



Lesson Plan

Subject/Grade Level: 9th U.S. History

Lesson Title: The Civil Rights Movement

Lesson Duration: 5 days

Performance Objective:

Upon completion of this lesson, the student will be able to understand and discuss the civil rights movement, and utilize technology.

Preparation

Framework Strand: US History

Content Standard Competencies/Objectives: CIVIL RIGHTS

MS CCR/CCSS:

4. Understand how the Civil Rights Movement achieved social and political change in the United States and the impact of the United States and the impact of the Civil Rights struggle of African Americans on other groups (including but not limited to feminists, Native Americans, Hispanics, immigrant groups, and individuals with disabilities

d. Evaluate the impact of the Civil Rights Movement in expanding democracy in the United States. (DOK 3)

ISTE:

3(c): The students will apply digital tools to gather, evaluate, and use information by evaluating and selecting information sources and digital tools based on the appropriateness to specific tasks.

Instructional Aids:

Smartboard, powerpoint, handouts, videos, rubrics, pictures

Materials Needed:

Poster board, construction paper, markers, glue, colored pencils

Equipment Needed:

Text book, laptop, computer, smartphone, informational text, guided notes, historical photos

Desired Student Prerequisites:

Introduction/Anticipatory Set

The students will brainstorm their ideas/thoughts related to the Civil Rights Movement on a sheet of paper.

The students will watch a 2-5 minute video to introduce the Civil Rights Movement.

Lesson Outline/Procedures:	Instructor Notes:
<ul style="list-style-type: none"> • Have an open class discussion about their brainstorming ideas/thoughts. • The students will sign up for a free gmail account. • Address/define: human rights violations. • Discuss Kosovo, Chechnya, Sierra Leone, Racial segregation Did hatred play a role or not? • Discuss the power of symbols. Consider some of the more familiar and forceful symbols throughout history and in today's world. 	<p>Ask the class who has or doesn't have a gmail account. What do you think human rights are? Forced out pres. rioting, murders, turmoil Show some pics of some symbols that many students may recognize.</p>
<ul style="list-style-type: none"> • Talk about the ways in which messages are conveyed by symbols • Students will create their own symbol to represent the idea of civil rights into the 21st century and write a descriptive paragraph explaining the symbol and or its elements.(share with class) • Students will work in pairs to create a single google document to be titled: Unsung Heroes of the Civil Rights Movement. 	<p>Ask students if they think emoji's are symbols? Share pics of Emojis and what they mean</p> <p>The doc includes leaders/ordinary people who made a diff., biographical sketch of ea. & their role in the mvmt. (Rubric)</p>
<ul style="list-style-type: none"> • As an exit the students will blog about the lesson each day. 	<p>Remind student to blog about the lesson today. What would they like to have talked about? What did they learn?</p>

Application

Guided Practice:
 The students will construct a symbol to represent the idea of civil rights into the 21st century and write a descriptive paragraph explaining the symbol and its elements, explaining how it represents civil rights I the 21st century.

Independent Practice:
 Students will work in pairs to complete a document that will include leaders and ordinary people who made a difference in the civil rights movement, their biographical information, and a summary of some of their contributions and their role in the civil rights movement.

Summary

Lesson Closure:
 Each student will state one fact that he/she learned during the lesson, and ask students if they have any questions.

Evaluation

Informal Assessment/Review:

Teacher will monitor student progress during independent practice/application and provide independent reteach/redirection as needed.

Formal Assessment:

Student project as a final project. (Grading based on rubric)

Lesson Extension**Extension/Enrichment:**

Have individual(s) come in to share their experience during the civil rights movement.

<http://www.olemiss.edu/tours/video-CivilRightsCaptioned.html> (virtual tour James Meridith/Ole Ms)

<https://www.youtube.com/watch?v=MxY65mwx7MM>

<https://www.youtube.com/watch?v=Sqsb9FqdpVk>

Accommodations/Differentiation:

Guided notes will be provided to students with current IEP.

Art activity (design a symbol related to civil rights movement)

References:

Text book, Youtube.com,