CIVIL RIGHTS: US HISTORY
10TH GRADE US HISTORY

UNIT GOALS

• Demonstrate knowledge about the causes, events, and effects of the American Civil Rights Movement from the Civil War (1860’s) through current Civil Rights Issues.
• Analyze and understand key individuals, concepts, ideas, and movements within Civil Rights in the twentieth century.
• Gain an appreciation for the feelings, emotions, and personal gain or loss felt by Americans of all races during the Civil Rights Movement.
• Analyze local Oregon issues within the Civil Rights Movement.
• Evaluate how different viewpoints were presented, discussed, and fought over in the Civil Rights Movement.

BENCHMARKS

• Understand the causes, course and impact of the Civil Rights Movement.
• Understand the Constitutional changes that resulted from major events in the twentieth century.
• Identify the responsibilities of citizens in the United States and understand what an individual can do to meet these responsibilities.
• Understand how the rights of citizens have been augmented by case law decisions.
• Interpret the relationships of events occurring over time.
• Reconstruct the chronological order of significant events related to historical developments.
• Identify and understand significant events, developments, groups, and people in the history of Oregon after 1900.

PRE-ASSESSMENT AND SCORING GUIDE

I: Pre-Assessment Tool:

The following will be answered individually. Once done it will be a base for several days of lessons at the beginning of a larger unit on Civil Rights.

1. Does liberty and equality have the same meaning? Explain your thoughts.
2. What are the goals of the 13th, 14th, and 15th amendments?
3. Have you ever heard of Jim Crow Laws? If so, give an example.
4. Briefly explain what you know about the 1898 Supreme Court case, Plessy v. Ferguson.
5. What does the phrase “Separate, but Equal” mean to you?
6. Define segregation.

**II: Scoring Guide:**

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<th>Distinguished (5)</th>
<th>Basic (4)</th>
<th>Emerging (3)</th>
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| 1. Does Liberty and Equality have the same meaning? | * Clearly distinguishes between liberty and equality.  
* Gives several clear, specific examples | * Explains the differences between the liberty and equality.  
* Gives examples, but may not be clear | * Unsure of differences.  
* Vague or unclear examples given. |
| 2. Goals of the 13th, 14th, and 15th amendments. | * Clearly states the purpose and/or goals of all three amendments. | * Generally explains the purpose and/or goals of all three amendments.  
* Few specifics are given | * All three amendments are lumped together.  
* No further depth is provided. |
| 3. Jim Crow Laws with example | * Clearly states the definition of Jim Crow Laws.  
* Clearly states a specific example. | * General definition provided.  
* Vague example given | * Unsure of the definition of Jim Crow Laws.  
* Vague example provided, but not necessarily a Jim Crow Law. |
| 4. Plessy v. Ferguson | * Clearly explain the court case.  
* Clearly mentions “Separate, but equal”.  
* Clearly places in appropriate time frame. | * Briefly explains the court case.  
* Mentions “Separate, but equal”, but very vague within the answer. | * Unsure of the court case.  
* Vague description given. |
| 5. “Separate, but Equal” | * Clearly gives a specific, concise definition.  
* Clearly ties to the Civil Rights Movement, with a clear connection. | * Gives a specific definition.  
* Provides an example to the Civil Rights Movement. | * Defines “Separate, but Equal” with a general connection. |
LESSON PLAN:
PLESSY V. FERGUSON

Lesson Title: Plessy v Ferguson

Length of Lesson:
One 90-minute block period plus 30 minutes of a second

Lesson Objective:
The learner will be able to apply and evaluate the definitions of segregation, equality, and liberty through discussions, questioning, and relating and hypothesizing about the definitions to political and social decisions from 1898-1954 in a writing assignment.

Discussion on Differentiation/Rationale:
This lesson falls after an introduction to reform movements in the US and on the second day of the Civil Rights Movement. The previous day’s lesson is focusing on the Emancipation Proclamation, Reconstruction, and the 13th, 14th, and 15th amendments. The differentiation strategy used is in the processing stage after initial knowledge has been presented. The learner will complete an activity based on his/her learning style. Once done, all students will have time to share.

Pre-Assessment:
The Pre-assessment for this activity is a questionnaire leading into a Socratic Seminar discussion. Individually the students will answer the following questions:

1. Does liberty and equality have the same meaning? Explain your thoughts.
2. What was the goal of the 13th, 14th, and 15th amendments?
3. Have you ever heard of Jim Crow Laws? If so, give an example.
4. Briefly explain what you know about the 1898 Supreme Court case Plessy v. Ferguson.
5. What does the phrase “Separate, but Equal” mean to you?
6. Define segregation.

I will collect after a Socratic Discussion on question 1,2, and 3. Questions 1,2, and 3 all lead into a Socratic discussion on laying the foundations of the Civil Rights Movement. Questions 4, 5, and 6 are for me to assess how much the students know on the 1898 Supreme Court case of Plessy v. Ferguson. This pre-assessment will be my Anticipatory Set for the day before this specific differentiated lesson.
Anticipatory Set: (Side note: I always begin each class with a WUP. This is a warm up question that each student answers in a journal. Some are done individually, some in groups, some in partners, some are review others are introductory, and some may be responding to a reading, quote, or painting. But, there is always a WUP to reconnect the learner to my class!)

Answer the following questions individually in your WUPS:

1. Have you ever been discriminated against?
2. Have you ever witnessed discrimination and ignored it?
3. Have you ever witnessed discrimination and done something about it?

A brief partner share follows with instructions to listen carefully because you may be called on to share. Each group picks a question to discuss that interests them. I always allow for general comments and questions to follow a discussion like this, so this time will follow.

Whole Class Instruction:

1. Information on the Supreme Court Case Plessy v. Ferguson will be given. This is really quite simple, it introduces the concept of “Separate, but Equal” into US political and social thought. The students will take notes from a pre-made overhead transparency sheet with the key points on it. Once done the issue of, “Is the US Constitution colorblind?” will be raised. The reason for this is because Plessy v Ferguson says that the law sees color (differences between whites and blacks). A limited discussion will take place at this point. It will be developed later in the lesson and unit.

Student Practice:

1. The students will be asked to go to a corner based on their learning styles. (Since I often work with learning styles this will not be new information to them.). Once there they will be given a specific activity based on their learning style. The next 30 minutes will be spent on student practice.

   • ST’s: Individually will complete an online search gathering data on background to the Plessy v. Ferguson case and on the situation in Louisiana or the South at the turn of the nineteenth century. 5 facts per student will be the goal.
   • SF’s: Individually they will complete two diary entries. One for a black male and the second for a white male, or one for a black female and the second being for a white female. In the diary entry it must explain the feelings, attitudes, and response that is socially accepted as historically true in 1900 about the concept of “Separate, but Equal”.

• NT’s: In groups of 4 they will plan and lead a panel discussion (with opposing viewpoints) on the idea of “Separate, but Equal”. The information presented must be factual and last roughly 5-7 minutes.
• NF’s: In groups of 3 they will make a poster (how it looks is of their own choosing) showing the differing viewpoints on the social dilemma presented by the idea of “Separate, but Equal” and the constitution being colorblind.

2. We will begin to orally share the information. The ST’s will present some additional background information that I did not cover. I fill in the missing parts of the story that they raise. The NT’s will then present their panel of opposing viewpoints. Discussion and questions for the group(s) will follow. The NF group(s) will present their posters on the social dilemma. Once again, questions and discussion will follow. (The SF diary entries will be used as a WUP for the next day. I will use them as a reconnect activity. Several students will read theirs and students will respond in their journals).

Closure:

After the groups share I will pull back to the center for a quick verbal closure and assign their homework which is to individually respond in a one page response to the following question, “How might this Supreme Court Case impact both political and social decisions for the next fifty years?”

* The following day I will begin with the diary entries and then put the students in groups to share their thoughts on how this might impact social and political decision making for the next 50 years. They will put all the ideas presented on a piece of poster paper. I will post these and refer back to these as I then move into the next part of the unit plan.

LESSON PLAN:
STRUGGLE FOR CIVIL RIGHTS: AMERICA 1954-1963

Lesson Title:  Struggle for Civil Rights: America 1954-1963

Length of Lesson:
One 90-minute block period

Lesson Objective:

The learner will be able to identify the major people and issues raised in Brown v. Board of Education, the Little Rock Nine, the Montgomery Bus Strike, and SCLC’s March on Washington by completing a jigsaw and review activity.
The learner will evaluate the effectiveness of the major events of the Civil Rights Movement from 1954-1963 in relation to how they advanced the cause of Blacks in America.

Discussion on Differentiation/Rationale:

This lesson falls roughly half way through the unit. We will have set up the idea of “Separate, but Equal”, discussed the different responses by opposing factions of society to this idea, and just finished a 30 minute guided discussion on Jackie Robinson and the integration of Blacks into sports. The rationale for completing this lesson in an interest based differentiation format is to allow for some individual thought and processing after the direct instruction has been given on events in the 1950’s and 1960’s.

Pre-Assessment:

The Pre-Assessment for this activity will take place in an anticipatory set journal write. The two questions are:

1. How did the politically accepted idea of “Separate, but Equal” come to an end in the United States?
2. List between 5 and 10 actions taken by Americans in the 1950’s and 1960’s to address the issues of inequality felt by many in the United States.

I will walk around the room and quickly scan their answers as they are writing to obtain a mental picture of how much information they know.

Anticipatory Set:

Answer the following two questions in your WUPS:

1. How did the politically accepted idea of “Separate, but Equal” come to an end in the United States?
2. List between 5 and 10 actions taken by Americans in the 1950’s and 1960’s to address the issues of inequality felt by many in the United States.

A discussion, using question 1, will follow the individual writing time. Once this is done they will partner up and share lists. I will make a public list on the board and transition into focusing on 4 major events: Brown v. Board of Education, the Little Rock nine, the Montgomery bus strike, and the March on Washington.

Whole Class Instruction:

I will use a jigsaw to teach this information.

• Each student will be given one of four articles to read. They will read the article, highlight it, and then write down the 5 major points presented in the article and 3
questions that they individually have after reading the article. I will have different levels of reading difficulty.

• Once this is done I will have all like numbers get together and then divide that group in half. This will make the sub groups between 3 and 4 people each. They will share and pool their list of 5 major points and condense to a solid list that adequately gives the major points of the reading. As a group they will then try to answer each other’s questions they wrote down. I will be circulating around the room and helping facilitate as needed.

• The differentiation in articles and the differentiation within the like reading groups will help with the students teaching each other in this lesson.

• I will then number off to make equal sharing groups. In each group there will be one person from each event (reading) and they will jigsaw share the information.

• Once done I will close the jigsaw by having them circle the event they find most interesting. More on this in the closure, but I will leave it here.

Student Practice:

1. I will keep them in their sharing groups and give student a Blooming worksheet to complete to help review the information we have just gone through. They will have to put away their jigsaw organizer to complete the worksheet!

Closure:

I will end the period by asking for volunteers to explain why they circled the event they found most interesting from the Civil Rights Movement between 1954-1963. I will have the student explain why they chose that event and ask each to quickly review the major points of the event. I will fill in where necessary. Once all four of the events have been raised I will close this lesson by assigning their homework, which is to respond to a question in their journal about passive resistance. This will lead me into a video the next day from the PBS series *Eyes on the Prize* called “No Easy Walk”.

**LESSON PLAN:**

**CIVIL RIGHTS POLITICAL ACTION/SOCIAL SPECTRUM**

**Lesson Title:** Civil Rights Political Spectrum

**Length of Lesson:**

One 90-minute block

**Lesson Objective:**

The learner will be able to identify the different facets of the political spectrum with the Civil Rights Movement by completing an advance organizer and a jigsaw review activity.
The learner will be able to place Civil Rights leaders within their respective organization by completing an advance organizer, reading primary sources, and participating in a numbered heads activity.

Discussion on Differentiation/Rationale:

This lesson falls toward the end of the unit. The rationale for this lesson is to differentiate the lesson based on student readiness. The lower performing students will be given more assistance during the whole class instruction. The highest performing students will be given more choices in how they can learn and apply the advance organizer.

Pre-Assessment:

This pre-assessment will be my WUP (Anticipatory set) for the day. I will use this to help me understand how much information the students understand about the NAACP, SCLC, SNCC, the Black Muslims, and the Black Panthers. I will use a KWL activity. I will ask them to list what they know about each organization, and what they what questions they have about the spectrum as a whole. I will collect these after we complete them, and quickly review them as I have them read a selection from Martin Luther King Jr’s “Letter from a Birmingham Jail”.

Anticipatory Set:

I will have each student individually make a KWL chart. In the “Know” column I will have them list what they know about the NAACP, SCLC, SNCC, the Black Muslims, and the Black Panthers. (These organizations will be listed on a pre-made transparency.) In the “What questions do I have?” column I will have the students list any questions. I will have made a KWL overhead transparency and after a numbered heads share I will ask for feedback. I will first do the “Know” column and then the “What questions do I have?” column. I will then collect to quickly go through, but I have a base to build upon as I move into whole class instruction.

Whole Class Instruction:

1. I will distribute a small piece of Martin Luther King’s “Letter from a Birmingham Jail” and have each student individually read and then respond to the questions,
   - What is the theme of this letter?
   - Why does MLK Jr. write this letter?
   - What are some different ways that people could respond to the situation faced by Blacks in the 1950’s and the 1960’s?

2. The students will be put back in their numbered heads groups to discuss. After about 10 minutes of discussion in numbered heads I will call on different numbers
than whom I called on in the WUP and ask for some feedback. This will lead me into a teacher directed activity on the Civil Rights Political Spectrum.

3. I will distribute an advance organizer to everyone. The lower performing students will receive a partially completed organizer, so all they have to do is follow along with the lesson and fill in the missing parts. The students who need some assistance, (ESOL students, Spec. Ed. Students possibly) will be given a key word bank to help them complete the chart. The highest performing students will be given a choice. They can skip the lecture and go straight to the primary source readings and complete the chart by using primary sources or they can follow along the lecture like the majority of the class. (These students will have previously been self-selected into honors, and the honors book for this quarter is *The Autobiography of Malcolm X*. One of their requirements is to share with the class pieces of this work; they will do so after I finish the Black Muslims column on the AO.

4. After I distribute the advance organizer I will then lecture the information on one organization within the Political Rights Spectrum. After each Civil Rights Organization is presented a small reading will be given to the students. Individually they will read each reading. This source will reinforce the information that was presented verbally. After each source is read the numbered groups will once again get back together and share. I will call on a number to share. This process will repeat until all 5 groups have been presented. This will take the remainder of the period.

5. I will verbally conclude the lesson and introduce the homework to end this period.

**Student Practice:**

1. Part I will be homework. For homework each student will choose the one category they feel was most effective within the Civil Rights Movement and explain why they believe so with solid factual information to back up their opinion. This will be written in their journal and shared the next day.

2. Part II will be a numbered heads inquiry review activity. After they answer the WUP question, which will be a question in reference to their homework, I will hand out a list of all the names, dates, concepts, events, and ideas presented the day before and ask each group to sort them out by correct Civil Rights Organization.

**Closure:**

I will ask for some sharing of the homework assignment and then use this as a lead into the next part of the unit which is a Socratic Discussion on where has the Civil Rights Movement taken us the last 30 years. I will lead this with some guided questions.
Lesson Title: Civil Rights Project

Length of Lesson:

In class 45 minutes: Introduction of Howard Gardner’s Multiple Intelligences with a quick personal assessment and an introduction to the project. One week of out-of-class homework for 1.5 weeks and then 60 minutes for the entire class to share in groups.

Lesson Objectives:

The learner will make a personal connection to the Civil Rights Movement by selecting an idea, event, or movement with the Civil Rights Era. A project will be created, based on one of Howard Gardner’s Multiple Intelligences.

Discussion of Differentiation/Rationale:

This project is a summative activity that allows the learner to individually explore the Civil Rights Movement. It will be assigned after a discussion on intelligences and will be based on the learner’s own time. It will also be assigned several days into the unit. The learner will choose a presentation mode based upon personal interest and learning style. This summative assessment will be one part of a two-part assessment, the second being a pencil and paper test.

Pre-Assessment:

The pre-assessment for this activity will a bit different than the normal pre-assessment format. Since this is an individual choice assessment activity the pre-assessment will be done in class through class content being taught in the unit.

Anticipatory Set:

Of all the projects and activities that you complete for different classes, which ones do you like the best? Why is this?

Whole Class Instruction:

The WUP will lead me into a teacher directed discussion on multiple intelligences. I will introduce the concept of multiple intelligences and then have each student take a quick pre-assessment to decipher which intelligence they prefer. This will be used as a base for a group discussion referring back to the wup question to pull the introduction together.
At this point I will introduce the project. I will walk the class through the project task, the options, and the scoring guide. I will give them several nights to narrow down their choices before their signed contract is due.

**Learning Alternative:**

In this particular summative assignment I will not be completing any alternative assignments during class time. All work will be done out of class and will be due roughly 7 days after introduced.

**Project Share Day/Closure:**

The group projects will present to the class. Once these are done the individual or partner projects will share in groups. The students who were in groups will be split up in different groups. Since I have already signed a contract with students on their project, I know what each is completing. I will assign the groups, and each student will present their topic. As each student presents the other students will complete an advance organizer on the important and background information. Once everyone in the group has presented the members will have the beginnings of a review for the pencil and paper test. I will add a second sheet to these review sheets. The second sheet will fill in all the missing gaps of what will be on the second part of the test.

The grading rubric is attached as Civil Rights Rubric.

**CIVIL RIGHTS MOVEMENT RESOURCES**

*(Not a correctly written bibliography!)*

**ACTUAL RESOURCES THAT I CURRENTLY USE FOR THIS UNIT**

- Howard Gardner’s work “Rethinking Intelligences”
- Abraham Lincoln’s Second Inaugural Address
- The Emancipation Proclamation, 1863
- [www.ilstu.edu](http://www.ilstu.edu): Great information on the 13th, 14th, and 15th Amendments. Uses both primary and secondary sources.
- Newspaper clippings from the turn of the century.
- Langston Hughes: *Harlem* and *Gandhi is Fasting*: Two poems about the Civil Rights Movement.
- “A Cartoon History of the United States”
- “A History of the United States”. Houghton Mifflin
- “A History of Us”. Joy Hakim (I think this is the title of the series, it is at school, and I don’t have a copy here!)
- “Autobiography of Malcolm X”. Alex Halley
• PBS video series “Eyes on the Prize”, No Easy Walk episode
• “The Words of Martin Luther King, Jr”: Martin Luther King Jr.

POTENTIAL RESOURCES

• Primary sources from the NAACP, SCLC, and SNCC organizations.
• Fantastic Internet sites presented by the History Channel and PBS.