

TAH Lesson Plan

Title: African American History Scavenger Hunt

Possible Subject Area(s):

United States History

Overview

Many students have a general understanding of Martin Luther King Jr., Rosa Parks, and Malcolm X. However, there are several persons who were involved in the Civil Rights Movement who are less known. During this unit, students will examine persons, who while maybe played a smaller role, but contributed to a lasting impression. Here students will participate in a scavenger hunt, and research the person they feel had the largest impact on American society.

Essential Understanding:

Essential Questions:

- What makes a person a moral or political revolutionary?
- What actions are requirements for being a Civil Rights Activist?

CT Standards: Historical thinking, Applying History, Places and Regions, Economic System, Economic Interdependence

- Content Standard 1: Historical Thinking
 - Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.
- Content Standard 2: Local, United States, and World History
 - Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.
- Content Standard 3: Historical Themes
 - Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.
- Content Standard 4: Applying History
 - Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

- Content Standard 6: Rights and Responsibilities of Citizens
 - Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

Objectives:

- The student will complete a scavenger hunt on various historical and civil rights leaders.
- The student will research the individual that they feel had a significant impact on the Civil Rights Movement and/or has had a continuing impact on American society.
- The student will write a creative summary essay about the person they have chosen and what past and present influence that person has had on American society.

Materials Needed:

- Scavenger hunt graphic organizer
- Scavenger hunt articles
- Scavenger Hunt questions
- **Insert internet resources here**
- Persuasive Essay : Influential Civil Rights Leaders rubric

Suggested Activities/Procedures:

Day 1-2:

- Working in teams of 2, students will begin by reading the scavenger hunt clues and articles. Each team will determine who each person is. The graphic organizer will be used for the purposes of identifying which parts of the clues match the various parts in the articles.

Day 3

- Students will choose one individual (not Tupac or Barak) and research his or her civil rights stance and the impact that this person has had on American society

Day 4-5

- Students will write a persuasive letter detailing
 - the private, social, and political life of the person they have chosen
 - his or her role in the Civil Rights Movement
 - what about this person's role in the movement that led to a moral or political influence in American society
 - how the actions of the chosen person have had a lasting impact on American society.

Suggested Assessment/Evaluation

- Selected Responses

- Open-ended Questions
- Rubric

Possible Extensions/Resources

Persuasive Essay : Influential Civil Rights Leaders

Teacher Name: **Ms. Moore**

Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.
Sources	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.