Civil Rights Movement Lesson Plan

4th Grade

Day 1

Claim	How have our leaders impacted the United States? How did civil rights leaders work to solve a current issue?
Key Theme	**Continuity and Change:** They also describe how the ideas described in the Declaration of Independence and the rights guaranteed to citizens of the United States in the U.S. Constitution have changed over time through Constitutional amendments and the Civil Rights Movement. **Conflict and Compromise:** They summarize the causes and effects of and the social conflicts that resulted from the Civil Rights Movement.
Standard	4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States 4.8.4 Explain how good citizenship can solve a current issue
Learning Target	I can determine how citizens' perspectives influences them to work towards helping to solve issues.
Document (s)	6 Civil Rights Movement Quotes Writing Prompt (1 for each student)
Procedure	(This is the first day of the lesson topic. Go over the claims and learning target with students. Have them discuss what they think the learning will be for the lesson, what are some of the big ideas, and understanding they should have once the lesson is over.) Give each student a copy of the writing prompt (of choice) for them to analyze. Students will underline key words and determine what the prompt is asking them to answer. (Create an anchor chart of student responses.) ~Make sure to let students know they will answer the prompt chosen at the end of the entire lesson. Divide the class into groups of 4. Give each group a quote and the picture response cards. Have students read the quote and discuss it orally with their group. Each student will then use their picture card to complete the quote analysis chart for the group. ***(heart-feelings, mouth-said, light bulb-thinking, message bottle-message conveyed)*** Each group will come up and read their quote to the class. Students will give their responses. Students that are not presenting must write at least one thought or question they have for the group. (Give time for class discussion.) Add any comments to the groups quote analysis chart. Use the following link for guidance: (http://www.ces.rcs.k12.tn.us/web_uploads/203_accountable_talk_toolkit_10-09.pdf)

<table>
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<td></td>
<td>Ask students if they know what it means to have a perspective about something. Create a bubble map on the board based on students' responses. Student will discuss the perspectives of the quotes given. Have students relate the perspective to the major issue that was going on at the time in history. Have students infer what the person speaking might do because they feel this way.
(_____'s prospective on civil rights was _____. I know this because he stated _____. Knowing this I think they might have done _____ to help solve the civil rights issue.) ~ Use this sentence frame to help drive student responses. (You can also bring the ELA standard that discuss point of view.)

After each group have presented, have students complete the formative assessment. Call on students to read responses orally.

(To close lesson ~ Have students discuss what information was provided by the quotes. Have them determine what information can help answer their final writing prompt. (Write this information on source anchor chart.)

<table>
<tr><th>Source</th><th>Information Provided</th></tr>
<tr><td>Quotes</td><td></td></tr>
<tr><td>Picture/Poster</td><td></td></tr>
<tr><td>Articles</td><td></td></tr>
<tr><td>Timeline</td><td></td></tr>
<tr><td>Videos</td><td></td></tr>
<tr><td>Speech</td><td></td></tr>
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<tr>
<td>Formative Assessment</td>
<td>What perspective about the Civil Rights Movement do the quotes have in common? How does a citizen perspective influence them to help solve an issues? Use evidence from the source to support your answer.</td>
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Day 2

Claim	How have our leaders impacted the United States? How did civil rights leaders work to solve a current issue?
Key Theme	**Continuity and Change:** They also describe how the ideas described in the Declaration of Independence and the rights guaranteed to citizens of the United States in the U.S. Constitution have changed over time through Constitutional amendments and the Civil Rights Movement. **Conflict and Compromise:** They summarize the causes and effects of and the social conflicts that resulted from the Civil Rights Movement.
Standard	4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States 4.8.4 Explain how good citizenship can solve a current issue
Learning Target	I can identify the meaning of civil rights. I can explain the purpose and importance of the Civil Rights Movement.
Document (s)	Video: Separate but not Equal http://www.history.com/topics/black-history/civil-rights-movement/videos/separate-but-not-equal Photo: Freedom March Flyer: Freedom March
Procedure	Begin the lesson by asking students to share any information they know about the Civil Rights Movement. Jot down student answers. (on an anchor chart/board) Draw students' attention to the word civil and then the word rights. (Look up the meaning if needed and have them put the words together to come up with a meaning.) Explain to students that they will be learning about a time in history called the civil rights movement. Give students the photo and the flyer. Allow students time to analyze the photo by circling evidence and writing down any information that is found in the photo. Provide time to do the same thing with the flyer. Students will complete t-chart providing information that was found in both sources. They will then determine what contributions citizens made to the Civil Rights Movement based on the information found in the photo and flyer. Play the video. Tell students that the guiding questions for the video are: (What are civil rights? What was the Civil Rights Movement?) After the video is shown, have students discuss their answers to the guiding questions. Have them determine what rights were the people of that time fighting for. Also have them determine why they were fighting for these rights. Students will share any other information that was gathered from the video.
Formative Assessment	Why was the Civil Rights movement important to the citizens of the United States?

Day 3 & Day 4

Claim	How have our leaders impacted the United States? How did civil rights leaders work to solve a current issue?
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Standard	4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States 4.8.4 Explain how good citizenship can solve a current issue
Learning Target	I can explain how citizens helped solve civil rights issues in the United States. I can determine how their contributions influenced change. I can determine how the contributions of those citizens impacted the United States.
Document (s)	Social Studies Time Lines Articles: • Get on the Bus: Freedom Rides of 1961 • Selma March • Central High School • Montgomery Bus Boycott
Procedure	Give each child a timeline. Have students look over the event on the timeline. Ask students to discuss with their neighbors about what information the timeline is providing. Students will then share out. After students have shared, explain to them that timelines not only provided a sequence of events in history, but it also provides information based on the causes and effects in history. (If students need support on understanding cause and effect, provide a mini lesson at this time.) Give students a cause and effect graphic organizer for them to record information. After they have independently completed this activity, allow students to collaborate with students who have the same timeline. Have them to come to a group consensus about the information they gathered from the timeline. Have students present their information to the class. Create a class anchor chart (timeline) of the major events that took place during Civil Rights Movement. Divide students into groups of 4. Give each group one of the articles Tell students they will be reading an article from an event during the Civil Rights movement. Tell them as the reader in the group reads, they need to jot down important information. Explain to students they are listening for the cause of the event, who was involved, what were their contributions, what was the effect, and did it influence the lives of US citizens. After each group has read and discussed the information, students will create a comic strip. Each person in the group will be responsible for creating a scene using the focus reading information. Each student

	will be provided with a white square piece of paper. This is where they will draw their scene. After each person in the group completes their scene, they will paste it on large piece of paper or poster board. Students will then present their comic strip to the class. Hang the posters around the classroom.
Formative Assessment	Students will create a comic strip explaining one of the major events from the Civil Rights Movement. The comic strip must give the cause of this event, and it must show how citizens contributed to solve this issue and how the effect impacted the United States.

Day 5 and 6

Claim	How have our leaders impacted the United States? How did civil rights leaders work to solve a current issue?
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Standard	4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States
Learning Target	I can determine the key contributions of our leaders who impacted the Civil Rights movement. I can define how certain motivations of these leaders helped to solve current issues.
Document (s)	John F. Kennedy's Speech Martin Luther King's "I Have a Dream" Speech
Procedure	Give each student a copy of the excerpt from Dr. Martin Luther King's Speech. Students will read it silently. Allow time for students to think about what Dr. King is saying in the speech. After students have read silently, the teacher will read it aloud. Have students to underline or highlight certain phrases are words that standout. Students will share out. Next, have students to provide meaning to each section of the speech. Students will discuss words that help build the meaning of the speech, and they must provide evidence to support the answer. Have students work in groups of 6 and have each student in the group complete one section of the SOPAST(one) activity. Next, group students up with others who have the same heading and have them come to a consensus about their answer. Each group will share. Give each student a copy of JFK speech. Have certain groups focus on certain parts of the speech. (You can assign certain parts to groups, or everyone can have the same part.) Have them complete the same task as they did for the MLK Speech. After students have completed the SOAPST(one) activity of the JFK speech, create a comparison chart. (Have students compare and contrast the two speeches using the SOPAST(one) information. Have a discussion about both civil rights leaders' messages and how they chose to convey it. Have students to determine if both speeches were appropriate for the purpose and do they feel like both speeches reached the audience that it was attended to reach.
Formative Assessment	Students will complete SoapST(one) in order to determine the purpose and message of both JFK's and Dr. Martin Luther King's Speech.

Day 7 and 8

Claim	How have our leaders impacted the United States? How did civil rights leaders work to solve a current issue?
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Standard	4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States 4.8.4 Explain how good citizenship can solve a current issue
Learning Target	I can determine the key contributions of our leaders who impacted the Civil Rights movement. I can define how certain motivations of these leaders impacted helped to solve current issues.
Document (s)	Copies of Writing Prompts: **Writing Prompt 1:** An individual has the power to impact society. How did the contributions and actions of the American people during the Civil Rights Movement support this statement? Draw on specific evidence from the given sources and your knowledge of social studies. **Writing Prompt 2:** Anthropologist Margaret Mead said, "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." Support this statement based on specific evidence from the history of the civil rights movement. Draw on specific evidence from the given sources and your knowledge of social studies.
Procedure	Have students to take out the writing prompt they choose. Allow them time to go over the information they analyzed from the prompt. Students will then complete brainstorming sheet using the anchor charts from the previous class discussions. Also allow them time to gather any information form the materials used in the previous lessons. Students will then complete the writing task.
Summative Assessment	Students will complete the writing prompt of choice.