

Civil Rights for All

Civil Rights Movement

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Published by *K20 Center*

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Grade Level	9th – 12th Grade	**Time Frame**	4 class period(s)
Subject	Social Studies	**Duration**	180 minutes
Course	U.S. History		

Essential Question

What should be done when something seems unfair? Can a social movement impact our lives? Does it change things? Can we learn lessons from the past to help us with today's social problems?

Summary

This lesson looks at the effects and impact of the Civil Rights movement on other social issues such as the Women's Liberation Movement, the United Farmer Workers coalition, and the American Indian Movement.

Snapshot

Engage

Students will examine photos and try to identify them as current social issues. Students will be placed into groups and determine 3 important social issues.

Explore

Students will watch video clips of previous protests and movements from NOW, AIM, and the United Farm Workers. As they view the video clips, they will take notes using a video chart.

Explain

Student groups will research one movement randomly chosen for them and present their in-depth knowledge in a power point or chart.

Extend

After their research, students will apply their gained knowledge to the current social issue(s) they discussed in the Engage activity with an exit ticket.

Evaluate

The group presentation/product will serve as the assessment. Other products--the video chart, the exit ticket--can also be assessed.

Standards

Oklahoma Academic Standards (Social Studies: United States History (9th through 12th grade))

USH.7.2: Analyze the ongoing social and political transformations within the United States.
USH.7.2C: Describe the goals and effectiveness of the American Indian movements on tribal identity and sovereignty including the American Indian Movement (AIM) and mismanagement by the federal government causing the occupations at Wounded Knee and Alcatraz.
USH.7.2D: Describe the goals and effectiveness of the social movement of the United Farm Workers and César Chávez.
USH.7.2E: Compare the changing roles of women from the post-war era through the 1970s including the goals of the Women's Liberation Movement and the National Organization of Women under the leadership of Betty Friedan,various debates on the Equal Rights Amendment,and the United States Supreme Court's ruling in "Roe v. Wade".

Attachments

- Lesson Slides—Civil Rights for All.pptx
- Student Project Rubric—Civil Rights for All - Spanish.docx
- Student Project Rubric—Civil Rights for All - Spanish.pdf
- Student Project Rubric—Civil Rights for All.docx
- Student Project Rubric—Civil Rights for All.pdf
- Video Chart—Civil Rights for All - Spanish.docx
- Video Chart—Civil Rights for All - Spanish.pdf
- Video Chart—Civil Rights for All.docx
- Video Chart—Civil Rights for All.pdf

Materials

- Teacher Access to Youtube videos
- Student internet access and devices for research
- Student Video Chart for note-taking
- Student Project Rubric
- Teacher power point slides

Engage

Show power point slide 2 from the teacher slides. Ask students in today's world, what should be done when a social problem seems unfair? Allow students to think for a few minutes and ask for responses. Next, show power point slide 3 of various social issues (that are current at the time of this published lesson). Ask students to identify what they know about each picture

Teacher's Note- Power Point Slide 3 Answers

If these pictures are not current, feel free as the teacher to update this slide or create a new one. The pictures on power point slide 3 represent current social issues at the time of this lesson publication. These issues are:

1. Black Lives Matter protests- BLM members protest profiling and violence targeting Black Americans.
2. Putin and Russian interests- social issues *include Russia's aggression and violence in Syria, Russian hacking of 2016 election.*
3. Muslim Americans- social issues are that Muslim Americans are *being regarded as all members of ISIS, issues of Sharia law, and women wearing traditional dress.*

Assign students to groups of three. Ask students to discuss what are the MOST important social issues facing the US today? Tell students they are to choose 3 issues that they feel are most important. They can choose from the pictures on the slides AND/OR determine other social issues that are not represented.

Ask students to choose a representative from their group and share their group list. As students share their three most important issues, the teacher creates a master list on the board. Identify issues that are repeated by more than one group with an additional check mark or tally mark beside that issue.

Once the master list is compiled, the teacher should ask for a few volunteers to discuss with the class what they believe to be the most important social issue listed and their own reasoning.

Explore

The teacher is to keep the master list and tell the students that they will return to these social issues later in the lesson. The teacher poses the question: "Can we learn lessons from the past to help us with today's social problems? Show power point slide 4 and ask students to share responses to the question on the slide, *W*hat did the Civil Rights movement teach us about solving social problems?

The teacher passes out the video chart to each student. The teacher goes over questions on the chart and presents the questions students are to look for by watching several video clips. Show power point slide 5. The teacher shows video clips of different social movements that fought that took place in the past -- Women's Liberation Movement, American Indian Movement, and the United Farm Workers movement.

Teacher's Note: Video Clip Information

The teacher will need Youtube access to show the videos. The videos are listed in the power point and also at the end of this listed. The video clips represent a TOTAL of 30 minutes of time. It may take a class period to watch the videos and complete the chart. If the teacher believes that the video clips have addressed the questions thoroughly on the chart, they may wish to stop the video slightly ahead of the time indicated. The United Farm Workers videos together total approximately 10 minutes. The NOW and AIM videos are each 9:53 in length.

As the video clips are presented, students are to answer the guiding questions on the chart to the best of their ability.

After the video clips are shown, students may not have in-depth answers to all of the video chart questions so they will need to investigate further through the research project.

Explain

Allow students to return to their earlier groups of three. Have them first share answers from the video chart activity so that they have compiled their knowledge from the videos. The video chart responses can be the basis of their product. Assign groups ONE of the movements-- the United Farm Workers, American Indian Movement, and the National Organization of Women's movement. Tell groups that they will research this movement more in-depth.

Pass out the Student Research rubric. Read aloud the expectations on the rubric, the points for each section, and ask students to create a power point or a poster based on their assigned rubric. You may wish to choose which product all the groups complete--either all the groups create a power point or all groups create a poster.

This rubric also provides websites for the students to research.

Teacher's Note- Student Research

If students evenly divide up the power point responsibilities or the parts of the power point rubric tasks, then they may need only a day or day and half for the project activity. Google slides is an easy way for students to share and work on a power point project together. The chart product should be finished within a class period so it might be the shorter of the two products.

Student groups will present their completed power point or chart to the class. Each group member should be responsible for presenting part of their product.

Extend

Revisit the list of social issues from the Engage activity. Show power point slide 6. Students individually should reflect upon what they learned from researching the social movement and suggest at least one way a current social issue specifically could be improved in society from what they learned about past movements. Students write their ideas in the form of an Exit Ticket or simple paragraph.

Evaluate

The power point or poster/chart will serve as the assessment. The video chart notes can also be assessed. The exit ticket in the Extend section can be assessed for understanding.

Resources

- K20 Center. (n.d.). Bell Ringers and Exit Tickets. Strategies. https://learn.k20center.ou.edu/strategy/125
- Rebeca Razorzx. (2012, May 19). *1950s Housewife to Women's Activist: Betty Friedan* [Video]. YouTube. https://www.youtube.com/watch?v=xO304aoUAWE
- UFW. (2006, Oct. 20). *Cesar Chavez: Embrace the Legacy (5 min. UFW video)* [Video]. YouTube. https://www.youtube.com/watch?v=e7GCCBIgFaQ&index=18&list=PLABF4B6F4347730A0
- YouTube. (n.d.). *Cesar Chavez Day - March 31st - ABC World News Now*. YouTube. https://www.youtube.com/watch?v=qD4u8Zw-gao
- YouTube video (2014). American Indian Movement. retrieved from: https://www.youtube.com/watch?v=BlKc19OUR54