

Emma Stiles
30 November 2023

Unit Plan Outline

Topic: Civil Rights: Challenges and Changes

Overview and Rationale:

Describe the unit, topic, and why it is important to teach at the intended grade level.

This unit focuses on the history of civil rights in the United States, while this unit does a deep dive into exploring the challenges faced by many marginalized groups and the demand for change that occurred in the pursuit of equality in the United States. This unit will cover key leaders, events, and movement that has helped shape the nation and today's understanding of civil rights.

Vocabulary:

5-10 vocabulary terms related to the unit.

Boycott	withdraw from commercial or social relations with (a country, organization, or person) as a punishment or protest.
Nonviolence	the use of peaceful means, not force, to bring about political or social change.
Discriminate	make an unjust or prejudicial distinction in the treatment of different categories of people, especially on the grounds of ethnicity, sex, age, or disability.
Segregation	Segregation is the action of separating people, historically on the basis of race and/or gender
Integration	Integration is the ending of segregation and allowing whites, African Americans, and all races to be together whether in schools, buses, or movie theaters.
Oppression	prolonged cruel or unjust treatment or control.
Amicable	(of relations between people) having a spirit of friendliness; without serious disagreement or rancor.
Disseminate	spread (something, especially information) widely.

Essential Questions:

Write 1-3 essential questions to drive student learning in the unit.

Essential Question #1:

What are civil rights, and why are they essential in a democratic society?

Essential Question #2:

What were the key challenges faced by different marginalized groups in their pursuit of civil rights, and how did they respond to these challenges?

Essential Question #3:

In what ways did leaders like Martin Luther King Jr., Rosa Parks, Cesar Chavez, and others contribute to the civil rights movement, and how did their strategies differ?

Standards:

Find 3 standards from the CCSS and MLR related to this unit. Copy/paste the standards.

CCSS Standard:

- *Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.*

MLR Standard:

- *Students draw on concepts and processes using primary and secondary sources from history to develop a historical perspective and understand issues of continuity and change in the community, Maine, the United States, and the world.*
- *(F2) Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States, and various regions of the world. **

3rd Standard (choose CCSS or MLR):

- *Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).*

Learning Targets:

Turn the standards into 3-4 student-friendly learning targets that connect the standards, activities, and content. Use verbs from [Bloom's Taxonomy](#) to help word the learning targets.

Learning Target #1:

Students will be able to identify the central idea of why the Civil Rights movement occurred.

Learning Target #2:

Students will be able to analyze primary and secondary sources from the Civil Rights era and construct a historical perspective.

Learning Target #3:

Students will be able to demonstrate an understanding of the Civil Rights movements impact on shaping societies laws, attitudes, justices, and equalities in the United States.

Learning Target #4:

Students will be able to examine the key events, figures, and challenges of the Civil Rights Movement.

Resources:

Write the title of at least two resources below that could be used to support teaching this topic. Please be sure to link or cite the resource in a way that is easy to recognize and locate. There should be one literacy resource (a text, article or reading passage) and one technology resource.

Resource #1:

The Civil Rights History Project

<https://www.loc.gov/collections/civil-rights-history-project/about-this-collection/>

Resource #2:

Civil Rights Digital Library

<https://crdl.usg.edu/>

Activities:

Describe 3-5 activities that you could do to teach this unit, gradually increasing in rigor:

Activity #1:

Peardeck activity:

- ❖ Peardeck is an interactive platform that allows teachers to present and deliver information, students can join the Peardeck session and then use their devices to follow along with the slideshow and then answer questions that follow.

Activity #2:

Worksheets:

- ❖ I will have a worksheet packet that students can follow along with during my presentations. Students will fill out the packet with the corresponding presentation.

Activity #3:

Women's Suffrage Movement Presentation/Discussion

- ❖ This activity will introduce students to one portion of the Civil Rights Movement and have them do a deep dive into Women's Suffrage and how it lasted more than 70 years.

<https://docs.google.com/presentation/d/12x3T8jbObs1QooDikMRKJjQCLCZ1JFrsu-kMhEElatE/edit?usp=sharing>

Activity #4:

A Rose for Charlie Discussion Activity:

<https://aroseforcharlie.weebly.com/plot.html>

- ❖ "A Rose for Charlie" is about a young man and his journey through life and learning how to deal with the bullies. Charlie was gay and he dealt with a lot of bullying as it wasn't "normalized". This takes place in Maine, and is a sad but great story to present to students as the movement was watched throughout the whole country.

Activity #5:

Civil Rights Timeline Project:

- ❖ This project gives students the opportunity to share a timeline of the Civil Rights Movement in a way that they prefer.

Assessments:

Describe 3-5 varied assessments that you could use for this unit. They should be both formative and summative, and both informal (observations, discussions, conferencing) and formal assessments (paper/pencil test, performance task, portfolio collections).

Assessment #1:

Formative: Civil Rights Movement: Key Figures Kahoot

Assessment #2:

Formative: Civil Rights Peardeck

Assessment #3:

Formative: Entrance/Exit Tickets

Assessment #4:

Summative: Socratic Seminar

Question: "Who or what events do you think made the greatest impact/contribution towards the Civil Rights Movement?"

Assessment #5:

Summative: 3 Page paper about the civil rights movement with different topics/starting points. Students can choose from the following questions.

1. "Who or what events do you think made the greatest impact/contribution towards the Civil Rights Movement?"
2. "Was the Civil Rights Movement actually successful? Did the participants achieve their goal?"
3. "Was the Civil Rights Movement a result of the culture of the time or specific individuals in society?"

Schedule:

Create a rough, 3-week outline schedule for this unit and when you will do the activities. Describe briefly which part of the activity you'll be doing each day. If you are planning on teaching Social Studies every other day, such as an elementary or high school teacher you should do 3 days for Week 1, 2 days for Week 2, 3 days for Week 3.

Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Civil Rights Movement Video and Questions		Civil Rights Movement Pear Deck		Civil Rights Kahoot and online quiz games

Week 2				
Monday	Tuesday	Wednesday	Thursday	Friday
Women's Suffrage Movement Presentation and Questions		"A Rose for Charlie" reading and questions		Civil Rights Timeline Project
Week 3				
Monday	Tuesday	Wednesday	Thursday	Friday
Civil Rights Timeline Project		Civil Rights Timeline Project and Secratric Seminar Preperation		Civil Rights Secratric Seminar