Americans:

**Students should scroll down to the “Freedom March” section to view a video showing the historic march from Selma to Montgomery, Alabama. Student may view other videos if time permits.*

<http://it.truveo.com/WEB-Dubois-and-the-Niagra-Movement/id/822227849>

Assessment: Students will be assessed based upon their participation in the classroom activity and discussion. Students will be assessed based upon the completion of their PowerPoint presentations with an emphasis on the following:

- All members contributed to the creation of the PowerPoint presentation and take part in the oral presentation
- The PowerPoint presentation was informative, neatly structured, and included a minimum of ten slides and ten photographs
- The accuracy of the information contained in the presentation

Closure: The teacher will end the lesson by saying, “Today we discovered some of the methods used during the Civil Rights Movement of the 1960s. We looked at primary sources of events during the movement and discovered some of the milestones that helped pave the way to freedom for African Americans. I want you to think about why people would risk everything, even their lives, to protest under fear of arrest, beatings and event death. Also, would you help the movement if you were alive in the 1960s?”

Transition to next lesson: The students will be allowed to meet with their groups one final time before giving their presentations.

Extensions/homework: The students will prepare for their presentations to be given next class period.

The lesson will be continued during the next class when the students complete the oral presentation portion of this activity.