

Unit Title: Legacies of the Civil Rights Movement

Designed by: Candace Whitelock and Kimberlee Zellhart

District: Seaford School District

Content Area: Social Studies/History

Grade Level: Fifth

Summary of Unit: In this unit, students will study the lasting effects of the Civil Rights Movement on the United States and be able to draw logical inferences concerning the continuing impact of the past on the present.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards: History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware History [Content].

Big Ideas: Civil Rights Movement

Unit Essential Questions: What lasting impacts did the Civil Rights Movement have on the United States?

Unit Enduring Understanding:

- *Students will develop an understanding of selected themes in United States history.*

Knowledge and Skills:

Students will study the ways in which individuals and societies have changed and interacted over time.

Stage 2 – Assessment Evidence

(Design Assessments To Guide Instruction)

Essential Question Addressed:

What lasting effects did the Civil Rights Movement have on the United States?

Prior Knowledge:

Now that you have examined and studied the Civil Rights Movement, you are prepared to present and explain the consequences of this event on the United States.

Scenario:

Different grade levels in the school will be displaying major events that occurred during the *Civil Rights Movement* and their lasting effects.

Requirements:

You will need to include the major consequences from the *Civil Rights Movement* on the United States in your project which will be displayed in the school-wide exhibit.

Final Product:

You are responsible for creating a four-door book (foldable). Your project must include four lasting effects of the *Civil Rights Movement* I with illustrations and detailed explanations.

Transfer Task Rubric

Scoring Category			
This project contains ...	Score Point 3	Score Point 2	Score Point 1
Four major events and lasting effects of the Civil Rights Movement	This project contains 4 major events	This project contains 3 major events	This project contains 2 major events
illustrations depicting critical events	This project contains suitable illustrations depicting critical events	This project contains partial illustrations depicting critical events	This project contains minimal illustrations depicting critical events
appropriate explanations of the illustrations	This project contains appropriate and thorough explanations of the illustrations	This project contains appropriate or partial explanations of the illustrations	This project contains minimal explanations of the illustrations
			Total Score: _____ Above the Standard: 7 to 9 Meets the Standard: 5 to 6 Below the Standard: 4 and below

Stage 3 – Learning Plan

Materials:

- Six primary sources (attached)
- Handout 1 (anticipation guide)
- Handout 2 (graphic organizer)
- Construction paper (foldables)
- Markers/crayons/colored pencils

Procedures:

Pre-assessment

Give the students the **Anticipation Guide: Handout 1**.

First, they should read each statement. Then, they need to decide if that statement is true or false. Write true or false on the line next to the statement. Have students complete the anticipation guide individually and then compare the responses with a partner.

Anticipation guides help students generate prior knowledge at the beginning of new units. New learning should be built on the foundation of previous learning. The guide may also “hook” students’ interest, particularly if opinion-based questions are included. In addition, both teachers and students can understand the misconceptions that the students have about the upcoming content or concept.

Activating Prior Knowledge and Introducing Vocabulary

Gathering Information: Think-Pair-Share

Focus on the following documents in 6 groups. Ask each group to analyze the information given for impacts of the Civil Rights Movement on the United States. These groups should, as much as possible not be homogenous. For example, having four students with a strong understanding of the same concept (e.g., civic responsibility) will not promote a sharing of ideas. Groups should be no larger than 4 students and 2-3 is preferable. Ask each group to describe the document and its lasting effects. Students need to complete **Handout 2 - Analyzing Primary Sources**.

Debrief: After completion of **Handout 2**, be sure to ask students to describe in their opinion, "What lasting effects did the events of the Civil Rights Movement have on the United States?"

Assessment:

There will be both informal and formal assessments for this lesson.

Name: _____

Date: _____

Anticipation Guide

Read each sentence carefully and write true or false next to each statement.

- _____ 1. Rosa Parks refused to give up her seat on a bus because she was tired.
- _____ 2. Segregation allowed blacks and white to attend school together.
- _____ 3. The Voting Rights Act of 1965 guaranteed the right to vote for all Americans.
- _____ 4. The Ku Klux Klan helped to attain equality and freedom for African Americans.
- _____ 5. The NAACP (National Association of the Advancement of Colored People) is one of the longest-running civil rights groups in the history of the world.
- _____ 6. Dr. Martin Luther King, Jr. made a famous speech entitled, "I Have a Wish".
- _____ 7. More than 250,000 people took part in the March on Washington on August 28, 1963.
- _____ 8. Malcolm X was awarded the Nobel Peace Prize in 1964.

Photograph 1



Photograph 2



Photograph 3



Photograph 4



Photograph 5



Photograph 6



