

ELA Instructional Unit: America's Civil Rights Movement

Program	Boston Public Schools Adult Learning Center
Class, Level, GLE Range	High Intermediate ELA, Level D, GLE 6.0-8.9
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Title	America's Civil Rights Movement
Time	4 weeks = 12 classes x 2 hours each = 24 hours
Purpose	The Civil Rights Movement spanned the 1950s to 1960s. It aimed to make racial discrimination against African Americans illegal and restore their voting rights. By studying the Civil Rights Movement, adult learners will build foundational knowledge about its events and examine how they influenced change in the U.S. Building this foundational knowledge about the Civil Rights Movement will enable adult learners to make connections with contemporary issues and current events.
Goals and Outcomes	<p>Students will read and listen to selections from a variety of sources in print and digital media--both primary and secondary resources--in order to investigate key individuals, events, and legislative changes leading up to and during the American Civil Rights Movement.</p> <p>Students will 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.</p>
Priority level-specific CCR Standards	<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>R7D: Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue</p> <p>W4D: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W7D: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>L6D: Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Key Resources	<p>The 13th, 14th and 15th Amendments https://newsela.com/articles/primary-source-amendment-constitution/id/21615/ (requires subscription), Flesch-Kincaid Grade Level: 6.6</p> <p>Emmett Till http://www.biography.com/people/emmett-till-507515, Flesch-Kincaid Grade Level: 8.5</p> <p>Voting Rights https://newsela.com/articles/lib-history-selma-to-montgomery/id/25112/ (requires subscription), Flesch-Kincaid Grade Level: 7.7</p>

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ESSENTIAL QUESTIONS to Guide the Unit	<ul style="list-style-type: none">• Why did people risk their lives to participate in the Civil Rights Movement?• How did the people and events of the American Civil Rights Movement change the United States?• What work remains to be done in the effort to create a fair and equitable society?
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UNIT OBJECTIVES

By the end of this unit, students will be able to:

ELA Objectives:

- Frame a research question and access resources
- Identify the main idea and details from texts with multiple-paragraphs
- Develop an outline as a tool to integrate information from multiple texts and sources
- Tailor writing to a specific task, purpose, and audience
- Apply new vocabulary words in writing and speaking
- Create a visual display (poster) which meets criteria for being both informative and visually appealing

Content Objectives:

- Describe key events of the Civil Rights Movement on a timeline
- Recognize the role of “everyday people,” in addition to movement organizers, during the Civil Rights Movement by identifying some of these individuals and explaining what they did
- Identify how the Civil Rights Movement changed the United States

ASSESSMENT

By the end of this unit, students will demonstrate their learning by...

Students will research a figure of the Civil Rights Movement and create a poster to be displayed in a “gallery walk” activity. The poster will exhibit the individual with pictures and several paragraphs about his/her connection to a major event and/or legislative change during the Civil Rights Movement.

The learning will be evaluated by ... *e.g., using a rubric, checklist, etc.*

Student work will be evaluated by the teacher using a rubric, as well as through peer feedback forms.

Other Evidence of Learning

student discussions, vocabulary logs, notes including summaries and graphic organizers, exit tickets

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LEARNING PLAN

Suggested Sequence of Lessons and Activities

1. Brainstorm in groups what students already know about the Civil Rights Movement. Encourage students to list names of individuals, key events and where they took place, and changes in the laws resulting from actions of the Civil Rights Movement (if they are aware of any). Share out and discuss.
2. Introduce first set of teacher-selected vocabulary (see Key Vocabulary for suggestions). New vocabulary will be introduced every 3 to 4 class meetings.
3. Closely read an assortment of teacher-selected articles (3 to 5 articles) on various events of the movement. Provide practice in Tier 2 & 3 vocabulary. Use texts to answer: *Who are the key individuals in the text and how did they affect change?* Through each text, provide and scaffold instruction about how to summarize information and organize notes in order to prepare students in using these strategies independently for the culminating project.
4. Students individually select a person (or group) that impacted change during the Civil Rights Movement. Teacher may provide a list or students may choose one on their own. Explore the role the individual had in affecting the movement and what changed as a result.
5. Guide students through the research and writing process. For research, students must craft a question, evaluate sources, and synthesize information in order to compile data for final project. For writing, teacher must model the steps of creating an outline to frame central ideas, draft paragraphs, revise, edit, rewrite and publish the final pieces.
6. Display work for audience review. Posters will include the individual (or group) a student selects, some biographical data on the individual, explanation of his/her involvement in the movement, as well as any quotes or other details students learn as a result of their research. Students will visit posters during a gallery walk to learn about the contributions of selected individuals. Posters may remain on display to allow for students from other classes to view.

Key Vocabulary – additional vocabulary may be selected by teachers at the lesson plan level

key content vocabulary:

amendment, Constitution, civil rights, constitutional, federal, Jim Crow, judicial, legislative, segregation, "separate but equal", suffrage, unconstitutional

academic vocabulary:

abolish, access, amend, bias, boycott, challenge, civil, clause, conflict, consequent, defiance, deny, deprive, exclude, factor, implement, integrate, limit, modify, oppress, pivotal, previous, restrict, reverse, revise, restore, status, suspend

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Additional Resources – *e.g., background sources for teachers, teacher- or student-generated materials, etc.*

- Background information on Brown v. Board of Education
<http://archives.civilrights.org/education/brown/brown.html>
<https://www.thoughtco.com/brown-v-board-of-education-summary-3194665>
- Primary documents “100 Milestone Documents”
<https://www.ourdocuments.gov/content.php?flash=true&page=milestone>
- Road to Civil Rights Activity pack
https://www.icivics.org/sites/default/files/Road%20to%20Civil%20Rights_0.pdf
- “A Time for Justice” Teacher’s Guide
http://www.tolerance.org/sites/default/files/kits/A_Time_for_Justice_Teachers_Guide.pdf
- excerpts from video *Eyes on the Prize* <https://vimeo.com/42241740>
- various video clips from the History Channel and Biography channel, www.history.com and www.biography.com
- various photos from the Civil Rights Movement (obtained via Google Images)
https://www.google.com/search?q=civil+rights+movement&source=lnms&tbm=isch&sa=X&sqi=2&pf=1&ved=0ahUKEwjRqrWvh8rUAhWLdz4KHQ-UBDMQ_AUIBigB&biw=1279&bih=608