

**“Stony the Road We Trod...” Institute 2019  
LESSON PLAN**

**Author of Lesson**

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**Group Concept**

Voice

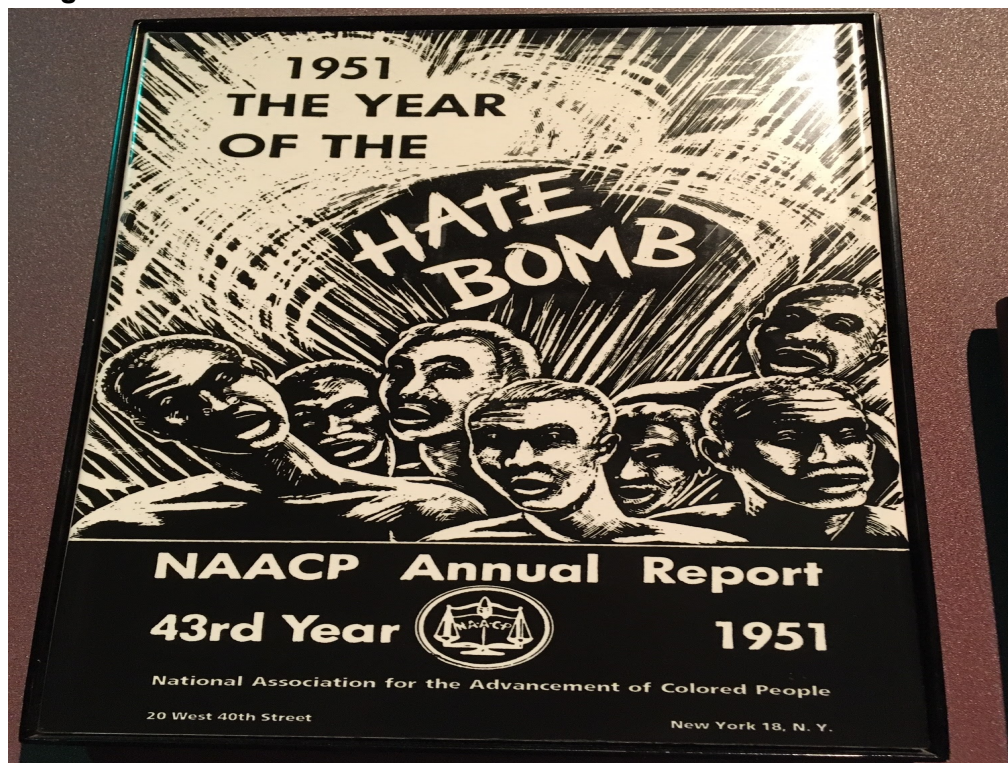
**Subject/Course**

U.S. History (11th & 12th grades)

**Lesson Plan Title**

Understanding the Civil Rights Movement Through the Voices of Organizations

**Image**



Blanchette, Aimee. "Hate Bomb Poster." 2019. JPEG file.

This is the cover of the NAACP's 1951 annual report and is a vivid example of an organization's voice.

**Overview**

When the concept of voice is discussed in the context of the Civil Rights Movement, the focus is usually on individuals, such as the Rev. Dr. Martin Luther King Jr. Less attention is paid to organizations, such as the Montgomery Improvement Association, speaking in their official capacity. The most intense phase of the Civil Rights Movement, 1954-1968, could not have existed without these organizations and associations and their ability to energize, organize, and mobilize their membership. The key events of this phase of the Civil Rights Movement, such as the Montgomery bus boycott, were guided by the voices of the organizations that planned and sustained them.

The lesson is grounded in reading and analysis of two primary sources, a letter from the Montgomery Improvement Association (1956) and a brochure from the SCLC for the Poor People's Campaign (1968). Students will have the opportunity to collaborate and discuss their analysis before writing a response that requires them to evaluate continuity and change in the Civil Rights Movement.

### **Guiding Questions**

- What was the message of the Montgomery Improvement Association in 1956?
- What was the message of the SCLC in 1968?
- How did both civil rights movement organizations led by Dr. King communicate their message?
- How did Dr. King's message change from 1956-1968? How did it stay the same?

### **Learning Objectives**

The students will...

- Determine and analyze the central ideas of primary source documents.
- Cite specific textual evidence to support analysis of primary source documents.
- Describe patterns of continuity and change over time.

### **Class Periods**

2 class periods (90 minutes)

### **Materials and Equipment Needed**

*The first four materials can be distributed on paper and/or electronically.*

- [Montgomery Improvement Association bus boycott flyer](#)
- [SCLC Poor People's Campaign brochure](#)
- [Graphic Organizer](#)
- [Writing Rubric](#)
- Sticky Notes

### **Background/Preparation**

Students should already have participated in learning about the Rev. Dr. Martin Luther King Jr., the Montgomery bus boycott, and the Poor People's campaign. Students should already be familiar with primary source analysis, both whole class and small group discussions, and writing responses to informational text.

## Procedures/Activities

- Bell-ringer: Students look at the image above and write on the following questions: What is the message of this image? How do you know? Is this image delivering its message effectively? Why or why not?
- Guide students in a class discussion of the bell-ringer questions. Introduce the concept of voice and how organizations speak in an official voice that represents leadership and/or membership.
- Give students access to the MIA flyer and the SCLC brochure, either electronically or on paper. Students should read and analyze each source, using a graphic organizer modified from the APPARTS method.
- Arrange students in small groups to discuss their analysis of each source.
- Ask the students to discuss in their groups the following questions: Focusing on voice, what are the similarities between the two sources? What are the differences?
- Guide the students (in groups) in sharing out on their discussions on sticky notes that they will place around the room. Use color coding strategies to help organize their feedback, such as one color for similarities and one color for differences. As the students place their sticky notes, they should also read notes that other groups have placed.
- Rearrange the students into their original seating plan. Ask them to write an on-demand response to the following prompt: Evaluate the extent of the changes to the voice of Dr. King's civil rights movement organizations from 1956-1968. What changed and/or what remained the same? Use specific textual evidence to support your assertions.

## Assessment Strategies

The initial steps of the lesson will be informally assessed through teacher observation. The final step, the writing product, will be assessed using a writing rubric developed for use at Chariho Regional High School, RI.

## Lesson Extension

Students may choose to read the statement of beliefs for the organization Black Lives Matter and perform the same analysis that they did for the other primary source documents. Students may choose to respond to the following question: How do you think someone involved in the Civil Rights Movement from 1956-1968 would react to this source? What about the organizational voice would be familiar to them? What would be unfamiliar? Students may respond in writing or by making a "talking head" video.

## Additional Resources

- [Black Lives Matter: What We Believe](#)
- [Plain text version of the bus boycott flyer](#)
- [Plain text version of the Poor People's campaign brochure](#)
- If the lesson is to be taught electronically, students will need a way to access materials, such as a laptop or a tablet.
- If the lesson is to be taught on paper, students will need paper and pens/pencils.

Name: \_\_\_\_\_

Dr. King's Journey

	Organization	
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	Place and Time	
	Prior Knowledge	
	Purpose <i>Why was this source created?</i>	
	Message <i>What is the main idea?</i>	
	Voice <i>Whose voice is represented? Whose voice(s) are left out?</i>	
	Tone <i>Use "emotion" words</i>	
	Key Quote <i>Pick a quote that justifies your answer for Tone.</i>	
	Significance <i>Why is this document important?</i>	

**NHS Standard 4: The struggle for racial and gender equality and for the extension of civil liberties**

NHS.9-4A: The student understands the "Second Reconstruction" and its advancement of civil rights.

**CCSS.ELA-LITERACY.WHST.11-12.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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.