

1. Essential Question(s)

- *How do “documentaries” compare to what is taught in history books?*
- *How did Dr. King’s I have a Dream speech impact the world’s view of America and the pursuit for equality and justice for all?*
- *How did non-violent protest lead the passage of the Civil Rights Act and Voting Rights Act?*
- *Why is 1968 referred to as the Tumultuous Year?*
- *How do the protests of the early and middle 1900s compare to protests in the 21st Century?*

2. Learning Target(s)

What will students know & be able to do as a result of this lesson?

- Describe the impact television had on American culture, news and the Civil Rights Movement. (SSUSH 21b)
- Describe the significance of Dr. King’s I Have a Dream speech. (SSUSH 22D)
- Describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. (SSUSH 22E)
- Describe the social and political turmoil of 1968 (SSUSH 23d)
- Compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference; include sit-ins, freedom rides, and changing composition. (SSUSH 24a)

3. Relevance/Rationale

Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?

Students will have a better understanding of the causes and consequences of systematic racism. Acknowledgement and understanding racism will equip each individual with the “tools” and “know how” to combat. Students will be challenged to take ownership of the errors of our past so they will make a conscience effort to do their part to promote unity rather than hate and discrimination.

4. Activities/Tasks

What learning experiences will students engage in? How will these learning experiences or student products be formative assessment opportunities?

1. Student will watch various documentaries about our nation’s history
 - a. Many Rivers to Cross February 02
 - b. Eyes on the Prize February 07
 - c. Freedom Riders February 09
 - d. Slavery: Making of America February 14
 - e. Slavery by Another Name
2. Eyes on the Prize Worksheet:
https://www.lsrhs.net/departments/history/ShenM/Site/Trials_classwork_handouts_files/Eyes%20on%20the%20Prize%20video%20notes%20sheet%20-%20Trials.pdf
3. Corresponding Text for Freedom Riders: http://www.crmvet.org/riders/freedom_rides.pdf

4. Slavery Making of America Worksheet:

<https://tabbara.wikispaces.com/file/view/Slavery%20and%20Making%20Comprehen%20Quest%20.pdf>

5. Slavery by Another Name Teaching Ideas:

<https://tabbara.wikispaces.com/file/view/Slavery%20and%20Making%20Comprehen%20Quest%20.pdf>

5. Differentiation

How will you differentiate based on students' needs and individual learning differences? Please provide a brief explanation.

- a. Students will have opportunities to speak openly in whole-group or small-group discussions.
- b. Students will have opportunities to make presentations.
- c. Students will determine how they want to demonstrate mastery of their learning experience.