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**Group Concept** - Resistance

**Subject/Course** - AP U.S. Government & Politics, Grade 12

**Lesson Plan Title** - Civil Disobedience as Resistance

**Image** -



<https://images.app.goo.gl/XAQBaVGX3yjdWVAYA>

**Brief Narrative** -

This lesson will focus on the study of two primary sources that are required for all AP U.S. Government and Politics students - *The Declaration of Independence* and *Letter From a Birmingham Jail*. The documents are part of a larger unit about civil liberties and civil rights that is taught at the end of the course. While students would have read *The Declaration of Independence* earlier in the year, students will be able to contrast it to *Letter From a Birmingham Jail* in regards to the theme of resistance. Students will elicit responses of other times that the U.S. government has faced forms of resistance between 1776 and 1963. Finally, students will consider whether modern resistance movements can be compared to either of these documents by reading a narrative about

Standing Rock “Standing Rock: A New Moment for Native American Rights” by Sierra Crane-Murdoch and viewing the video “Stand Up”.

### **Guiding Questions**

- What do people do when they are faced with injustice?
- What does it take for people to resist?
- Does an individual have the power to change the world?
- How has the idea of resistance changed over time?

### **Learning Objectives -**

- Students will be able to
  - Read, annotate, and discuss primary and secondary source documents.
  - Work in small groups to collaborate, discuss, and reach consensus.
  - Write an argumentative essay to synthesize their argument.

### **Class Periods - Two**

### **Lesson Plan Details -**

- **College & Career Readiness Standards**
  - Key Ideas and Details:
    - [CCSS.ELA-LITERACY.RH.11-12.1](#)
    - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
    - [CCSS.ELA-LITERACY.RH.11-12.2](#)
    - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
    - [CCSS.ELA-LITERACY.RH.11-12.3](#)
    - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
  - Craft and Structure:
    - [CCSS.ELA-LITERACY.RH.11-12.4](#)
    - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist No. 10*).
    - [CCSS.ELA-LITERACY.RH.11-12.5](#)

- Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CCSS.ELA-LITERACY.RH.11-12.6
- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- Integration of Knowledge and Ideas:
- CCSS.ELA-LITERACY.RH.11-12.7
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CCSS.ELA-LITERACY.RH.11-12.8
- Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CCSS.ELA-LITERACY.RH.11-12.9
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **Preparation**
  - The main preparation that students will need would be outside reading prior to the lesson. This will include chapters in their American Government textbook, *The Declaration of Independence* and *Letter From a Birmingham Jail*.
- **Lesson Plan Activities**
  1. Read and annotate two required documents for homework - *The Declaration of Independence* and *Letter From a Birmingham Jail*.
  2. In groups of 4-5, students will review documents and determine how effective the documents are as examples of resistance. One student from each group will report out to the class by selecting one quote from each document that best exemplifies the concept of resistance.
  3. Back in their groups, students will choose three other examples from 1776-1963 that also illustrate resistance, and explain the government action that was being resisted.
  4. Students will read the article "Standing Rock: A New Moment for Native American Rights".
  5. Students will view the video "Stand Up" - <https://www.youtube.com/watch?v=Onyk7guvHK8>
  6. Following steps # 4 & 5, students will draw comparisons to the protests at Standing Rock and compare their roots to the documents studied. They will ultimately discuss and decide how effective the protest at Standing Rock were as examples of resistance.

7. As a follow up activity, students will prepare an argumentative essay that will ask them to evaluate the protests at Standing Rock, and relate them to the writings of both Thomas Jefferson and Martin Luther King, Jr. They will be arguing as to whether Standing Rock was a form of resistance that applied more to Jefferson or MLK.

- **Assessment**

- Students will compose an argumentative essay explaining how the protest at Standing Rock is or is not directly related to the ideas posed by both Thomas Jefferson and Martin Luther King, Jr.

- **Lesson Extensions**

- Following their argumentative essay, students will continue to study the civil rights movement and subsequent Supreme Court cases.
- Students will use skills from this lesson to evaluate more contemporary forms of resistance.

- **Reference Websites**

- <https://www.tolerance.org/magazine/helping-students-connect-with-standing-rock>

- **Materials & Media**

- <https://www.archives.gov/founding-docs/declaration-transcript>
- [Letter from Birmingham Jail - UT College of Liberal Arts](#)
- <https://www.newyorker.com/news/news-desk/standing-rock-a-new-moment-for-native-american-rights>
- <https://www.youtube.com/watch?v=Onyk7guvHK8>

