

Carter G. Woodson Lesson Overview

Cabell County Schools & Marshall University

Title	Subject/ Level	Lesson Duration
The Civil Rights Movement	Contemporary Studies – Grade 11	9 Days (Class Periods)

Lesson Summary

Through this mini-unit, students will be able to analyze and categorize the events of the Civil Rights Movement. Students will construct a timeline of key events, assume the role of a Civil Rights Movement historical figure, and evaluate the character of a former American president.

Formative Assessment Task:

- Timeline
- Historical Figure Research – Graphic Organizer
- Smart Phone Template – Project

Standards/ Learning Targets

SS.CS.23: Demonstrate an understanding of the origins, struggle and progress of racial minorities seeking social, economic and political equality in the United States.

- Examine and identify the foundations of the Civil Rights Movement through documents and Supreme Court decisions.
- Investigate and cite examples of intolerance, prejudice, persecution, discrimination and segregation.
- Debate the role of activists for and against the Civil Rights Movement.
- Design a timeline of the Civil Rights Movement in the United States that includes key people, places and events.

Literacy Components	Engagement Strategies	Content Resources (Texts & Media)
<ul style="list-style-type: none"> ○ Reading ○ Writing ○ Speaking/ listening ○ Presenting/ Viewing ○ Inquiry/ Research ○ Technology (authentic usage) 	<ul style="list-style-type: none"> ○ Active Reading/ Writing ○ Whole Group Discussion/ Learning ○ Small Group Discussion/ Learning ○ Videos and discussion ○ Internet research 	<p>Textbook: <i>The Americans Reconstruction to Present</i></p> <p>Videos: Crash Course: Civil Rights, Lyndon B. Johnson Signs Civil Rights Act</p> <p>Primary sources: Civil Rights Movement Primary Source Kit, Library of Congress Documents, Lyndon B. Johnson Interview Transcript</p>
Lesson Guiding Question & Opener	Instructional Plan & Sequence	
	<p><u>Day 1-2</u></p> <ul style="list-style-type: none"> • Within cooperative groups, students will be given chunks of a timeline and they will complete the key events that happened during their year span. • Groups will come together and we will construct one large timeline in the hallway <p><u>Day 3-4</u></p> <ul style="list-style-type: none"> • We will have a mini-lecture and discussion on the overview of the Civil Rights Movement. This will serve as background knowledge in order for students to participate in class discussions and activities. Students will complete a graphic organizer from the power point presentation. <p><u>Day 5-7</u></p> <ul style="list-style-type: none"> • Students will use the laptops to research an assigned figure of the Civil Rights Movement. Students will be researching this person's role and significance from the Civil Rights Movement. • Students will use a Smart Phone template to design their historical figure's phone. Students will customize the phone's apps, design, etc. to their specific person. This activity will serve as an assessment to this research project. • Students will present their historical figure's cell phone. Students will have to rely on their knowledge of the person to accurately give details of their person's cell phone and to justify which apps, etc. their person would use on a daily basis. <p><u>Day 8-9</u></p> <ul style="list-style-type: none"> • Evaluation of Lyndon B. Johnson's character & efforts (adapted from Gilder Lehrman) • Students will read the transcript of an interview in which two men are discussing President Johnson's view and actions during the Civil Rights Movement. • Students will discuss the interview within small groups and answer discussion questions • Discussion Questions: 	

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| | <ol style="list-style-type: none">1. To what extent do you believe Lyndon Johnson was supportive of civil rights proposals? Justify your answer with two examples from the interview.2. Why do you think Kennedy chose Johnson as his running mate?3. How responsive was Johnson to the 1963 March on Washington? Explain.4. How did Johnson deal with racial violence?5. What may this document reveal about Johnson's influence on the Civil Rights Movement? <ul style="list-style-type: none">• Groups will report out their answers to the questions during our whole class discussion of the interview excerpt. |
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