

Purpose: The students in this class have not studied the civil rights era since they were in middle school. I will do a KWL to ascertain what they do remember, or know from their own reading and experience. I will be differentiating based on what I discover from the KWL. If I find a large gap between my students in prior knowledge, then I will begin some of my students at a different point than the rest. Some may already be beyond the knowledge portion in some areas, and may be able to jump ahead to the higher level activities.

Type of Management System: There will be some whole group instruction over key area in the unit. I may show a biography of Malcom X, which would be shown to the whole group. I intend to arrange groups based on the results of the KWL. The groups will move at their own pace, and some will get further into the level three questions than others.

Scheduling Time: Differentiation will occur at various times throughout the unit. Most of the time it will occur within the in class group work. Sometimes the groups will have the same homework, if it is over a whole group activity, and sometimes there will be differing assignments.

Assessment Types and Procedures: Students will have to write at least one reaction paper and will have a unit test over the material. In addition to this students will be assessed over their participation in the in-class work and homework assignments throughout the unit.

Critical Content

Topic: The Rise of African American Influence

Subtopic: African American Migration

The New Deal

World War II

Rise of the NAACP

Topic: Brown v. Board of Education

Subtopic: Plessy v. Ferguson

Reaction to Brown v. Board of Education

Topic: Montgomery Bus Boycott

Subtopic: Rosa Parks

NAACP

Martin Luther King Jr.

Supreme Court ruled bus segregation unconstitutional

Topic: Little Rock, Arkansas

Subtopic: governor challenges S.C. decision *Brown*

Eisenhower's reaction

Topic: The Philosophy of Nonviolence

Subtopic: Martin Luther King Jr. & the Southern Christian Leadership Conference

Student Nonviolent Coordinating Committee

Sit-ins

Freedom Rides

Birmingham

Topic: Kennedy on Civil Rights

Subtopic: March on Washington

Civil Rights Act of 1964

Topic: Fighting for the Vote

Subtopic: Freedom Summer

The Democratic Convention

Selma March

The Voting Rights Act of 1965

Legal Landmarks

Topic: A New Turn in the Civil Rights Movement

Subtopic: Malcom X

black nationalism

opposition to integration

black power and the black panthers

riots and de facto segregation

MLK Jr. assassinated

Robert F. Kennedy assassinated

Maine Learning Results

Civics and Government A - 3

Describe the circumstances under which civil disobedience might be justified.

Civics and Government B - 2

Assess the different jurisdictions and roles of local, state, and federal governments in relation to an important public policy issue.

Civics and Government B - 5

Evaluate the role of the media and public opinion in United States politics, including ways the government and media influence public opinion.

Civics and Government C - 4

Demonstrate an understanding of the meaning and importance of traditional democratic assumptions such as individual rights, the common good, self-government, justice, equality, and patriotism

Civics and Government C - 7

Examine civil rights issues related to well-known Supreme Court decisions

History A - 1

Era in United States History - World War II and Post War U.S., 1939-1961

History B - 3

Demonstrate an understanding of the lives of selected individuals who have had a major influence on history.

History B - 5

Explain how different ways of knowing and believing have influenced human history and culture.

Themes and Generalizations

Theme: Change

Generalizations: Change is inevitable
Change can be good or bad
Change causes change
Change can be predictable
Change may cause conflict
Change may be obvious
Change may be instantaneous or take place over time

Theme: Conflict

Generalizations: Conflict consists of opposing forces
Conflict may be unavoidable
Conflict may be intentional or unintentional
Conflict may have positive or negative outcomes

Theme: Power

Generalizations: Power can be good or bad
Lack of power by one group and too much by another can
cause conflict
Power over one's life is necessary for happiness

Essential Questions

1. How have different ways of knowing and believing influenced human history and culture? (MLR)
2. Evaluate the role of the media and public opinion in U.S. politics, including ways the government and media influence public opinion. (MLR)
3. Is it true that when it comes to change, conflict may be unavoidable?
4. How does power influence how people treat one another?
5. Can one person really make a difference?
6. Describe the circumstances under which civil disobedience might be justified.

Essential Unit Questions

1. How did Martin Luther King Jr., Malcom X, and Rosa Parks influence the Civil Rights Era?
2. What was the purpose of sit-ins, freedom rides, and the Montgomery bus boycott?
3. How did media footage affect how people felt about the Civil Rights movements?
4. The Civil Rights movement is known for the nonviolent methods employed. Violence erupted in reaction to almost any type of protest that was utilized. Was conflict between the civil rights workers and southern whites unavoidable no matter what tactic was used?
5. What is the future of race relations in the U.S.? Has significant progress been made?

1)

- 1) Define civil disobedience? List some examples of when civil disobedience has been utilized.
- 2) Describe the circumstances under which civil disobedience might be justified.
- 3) Explain how conflict may be unavoidable when civil disobedience is utilized.

* All three levels of questions will be discussed (verbal) in small ability groups and reported out to the whole class. This is also falls under interpersonal intelligence because the students are working together.

2)

- 1) Describe the events that led up to the start of the civil rights movement.
- 2) Assume that the African American migration never took place. Decide whether or not you believe change would have taken place at the same pace had this event not occurred.
- 3) Analyze how ways of knowing and believing changed over time for African Americans in the years leading up to the civil rights movement. How did this affect the rest of America's ways of knowing and believing?

* These questions will be used in a whole group discussion, because I believe they are all important for all students to understand in order to comprehend who we are as Americans. The level three question will obviously draw more of a response initially from the higher level students, but I believe all will benefit from listening, and be able to comprehend after the discussion has taken place. This is also a verbal from and is also interpersonal.

3)

- 1) State what did Rosa Parks did that made her famous?
- 2) Evaluate whether or not you believe this is a justified use of civil disobedience.
- 3) How important do you believe Rosa Parks is as an individual? Do you believe the Civil Rights Movement would have emerged as powerfully without her? Can one person really make a difference?

* Students will work together to make a PowerPoint addressing these questions. One level will work on the first question and so on. This is a visual and also falls under interpersonal intelligence because the students are working together.

4)

1) Write a journal entry from the perspective of a southern white describing his or her reaction to the civil rights movement.

2) It is the present day, and you are a southern white reflecting back on the civil rights movement. Compare and contrast your feelings today with those you felt at the time.

3) The Civil Rights movement is known for the nonviolent methods employed. Violence erupted in reaction to almost any type of protest that was utilized. Was conflict between the civil rights workers and southern whites unavoidable no matter what tactic was used? How does power, and/or the lack thereof, come into play with this conflict? Imagine you are a psychologist analyzing the times, write a magazine article stating your conclusions.

* This also falls under intrapersonal intelligence because students are reflecting and putting their perspective into their answer.

5)

1) Summarize the circumstances around the Supreme Court decision of *Brown v. Board of Education*.

2) Evaluate the importance of this decision in regards to individual rights for African Americans.

3) Assess the different jurisdictions and roles of local, state, and federal governments in relation to the enforcement of the *Brown v. Board* decision and describe the conflict between them.

* Students will be put into ability groups to work on these questions. They will create a graphic organizer that demonstrates their answer and present it to the whole class. This falls under interpersonal intelligences as well as bodily kinesthetic, verbal and visual.

6)

1) Summarize Martin Luther King Jr.'s role in the civil rights movement and his philosophy of nonviolence.

2) Judge whether or not nonviolent protest worked during the Civil Rights Era.

3) Compare and contrast Dr. King's method of passive resistance with another example from history and state your conclusions on the effectiveness of the method.

* All students write answers to through all three of these questions at their own pace after which the class will stage a discussion around passive resistance. The discussion fits into interpersonal intelligence.

7)

- 1) List some examples of key events during the civil rights movement that were televised.
- 2) Analyze how the media influenced public opinion during the civil rights movement.
- 3) Describe how a change in technology (television) caused a change in society (civil rights). Decide whether or not you believe the same amount of progress by African American would have been made without television coverage.

* These will be essay questions on a test. The level three question will be for students who wish to challenge themselves more.

8)

- 1) Describe the lack of equality experienced by African Americans and other minorities prior to the civil rights movement.
- 2) What caused African Americans to finally seek equality? What was the effect of their efforts?
- 3) Compare and contrast the movement to gain civil rights by African Americans with the current movement by homosexuals. Explain whether or not you believe conflict may be unavoidable in the circumstance.

* All three of these questions will be discussed with in small groups and brought back to the whole class for further discussion. These questions may turn into essay questions on the test.

9)

- 1) Describe how the civil rights movement changed in the sixties with the rise of Malcom X and later on with the Black Panthers.
- 2) Compare and contrast this new movement with the earlier methods used by Dr. King.
- 3) Analyze the transformation of Malcom X. What appealed to him in black nationalism and how did his visit to Mecca influence his beliefs? Judge which method you believe would lead to the greatest gains for African Americans.

* These question will be in a written essay form and all students will work through the questions at their own pace.

10)

1) Who are some of the musicians that influenced public opinion during the civil rights movement? Locate some lyrics that exemplify the stand of these musicians and present them to the class.

2) Create your own song that will persuade people into believing in equal rights for all and relate it to the class.

3) Research an artist and determine what caused this person to become involved in the movement and the effect of this person on the movement and present this information to the class along with some song lyrics written by this person to exemplify their position.

* These tasks fall under musical intelligence, intrapersonal (because the student has personal choice within each task), written, verbal, and kinesthetic because the information is presented to the class.

Compare and contrast Dr. King's method of passive resistance with another example from history and state your conclusions on the effectiveness of the method.

(1)

(2)

(3)

(4)

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| | <p>Only Dr. King's method is explained with little or no reference to another example in history. There is little, if any, compare and contrast and no conclusions on the effectiveness of passive resistance are stated.</p> | <p>Dr. King's method is fairly well explained and an attempt is made at explaining another example from history. The two are not really compared and contrasted and there is no conclusion on the effectiveness of passive resistance.</p> | <p>One area from # 4 is not done effectively. Either Dr. King and the chosen alternative are accurately done but not really compared and contrasted, or there are no conclusions on the effectiveness of passive resistance, or one method is not fully explained, etc. The rest of the paper is well done.</p> | <p>Dr. King's method of passive resistance is clearly and accurately explained with vivid language. The chosen alternative example of passive resistance is also clearly and accurately explained with vivid language. The similarities and differences between the two are accurate and the stated conclusion on the effectiveness of passive resistance is well stated.</p> |
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