

**TAH Lesson Plan**  
**Mike Gozzo**  
**Derby Middle School**  
**8<sup>th</sup> Grade**

**Title:** Civil Rights Movement

**Possible Subject Areas(s):** Social Studies

**Overview:**

Students have been reading, taking notes and discussing the Civil Rights Movement. They will now further explore and research this area to determine how the Civil Rights Movement set the stage for the passage of legislation such as The Civil Rights Act. Students will implement reading, and writing skills, research and cooperative group work.

**Essential Understanding:**

The Civil Rights Movement resulted in legislation that ensured constitutional rights to all citizens regardless of race.

**Essential Questions:**

What were some results of segregation in the United States?  
How did the African American struggle for equality become a mass movement?  
How did the U.S. Constitution support the struggle for equality for African Americans?

**CT Standards:** Content Standard 5: (Grades 5 -8) United States Constitution and Government.

**Objectives:**

The Students will examine the Civil Rights Movement and legislation it created. They will present a written analysis to their class of a document that they researched and discuss how it aided the struggle of African Americans today.

**Materials Needed:**

The American Nation: Civil War to the Present Textbook  
Writing material  
Computer with on-line capacity  
Primary source documents that the students will download and print

## **Suggested Activities/Procedures:**

### **Day 1**

#### **Bell Ringer. (Copy the questions)**

Matching (reference - notes)

Martin Luther King Jr.  
Rosa Parks  
Lyndon B. Johnson

Arrested for refusing to move to the back of the bus  
Civil Rights leader who was assassinated  
U.S. President who supported Civil Rights legislation

#### **Details of Activity**

Prior to this activity students are required individually read Chapter 29, section 2 (The Civil Rights Movement) pages 849 to 854.

Students will visit the computer lab and divide up into their cooperative groups. They will use the below recommended website for their research. Any other websites require clearance with their teacher.

[www.yale.edu](http://www.yale.edu) and click on the major collections link to search Avalon Project to data base for copies of primary source documents related to the Civil Rights Movement.

They will print a copy of a document for each member of the group.

#### **Homework**

Students will select a popular individual related to the Civil Rights Movement.

They will write a biography on this individual.

The biography will be 12 pitch type, double spaced with a title page.

Students should seek teacher approval prior to beginning their research.

It is due on Day 3.

In addition the will read their selected document.

### **Day 2**

#### **Bell Ringers – (Copy the question) Matching (notes or pg 928 - 930)**

13<sup>th</sup> Amendment  
14<sup>th</sup> Amendment  
15<sup>th</sup> Amendment

1868 – all person born or naturalized in the U.S. are citizens.  
1865 - abolished slavery  
1870 – all U.S. Citizens are allowed to vote

#### **Details of Activity**

The students will analysis their selected document in cooperative groups. The following questions should serve as the template for the presentations.

- 1) What? What is the title of the document? What kind of document is it?
- 2) Who? Who was the author of the document?
- 3) When? When was the document written? What major historical events were occurring at the time?
- 4) Where? Where was the document written or presented?
- 5) Why? Why did the author write the document?
- 6) So What? So why is the document important in the broader context of American History and in a narrower context the Civil Rights Movement?

They will prepare a five to six minute presentation for Day 3. One presentation per group.

Students will also discuss their biography individually with the teacher.

### **Homework**

They will review their biography.

They will review pages 849 – 854.

Students will turn all subheadings (Dark blue and red) into questions and record the questions on the left side of their papers.

They will answer the questions in complete sentences directly across from the questions utilizing their left side of the paper.

Students will discuss any civil rights legislation that developed during this period.

### **Day 3**

**Bell Ringer (Copy the question)** Matching (Chart on page 866)

1954	Greensboro Lunch sit-in
1955	Brown v. the Board
1960	Montgomery Bus Boycott
1964	Civil Rights Act

### **Details of Activity**

Collect biographies will be collected.

Students who have not presented will present at this time.

Students will conclude yesterdays' activity

They will divide into pairs

Students will define all special vocabulary between page 849 and 854

Once they have defined the words they will use them in complete and meaningful sentences

Students will begin their presentations. (Keep in mind the five to six minute time limit)

## **Homework**

Students will review their papers and complete an excellent summary of their work which will be collected the following day and provide the bases for a class discussion.

### **Suggested Assessment/Evaluation.**

Students will be graded on the content of their presentations. I will use a six point rubric to grade the student's work.

1 point = 15% (Underdeveloped response that may take a position but offers no more than very minimal support)

2 points = 30% (Underdeveloped response that may or may not take a position)

3 points = 50% (A minimally-developed response that may take a position, but with inadequate support and details)

4 points = 65% (A somewhat-developed response that takes a position and provides adequate support)

5 points = 80% (A developed response that takes a clear position and provides reasonably persuasive support)

6 points = 100% (A well-developed response that takes a clear and thoughtful position and provides persuasive support)