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***Please refer to the Pennsylvania Standards Aligned System website: (***[***http://www.pdesas.org/module/sas/curriculumframework/SocialStudiesCF.aspx***](http://www.pdesas.org/module/sas/curriculumframework/SocialStudiesCF.aspx)***)***

***for information on the Pennsylvania Curriculum Framework for Social Studies. You will find much of the information about PA Academic Standards, essential questions, vocabulary, assessments, etc. by navigating through the various components of the Curriculum Framework.***

**LESSON / UNIT TITLE: (Type here.):**

**Teachers:** Laurie Kapson and Craig Dawsey

**School District:** Towanda Area

**Building:** Towanda Junior/Senior High School

**Grade Level:** 7th and 8th

**Subject:** American History (Civil Rights Movement 1950’s-1960’s)

**Time Required:** 4-5 40 minute class periods

**Lesson Summary:**

Students will spend approximately five days examining the Civil Rights Movement. Using various resources, students will gain an understanding of the events that shaped this movement.

**Essential Questions for Lesson/Unit**

* What historical events lead to the Civil Rights Movement?
* How did Martin Luther King, Jr. influence this movement?
* What did President Abraham Lincoln’s Gettysburg Address and Dr. Martin

Luther King, Jr. “I Have a Dream” speech express about civil rights?

**Pennsylvania Academic Standards Addressed in Lesson/Unit**

8.1.6 A Explain continuity and change over time using sequential order and context of

events.

5.1.7. C Explain how the principals and ideals shape local, state, and national

government.

Liberty/Freedom

Democracy

Justice

Equality

5.2.7. B Compare the methods citizens use to resolve conflicts in society and

government.

**Lesson/Unit Objectives**

Students will understand the key events that lead to the Civil Rights Movement and the

Passing of the 1964 Civil Rights Act.

Students will understand Martin Luther King Jr. was one of the leaders of the Civil Rights Movement in the United States in the 1960s.

**Vocabulary/Key Terms for Lesson/Unit**

\*Nonviolent \*Discrimination \* Civil Rights

\*Segregation \*Minorities \*Equality

**Historical Background for Teachers / Research Narrative**

**Dr. Martin Luther King and the Civil Rights Movement**

Dr. Martin Luther King has left a cornucopia of memories for all of us to share in no matter what your religion, race or creed. There has been a long list of saints, prophets and messengers who walked the world and gave us a glimpse of heaven and history to speak the truth, promote justice and to simply bring good into the world. His life and death have taught us many lessons, some of those being the sanctity of life and how we can better understand one another with all our faults. Most importantly he taught us how to cherish peace, love our freedom as Americans and pursue justice at all costs even if it means your life.

The heart of Dr. King’s philosophy was to promote the general welfare of the African American people in the United States of America. He stated “first we must massively assert our dignity and worth stand against a system that still oppresses us and develop a sense of values so we will no longer be ashamed of being black”. It is hard for this Caucasian man writing this narrative to imagine that we held our own citizens in primal captivity at one time in this land of the free and home of the brave! He simply called for the Divine in all of us to come to the fore front and ask the question: Are all men created equal in the United States of America?

Dr. King persuaded all of us that we have a moral right to resist evil in all forms. Our highest loyalty is to God and not the perversity of mores, folkways or the state if ill justice is at hand. When a man made law goes against moral law we have the right to resist it in all forms. I believe this is what Jefferson wrote about when he said that we have the right to change the government when it no longer serves the good of the people it governs. Dr. King was exercising that right for all Americans to emulate during those turbulent times of the 1960’s. Justice for all Americans will not come by the courts of law that dominate the United States, but justice will come when we change our society.

Dr. King also wrote that religion must have a social role as well as a spiritual one. He believed that one could not stand without the other. He encouraged all people to have a world perspective not just of the African American but all people on the globe. Justice should prevail for all the people in the world. King believed that there was a tremendous amount of potential for human good throughout the world and it starts with us here in these United States of America. “Human progress is neither automatic nor inevitable. Every step toward the goal of justice requires sacrifice, suffering and struggle.” Dr. King believed that freedom would never be given by the oppressor but must be demanded by the oppressed. Freedom is rarely gained without sacrifice and self-denial.

Abraham Lincoln has been quoted as saying, “It is in your hands my dissatisfied countrymen the momentous decision for war”. So it was with us in the 1960’s and for that matter today in 2011. Every day we have a decision to make for all mankind not just for our nation. We are to be a light on a hill. Dr. King started this concept when he created sit-ins, bus boycotts and “freedom riders” who traveled throughout the contentious south. They brought an idea of equality for all people black and white. Dr. King has given us an example of the importance of righting our society before we try to help others. We are not quite there yet, but at least we have begun the long process of social equality and justice. As Dr. King said, “There are no broad high ways that lead us easily and inevitably to quick solutions, but we must keep going.” Amen Dr. King! May you rest in peace.

**Instructional Prodedures and Activities**

1. Introduce Civil Rights Topic.

2. Have students take Civil Rights Movement pre-test (Short answer).

3. Have students view Power Point presentation/Active Inspire Civil Rights Movement.

4. Complete Frayer Model graphic organizer; Civil Rights vocabulary with learning

Partner; review as a class

5. Have students work in triads. Each triad will be given a section of the time line and

discuss important events that occurred during this time period. Triad will present

orally to the class information found on their segment of the time line. After each group

presents facts, a formal review will of the time line will occur.

6. Analyze political cartoon “Pray Keep Moving Brother”. Write short paragraph on your

personal opinion of what the political cartoon is conveying.

7. Listen to excerpts of Dr. Martin Luther King’s “I Have a Dream Speech” and President

Lincoln’s Gettysburg Address.

8. Complete worksheet “Let Freedom Ring”. Work with collaborative pair/share partner and

compare completed worksheet. Review as an entire class.

9. Complete Venn diagram similarities between the two speech excerpts.

10. Review previous Power Point presentation and timeline activity. Create “flash cards”

from Civil Rights Frayer model graphic organizer. Study with learning partner

11. Have students take multiple choice test on the Civil Rights Movement.

**Suggested Strategies for Differentiating Instruction**

|  |  |
| --- | --- |
|  | * Read orally to student * Work with learning partner * Adapt tests * Study Guides * Modify/reduce assignments |

**Assessment of Student Learning (Formative and Summative)**

**Assessment of Student Learning (Formative)**

**Short Answer Pretest**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_\_\_

**The Civil Rights Movement**

1. Which Supreme Court decision ruled segregation in public schools was

unconstitutional?

2. When did Martin Luther King Jr. deliver his “I Have a Dream Speech” speech?

3. Who signed the Civil Rights Act of 1964 into law?

4. Where did federal troops escort nine black students to their school?

5. How long after the protest in Selma, Alabama, was the Voting Rights ACT signed

into law?

6. What incident sparked the Montgomery bus boycott?

7. Who was the first black Supreme Court Justice?

8. How many students staged the first sit-in at a department-store lunch counter?

9. Approximately how many people attended the March on Washington?

10. What kinds of freedoms did the 1964 Civil Rights Act give to people in the United States?

**Assessment of Student Learning (Formative)**

* Frayer model graphic organizer
* Venn diagram
* Worksheet completion
* Written paragraph
* Discussion: partners, small groups, and class

**Assessment of Student Learning (Summative)**

**Post-test (multiple-choice)**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_\_\_

**The Civil Rights Movement**

1. Which Supreme Court decision ruled segregation in public schools was

Unconstitutional?

A. Marbury v. Madison

B. Roe v. Wade

C. Brown v. Board of Education Topeka

D. Miranda v. Arizona

2. When did Martin Luther King Jr. deliver his “I Have a Dream Speech” speech?

A.1954

B.1963

C.1973

D.1960

3. Who signed the Civil Rights Act of 1964 into law?

A.Thurgood Marshall

B. President Eisenhower

C. Martin Luther King

D. President Lyndon B. Johnson

4. Where did federal troops escort nine black students to their school?

A. Montgomery, Alabama

B. Memphis, Tennessee

C. Little Rock, Arkansas

D. Washington, D.C.

5. How long after the protest in Selma, Alabama, was the Voting Rights ACT signed

into law?

A. Two years

B. six months

C. one week

D. one month

6. What incident sparked the Montgomery bus boycott?

A. First African-American Justice

B. Rosa Park’s arrest

C. Martin Luther King was assassinated

D. March on Washington

7. Who was the first black Supreme Court Justice?

A.Thurgood Marshall

B. Clarence Thomas

C. John Marshall

D. William Howard Taft

8. How many students staged the first sit-in at a department-store lunch counter?

A. 100

B. 10

C. 4

D. 50

9. Approximately how many people attended the March on Washington?

A. 100

B. 250, 000

C. 500

D.100, 000

10. What kinds of freedoms did the 1964 Civil Rights Act give to people in the United States?

A. Freedom of Speech

B. Freedom to vote

C. Discrimination in public places/equal opportunity education

D. Money for college education

**Materials and Resources**

* Pretest (Short answer on Civil Rights Movement)
* Active Inspire flipchart/Power Point presentation (Civil Rights Movement)
* Frayer model graphic organizer (Civil Right Movement vocabulary)
* Time Line Worksheet (The Civil Rights Movement)
* Political cartoon “Prayer Keep Moving Brother” (PDF file)
* “Let Freedom Ring” worksheet (PDF file)
* Excerpts of the two speeches: Lincoln (Gettysburg Address) and Dr, Martin Luther King (“I Have A Dream”)
* Venn Diagram (similarities of two speeches); Active inspire flipchart
* Post-test (multiple choice test on Civil Rights Movement)
* Eighth Grade Social Studies text book, *American Nation*, Holt, Rinehart, and Winston

**Author(s) of Unit/Lesson Plan**

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