

Carter G. Woodson Lesson Overview

Cabell County Schools & Marshall University

Title	Subject/ Level	Lesson Duration
The Civil Rights Movement	Contemporary Studies – grade 11	10 -12 class periods (47 minutes each)

Lesson Summary

Through these lessons, students will be able to personally identify with the struggles of the Civil Rights Movement. WV standards include the Civil Rights Movement.

Formative Assessment Task:

Students will write a first person narrative of an event during the Civil Rights Movement as if they were an eye witness/participant,
Students will create a timeline of related Civil Rights events
Students will analyze and compare Dr. King and Gandhi quotes

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: A Time for Justice, The Children's March, Might Times, Selma to Montgomery March, I Have a Dream Speech</p> <p>Up Front Magazine articles: Sit-ins, Freedom Riders, Little Rock Nine</p> <p>Quotes: Martin Luther King and Gandhi quotes</p> <p>Primary sources: Digital Docs in a Box: If They Come into the Restaurant We Will Serve Them, I Think We Accomplished Something, I Remember Wondering What . . . Was Happening, I Refused to Allow Them to Win, and I Was Barely 14</p>
Lesson Guiding Question & Opener	Instructional Plan & Sequence	
<p>Have you ever had to stand up for something that you believe in the face of opposition? What was the experience like?</p>	<p>Students will complete fill-in-the-blank notes from a power point and class discussion.</p> <p>Students will view and discuss the following videos: A Time for Justice, The Children's March, Selma to Montgomery March, and Mighty Times.</p> <p>Students will read and discuss the following articles in UpFront Magazines: Sit-Ins, Little Rock Nine and Freedom Riders</p> <p>Working in small groups students will analyze and compare quotes from Dr. King and Gandhi</p> <p>Students will read and discuss several first person accounts (Digital Docs in a Box) of experiences during the Civil Rights Movement.</p> <p>Students will write a first person account about one of the events during the Civil Rights Movement as if they were there.</p> <p>Students will conduct research and create a timeline of seven related events, explaining each event and how it relates to the others around a common theme within the Civil Rights Movement.</p>	

