



(Picture adapted from <http://www.civilrightsmuseum.org/>)

Mr. Moultrie

“The Civil Rights Movement in Perspective”

**Objective:**

The Learner will be able to identify the Civil Rights Movement. The Learner will have a better understanding of African Americans struggle for equality throughout 20<sup>th</sup> century. At the end of the lesson the learner will have a better understanding of the rights that are granted to learner in the United States Constitution. The over arching goal of the lesson is to have 90 percent of the class pass The Civil Right Movement exam with a grade of 85 or better.

**Discipline Topic:** This lesson will augment a previous lesson on The Civil Rights Movement, in which students were given a lecture and notes on The Civil Rights Movement.

**Targeted Population:** is 11<sup>th</sup> United States History & Government grade class.

**New York State Learning Standards**

**Social Studies Standard 1, 2, 3**

Key Ideal: The evolution of democratic values and beliefs

**Social Studies Standard 5**

Key Ideal: The roles rights and responsibilities of citizenship, including avenues of participation.

**Social Studies Standard 6**

Key Ideal: Knowledge of basic government documents and principals.

### **English Language Art Standard 1**

Key Ideal: Students will be able to read and write for critical analysis.

### **English Language Art Standard 3:**

- Key Ideal: Students will listen, speak, read, and write for critical analysis and evaluation.

### **English Language Art Standard 4:**

Key Ideal: Students will listen, speak, read and write for social interaction.

### **Media Literacy Objectives**

This lesson will use media clips from [www.youtube.com](http://www.youtube.com) of Presidents John F. Kennedy and clips of Civil Right movement to bring awareness to the student. The student will be aware of the struggle of African Americans to gain equal right during the 20<sup>th</sup> century. At the end of the lesson the students will have better communication, research and development and team building skills.

### **Materials Description and Timing**

This lesson is designed to be taught over the course of four days, in 50 minute periods. This lesson is designed to be taught latter in the semester. The students need to be able to use PowerPoint or Microsoft Word.

The learner will need a pencil, or pen. They will also need their notebooks, their African-American History textbooks. (Africana Studies class) The learner will be given the following:

1. Access to the schools library to use the computer
2. A list of website to obtain old articles from the Civil Rights Movement.
3. A copy of the rubric that will be used to grade their group presentations.
4. A copy of the url: of media clips that will be shown in class.  
[http://www.youtube.com/watch?v=RWX\\_pjyIq-g&feature=related](http://www.youtube.com/watch?v=RWX_pjyIq-g&feature=related)  
[http://www.youtube.com/watch?v=Lvc9\\_HIYw4g&feature=related](http://www.youtube.com/watch?v=Lvc9_HIYw4g&feature=related)
5. The learner will be given a list of websites that they can obtain newspaper articles from the time period.

<http://www.latimes.com/>

[www.Google.com](http://www.Google.com)

<http://www.altavista.com>

(Search Civil Rights Movement or your topic)

[www.yahoo.com](http://www.yahoo.com)

[www.ask.com](http://www.ask.com)

<http://www.naACP.org/home/index.htm>

<http://www.civilrightsmuseum.org/>

### Topics:

1. **Brown vs. the Topeka Board of Education**
2. Little Rock 9
3. Montgomery bus Boycotts
4. March on Washington
5. Birmingham bombing (4 little girls)
6. Assassination of President Kennedy
7. Passing of the Civil Rights Act of 1964
8. Assassination of Dr. Martin Luther King Jr.

### Scope and Sequence

Day one: To engage the students the teacher will review the previous day's class work, calling on students at random to answer the questions. This will also serve as review for their exam. (5 minutes)

- Mr. Moultrie will then present the video footage from the President Kennedy address to America. (2minutes)

- [http://www.youtube.com/watch?v=RWX\\_pjyIq-g&feature=related](http://www.youtube.com/watch?v=RWX_pjyIq-g&feature=related)

Mr. Moultrie will then ask the question to the class "Can the United States be truly free without it citizens being free?"

- The class will then have a short discussion about the question.(5minutes)
- The students will be instructed to think about the question while they watch the video clip of the events of the Civil Right Movement.

- [http://www.youtube.com/watch?v=Lvc9\\_HIYw4g&feature=related](http://www.youtube.com/watch?v=Lvc9_HIYw4g&feature=related)

(5minutes)

- After the students analyze the news footage, the students will be instructed to write a half page reaction to the question "Can the United States be truly free country without its citizens being free?" (20 minutes)
- During the last eight minutes of class the students will be broken up into groups of four and assigned a topic.

### Topics:

1. **Brown vs. the Topeka Board of Education**
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8. Assassination of Dr. Martin Luther King Jr.

- The class will be instructed to meet in the library, media center or computer lab whichever is available on day two. (8minutes)

Day two: The class will be taught in the schools library, media center or computer lab whichever is available. To engage the students the teacher will review the previous day's class work, calling on students at random to answer the questions. This will also serve as review for their exam. (5 minutes)

Mr. Moultrie will then given the students the directions for the there project. Students will use computers, periodicals, and books to make their own front page of a newspaper.

Mr. Moultrie will hand out and go over the rubric that will be used to grade the student's presentations. (Appendix 25)

**Day Three:** the learner will present their newspapers to the class on their given topic.

- Mr. Moultrie will hand out a copy of The Civil Rights Movement Fact Sheet and a copy of the rubric to every student one sheet for every group that is presenting. (See Appendix 25& 26) They will need this to write down information that is presented to them from the other groups. (2 minutes)
- Mr. Moultrie will instruct them to leave extra room for things the groups might miss. The students will keep The Civil Rights Movement Fact sheet it will serve as a review sheet for the test on day four. (40minutes)
- Students will hand in the rubrics and on the way out of the classroom.

**Day Four:** To engage the students the teacher will review the previous day's class work, calling on students at random to answer the questions. This will also serve as review for their exam. (5 minutes)

- Students will be tested on all the material that was presented to them during day three. The test will be 20 multiple choice questions and five short answer questions. The student will have the time remaining after the review to complete the exam. (40 minutes)
- The goal of the class is to have 90 percent of the class pass The Civil Rights Movement exam with a grade of 85 or better.

### **Supplemental materials**

This lesson is designed to be taught latter in the semester. The students need to be able to use PowerPoint or Microsoft Word.

<http://bama.ua.edu/~peira003/newspap2.htm>

<http://www.loyola.edu/edudept/facstaff/marcovitz/Et605/NewsletterWord.html>

[http://www.internet4classrooms.com/msword\\_newsletter.htm](http://www.internet4classrooms.com/msword_newsletter.htm)

### **Evaluation of students**

Student will be evaluated in variety of ways. Three out of four days the students will have an oral review. The students will also be assessed when they write a reaction to the video clips of Presidents Kennedy speech to American and the clip of the Civil Rights Movement. Student will be assessed while giving there presentation by the class and myself using the rubric. (Appendix 25) The class will account for twenty percent of the final grade on the group presentation. The final assessment will come when the student takes the Civil War exam on day four.

### **Evaluation of the lesson**

The lesson evaluation will come from the grade the student grading their classmates and the Civil Rights Movement exam. The goal of the class is to have 90 percent of the class pass The Civil Right Movement exam with a grade of 85 or better. The goal for the presentations is to have 90 percent of the students to have 17 point in each of the five boxes or a total score of 85. Additionally, the grading the behavior of the students in the Media Center will determine if this lesson needs to be tweaked. If the students behave and are attentive in the Media Center and 90 percent of the class receives 85 percent or better on the reaction, the presentation and the Civil Right Movement exam then I will consider it a success. If the student does not receive 85 percent or better I will then allot more time in the Media Center to work on the Newspapers and extra day for presentations.

### **Cognitive Outcome:**

At the end of the lesson the learner will have an enhanced development of team building skills, reading comprehension skills, critical thinking and writing skills and aural skills. The learners will develop these skills as they work together in groups and develop newspaper articles for their given topic.

Working in groups the learner will identify and develop important “life skills that which have been defined as those necessary to succeed” in life. (Forneris p.103) The students will learn this information through assimilation. According to Mayer, Students learn by assimilation; that is they fit new information into their existing knowledge.” (p.223)

Students must have prior knowledge. The teacher must then build on that prior knowledge by inserting facts so the student can reach the mastery level. The student should be able to piece the information together, so they can fill in the blanks of a given subject and use the new information to develop a hypothesis and or solve a problem.

### **Citations:**

Mayer, E. Richard; 2008 Learning and Instruction Second Edition  
Pearson Education Inc.

Semail, I 2005 Why Media Literacy Matters in American Schools. In G Schwarts and P. Brown Media Literacy: Transforming

Severin, W Tankard, J. (2001). Communication Theories: Origins, Methods, and Uses in Mass Media (5th Ed.) Addison Wesley Longman, New York

<http://bama.ua.edu/~peira003/newspap2.htm>

<http://www.loyola.edu/edudept/facstaff/marcovitz/Et605/NewsletterWord.html>

[http://www.internet4classrooms.com/msword\\_newsletter.htm](http://www.internet4classrooms.com/msword_newsletter.htm)

<http://www.marquette.edu/library/training/oral.doc>

[http://www.youtube.com/watch?v=RWX\\_pjyIq-g&feature=related](http://www.youtube.com/watch?v=RWX_pjyIq-g&feature=related)

[http://www.youtube.com/watch?v=Lvc9\\_HIYw4g&feature=related](http://www.youtube.com/watch?v=Lvc9_HIYw4g&feature=related)

<http://www.civilrightsmuseum.org/>

# (Appendix 25)

## Speech and Presentation Grading Rubric

### Public Speaking and Oral Presentation Component

	<b>In need of improvement (0-12 points)</b>	<b>Satisfactory (13-16 points)</b>	<b>Exemplary (17-20 points)</b>	<b>Score</b>
<b>1. Organization (20 points)</b>	Ideas may not be focused or developed; the main purpose is not clear. The introduction is undeveloped. Main points are difficult to identify. Transitions may be needed. There is no conclusion or may not be clear the presentation has concluded. Conclusion does not tie back to the introduction. Audience cannot understand presentation because there is no sequence of information.	Main idea is evident, but the organizational structure many need to be strengthened; ideas may not clearly developed or always flow smoothly and the purpose is not clearly stated. The introduction may not be well developed. Main points are not clear. Transitions may be awkward. Supporting material may lack in development. The conclusion may need additional development. Audience has difficulty understanding the presentation because the sequence of information is unclear.	Ideas are clearly organized, developed, and supported to achieve a purpose; the purpose is clear. The introduction gets the attention of the audience and clearly states the specific purpose of the speech. Main points are clear and organized effectively. The conclusion is satisfying and relates back to introduction. (If the purpose of the presentation is to persuade, there is a clear action step identified and an overt call to action.)	
<b>2. Topic Knowledge (20 points)</b>	Student does not have grasp of information; student cannot answer questions about the subject. Few, if any, sources are cited. Citations are attributed incorrectly. Inaccurate, generalized, or inappropriate supporting material may be used. Over dependence on notes may be observed.	Student has a partial grasp of the information. Supporting material may lack in originality. Citations are generally introduced and attributed appropriately. Student is at ease with expected answers to all questions but fails to elaborate. Over dependence on notes may be observed.	Student has a clear grasp of information. Citations are introduced and attributed appropriately and accurately. Supporting material is original, logical and relevant. Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. Speaking outline or note cards are used for reference only.	
<b>3. Audience Adaptation (20 points)</b>	The presenter is not able to keep the audience engaged. The verbal or nonverbal feedback from the audience may suggest a lack of interest or confusion. Topic selection does not relate to audience needs and interests.	The presenter is able to keep the audience engaged most of the time. When feedback indicates a need for idea clarification, the speaker makes an attempt to clarify or restate ideas. Generally, the speaker demonstrates audience awareness through nonverbal and verbal behaviors. Topic selection and examples are somewhat appropriate for the audience, occasion, or setting. Some effort to make the material relevant to	The presenter is able to effectively keep the audience engaged. Material is modified or clarified as needed given audience verbal and nonverbal feedback. Nonverbal behaviors are used to keep the audience engaged. Delivery style is modified as needed. Topic selection and examples are interesting and relevant for the audience and occasion.	

		audience needs and interests.		
<b>4. Language Use (Verbal Effectiveness) (20 points)</b>	Language choices may be limited, peppered with slang or jargon, too complex, or too dull. Language is questionable or inappropriate for a particular audience, occasion, or setting. Some biased or unclear language may be used.	Language used is mostly respectful or inoffensive. Language is appropriate, but word choices are not particularly vivid or precise.	Language is familiar to the audience, appropriate for the setting, and free of bias; the presenter may “code-switch” (use a different language form) when appropriate. Language choices are vivid and precise.	
<b>5. Delivery (Nonverbal Effectiveness) (20 points)</b>	The delivery detracts from the message; eye contact may be very limited; the presenter may tend to look at the floor, mumble, speak inaudibly, fidget, or read most of the speech; gestures and movements may be jerky or excessive. The delivery may appear inconsistent with the message. Nonfluencies (“ums”) are used excessively. Articulation and pronunciation tend to be sloppy. Poise of composure is lost during any distractions. Audience members have difficulty hearing the presentation.	The delivery generally seems effective – however, effective use of volume, eye contact, vocal control, etc. may not be consistent; some hesitancy may be observed. Vocal tone, facial expressions, clothing and other nonverbal expressions do not detract significantly from the message. The delivery style, tone of voice, and clothing choices do not seem out-of-place or disrespectful to the audience or occasion. Some use of nonfluencies are observed. Generally, articulation and pronunciation are clear. Most audience members can hear the presentation.	The delivery is extemporaneous -- natural, confident, and enhances the message – posture, eye contact, smooth gestures, facial expressions, volume, pace, etc. indicate confidence, a commitment to the topic, and a willingness to communicate. The vocal tone, delivery style, and clothing are consistent with the message. Delivery style and clothing choices suggest an awareness of expectations and norms. Limited use of nonfluencies is observed. Articulation and pronunciation are clear. All audience members can hear the presentation.	

2005. Adapted with permission from Northwest Regional Educational Laboratory (1998).

Adapted from <http://www.marquette.edu/library/training/oral.doc>

# (Appendix 26)

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

Mr. Moultrie

United States History & Government  
"Civil Rights Movement Fact Sheet"

Event: \_\_\_\_\_

Who organized and/or lead the event?

\_\_\_\_\_

When did your event take place?

\_\_\_\_\_

Where did your event take place?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe the event and the parties involved:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What was the long-range significance did your event have on American History?

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