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## Civil Rights Era || Fight For Civil Rights

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### *Goals & Objectives*

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Students will understand the struggle for Civil Rights in America for African Americans leading up to *Brown v. Board of Education* Supreme Court Decision and will recognize that the end of segregation and discrimination in the military during WWII played a pivotal role in initiating the Civil Rights Movement led by Dr. Martin Luther King Jr.

By the end of the lesson students will be able to chart all of the major pieces of legislation, Supreme Court cases, events and movements in regards to the African American struggle for Civil Rights in America starting with the first African American indentured servants in Virginia in 1619 all the way up to *Brown v. Board of Education*.

### *California State Content Standards*

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1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.

### *Common Core Literacy Standards*

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### *Driving Historical Question*

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Why did it take nearly 100 years after the Civil War for African Americans to finally be recognized as equal citizens under the law?

### *Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) || Time: 7 mins*

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This lesson is the introductory lesson to the Civil Rights Era unit aiming to access students' prior knowledge on the subject and establish a foundation of background information leading into the unit.

The teacher will briefly introduce the new unit through the students' prior knowledge of Martin Luther King Jr. The teacher will make quick connections between King, Rosa Parks, bus boycotts, "separate but equal," and a reference to the recent film, *Selma*. These more well-known aspects of the Civil Rights Movement should be students' main reference for this era and will help them access prior knowledge. (3 min.)

The teacher reminds the students that the Civil Rights Movement was not born over night and that today, they'll be focusing on struggle leading up to Brown v. Board of Education. The teacher then plays a musical media mash-up of pictures, political cartoons, film clips, and such from that period with an emphasis on the specific events that will be covered in the lecture. The song will be "Voice Of The Voiceless" by Rage Against The Machine, which has no profanity and even mentions Dredd Scott. (4 min.)

My master teacher starts many units with these types of videos, which gives students a quick and engaging visual overview with the content.

### Vocabulary (Content Language Development) || Time:

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The content language development will be infused in the body of the lesson. The following key terms have been bolded and will be defined both in-text and aloud during the lecture: indentured servant, apportion, precedent Three-Fifths Compromise, freedman, Jim Crow Laws, poll tax, and literacy test. The teacher will also provide pictures, examples, and metahistorical context where available. For example, when defining the poll tax and literacy test, the teacher should bring up contemporary voter ID laws in the South aimed at voter suppression.

### Content Delivery (Method of Instruction) || Time: 40 minutes

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My Power Point Presentation is embedded in on my Weebly lesson page.

### Student Engagement (Critical Thinking & Student Activities) || Time:

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The guided notes compliment the lecture requiring students to take notes by filling-in the blanks for key concepts, answering essential questions, and defining critical vocabulary.

For discussion slides, students will be required to quick write their responses on their notes before sharing with a neighbor aloud.

Guided notes are located on my Weebly lesson page.

### Lesson Closure || Time: 5 minutes

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The lesson is designed to build towards the last few slides regarding Jackie Robinson and the desegregation of the US Military. Focusing on these last few slides, students will be required to respond to the critical thinking questions, which essentially ask why these events are turning points in the fight for Civil Rights and how they provide the impetus for the Civil Rights Movement Era.

### Assessments (Formative & Summative)

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The guided notes, discussion questions, and critical thinking questions are formative assessments that have students responding to the material within the context of the lecture.

For homework, students will use the information from their guided notes to create a timeline, which will be the summative assessment for this assignment.

#### Accommodations for English Learners, Striving Readers and Students with Special Needs

The focus on critical vocabulary and key terms in the guided notes provide ELLs, Striving Readers, and Students with Special Needs additional support. The lecture utilizes many visuals, an infograph, and two videos, which differentiate learning.

#### Resources (Books, Websites, Handouts, Materials)