Which standards (Social Studies and CCGPS) will be taught in this unit? Include # and entire standard and elements that apply. You must include the literacy standards.

**SSUSH22** The student will identify dimensions of the Civil Rights Movement, 1945-1970.
- a. Explain the importance of President Truman’s order to integrate the U.S. military and the federal government.
- b. Identify Jackie Robinson and the integration of baseball.
- c. Explain Brown v. Board of Education and efforts to resist the decision.
- d. Describe the significance of Martin Luther King, Jr.’s Letter from a Birmingham Jail and his I Have a Dream Speech.
- e. Describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965

**SSUSH24** The student will analyze the impact of social change movements and organizations of the 1960s.
CCGPS -

**L9-10RH4**: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**L9-10RH1**: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**L9-10RH2**: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**L9-10RH3**: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**L9-10WHST4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
## Clarified Learning Goals

**What do you want students to know, be able to do, and understand at the end of this unit?**

<table>
<thead>
<tr>
<th>Students will UNDERSTAND That:</th>
<th>Students will BE ABLE TO:</th>
<th>Students will use Procedural Knowledge to:</th>
<th>Students will KNOW:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What “big ideas” do you want your students to remember long term?</strong></td>
<td><strong>What will students DO/USE that will lead them to understanding?</strong> (Think Critical Thinking Skills)</td>
<td>Which skills, procedures and/or process will students use to demonstrate what they know</td>
<td>What do the students need to KNOW – Declarative knowledge and procedural knowledge or skills</td>
</tr>
<tr>
<td><strong>How was American society and politics redefined by the Civil Rights Movement?</strong></td>
<td>Students will compare and contrast American beliefs and values</td>
<td>Guided Reading, Primary/Secondary Sources, Graphic Organizer, Video Interpretation, Power Point/Smartboard, Computer Literacy, Student Created Posters</td>
<td>Student will know civil rights guaranteed in the Constitution</td>
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<tr>
<td></td>
<td>Students will trace the evolving nature of citizens rights</td>
<td></td>
<td><strong>Students will know the role and impact of the individual on historical events:</strong> Truman, Jackie Robinson, Martin Luther King, Cesar Chavez</td>
</tr>
<tr>
<td></td>
<td>Students will evaluate the role and impact of the individual on historical events</td>
<td></td>
<td><strong>Students will know the legal implications of:</strong> Brown vs BOE, Civil Rights Act of 1954, Voting Rights Act of 1965</td>
</tr>
</tbody>
</table>
Unit Assessments

**Informal Assessments:**

Student work samples  
Teacher questioning  
**Students will complete a daily Lots Journal in which they will answer the Essential Question and define the vocabulary of the day**

Self Assessments:

**Students will complete a daily Lots Journal in which they will answer the Essential Question and define the vocabulary of the day**

**Checklist**

**Formal Assessments:**

**Poster**  
**Portfolio**  
**Teacher Made Test**
See Student Learning Map for Content Map (attached)
Authentic Culminating Assessment

**EQ:** What was the Political and Social Impact of the Civil Rights Movement?

**Target Learning Goals**

*Students will understand the legacy of earlier groups and individual influence on subsequent generations*

**The Task/Activity:**

*Student will create a poster or power-point that illustrates the expansion of voting rights in America.*

*Students will turn in a portfolio that will illustrate the African American struggle for Civil Rights.*

*Student will complete an Essay that explains the Political and Social Impact of the Civil Movement*

*Students will take an objective EOCT prep test for standards SSUSH 22, 24*

See Checklist and Writing Rubric
Critical Thinking Skill(s) Included

Students will interpret primary sources
    Constitution
    Writings of Dr. Martin Luther King Jr.

Students will evaluate the impact of the Civil Rights Movement

Launch Activity
    (…for entire unit!)

The unit will begin with a Graphic Organizer showing the ethnic make-up of America and the projected changes in the future

This will lead into a class discussion and examples of Stereotyping

Students will complete a self assessment of their own behavior
**SSCG6** *The student will demonstrate knowledge of civil liberties and civil rights.*

CCGPS Standards:

**L9-10RH2:** *Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.*

Learning Goal / EQ: In what ways did the Constitution expand voting rights in America?

Subject/Content/Grade Level: Voting, Civil Rights and the Government (Middle-High School)

Key Vocabulary for this lesson: Civil Rights, Civil Liberties, Poll Tax, Woman’s Suffrage, Literacy Test, Stereotype, Diversity, Discriminate

Skills: Guided Reading, Graphic Organizer

Specific Texts: US History/Government Textbook  
Primary Sources: Constitution

<table>
<thead>
<tr>
<th>Section/Time</th>
<th>Teacher will:</th>
<th>Student will:</th>
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<tbody>
<tr>
<td></td>
<td>Describe the teacher use of strategies that engage students in learning.</td>
<td>Describe the student use of strategies that demonstrate learning.</td>
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<tr>
<td><strong>Opening Time:</strong></td>
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<td></td>
<td><strong>Graphic Organizer on Diversity in America</strong> Class discussion</td>
<td><strong>Self Assessment and Reflection</strong></td>
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<tr>
<td><strong>Formative Assessment:</strong></td>
<td></td>
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<tr>
<td>Teacher Question</td>
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<tr>
<td>Student Writing</td>
<td></td>
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<tr>
<td><strong>Questions:</strong></td>
<td><em>How Can we avoid cultural stereotype and prejudice?</em></td>
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</tr>
<tr>
<td>Work Period</td>
<td>Guided Lecture on Voting Rights</td>
<td>Students will break in groups and use Primary Source to trace the development of amendments that increased voter participation in America. (constitution)</td>
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<tr>
<td>Time: 1-2 class periods</td>
<td>Pre-teach Vocabulary</td>
<td>Student will create a timeline that illustrates expanding voting rights</td>
</tr>
<tr>
<td>Formative Assessment:</td>
<td>Literacy test</td>
<td></td>
</tr>
<tr>
<td>Student Product</td>
<td>Poll taxes</td>
<td></td>
</tr>
<tr>
<td>Questions:</td>
<td>Suffrage</td>
<td></td>
</tr>
<tr>
<td>How has voting rights expanded through the years in America?</td>
<td>Discrimination</td>
<td></td>
</tr>
<tr>
<td>Differentiation/Scaffolding:</td>
<td></td>
<td></td>
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<tr>
<td>Secondary Source</td>
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<td></td>
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<tr>
<td>Pre-teach Vocabulary</td>
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<tr>
<td>Section/Time</td>
<td>Teacher will:</td>
<td>Student will:</td>
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<tr>
<td>Closing</td>
<td>Review the Amendments</td>
<td>Students will write an essay that describes the evolution of voting rights in America</td>
</tr>
<tr>
<td>Summarize the most important information</td>
<td></td>
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<tr>
<td>Formative assessment:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Questions</td>
<td></td>
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<tr>
<td>Lots Journal</td>
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<tr>
<td>Student product</td>
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</tbody>
</table>
Note: You should provide a narrative of the teaching and learning for this lesson. Include all graphic organizers. Attach a bibliography of resources.

Opening
Class will begin with a graphic organizer which illustrates the ethnic make-up of America and its projected change over the coming years.

This will lead into a discussion of stereotyping and discrimination.

Students will take a self-assessment over their own ideas and attitudes.

2nd day – Work Period

Brainstorm with students about the importance of voting using a word splash

Students will divide into groups and evaluate the amendments to the constitution. They will create a timeline of amendments that expanded voting rights. Afterwards students will create a poster in which they illustrate the “voting rights” amendments.

Students will end this activity with a writing assignment in which they use the amendments and their timeline to describe the “Evolution of the American Voter”. (Homework)

Bibliography

Ethnic Distribution
Standard/Elements:

SSUSH22 The student will identify dimensions of the Civil Rights Movement, 1945-1970.

a. Explain the importance of President Truman’s order to integrate the U.S. military and the federal government.
b. Identify Jackie Robinson and the integration of baseball.
c. Explain Brown v. Board of Education and efforts to resist the decision.
e. Describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965

CCGPS Standards:

Learning Goal / EQ: What were the goals of the Civil Rights Movement and what tactics did they use to achieve these goals?

Subject/Content/Grade Level: High School - US History and Government

Key Vocabulary for this lesson: Jackie Robinson, Brown v BOE, Civil Rights Act of 1964, Voting Rights Act, Martin Luther King

Skills: Guided note taking, Graphic Organizer

Secondary Source – U. S. History Textbook

<table>
<thead>
<tr>
<th>Section/Time</th>
<th>Teacher will:</th>
<th>Student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>Describe the teacher use of strategies that engage students in learning.</td>
<td>Describe the student use of strategies that demonstrate learning.</td>
</tr>
<tr>
<td>Time: 1 class period</td>
<td>Video – A Time for Justice</td>
<td>Video – with guided questions</td>
</tr>
<tr>
<td>Formative Assessment: Teacher Question Student Product</td>
<td>Class Discussion</td>
<td>Question and Answer student product</td>
</tr>
<tr>
<td></td>
<td>Written Reflection on Video “What did eye on the prize mean to African American”</td>
<td></td>
</tr>
<tr>
<td><strong>Work Period</strong></td>
<td>Lecture</td>
<td>Students will complete Guided Notes</td>
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</tr>
<tr>
<td>Time: 1 – 2 class periods</td>
<td>Smart Board guided notes</td>
<td></td>
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</tbody>
</table>

**Formative Assessment:**
- Teacher Questions
- Student Product

**Questions:**
- What was the goal of the Civil Rights Movement?
- What tactics did they use

**Differentiation/Scaffolding:**
- Prior Knowledge
- Guided Question/notes
- Graphic Organizer

<table>
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<th>Student will:</th>
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**Closing**
- Lots Journal Reflection

**Formative assessment:**
- Student Product

**Review**
- Constructed Reflection
- Lots Journal
Day 3
* Review previous lessons by Compare/Contrast with students the meaning of civil right and civil liberties
* View the video “A Time for Justice” – Students will complete guided questions
* Post video – Students will complete constructive writing on emotional impact of video

Day – 4
* Handout to students the Graphic – Organizer- Guided notes
* Using the smart board bring up the completed notes and discuss section by section with students. Students will complete guided notes and graphic organizer.
* Close with Ticket out the Door – LOTS journal reflection

Bibliography:


www.teachingtolerance.org/resources
Standard/Elements:
SSUSH22. d. Describe the significance of Martin Luther King, Jr.’s Letter from a Birmingham Jail and his I Have a Dream Speech
SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s.

CCGPS Standards: L9-10RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Learning Goal / EQ: What was the political and social impact of the Civil Rights Movement?

Subject/Content/Grade Level: US History – High School

Key Vocabulary for this lesson: Civil Disobedience, Cesar Chavez, United Farm Worker, American Indian Movement, National Organization for Women, American with Disability Act

Skills: Graphic Organization, Constructed Writing

Specific Texts: Focus on US History – The Era of WWII through Contemporary Times

<table>
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<th>Student will:</th>
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<tr>
<td></td>
<td>Describe the teacher use of strategies that engage students in learning.</td>
<td>Describe the student use of strategies that demonstrate learning.</td>
</tr>
<tr>
<td><strong>Opening</strong></td>
<td><strong>Teacher will Read aloud excerpts from Martin Luther King Jr – Letter from a Birmingham Jail And his “I have a dream “ speech.</strong></td>
<td><strong>Students will read and write constructed response to letter.</strong></td>
</tr>
<tr>
<td><strong>Time:</strong> 30 -50 minutes</td>
<td><strong>Read excerpts from Letter</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Formative Assessment:</strong></td>
<td><strong>Teacher Questions</strong></td>
<td><strong>Student Written Response</strong></td>
</tr>
<tr>
<td><strong>Questions:</strong></td>
<td></td>
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</tbody>
</table>

King wrote that he had “no alternative” but to demonstrate. Explain why he reached that conclusion.
King wrote that he had “no alternative” but to demonstrate. Explain why he reached that conclusion.

Imagine that you were in Washington and heard King’s speech, write a diary or journal entry on how it made you feel.

<table>
<thead>
<tr>
<th>Work Period</th>
<th>Time: 1 class period</th>
<th>Teacher will use lecture/discussion with accompanying power-point</th>
<th>Lecture Notes</th>
</tr>
</thead>
</table>
| Formative Assessment: | *Teacher Questioning*  
*Student Product* | | Students will complete a graphic organizer that will illustrate the impact of the civil rights movement on other minorities in America |
| Questions: | How did the African American movement impact other minority groups in America | | |
| Differentiation/Scaffolding: | Prior Knowledge  
Smaller Excerpts (handout) | | |

<table>
<thead>
<tr>
<th>Section/Time</th>
<th>Teacher will:</th>
<th>Student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphic Organizer</td>
<td>Wrap up Review</td>
<td>Lots Journal</td>
</tr>
</tbody>
</table>
Note: You should provide a narrative of the teaching and learning for this lesson. Include all graphic organizers. Attach a bibliography of resources.

Day 5 - Teacher will open class with the reading of “Letter From a Birmingham Jail”
Students will break into groups to decipher and discuss letter
Students will write a constructed response on the following …..

"King wrote that he had “no alternative” but to demonstrate. Explain why he reached that conclusion. How was King’s letter an inspiration for others even to this day?"

Student reader - Focus on US History – The Era of WWII through Contemporary Times
Unit 4

Day 6 Review with Graphic Organizer: Cause and Effect of Civil Rights Movement
Use Power-point to discuss the social and political impact the movement had on other minorities -- students will complete skeleton notes

Students divide into groups to create a graphic summary of the effects of the Civil Rights Movement

Culminating Writing Activity – (Homework:) Students will write a 2-3 page essay in which they discuss the following statement..

“American society and politics were redefined by the Civil Rights Movement.”

What were the motivations and goals of the people who joined the Civil Rights Movement?
What challenges did they meet and what strategies for overcoming these challenges did they adopt?

How effective was the Civil Rights movement in achieving its short and long-term objectives?
What was the political and social impact of the Civil Rights Movement on other minority groups in America?

Using their notes and graphic organizers, student should support their statements with facts and examples from their studies

Discuss Portfolio with Students