

# CIVIL RIGHTS MOVEMENT

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[Crowd of Marchers](#)



[Marchers at Lincoln Memorial](#)



[Aerial View of Crowd](#)



[View of Crowd](#) [Aerial](#)



[Marchers at Pool](#)



[News Crew](#)



[Meeting with Leaders](#)



[March on Washington](#)



[March Leaders](#)



[Martin Luther King Jr. in Crowd](#)



[Martin Luther King Jr. Speaking](#)

## **Civil Rights Timeline**

### ***Milestones in the modern civil rights movement***

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#### 1. Lesson Plan Summary.

- A. Students will learn about the civil rights movement and some of the major roles that were involved during this time. On the first day students will start by answering a bell ringer question in FCAT form. All students will use one sheet of notebook paper to create a CRISS Strategy vocabulary booklet for the vocabulary and definitions. All students will receive three colored sheets of paper. After they finish the vocabulary, the students will create a second CRISS foldable for notes to include discussion on how this affects us in the real world today. All students will work in groups to help each other. The students will be able to use their notes for the test. Groups will be set up. Each group will make a 4-6 frame powerpoint using a different prompt that the teacher has given.

#### B. Objectives.

1. Identify where and in what year the civil rights movement began with Dr. Martin Luther King?
2. Analyze the purpose of the civil rights movement and how it relates to real world today?
3. Determine and name at least 3-4 other major movements that took place during this time and who was involved?

C. US History Event. What and who helped fight for freedom of civil rights?

D. Grade Level – 7th/ 8th Grade Middle School.

E. Materials needed: Overhead Projector (to show transparencies of), Notebook Paper, Colored Paper, Pencils, Erasers, and Computers.

F. Lesson Time: 90 minutes.

2. See Below.


3. See Below.

4. Assessment. DBQ will be used as an assessment tool for all students.

5. Resources. See below.

**Topic: The Civil Rights Movement of the 1960's**  
**Concepts: Civil Rights and Today**

<b>Teacher</b>	Leiva	<b>Grade</b>	7 & 8	<b>Date</b>		<b>Subject</b>	Geography / U. S. American History
<b>Lesson Essential Question</b> <b>SS Standard</b> <b>Vocabulary</b> <b>Key</b>		<b>Activating Thinking Strategies</b>		<b>Teaching Strategies</b>		<b>Summarizing Strategies</b> <b>Assignment and/or Assessment</b>	
<p><b>Key Learning (s)</b></p> <p>The Civil Rights Movement.</p> <p><b>Unit Essential Question(s):</b></p> <p>Name at least 3-4 other major moves that took place during the Civil Rights Movement.</p> <p><b>Lesson Essential Questions:</b></p> <p>Analyze the purpose of the civil rights movement and how it relates to the real world today?</p>		<p><b>Bell Work:</b> (In FCAT format):</p> <p>What happened during this time?</p> <p>(Collaboratively give a short complete answer using the FCAT box provided.)</p> <p>This information will be presented on the overhead from each group.</p>		<p>Lecturette, information, and questions to present the concepts or skills.</p> <p>Ask general questions:</p> <p>Using CRISS strategies: Vocabulary booklet</p> <p>2 Days (90 minutes total)</p> <p>In groups:</p> <p>Students will preview the vocabulary/key terms.</p> <p>Students will create a layered book to take notes as they read and gather information from the reading and will write about the events under the appropriate tab. The general questions above will be answered in this activity.</p> <p>2 Days (90 minutes)</p> <p>The assigned groups will also begin their powerpoint presentations.</p> <p>The assigned groups will share their powerpoint presentation with the rest of the class. All information from day 1 will be</p>		<p><b>Reinforcement, Review, and Assessment:</b></p> <p>Students will summarize key learnings using their group powerpoint presentations to share their information learned with the rest of the class.</p> <p>CRISS Strategy</p> <p>Powerpoint</p> <p>Overhead Projector</p> <p>Websites</p>	

<p><b>SS Standard</b></p> <p>SS.A.1.3.1</p> <p>SS.A.3.3.1</p> <p>SS.A.2.3.6</p>	<p><b>Thinking Strategies:</b></p> <p>Reading and gathering information from the internet with given web sites and the textbook.</p> <p>Reading the section: As the students read, they will take notes and gather information from the reading and will write about the events that led to the Civil Rights Movement under the appropriate tab using a layered book (CRISS Strategy).</p> <p>Key Terms:</p> <ol style="list-style-type: none"> <li>1. Martin Luther King Jr.</li> <li>2. Civil Rights Movement</li> <li>3. Jim Crow Laws</li> <li>4. Separate but not Equal</li> <li>5. The Black Panthers Malcolm X</li> <li>6. The Lunch Counters</li> </ol>	<p>used as a review.</p> <p>1 Day (45 minutes)</p> <p>The students will gather all of their notes review it and will be assessed using extended response questions document based questions (DBQ). All of the students will be using their notes.</p> <p><b>Resources and Materials:</b> Textbook <i>Call to Freedom</i>, reproducibles, transparencies, computers (internet), notebook paper, colored paper for creating the CRISS strategy booklets, pencils, erasers, and a good learning attitude. Students will use selected websites to gather information needed. Within each group, some of the students will work on sounds, others on pictures, and others on the written presentation for their powerpoint presentations. (Sounds added to the powerpoints are optional). The students will gather information from these sites:</p> <p><b>GOOGLE.COM</b></p> 	<p><b>Assignment:</b></p> <p>Have students think and write about things they already know about the Civil Right Movement</p> <p>Ask general questions for comprehension about the foundations and challenges of Preview Key Terms (vocabulary).</p> <p>Students read about and main events involved using the internet and textbook-and reading about other historical civil rights cases such as Brown vs. Board of Education.</p> <p>Notes Graphic organizers FCAT Practice type questions</p> <p>Student will answer all of the questions using a website that they will access and type in their answers and save.</p>
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<p><b>Key Vocabulary:</b></p> <p>Use all of the names, words, and information on the <b>timeline summary</b> as vocabulary and put on the classroom word wall. This will help all of the students remember the main information. As the students gather more information, add more words to the classroom word wall.</p>		 <p>Use <b><u>SmithsonianImages.com</u></b> to:</p> <ul style="list-style-type: none"> <li>• Search or browse through selected images from Smithsonian collections.</li> <li>• Download free screen resolution images.</li> <li>• Create portfolios favorite Smithsonian objects.</li> </ul> <p><b>Wikipedia:</b> History of the Civil Rights Movement</p> <p><a href="http://www.si.edu/">http://www.si.edu/</a> (a website for the Smithsonian institute)</p> <p><b>Civil Rights Timeline</b> <i>Milestones in the modern civil rights movement</i></p> <p><small>Information Please® Database, © 2007 Pearson Education, Inc. All rights reserved.</small></p>	<p><b>Assessment:</b></p> <p>The students will be assessed using extended response questions document based questions (DBQ). All of the students will be using their notes, and websites.</p>
<p>ESOL Strategies: Seat ESOL students close to the front of the room, have students verbalize the steps involved in completing the chart. Repeat the directions for the objectives. Have the students work in collaborative pairs to help each other answer question and find information for the graphic organizer. Model lesson activities. Pronounce the vocabulary words and any other difficult words. Help locate areas on a map. Give extra time to finish lessons and assessments. Use universal design strategies that will help all of the students to include the special needs students.</p> <p><b>Universal design of instruction</b> The universal design of instruction would benefit all of the students. The universal design accommodates the needs of many diverse learners. This design permits a larger number of students to use it for learning without adding more modifications from the original design (McLaughlin, M.J., &amp; Nolet, V., p. 89; 2000b). Graphic organizers, collaboration between the students (groups and pairs), and guided practice.</p> <p><b>Accommodations and support</b> The IDEA requires that children with disabilities be educated with nondisabled children meeting the LRE requirement to “the maximum extent appropriate” (McLaughlin, M.J., &amp; Nolet, V., p. 7). To improve educational opportunities for the students with specific learning disabilities their needs to be accommodations and support that the student’s need to offset the impact of the disability so that these students can get an “appropriate” education.</p>			

