

Civil Rights: The Road Change

Marykate O'Brien

Teaching American History – Year 3

Understanding by Design Template

Marykate O'Brien

Grade 5

Subject: History

Date: February

Unit Title Civil Rights: The Road to Change

Complete Unit

Peer Review: Yes

Stage 1- Identify Desired Results

Enduring Understandings/ Big Ideas

Students will understand that...

...the Constitution is a "living document" and that American citizens are expected to bring about change in the government over time.

Essential Questions

How does the government and specifically laws change?

What events led to a change in the government in regards to Civil Rights and a drive for racial equality?

Knowledge and Skills/District Learning Standards

Students will be researching information, analyzing primary source documents, and using critical thinking skills while answering the essential questions.

Stage 2- Assessment Evidence

Performance Task:

Students will choose one of two assignments to demonstrate their understanding of the essential questions. One option is to write an essay describing how change can occur in the government/laws and to include specific events that directly led to the passing of the Civil Rights Act of 1964. The alternative option is create a detailed time line showing major events in American History that led to the Civil Rights Act and steps that led to a change in laws.

* Rubric for essay and time line attached.

Goal:

The goal of this lesson plan is to provide students with a learning opportunity that will enhance an appreciation for the struggles people endured to achieve civil rights. Students will also be able to explain how the government/laws changes over time making our Constitution a living document and the government responsive to the people.

Role:

Students will assume the role of historian or reporter based on performance task of choice.

Audience:

Peers and teacher will be the primary audience for the assignment.

Situation:

Students will have to share their product with peers and explain their thinking to others.

Product:

Either performance task will be publishable quality for school display.

Standards:

5.23 Describe the responsibilities of government at federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement)

5.24 Describe the basic principles of American democracy and explain how the Constitution and Bill of Rights reflect and preserve these principles.

- A. Individual rights and responsibilities
- B. Equality
- C. The rule of law
- D. Limited government
- E. Representative government

5.27 Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today.

Please Attach a rubric with understanding and performance criteria.
Rubrics attached for both essay and time line.

Stage 3- Learning Plan- Briefly describe.

W- Students know **where** they are going, **why**, and **what** is required of them.

By defining the term “living document” students will know that one objective is to define that term. The students will make connections between the struggle for civil rights, race equality, and how and why laws are changed over time. Students will also recognize civil rights leaders and events that led to change in the government.

H- Students are **hooked**.

Visual literacy strategies will be used to “hook” students. Students will be exposed to a variety of primary source materials that exemplify the struggle for civil rights. Students will be asked to share opinions, feelings, and thoughts about the primary sources. The “hook” will be used to lead into explanations and investigations.

E- Students have opportunities to **explore** and **experience** and receive instruction to **equip** them.

1. Using the COW (computers on wheels) each student will be asked to research a variety of topics related to the primary source material. Multiple opportunities for research will be provided. *Topic list attached
2. Throughout the month of February (Black History Month) student will be exposed to read aloud material to included excerpts from Russell Freedom’s *Freedom Walkers*, Sharon Robinson’s *Jackie’s Nine*, and Melba Pattillo Beal’s *Warriors Don’t Cry*.
3. Using classroom text book and web based search, read how laws are passed and how to amend the Constitution.

R- Students have opportunities to **rethink, rehearse, revise** and **refine** their work based upon timely feedback.

A class list of events will be generated for students to share relevant information that led to the Civil Rights Act and the need to strive for racial equality.

E- Students have an opportunity to **evaluate** their work and set future goals.

Students will use a rubric to evaluate their work in progress and for their final draft work. Future goal will be how to avoid discrimination and segregation of all people. Big idea: learn from history.

T- The learning plan is **tailored** and flexible to address the interests, learning styles, and skills of the students.

This learning is designed to give students an opportunity to prove understanding in two different methods.

Students have an opportunity to share discoveries and ideas. Research will be completed with the use of technology and text books. Read aloud material will be accompanied with visuals to aid in understanding.

O- The learning plan is **organized** and sequenced to maximize engagement and effectiveness. The sequence of steps is clear and accessible to all: hook, explore, organize, produce, and share.

Stage 4- Peer Review- Submit for peer review and make revisions based on feedback and guidance

Stage 5- Implement and reflect.

Reflections, revisions and refinement.

**Questions/Reflections: Should a government be able to change over time?
What conditions should allow changes?
Is the Constitution a “living document”? Explain.
What did you learn?**

*Civil Rights:
The Road to Change*

Essay Rubric

Paragraph format 10 pts _____

*C.O.P.S. applied 10 pts _____

Explains cause and
effect between events
and change in laws 20 pts _____

Specific laws and
dates are referenced 20 pts _____

Specific use of
Civil rights leaders
and significance 20 pts _____

Correct sequence of
events used 20 pts _____

TOTAL/Grade _____

Teacher Feedback:

Student Comment:

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Timeline Rubric

*C.O.P.S. applied 10 pts _____

Use of graphics
(Computer generated
or by hand) 10 pts _____

Sequence of events to
include names and
dates 20 pts _____

Specific laws and
Dates are referenced 20 pts _____

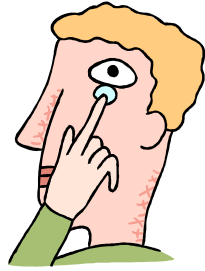
Explanation or description
of each event listed 20 pts _____

Time line covers from the 14th
Amendment to the Civil Rights
Act (1868-1964) 20 pts _____

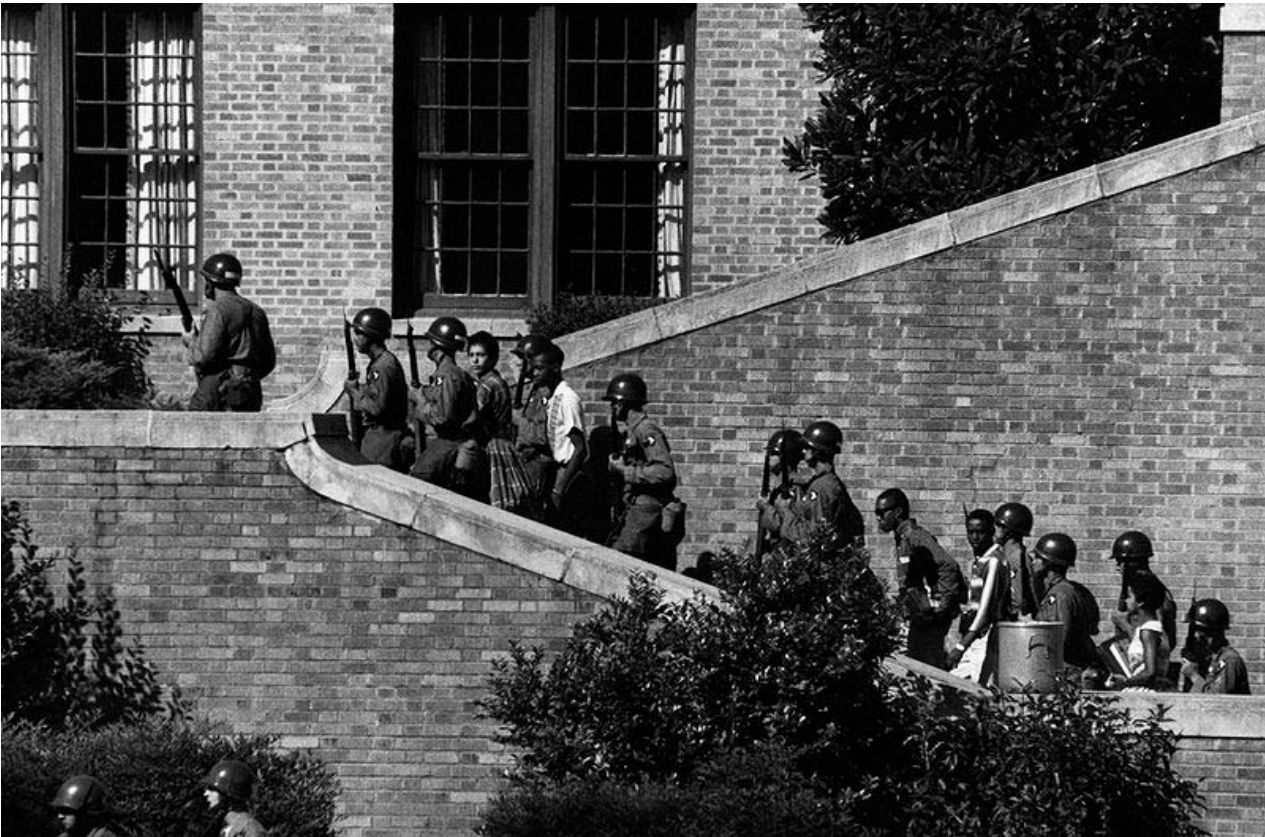
TOTAL/Grade _____

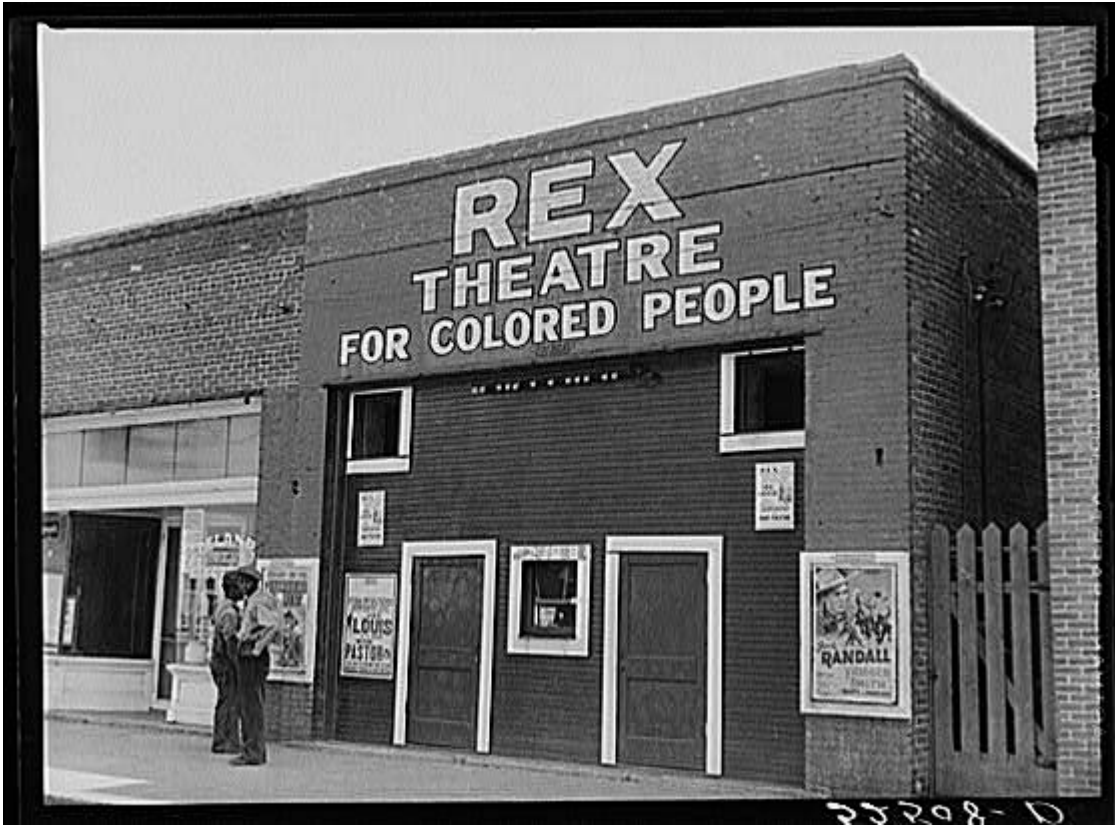
Teacher Feedback:

Student Feedback:

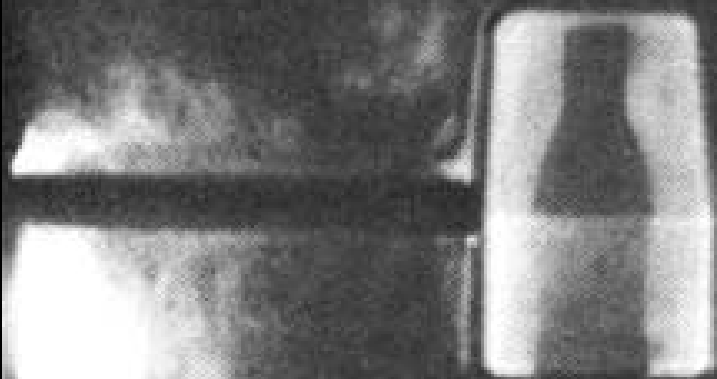


Visual Literacy Examples





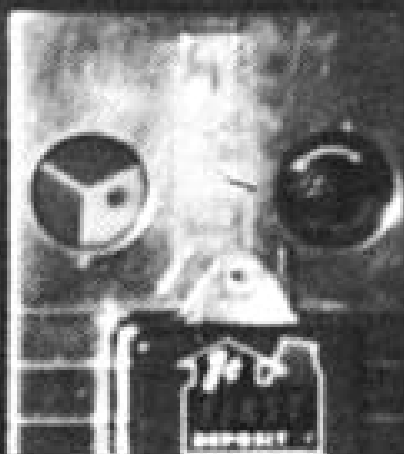
DRINK
Coca-Cola



ICE COLD

WHITE
CUSTOMERS
Only!

6¢



WHITE
CUSTOMERS
Only!

Age appropriate research sites for elementary students

<http://www.kidskonnnect.com/subject-index/16-history/410-civil-rights-movement.html>

<http://pbskids.org/wayback/civilrights/>

<http://www.nationalcenter.org/brown.html>

Infoplease site has many links, examples below.

Movie short: <http://www.infoplease.com/p/brainpop/civilrights.html#axzz0zeQRyh23>

<http://www.infoplease.com/spot/bhmpeople2.html#axzz0zeQ9F2qQ>

<http://www.infoplease.com/spot/marchonwashington.html#axzz0zeRePJZv>

<http://www.infoplease.com/spot/bhmheroes1.html#axzz0zePX0m7w>

<http://www.infoplease.com/spot/civilrightstimeline1.html#axzz0zePIS25h>

<http://library.thinkquest.org/5873/>

<http://www.usconstitution.net/constkids4.html>

