

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Georgia Studies Social Studies Course.

8th Grade Georgia Studies - Unit 9 –Civil Rights	
Elaborated Unit Focus	This unit will focus on how the ideas of significant individuals, groups, and institutions impacted not only Georgians, but all Americans. The student will learn that the struggle for Civil Rights in Georgia took place within a nationwide continuum of the Civil Rights movement and contradicted many of society’s deep seeded beliefs. Where there is conflict there will always be change . As students evaluate these events and the people involved with them, students will acknowledge the dramatic changes these events have caused in America, Georgia, and even within students’ own community.
Connection to Connecting Theme/Enduing Understandings	Individuals, groups, institutions Conflict and change
GSE for Social Studies (standards and elements)	SS8H11 Evaluate the role of Georgia in the modern civil rights movement. a. Explain Georgia’s response to Brown v. Board of Education including the 1956 flag and the Sibley Commission. b. Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement. c. Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox
Connection to Literacy Standards for Social Studies (reading and/or writing)	L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts) L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Connection to Social Studies Matrices (information processing and/or map and globe skills)	<ul style="list-style-type: none"> • Compare similarities and differences • Identify main idea, detail, sequence of events, and cause and effect in social studies context • Identify and use primary and secondary sources • Draw conclusions and make generalizations



Essential Questions and Related Supporting/Guiding Questions

Enduring Understanding Conflict and Change	<ol style="list-style-type: none">1. How does conflict cause change?<ol style="list-style-type: none">a. How can equal treatment be both good and bad?b. Does equal treatment mean treating people the same?c. How can something be good for one and bad for another?
Enduring Understanding Individuals, Groups, Institutions	<ol style="list-style-type: none">1. How can change designed to help society also harm society?<ol style="list-style-type: none">a. How can change be a cycle?b. Is something always good for a society?c. How can change bring both good and bad consequences?

Sample Instructional Activities/Assessments

Brown v Board of Education Analysis

Description :

Students should read and annotate excerpts from the court case presented, Brown v Board of Education. Attached below you will find the transcription version of the court case found <https://www.ourdocuments.gov/doc.php?doc=87&page=transcript>

Symbols for students to use while annotating:

* beside important details

for information that connects to prior knowledge/experience

 circle unfamiliar words

? if the passage makes you think of a question



... If the passage brings an image/graph/chart to mind (sketch it in the margin)

If you want students to analyze the case more in depth, use the attached document analysis sheet provided by: <http://www.bringinghistoryhome.org/assets/bringinghistoryhome/document%20analysis%20guide%202009.pdf>

Modifications: for students that read below the grade level or who are English Learners, consider giving them a pre-defined terms list to use as they read, chunking the reading, or limiting their reading to essential paragraphs.

<p>GSE Standards and Elements</p>	<p>SS8H11 Evaluate the role of Georgia in the modern civil rights movement.</p> <p>a. Explain Georgia’s response to Brown v. Board of Education including the 1956 flag and the Sibley Commission.</p> <p>b. Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.</p> <p>c. Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts</p> <p>N/A</p> <p>Conflict and Change; Individuals, Groups, Institutions</p>

Transcript of Brown v. Board of Education (1954)

SUPREME COURT OF THE UNITED STATES

Brown v. Board of Education, 347 U.S. 483 (1954) (USSC+)

Argued December 9, 1952

Reargued December 8, 1953

Decided May 17, 1954

**APPEAL FROM THE UNITED STATES DISTRICT COURT FOR THE DISTRICT OF
KANSAS***

Syllabus

Segregation of white and Negro children in the public schools of a State solely on the basis of race, pursuant to state laws permitting or requiring such segregation, denies to Negro children the equal protection of the laws guaranteed by the Fourteenth Amendment -- even though the physical facilities and other "tangible" factors of white and Negro schools may be equal.

- (a) The history of the Fourteenth Amendment is inconclusive as to its intended effect on public education.
- (b) The question presented in these cases must be determined not on the basis of conditions existing when the Fourteenth Amendment was adopted, but in the light of the full development of public education and its present place in American life throughout the Nation.
- (c) Where a State has undertaken to provide an opportunity for an education in its public schools, such an opportunity is a right which must be made available to all on equal terms.
- (d) Segregation of children in public schools solely on the basis of race deprives children of the minority group of equal educational opportunities, even though the physical facilities and other "tangible" factors may be equal.
- (e) The "separate but equal" doctrine adopted in *Plessy v. Ferguson*, 163 U.S. 537, has no place in the field of public education.
- (f) The cases are restored to the docket for further argument on specified questions relating to the forms of the decrees.

Opinion

MR. CHIEF JUSTICE WARREN delivered the opinion of the Court. These cases come to us from the States of Kansas, South Carolina, Virginia, and Delaware. They are premised on different facts and different local conditions, but a common legal question justifies their consideration together in this consolidated opinion.

In each of the cases, minors of the Negro race, through their legal representatives, seek the aid of the courts in obtaining admission to the public schools of their community on a nonsegregated basis. In each instance, they had been denied admission to schools attended by white children under laws requiring or permitting segregation according to race. This segregation was alleged to deprive the plaintiffs of the equal protection of the laws under the Fourteenth Amendment. In each of the cases other than the Delaware case, a three-judge federal district court denied relief to the plaintiffs on the so-called "separate but equal" doctrine announced by this Court in *Plessy v. Ferguson*, 163 U.S. 537. Under that doctrine, equality of treatment is accorded when the races are provided substantially equal facilities, even though these facilities be separate. In the Delaware case, the Supreme Court of Delaware adhered to that doctrine, but ordered that the plaintiffs be admitted to the white schools because of their superiority to the Negro schools.

The plaintiffs contend that segregated public schools are not "equal" and cannot be made "equal," and that hence they are deprived of the equal protection of the laws. Because of the obvious importance of the question presented, the Court took jurisdiction. Argument was heard in the 1952 Term, and reargument was heard this Term on certain questions propounded by the Court.

Reargument was largely devoted to the circumstances surrounding the adoption of the Fourteenth Amendment in 1868. It covered exhaustively consideration of the Amendment in Congress, ratification by the states, then-existing practices in racial segregation, and the views of proponents and opponents of the Amendment. This discussion and our own investigation convince us that, although these sources cast some light, it is not enough to resolve the problem with which we are faced. At best, they are inconclusive. The most avid proponents of the post-War Amendments undoubtedly intended them to remove all legal distinctions among "all persons born or naturalized in the United States." Their opponents, just as certainly, were antagonistic to both the letter and the spirit of the Amendments and wished them to have the most limited effect. What others in Congress and the state legislatures had in mind cannot be determined with any degree of certainty.

An additional reason for the inconclusive nature of the Amendment's history with respect to segregated schools is the status of public education at that time. In the South, the movement toward free common schools, supported by general taxation, had not yet taken hold. Education of white children was largely in the hands of private groups. Education of Negroes was almost nonexistent, and practically all of the race were illiterate. In fact, any education of Negroes was forbidden by law in some states. Today, in contrast, many Negroes have achieved outstanding success in the arts and sciences, as well as in the business and professional world. It is true that public school education at the time of the Amendment had advanced further in the North, but the effect of the Amendment on Northern States was generally ignored in the congressional debates. Even in the North, the conditions of public education did not approximate those existing today. The curriculum was usually rudimentary; ungraded schools were common in rural areas; the school term was but three months a year in many states, and compulsory school attendance was virtually unknown. As a consequence, it is not surprising that there should be so little in the history of the Fourteenth Amendment relating to its intended effect on public education.

In the first cases in this Court construing the Fourteenth Amendment, decided shortly after its adoption, the Court interpreted it as proscribing all state-imposed discriminations against the

Negro race. The doctrine of "separate but equal" did not make its appearance in this Court until 1896 in the case of *Plessy v. Ferguson*, *supra*, involving not education but transportation. American courts have since labored with the doctrine for over half a century. In this Court, there have been six cases involving the "separate but equal" doctrine in the field of public education. In *Cumming v. County Board of Education*, 175 U.S. 528, and *Gong Lum v. Rice*, 275 U.S. 78, the validity of the doctrine itself was not challenged. In more recent cases, all on the graduate school level, inequality was found in that specific benefits enjoyed by white students were denied to Negro students of the same educational qualifications. *Missouri ex rel. Gaines v. Canada*, 305 U.S. 337; *Sipuel v. Oklahoma*, 332 U.S. 631; *Sweatt v. Painter*, 339 U.S. 629; *McLaurin v. Oklahoma State Regents*, 339 U.S. 637. In none of these cases was it necessary to reexamine the doctrine to grant relief to the Negro plaintiff. And in *Sweatt v. Painter*, *supra*, the Court expressly reserved decision on the question whether *Plessy v. Ferguson* should be held inapplicable to public education.

In the instant cases, that question is directly presented. Here, unlike *Sweatt v. Painter*, there are findings below that the Negro and white schools involved have been equalized, or are being equalized, with respect to buildings, curricula, qualifications and salaries of teachers, and other "tangible" factors. Our decision, therefore, cannot turn on merely a comparison of these tangible factors in the Negro and white schools involved in each of the cases. We must look instead to the effect of segregation itself on public education.

In approaching this problem, we cannot turn the clock back to 1868, when the Amendment was adopted, or even to 1896, when *Plessy v. Ferguson* was written. We must consider public education in the light of its full development and its present place in American life throughout the Nation. Only in this way can it be determined if segregation in public schools deprives these plaintiffs of the equal protection of the laws.

Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.

In *Sweatt v. Painter*, *supra*, in finding that a segregated law school for Negroes could not provide them equal educational opportunities, this Court relied in large part on "those qualities which are incapable of objective measurement but which make for greatness in a law school." In *McLaurin v. Oklahoma State Regents*, *supra*, the Court, in requiring that a Negro admitted to a white

graduate school be treated like all other students, again resorted to intangible considerations: ". . . his ability to study, to engage in discussions and exchange views with other students, and, in general, to learn his profession." Such considerations apply with added force to children in grade and high schools. To separate them from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone. The effect of this separation on their educational opportunities was well stated by a finding in the Kansas case by a court which nevertheless felt compelled to rule against the Negro plaintiffs:

Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law, for the policy of separating the races is usually interpreted as denoting the inferiority of the negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to [retard] the educational and mental development of negro children and to deprive them of some of the benefits they would receive in a racial[ly] integrated school system.

Whatever may have been the extent of psychological knowledge at the time of *Plessy v. Ferguson*, this finding is amply supported by modern authority. Any language in *Plessy v. Ferguson* contrary to this finding is rejected.

We conclude that, in the field of public education, the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. This disposition makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the Fourteenth Amendment.

Because these are class actions, because of the wide applicability of this decision, and because of the great variety of local conditions, the formulation of decrees in these cases presents problems of considerable complexity. On reargument, the consideration of appropriate relief was necessarily subordinated to the primary question -- the constitutionality of segregation in public education. We have now announced that such segregation is a denial of the equal protection of the laws. In order that we may have the full assistance of the parties in formulating decrees, the cases will be restored to the docket, and the parties are requested to present further argument on Questions 4 and 5 previously propounded by the Court for the reargument this term the Attorney General of the United States is again invited to participate. The Attorneys General of the states requiring or permitting segregation in public education will also be permitted to appear as amici curiae upon request to do so by September 15, 1954, and submission of briefs by October 1, 1954.

It is so ordered.

* Together with No. 2, *Briggs et al. v. Elliott et al.*, on appeal from the United States District Court for the Eastern District of South Carolina, argued December 9-10, 1952, reargued December 7-8, 1953; No. 4, *Davis et al. v. County School Board of Prince Edward County, Virginia, et al.*, on appeal from the United States District Court for the Eastern District of Virginia, argued December 10, 1952, reargued December 7-8, 1953, and No. 10, *Gebhart et al. v.*

Belton et al., on certiorari to the Supreme Court of Delaware, argued December 11, 1952, reargued December 9, 1953.

Transcription courtesy of the U.S. National Park Service's Brown V Board Of Education National Historic Site website.

https://www.ourdocuments.gov/print_friendly.php?page=transcript&doc=87&title=Transcript+of+Brown+v.+Board+of+Education+%281954%29

SOURCE: "Welcome to OurDocuments.gov." *Welcome to OurDocuments.gov*. N.p., n.d. Web. 17 Feb. 2015.

Brown v Board of Education Cause and Effect

Description

Activity and directions are attached below. Students will need access to the following website to complete the activity: <https://www.archives.gov/education/lessons/brown-v-board/timeline.html>

<p>GSE Standards and Elements</p>	<p>SS8H11 Evaluate the role of Georgia in the modern civil rights movement.</p> <p>a. Explain Georgia’s response to Brown v. Board of Education including the 1956 flag and the Sibley Commission.</p> <p>b. Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.</p> <p>c. Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>Draw conclusions and make generalizations</p> <p>Conflict and change; Individuals, Groups, Institutions</p>



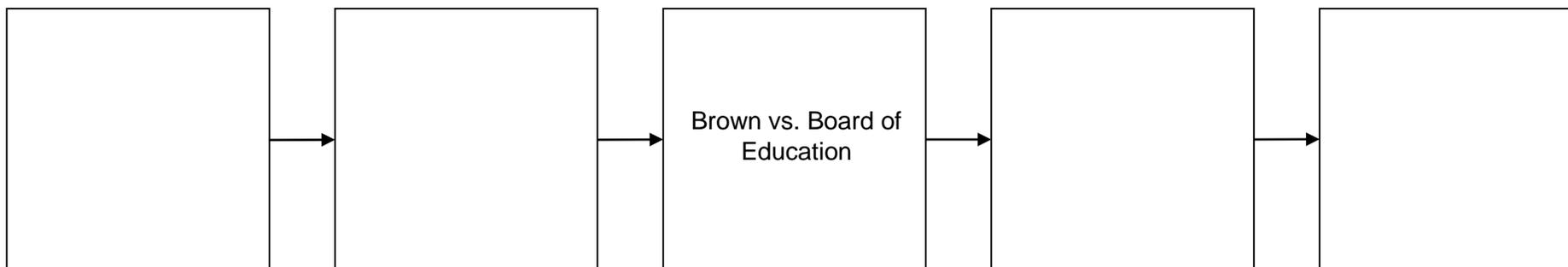
Brown vs Board of Education Cause and Effect Chain



Your task: Using the website provided by your teacher, you are to determine 2 factors that led up to the Brown vs Board of Education and the aftermath of this court case.

Instructions:

1. Copy the chart below onto your own paper.
2. Write the assigned event (look at the assignment choice sheet) in the middle box [box 3].
3. In box 2 write an event that caused the event in box 3. Include a short explanation (at least one complete sentence) about the event.
4. In box 1 write an event that caused the event in box 2. Include a short explanation (at least one complete sentence) about the event.
5. In box 4 write an event that was an effect of (was caused by) the event in box 3. Include a short explanation (at least one complete sentence) about the event.
6. In box 5 write an event that was an effect of (was caused by) the event in box 4. Include a short explanation (at least one complete sentence) about the event.



7. Look over the chart you just made. When you consider the causes and effects that led up to the court case of Brown vs Board of Education, does it make you think that event was very important in history or not? Write an A(nswer)R(eason)E(evidence) statement explaining your answer.
- A: _____ is / is not a very important event in history
 - R: because _____
 - E: This is proven by _____ which shows _____
-
-
-

Brown v Board of Education Compare/Contrast

Description

Students are to complete the activity by comparing Brown v Board of Education (BOE) to other cases similar to this one. Students are allowed choice in determining which case he/she wants to compare with Brown v BOE.

Students will need the attachment below and access to the following website to complete the activity:

<https://www.nps.gov/brvb/learn/historyculture/relatedcases.htm>

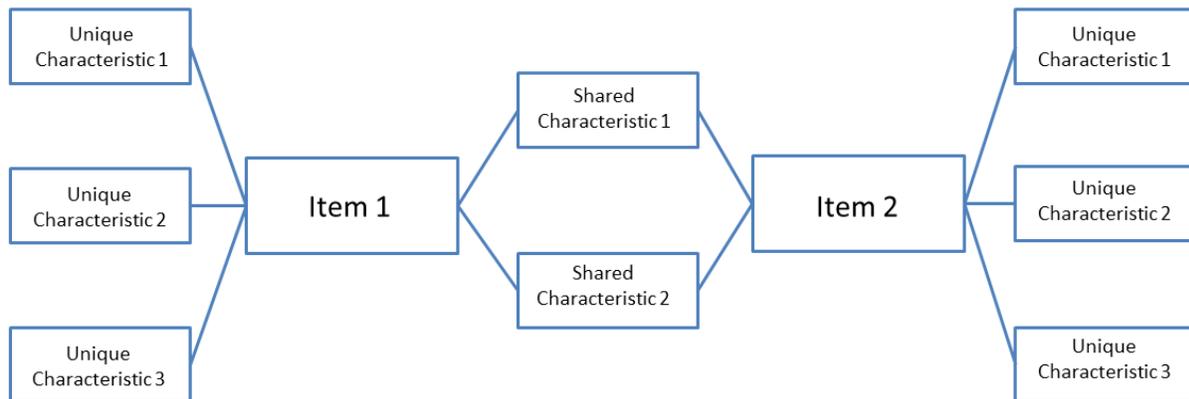
<p>GSE Standards and Elements</p>	<p>SS8H11 Evaluate the role of Georgia in the modern civil rights movement.</p> <p>a. Explain Georgia’s response to Brown v. Board of Education including the 1956 flag and the Sibley Commission.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)</p> <p>Compare similarities and differences</p> <p>Change and Conflict; Individuals, Groups, Institutions</p>

Brown v Board of Education Compare/Contrast

Your Job: Copy and complete the following chart in order to compare and contrast Brown v Board of Education to a similar court case you choose. To research other related court cases, use the website <https://www.nps.gov/brvb/learn/historyculture/relatedcases.htm>

.Directions:

1. Copy the chart below onto your own paper and make it BIG. Do not copy the words inside the boxes; those are just there to help you.
2. Write Brown v Board of Education in the “Item 1” box and the name of the court case you decide to use in the “Item 2” box.
3. In the boxes on the left side list 3 unique characteristics of Brown v Board of Education.
4. In the boxes on the right side list 3 unique characteristics of your other selected court case.
5. In the boxes in the middle list 2 shared characteristics of the two landmark court cases.



6. Once you have completed the requirement of comparing and contrasting two landmark cases, you must complete the following written reflection:
 - a. Pick one of three unique characteristics of both cases and explain in a paragraph what makes this characteristic the most important in your opinion.

Sibley Commission Txt Msg Activity

<p>Description</p> <p>Students will complete the activity below after they have read the following secondary source for further information into the Sibley Commission: http://www.georgiaencyclopedia.org/articles/education/sibley-commission</p>	
<p>GSE Standards and Elements</p>	<p>SS8H11 Evaluate the role of Georgia in the modern civil rights movement.</p> <p>a. Explain Georgia’s response to Brown v. Board of Education including the 1956 flag and the Sibley Commission.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>Individuals, Groups, Institutions</p>

TXT MSG SUMRE

***Ur Job:** imagin ur sendg a sumre of a historical event 2 a friend via txt msg; wrt the sumre in txt msgn lang including all appropriate abbreviations n smilies. Pretend u r directly involved in the Sibley Commission evnt as a bystander watchin it happen.*

TRANSALTATION OF YOUR JOB: Imagine you’re sending a summary of a historical event to a friend via text message; write the summary in text messaging language including all appropriate abbreviations and smilies. Pretend you are directly involved in the Sibley Commission event as a bystander watching it happen.

Ur sumre must include:

- 1-include abbreviated words where appropriate.
- 2-include all key points of the event.
- 3-be short and to the point but at least one paragraph.
- 4-include the regular, non-text message version as well as your text version.

“SNCC-Frame It”

Description

Students will complete the activity below based on their understanding of the following document: <http://spartacus-educational.com/USAsncc.htm>

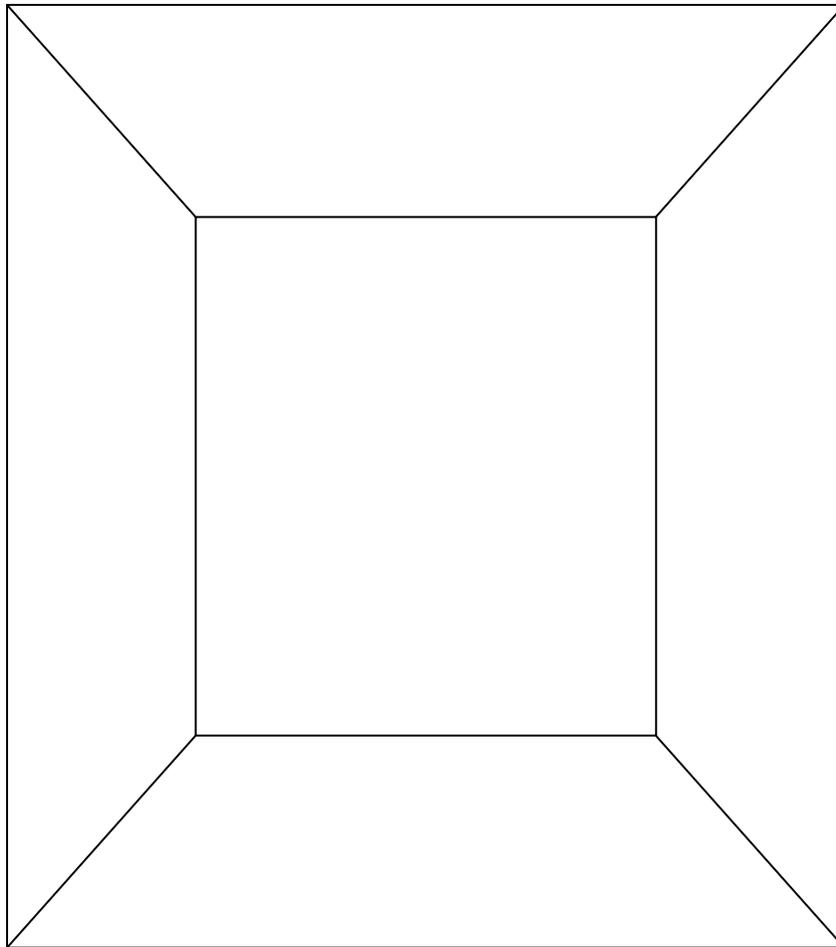
GSE Standards and Elements	<p>SS8H11 Evaluate the role of Georgia in the modern civil rights movement.</p> <p>b. Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.</p>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>N/A</p> <p>Individuals, Groups, Institutions</p>

“SNCC Frame It”

Your job: Copy and complete the picture frame graphic organizer below to complete based on what you learned about the SNCC from the following document: <http://spartacus-educational.com/USAsncc.htm>

Directions:

1. Draw a picture frame like the one below on your own paper.
2. In the center box draw or print out a picture of something that represents the SNCC
3. In the top box write Student Nonviolent Coordinating Committee artistically.
4. In the bottom box write three detailed sentences from the article you read. Copy the sentences exactly and note what paragraph each came from (CITE YOUR WORK!).
5. In the left box write a personal response to the three key notes you copied. (This reminds me of... It is fair/unfair that... I wish I knew more about...)
6. In the right box, write what you infer from each quote you included on this activity.



Martin Luther King Jr. Web Quest

Description:

Students are to completed the attached activity by using the website: <http://www.thekingcenter.org/archive>

All directions and expectations are attached on the document below.

NOTE: Students will need this activity to complete the next assignment.

<p>GSE Standards and Elements</p>	<p>SS8H11 Evaluate the role of Georgia in the modern civil rights movement.</p> <p>b. Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>Identify and use primary and secondary sources</p> <p>Individuals, Groups, Institutions</p>

MLK, Jr. and Lewis “I Am” Activity

Description Students are to complete the attached activity. Students will need either a copy of the document found on the following website: http://spartacus-educational.com/USAlewisJ.htm or access to technology.	
GSE Standards and Elements	SS8H11 Evaluate the role of Georgia in the modern civil rights movement. b. Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.
Literacy Standards Social Studies Matrices Enduring Understanding(s)	L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience N/A Individuals, Groups, Institutions

John Lewis Bio-Poem

Your Job: Using the following website, <http://spartacus-educational.com/USAlewisJ.htm> complete the task listed below to demonstrate your understanding of the significant impact John Lewis has had on Georgia. Each answer should be a line in your poem.

Line 1 - Name:	Jackie Robinson
Line 2 - Three traits:	Talented, Black, Pioneer
Line 3 - He is from:	He is from Georgia
Line 4 - He cares deeply about...	He cares about representing his people
Line 5 - He feels...	He feels black athletes should be allowed to play
Line 6 - Three more traits	Leader, Symbol, Baseball Player
Line 7 - He gives...	He gives hope to the oppressed
Line 8 - He fears...	He fears threats from racists
Line 9 - He would like to see...	He would like to see equality between races
Line 10 - Name, Years of life:	Jackie Robinson (1919-1972)

“What’s it all about?”

Description

Students will watch the video found on the following website: <http://www.history.com/topics/black-history/civil-rights-act> to complete the attached document analysis sheet. The video will introduce to students what the Civil Rights Act was and the impact it had on our society.

***NOTE:** The attached document analysis sheet can be found by visiting the following website: <https://www.archives.gov/education/lessons/worksheets>

GSE Standards and Elements	SS8H11 Evaluate the role of Georgia in the modern civil rights movement. c. Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox
Literacy Standards Social Studies Matrices Enduring Understanding(s)	L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience N/A Conflict and Change

Analyze a Video



Meet the video.

What do you see in the video?
Circle all that apply.



PEOPLE



ACTIVITIES



PLACES

Is there a title?

YES

NO

If so, what does the title tell you about the video?



Observe its parts.

Who do you see in the video?

What activities do you see happening in the video?

What places do you see in the video?

Write two words that describe this video.



Try to make sense of it.

Who do you think made this video?

Who do you think was supposed to see the video?

When is this video from?

What is the main idea of the video?
List two things (people, activities, or places) from the video that support the main idea.



Use it as historical evidence.

Where do you think you could find out more information about the people, activities or places from this video?



Materials created by the National Archives and Records Administration are in the public domain.

You, “Be the thing”

<p>Description</p> <p>Students should use what that learned from the previous activity, “What’s it all about?” to complete this task. The task can be completed by the student choosing what he/she chooses to “be”, or there are suggestions provided in the directions. Activity and an example are attached below.</p>	
<p>GSE Standards and Elements</p>	<p>SS8H11 Evaluate the role of Georgia in the modern civil rights movement.</p> <p>c. Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>N/A</p> <p>Conflict and Change</p>

You, “Be the Thing”

Your Job: Write a short personal response as if you were a specific object that is witnessing the events leading to the 1964 Civil Rights Act. Your response should include both emotional and physical feelings of the object. Imagine *you* are the thing!

Your response must:

- Be at least two complete paragraphs in length.
- Describe the purpose and function of the object.
- Describe how the object might feel or what it might be thinking.
- Mention the historical situation IN DETAIL that the thing is witnessing.

(Examples to choose from but not limited to: light pole watching the riots take place, a street sign, a segregated movie theater, etc...)

Example: The needle for Betsy Ross as she sewed the flag.

Whoa! Where am I? I was just minding my own business and now “BOOM!” I’m here in her hand. Oh boy! What is this...? “Front stitch, back stitch, front stitch back stitch.” She keeps saying this late into the night. Every night. My mom told me I had a big job for our nation. I didn’t know Betsy would pick me. I can’t believe it! We are just starting, but this sure is a pretty shade of red my owner picked. But wow! THIS fabric is thick. IT really hurts as she pushed my through the fabric. I can’t let her down though. I can’t let my country down. I can’t believe I am helping her sew the flag that will represent our nation one day!

Ha, just think, if I hadn’t been here, Ms. Ross may not have been able to fulfill the job that George Washington has asked her to do. I’ll admit though, I’m a little jealous of my brothers and sisters right now that are quietly resting in her sewing kit. This is a lot of work! I will go down in history. No one ever considered how important my job was to help Betsy Ross sew this beautiful flag. Now *that* thing will go down in history! Nobody ever thinks of how important I am though. After all, Ms. Ross is a widow now, and she is trying to keep her upholstery business going. General George Washington asking her to sew a new flag to represent the first flag will surely bring her the recognition she needs to get her business in a better shape, and I am so thankful I can be the one to help her do this, for herself and her children. I also know that by me being the needle chosen to do the job will help ensure the Continental Congress promote national pride.

I know one day I’ll be rusty, and no one will think of me again. Hey, it happens to all of us. At least I know I’ll have served a great purpose. This woman and the flag are going to change the world and I got to be a part of it.

A-Z Book

Description

Students will complete the activity based on the vocabulary words throughout the Civil Rights unit. All directions and an example are included in the attachment below.

<p>GSE Standards and Elements</p>	<p>SS8H11 Evaluate the role of Georgia in the modern civil rights movement.</p> <p>a. Explain Georgia’s response to Brown v. Board of Education including the 1956 flag and the Sibley Commission.</p> <p>b. Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.</p> <p>c. Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>N/A</p> <p>Conflict and Change; Individuals, Groups, Institutions</p>

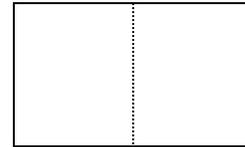
A-Z History Book

Your Job:

Create a book explaining 24 terms, people, places or ideas from the Civil Rights unit. Each page will consist of a single word starting with a letter from the alphabet, a graphic, and a short explanation of the term.

Directions:

1. Take 7 pieces of white paper and fold them in half.
2. On the front cover design a title page.
3. On the next two pages create a table of contents.
4. On each of the 2 panels of the remaining pages:
 - a. Beginning with the letter “A” choose a term from the unit that begins with that letter. Example: If the page is ‘J’ and this was the unit on Asia you might choose “Japan”. You may choose any two letters to skip if you want (Q and X most likely!)
 - b. Write the term in big, colorful letters on the top or bottom of the page.
 - c. Write at least 3 sentences explaining how the term is significant to the Civil Rights time period.
 - d. Draw and color a picture to go along with your term. This could be a map, chart or your own drawing.



Example:

<p>Japan</p> <p>Japan is an island country. It is isolated because it is surrounded by water. Legends say water drops from a spear created it.</p> 	<p>Korea</p> <p>Buddhism came to Japan from China through Korea. Japan traded with Korea regularly. The Mongols conquered Korea and tried to attack Japan from there.</p> 
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5. On the back page create a back cover, complete the following writing prompt: Explain the role that Georgia had in the modern civil rights movement.

Culminating Unit Performance Task

Civil Rights Body Bio

Description

Students will complete the attached activity based on what they learned about important people during the Civil Rights movement.

<p>GSE Standards and Elements</p>	<p>SS8H11 Evaluate the role of Georgia in the modern civil rights movement.</p> <p>a. Explain Georgia’s response to Brown v. Board of Education including the 1956 flag and the Sibley Commission.</p> <p>b. Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.</p> <p>c. Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Draw conclusions and make generalizations</p> <p>Individuals, Groups, Institutions</p>

Body Biography: Important Individuals in the Civil Rights Movement

Lesson objective: Working in small collaborative groups, produce a life-size visual representation of either John Lewis or Martin Luther King, Jr. Your task is to prove that you understand the importance that Civil Rights leaders have to our society and to Georgia.

Each group will be provided a six-foot length of bulletin board paper plus a set of markers, glue, tape, etc. Figures should be life-size. Groups will also prepare a collaborative oral presentation of their work to explain the significance of this person to the Civil Rights movement.

How to Begin

Groups should begin by tracing an outline of one group member's body on the paper, then decide the BEST way to represent the following aspects of the person you are choosing to represent both literally and figuratively:

The Heart: What is at the heart of this person? Where the heart should be placed to best represent what this individual loved/loves the most? What should it look like and what shape, color, pictures, or symbols should be included in it?

The Backbone or Spine: The spine of this person should be represented in a way that visually conveys what motivated/motivates them the most.

The Hands: What does this person hold in his hands? Items that are associated with the person either literally or figuratively can be included.

The Feet: On what foundation would this person stand? This should be a symbolic representation of the person's most fundamental beliefs about his life or needs for his existence.

The Background: For the background, draw/depict elements that suggest influences from the person's environment, background, or religious development.

Quotations: Near the head, place at least 5 "direct quotations" that contribute to an overall understanding of this important figure as you choose to present them.

Virtues and Vices: What are your person's most admirable qualities? Their worst? How can you make us visualize this? Use your imaginations!

Visual Symbols: What symbols represent the individual? How do the symbols illustrate the essence of him?

Original Text: Create a piece of original text (paragraph of literary analysis, poem, narrative of the character's life, diary entry from character's point of view,

etc.) that helps us understand the individual and his significance to the Civil Rights movement and include it somewhere appropriate on the body biography.

Body Biography Suggestions

1. **Placement:** Carefully choose the placement of all text and artwork. For example, the area where your representation of the individual's heart would be appropriate for illustrating the important relationships within his life. The hands might refer to actions or accomplishments of the time period studied.

2. **Color** - Colors are often symbolic. What colors(s) do you most associate with your person? Why? How can you effectively weave these colors into your presentation?

3. **Overall Presentation:** Be sure that your finished product tells the story of this individual. What do we know about him from your biography that we might not have understood from a simple reading?