

“Stony the Road We Trod...” Institute 2019

Lesson Plan

William Frazier

wfrazier@covingtontcountyschools.org

Collins High School

1208 S Dogwood Ave.

Collins, MS 39428

Group Concept: Racial Empathy

Subject: US History

Lesson Plan Title: Understanding the Struggle



SNCC Leaders James Meredith and Stokely Carmichael rallies a crowd in Greenwood, MS

Photo by Bob Fitch, <https://kinginstitute.stanford.edu/encyclopedia/black-power>

Lesson Overview:

Students will be introduced to the ideas of the Civil Rights battles as a continuous struggle leading up to the present day. Students will make the connection of the works from Civil Rights icons such as Martin Luther King, Jr., Medgar Evers, Frederick Shuttlesworth, Rosa Parks and Ralph Abernathy to the cries for change throughout the country. As we search through the struggles of the Civil Rights era, students will learn about the members of the numerous organization formed to combat racial injustice.

Throughout the week, students will complete an interview of a person who will explain their firsthand knowledge and experiences during the 1960s. This person does not have to be a frontline activist in the demonstration but they need to have been old enough to have knowledge of the demonstrations during the 1960s. Lastly, students will take the information learned and compare and contrast with the struggles they see in today's generation.

Guiding Question:

1. What are Civil Rights?
2. What racial differences are shown that may violate one's Civil Rights?
3. Who has the ultimate control of how Civil Rights are granted?
4. What are some things that may pose a threat to your Civil Rights?

Learning Objective:

- Define Civil Rights.
- Understand the various laws created to deny rights.
- Explore the cultural differences among fellow students.
- Relate today's racial differences and struggles with those living in the 1960s.

Class Periods:

Approximately 3 class periods (50 mins)

College and Career Readiness Standards:

- MS CCRS for Social Studies US.3.2. Trace the political timeline of events that lead to the common interest in Civil Rights Movement.
 - Review cases such as Plessy v. Ferguson and review the Jim Crow laws.
 - Explore the racially charged tragic events that plagued the American south prior to the Civil Rights Act of 1964.
- MS CCRS for Social Studies US.9.3. Describe the role of the local and federal administration in the creation of just and unjust laws.
 - Discuss the impact of the federal laws on the minorities in the 1960s.
 - Understand the conflict of the local laws on minorities.
- MS CCRS for Social Studies US.11.3. Explain the contributions of individuals and the groups to the modern Civil Rights Movement.

- Explore Civil Rights leaders Martin Luther King, Jr., Medgar Evers, Frederick Shuttlesworth, etc.
- Detail the importance of organizations such as Southern Christian Leadership Conference(SCLC), the Student Nonviolent Coordinating Committee(SNCC), the Congress of Racial Equality(CORE), the National Association for the Advancement of Colored People(NAACP), and the civil rights foot soldiers.

Preparation

Teacher will review the video Eyes on the Prize Pt. 1 from YouTube. Students will be introduced to the subject of Civil Rights by watching the documentary. Teacher will introduce students to the prominent leaders of the struggle as well as the various organizations that were instrumental in the struggle for Civil Rights.

Lesson Activities:

1. Write a short paragraph explaining their understanding of Civil Rights.
 - a. In 5-7 sentences explain Civil Rights in your own words.
 - b. Next use the chrome books and define Civil rights in a paragraph.
2. Using a Venn Diagram students will group up and compare and contrast cultural identities.
 - a. Find another person who differs from you either by race, gender or class.
 - b. Your group find a second group and discuss the various differences.
3. Group discussion and lecture on the question, what are Civil Rights?
 - a. Discuss the importance of Civil Rights.
 - b. Explain the government's role in writing and enforcing rights.
4. Interview people who were alive during the 1960s.
 - a. Students will travel to the local Veterans home and find subjects to interview.
 - b. If students have a family member or someone in their community, they can interview that person.

Assessment: Students will complete a 2 pages double spaced compare and contrast essay that details the struggles of the 1960s along with the struggles of their generation.

Lesson Extensions: Interview Questions

1. What was your family's position when it came to the Civil Rights movement?
2. What motivated you to take the position?
3. What was some of the struggles you either experienced personally or witnessed?
4. What was some of your biggest fears with day to day living during the demonstrations?

Website References:

- YouTube: Eyes on the Prize (Part 1).
<https://www.youtube.com/watch?v=NpY2NVcO17U>

- The Department of Human and Health Services: What are Civil Rights?
<https://www.hhs.gov/civil-rights/for-individuals/faqs/what-are-civil-rights/101/index.html>
- National Park Service: Southern Christian Leadership Conference
<https://www.nps.gov/subjects/civilrights/sclc.htm>
- Stanford University: Martin Luther King Institute
<https://kinginstitute.stanford.edu/encyclopedia/student-nonviolent-coordinating-committee-sncc>

Name : _____ **Venn Diagram**

