

ELA Lesson Plan for Unit: America’s Civil Rights Movement

OVERVIEW		
Lesson Title: <i>The Road to Civil Rights</i>	Unit Title: America’s Civil Rights Movement	
Lesson #: 1	CCRS and GLE Range: GLE 6.0-8.9	Class Level: Level D
Length of Lesson in # of Hours: 2-3 hrs	# of Classes: 1-2	Teacher(s): Brooke Machado
STAGE 1 – PLANNING for DESIRED RESULTS		
LESSON OBJECTIVES		
<p><i>By the end of this lesson, students will be able to:</i></p> <ul style="list-style-type: none"> Identify key events of the Civil Rights Movement and their place in time Explain the significance of the 13th, 14th and 15th Amendments to the U.S. Constitution in relation to the expansion of rights for African Americans and how they laid the footing for the Civil Rights Movement Summarize central ideas of short, dense text Apply Tier 2/academic and Tier 3/domain-specific vocabulary associated with the Civil Rights Movement 		
CCR LEVEL-SPECIFIC STANDARDS THAT SUPPORT AND ALIGN WITH THE LESSON OBJECTIVES	KEY INSTRUCTIONAL SHIFTS	
<p>R2D: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments</p> <p>SL1Ca: Discuss collaboratively, having read/listened to material under study, and draw on that preparation and other information known to explore ideas under discussion</p> <p>L6D: Acquire and use grade-appropriate academic and domain-specific vocabulary</p>	<p><i>Indicate those addressed in this lesson:</i></p> <p><input checked="" type="checkbox"/> Practice with complex text and its academic language</p> <p><input checked="" type="checkbox"/> Ground reading, writing, and speaking in evidence from literary and informational texts</p> <p><input checked="" type="checkbox"/> Build knowledge through content-rich nonfiction</p>	
ESSENTIAL QUESTION(S) (optional)		
<p><i>How did the people and events of the Civil Rights Movement change the United States?</i></p>		
PRIOR KNOWLEDGE NEEDED		
<ul style="list-style-type: none"> Some knowledge of the Civil Rights Movement and its core tenets Some knowledge of the U.S. Constitution, including its amendments <p>(Note: knowledge of the above is helpful, but not necessary, in this introductory lesson of the unit. Teachers may choose to address these topics or survey student knowledge before beginning the unit).</p>		

STAGE 2 – EVIDENCE of LEARNING

Ways that students and I will know the extent to which objectives have been met:

student discussions	student notes including timeline and summaries
student vocabulary logs	exit tickets
teacher observation	

	STAGE 3 -- ACTION	MATERIALS	TIME						
<p>INTRODUCTION</p> <ul style="list-style-type: none"> ▪ <i>Why is this important for students to learn? (hook, connection, relevance)</i> 	<p>1) Introduce the unit as being about the Civil Rights Movement. Survey students’ knowledge about what civil rights are and what the Civil Rights Movement means.</p> <p>Invite answers to the questions: <i>What are some basic rights adults have today in the U.S. What are civil rights? What was the Civil Rights Movement? Why is it an important topic to study? Do students have personal connections? (Did anyone live through it or have friends or family who lived through it/talked about it?)</i></p> <p>Be sure students end the discussion with an understanding that the Civil Rights Movement spanned the 1950s to 1960s and aimed to make racial discrimination against African Americans illegal and restore their voting rights.</p> <p>2) Explain that there will be a culminating project for the unit in which students conduct research on a figure of the Civil Rights Movement and create a poster to be displayed in a “gallery walk” activity. The poster will exhibit the person and contain writing about his/her connection to a major event and/or legislative change during the Civil Rights Movement. In each lesson of the unit, students will have the opportunity to learn and practice ELA skills that will aid them in preparing their posters. Explain that today students will learn to identify some key individuals and events and write short summaries about what they read.</p> <p>Invite students to start off by brainstorming the people, events, and court actions they know right now. List in columns to help students organize their thinking. (Options: Table groups can complete the activity and then responses can be pooled across the groups.)</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px; text-align: center;"> <p>Civil Rights Movement</p> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 33%;"><u><i>People</i></u></td> <td style="width: 33%;"><u><i>Events</i></u></td> <td style="width: 33%;"><u><i>Court</i></u></td> </tr> <tr> <td></td> <td style="text-align: center;"><u><i>Actions</i></u></td> <td></td> </tr> </table> </div>	<u><i>People</i></u>	<u><i>Events</i></u>	<u><i>Court</i></u>		<u><i>Actions</i></u>		<p>white board or chart paper and markers</p>	<p>20-30 mins</p>
<u><i>People</i></u>	<u><i>Events</i></u>	<u><i>Court</i></u>							
	<u><i>Actions</i></u>								

	<p>*Lists may vary in length depending on the amount of background knowledge students have on the topic and teacher may consider adding to the list or “filling in holes” with any of the suggested subtopic examples, if they so wish. If certain (or all) categories are sparse, teachers may also choose not to fill in too much so as to leave the “discovering” to students over the course of the unit.</p> <p><u>People</u>: Abraham Lincoln, Emmett Till, Linda Brown, the Little Rock Nine, Lyndon Johnson, Martin Luther King, Jr., Rosa Parks, Ruby Bridges, Thurgood Marshall</p> <p><u>Events</u>: Freedom Rides, Greensboro sit-ins, March on Washington, Montgomery bus boycott, Selma marches</p> <p><u>Laws/Acts/Legislative cases</u>: 13th Amendment, 14th Amendment, 15th Amendment, Brown v. Board of Education, Civil Rights Act of 1964, Jim Crow laws, Plessy v. Ferguson, Voting Rights Act of 1965</p>		
<p>BODY</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none">▪ <i>What text(s) will be the basis of this lesson?</i>▪ <i>What academic and content vocabulary will students learn?</i>▪ <i>What questions should I pose to engage students, elicit comprehension, and foster thinking and reasoning?</i>▪ <i>What opportunities will students have to practice ELA skills (Reading, Writing, Speaking and Listening, and Language)?</i>▪ <i>What opportunities will students need for scaffolding and differentiation?</i>	<p>LESSON PART 1</p> <p>1) Share with students that in the lesson introduction, they brainstormed what they know about major events in the Civil Rights Movement. Next, students are going to assist in organizing those events and more from U.S. History in a timeline.</p> <p>2) Divide students into three groups and distribute one set of “timeline cards” per group. Ask students to closely read the cards and to work together to organize the events in chronological order to the best of their knowledge. After ample time, student groups share out, and the teacher organizes the timeline on the board, providing corrective assistance as needed along with dates. Teacher should make a note about the length of time spans between important events.</p> <p>3) Once the events have been organized, and the timeline is on the board, ask students to copy the timeline into their notes. Tell students that they will be returning to the timeline many times in the unit and affixing more information to it. (Ideally, the timeline should remain posted somewhere in the room and added to as study continues).</p> <p>LESSON PART 2</p> <p>Text:</p> <ul style="list-style-type: none">● “Primary Sources: The Constitution, Amendments 11-27” https://newsela.com/articles/primary-source-amendment-constitution/id/21615/ (requires subscription), Flesch-Kincaid Grade Level: 6.6 <p>4) Next, share with students that they will be closely examining some changes in the Constitution regarding racial equality in the United</p>	<p>“timeline cards”, sets, one set per group</p> <p>copies of amendments article, one per student</p> <p>student vocabulary logs</p>	<p>45-60 mins</p> <p>45-60 mins</p>

<p>▪ How are the CCRS Instructional Shifts for ELA evidenced in student performance?</p>	<p>States. Inform students they will be reading three constitutional amendments and will learn their impact on the lives of former slaves.</p> <p>5) After explaining the key concepts of the lesson, pre-teach vocabulary by providing a list of 8-10 words to students. Students in pairs can engage with the vocabulary by categorizing terms into groups: ‘Words I Can Define’, ‘Words I Am Unsure about’ and ‘Words I Don’t Know’. Students may peer teach during this step while the teacher monitors and assists with terms causing difficulties.</p> <table border="1" data-bbox="396 489 1263 646"> <tr> <td><i>amend</i></td> <td><i>amendment</i></td> </tr> <tr> <td><i>Constitution</i></td> <td><i>clause</i></td> </tr> <tr> <td><i>federal</i></td> <td><i>deny</i></td> </tr> <tr> <td><i>modify</i></td> <td><i>limit</i></td> </tr> </table> <p>Following this brief preview of the selected vocabulary, explain the word with a short, student-friendly definition, and allow students to write the words and definitions in their vocabulary logs. Provide class time for students to practice the words in sentences or assign as homework.</p> <p>6) Next, inform students they will be reading (and rereading) the 13th, 14th and 15th Amendments to the Constitution one-by-one, sentence-by-sentence, in order to determine the central idea of each amendment using the “I do, We do, You do (together and alone)” model of explicit instruction. In addition, students will frame the central ideas of each amendment by acknowledging what the status of African Americans was before each amendment became law.</p> <p>I DO</p> <p>For the first read—the 13th Amendment—teacher should model reading (“I do”) by “thinking aloud” and focusing on the key details in the text and identifying the amendment’s central theme as well as concluding, from reasoning, the effects the amendments had from the perspectives of former slaves.</p> <p>First, teachers should ask and answer the question, “<i>What is this amendment about?</i>” by underlining or circling key words and phrases and restating the these in their own words.. Using a t-chart, teacher should demonstrate how to write notes on what they have learned about the 13th amendment by writing the name of the amendment on the left, and a short synopsis on the right.</p> <p>Next, the teacher should model thinking and provide a response to, “<i>How did this amendment change the lives of former slaves?</i>” Teacher should model how to draw conclusions by evaluating details in the amendments. Provide a sentence frame to help organize thinking:</p> <p><i>Before the passing of the 13th Amendment, ____.</i></p>	<i>amend</i>	<i>amendment</i>	<i>Constitution</i>	<i>clause</i>	<i>federal</i>	<i>deny</i>	<i>modify</i>	<i>limit</i>	<p>student notebooks for note-taking</p> <p>white board, chart paper and markers</p>	
<i>amend</i>	<i>amendment</i>										
<i>Constitution</i>	<i>clause</i>										
<i>federal</i>	<i>deny</i>										
<i>modify</i>	<i>limit</i>										

After the passing of the 13th Amendment, ____.

Example responses:

Before the passing of the 13th Amendment, ____.

...slaves were held against their will and forced to work for nothing.

...slaves were bought and sold like property.

After the passing of the 13th Amendment, ____.

...slave owners could no longer hold people against their will.

...slaves were allowed freedom to make their own decisions.

Teacher should add the above sentences to the notes under the synopsis in the t-chart.

WE DO

For the next amendment—the 14th Amendment—instruction should enter into the second phase—“We do” where tasks are done as a whole class together. In this step, the teacher guides the students in reading closely to pull out key details, identifying the main idea, and adding notes to the t-chart. Assist students to remember by helping them recall the reading processes the teacher modeled in “I do” and make connections to broader concepts. Ensure students ask and answer the questions, “*What is this amendment about?*” and “*How did this amendment change the lives of former slaves?*” Have students share out responses and provide feedback as part of instruction. Record responses in the t-chart.

YOU DO TOGETHER

For the 15th Amendment, students enter “You do together”. In this step, students work with a partner to practice the reading, summarizing, drawing conclusions and note-taking skills that have been taught. This step allows students to practice the skills with a partner and allows the teacher to check for level of understanding and proficiency. During “You do together”, the teacher should assess students by monitoring efforts and providing feedback.

[Note: a fourth step in the model, “You do alone,” would allow students to practice skills individually. Later in the unit, students should be held accountable for performing these tasks alone].

7) After reading the amendments and writing about them in their notes, students will enter collaborative discussions in pairs in order to integrate the information they have learned with issues to explore. These short discussions allow students to share ideas and continue thinking and learning about the 13th, 14th, and 15th Amendments as they make connections to their importance in the Civil Rights Movement.

	<p>In the activity—called “Conversation Mingle”—students will engage in short, one-on-one discussions, based on discussion prompts, with multiple partners and are expected to express their own ideas as well as actively listen to the ideas of others.</p> <p>[Note: Students must be familiarized with the idea of collaborative discussion in order to effectively understand it and fully participate. Teachers must present and model the concept of student-centered discussion by demonstrating what it means to engage and participate successfully in such discussions].</p> <p>In the “Conversation Mingle” activity, students focus on questions that the teacher provides and “mingle” by sharing their responses with a classmate and listening to their responses. After a set period of time (2-3 minutes), students change partners and “mingle” again with someone else. Students “mingle” up to three times and share their response to the question with up to three partners. After three “mingles,” the teacher elicits responses to a second question and students enter into another three exchanges with three more partners. “Mingling” should continue up to three times each for every discussion question.</p> <p>Before beginning, the teacher must remind students of the learning objectives of the lesson and the desired outcome of the collaborative discussion by saying:</p> <p><i>“In this lesson, first we identified key individuals and events that inspired and transformed the America’s Civil Rights Movement. Next we looked at how prior to the Civil Rights Movement, changes to the U.S. Constitution ended slavery and expanded and protected the rights of former slaves.</i></p> <p><i>Next, we’re going to engage in one-on-one discussions with multiple partners in order to synthesize what we have learned about the 13th, 14th and 15th Amendments and reflect on their significance in relation to the expansion of rights for former slaves and how the amendments became the basis for the Civil Rights Movement. In these peer-to-peer conversations, students will apply ideas from the lesson to the Civil Rights Movement by conversing with others. Practicing discussion in this way combines speaking and listening skills with history and social studies knowledge and students will be observed and assessed on their performances.”</i></p> <p>Mingle Question 1: <i>What did the 13th, 14th and 15th Amendments do and why were they important?</i></p> <p>Mingle Question 2: <i>Explain what life would be like for African Americans if the 13th, 14th and 15th Amendments never occurred?</i></p>		
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	<p>Mingle Question 3: <i>What connections do you see between the 13th, 14th and 15th Amendments and what happened later during the Civil Rights Movement?</i></p> <p>To support student discussion, provide conversation stems like:</p> <p style="text-align: center;"><i>What we both agree on is ____.</i> <i>Can you say more about that?</i> <i>Let me say why I see that differently.</i></p> <p>Teacher and students should use a tool to evaluate/self-evaluate participation in discussion with their own rubric or checklist or one like: https://bestpracticeslegaled.files.wordpress.com/2011/05/class_discussion_rubric.pdf</p> <p>[Option: Teachers may share discussion starters with students prior to the mingle, and instruct students to pre-write their responses before entering discussion].</p>		
<p>CLOSING</p>	<p>Provide a brief oral conclusion to the lesson by recapping the following points:</p> <ul style="list-style-type: none"> • the 13th Amendment abolished slavery • the 14th Amendment ensured that all citizens, even minorities, have equal rights that must be respected by the state/local governments • the 15th Amendment prohibited states from denying voting rights to minorities and ensured that African-Americans would be allowed to vote • 13th, 14th, and 15th Amendments are the basis of our modern understanding of civil rights, and that they were the legal foundation of the Civil Rights Movement of the 1950s and 1960s. <p>6) <u>Exit ticket Assignment: 3, 2, 1</u> Review the lesson's objectives with students and direct them to write:</p> <p style="text-align: center;"><u>3</u> Write <u>three</u> important points to remember</p> <p style="text-align: center;"><u>2</u> Connect <u>two</u> or more words and phrases from the lesson's vocabulary and write a sentence using them</p> <p style="text-align: center;"><u>1</u> Write <u>one</u> question to ask a student to check their understanding of today's lesson</p> <p>Collect exit tickets to use as formative assessment and check student understanding.</p> <p>[Option: Share information from cards with students during the next class session in order to review learning from previous lesson.]</p>	<p>paper for exit ticket writing</p>	<p>10 mins</p>
<p>POST-TEACHING REFLECTION</p>	<p><i>What changes or adaptations would I make?</i></p>		

Civil Rights Timeline Cards

Timeline Set 1	
The 13 th Amendment is passed under Abraham Lincoln and slavery is abolished.	The U.S. Supreme Court, in Plessy vs. Ferguson case, decides segregation is legal and “separate but equal” era is upheld.
African-Americans are granted the right to vote through the 15 th Amendment.	MLK Jr. leads the Montgomery Bus Boycott after Rosa Parks was arrested for not moving to the back of the bus.
Timeline Set 2	
MLK leads the March on Washington and delivers the “I Have a Dream” speech.	The Civil Rights Act of 1964 is passed which outlaws segregation and “separate but equal” is overturned.
President John F. Kennedy is assassinated.	MLK wins the Nobel Peace Prize.
Timeline Set 3	
MLK travels to Selma, AL to lead the Selma marches.	President Lyndon B. Johnson enacts the Voting Rights Act of 1965, which bans any discriminatory practices used to stop African-Americans from registering to vote.
MLK is assassinated.	The United States elects its first African-American president, Barack Hussein Obama.

Civil Rights Timeline Answer Key with Dates

- 1865** Abraham Lincoln abolishes slavery.
- 1870** African-Americans are granted the right to vote through the 15th Amendment.
- 1896** The U.S. Supreme Court, in the Plessy vs. Ferguson case, decides segregation is legal and “separate but equal” era is upheld.
- 1955** MLK leads the Montgomery Bus Boycott after Rosa Parks was arrested for not moving to the back of the bus.

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- 1963 (Aug)** MLK leads the March on Washington and delivers the “I Have a Dream” speech.
- 1963 (Nov)** President John F. Kennedy is assassinated.
- 1964 (July)** The Civil Rights Act of 1964 is passed which outlaws segregation.
- 1964 (Oct)** MLK wins the Nobel Peace Prize.

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- 1965 (Mar)** MLK travels to Selma, AL to lead the Selma marches.
- 1965 (Aug)** President Lyndon B. Johnson enacts the Voting Rights Act of 1965, which bans use of any discriminatory tests or poll taxes used to stop blacks from registering to vote.
- 1968** MLK is assassinated.
- 2008** The United States elects its first black president, Barack Hussein Obama.