**Digital Unit Plan Template**

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| **Unit Title: Civil Rights Movement** | | | **Name: Vincent Nguyen** | |
| **Content Area: U.S. History** | | | **Grade Level: 11-12th** | |
| **CA Content Standard(s)/Common Core Standard(s):** | | | | |
| **CA CONTENT STANDARD – 11.10 Students analyze the development of federal civil rights and voting rights.**  **11.10.2 – Examine and analyze key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and CA Prop 209.**  **11.10.4 – Examine the roles of civil rights advocates (Philip Randolph, Martin Luther King Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including significance of Martin Luther King Jr.’s Letter from Birmingham Jail and I Have a Dream speech.**  **Common Core Standards**  **CCSS.ELA-Literacy.RH.11-12.2**  **Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.**  **CCSS.ELA-Literacy.RH.11-12.6**  **Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.**  **CCSS.ELA-Literacy.RH.11-12.7**  **Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.** | | | | |
| **Big Ideas/Unit Goals:** | | | | |
| **The big ideas and goals for this unit is to get students to understand the important events and actions during the civil rights movement. Students will learn about institutional discrimination and why the civil rights movement occurred and was necessary to induce to change. In addition, students will view various sources of information and events that led to the succession in passing the Civil Rights Act, such as landmark court cases. Students will be presented influential Civil Rights Activists, such as Martin Luther King Jr, Rosa Parks, and James Farmer. The fight for civil rights is still continuing today, as issues other than race, begin to rise after the Civil Rights movement.** | | | | |
| **Unit Summary:** | | | | |
| **In this unit, you will learn about discriminatory actions and legislations that led to the Civil Rights Movement. You will also understand and learn about various actions, court cases, and historical figures that played a large role influencing the Civil Rights Movement. You will start by viewing various media outlets (PowerPoint Lecture and videos) that will provide you background information on the movement. You will explain and analyze the actions and events during the Civil Rights Movement and compare various influential court cases through the assigned guided notes and webercise. You will also identify and explain the roles of individuals who played a major role in the movement. You will be collaborating in groups to analyze these court cases, events, and individuals. As you develop an understanding of the Civil Rights Movement, you will be creating a written report and present your findings and understanding to the class.** | | | | |
| **Assessment Plan:** | | | | |
| **Entry-Level:  Before the lecture, I will be surveying students to ensure they have some background knowledge before jumping into the lecture.  I will survey students by asking simple historical questions relating to the lecture and the Civil Rights Movement.  This provides me the opportunity to check if students have prior knowledge and I can make adjustments whether to spend more time on a topic or not.** | **Formative: Informal and Formal**  **Informal – Pausing and checking for understanding.**  **Monitoring student understanding during lecture. Asking questions and receiving feedback from students. This allows teacher to make adjustments or add material if students having difficulty.**  **Formal – Monitoring during in-class activity.**  **At the end of the lecture, students will have an opportunity to raise their hands and ask questions regarding questions they missed on the guided notes. Students who were able to write down the answer will speak out loud their answer. This method allows me to assess students who are understanding the topic and those who are struggling.**  **At the end of the lecture, as a class, we will utilize the web tool Quizlet to answer questions on the Civil Rights Movement and the lecture.**  **I will be formally assessing students, walking around and monitoring students’ discussions and answers. Provide guidance and assistance to students who are having difficulty with the assignment or heading in the wrong direction with the Webercise acitivy.** | | | **Summative: Essay Paper**  **A paper displaying their understanding of the topic and showcasing their analytical thinking.**  **This assessment allows me to analyze students’ critical thinking and understanding. Also provides students freedom and assists those who are not strong test takers.**  **In addition, students will be assessed by sharing their essay paper with the class. Students will give a short PowerPoint Presentation with visuals. Students will be given a rubric and assessing their peers during the Presentation.** |
| **Lesson 1** | | | | |
| **Student Learning Objective:**  **Understand the discriminatory actions, legislation, and events that led up to the Civil Rights Movement.** | **Acceptable Evidence (Assessments):**  **Informal – Pausing and checking for understanding.**  **During the lecture I will take informal assessments by pausing and asking questions (Have questions presented on the PowerPoint.)**  **Formal – In class activities.**  **I will be informally assessing students, walking around viewing and hearing their answers and discussions.** | **Lesson Activities:**  **During the teacher lecture, students will be completing an assigned guided notes.**  **Students will be following along during lecture, while answering and responding to questions on the PowerPoint. Students will follow along during the PowerPoint lecture and complete the guided notes. Their guided notes include important legislation and Supreme Court cases before the Civil Rights Movement during the 1800s. The notes also include discriminatory practices and institutional discrimination, such as the Jim Crow Laws.**  **Students will get into groups to discuss their understanding and compare guided notes.**  **In addition, students will be completing a graphic organizer and from the information they compiled from the lecture.** | | |
| **Lesson 2** | | | | |
| **Student Learning Objective:**  **Understand the major events, players, and court cases during the movement** | **Acceptable Evidence:**  **Formal – In class activities**  **I will be roaming the classroom and checking on students. I will guide and assist students who are having difficulty with the assignment or heading in the wrong direction.** | **Lesson Activities:**  **Students will work on a Webercise activity in class. Students will view online documents, interactive sites, and videos regarding the major players (Freedom Riders), events, and landmark court cases during the Civil Rights Movement. The Webercise includes challenges Africans American faced after slavery was abolished, the black codes and discrimination, an interactive map on the Freedom Riders, and the importance of the Brown v. Board of Education decision. Students will work in groups and compare and analyze their findings.** | | |
| **Lesson 3** | | | | |
| **Student Learning Objective:**  **Understand the major battles for Civil and Human rights post-Civil-Rights Movement. Students will learn how the movement still plays a role today.** | **Acceptable Evidence:**  **Summative – Essay Paper.**  **Assess student’s deeper understanding of the topic.** | **Lesson Activities:**  **Students will be working on an essay displaying their understanding and critical thinking skills regarding how the Civil Rights Movement still plays a role today. Students will use their guided notes and Webercise activity as a starting point to choose a civil or human rights topic. Students will research a current activist on civil or human rights and how the Civil Rights Movement provided a precedent for the activist’s actions.** | | |
| **Unit Resources:** | | | | |
| **Practices Quizzes**   * [**http://regentsprep.org/regents/core/questions/question.cfm?Course=ushg&TopicCode=7b&QNum=1&Wrong=0**](http://regentsprep.org/regents/core/questions/question.cfm?Course=ushg&TopicCode=7b&QNum=1&Wrong=0) * [**http://www.proprofs.com/quiz-school/story.php?title=civil-rights-movement-exam\_1**](http://www.proprofs.com/quiz-school/story.php?title=civil-rights-movement-exam_1)   **Background Information and Resources**   * [**http://edtech2.boisestate.edu/croninv/502/Virtual\_Field\_Trip/Virtual\_Fieldtrip.html**](http://edtech2.boisestate.edu/croninv/502/Virtual_Field_Trip/Virtual_Fieldtrip.html) * [**http://civilrights.findlaw.com/civil-rights-overview/civil-rights-u-s-supreme-court-decisions.html**](http://civilrights.findlaw.com/civil-rights-overview/civil-rights-u-s-supreme-court-decisions.html) * [**http://www.pbslearningmedia.org/collection/civil/?topic\_id=722**](http://www.pbslearningmedia.org/collection/civil/?topic_id=722)   **Timelines and Chronology**   * [**http://www.civilrights.org/resources/civilrights101/chronology.html?referrer=http://pathtocivilrights.weebly.com/unit-resources.html**](http://www.civilrights.org/resources/civilrights101/chronology.html?referrer=http://pathtocivilrights.weebly.com/unit-resources.html) * [**http://www.civilrights.org/resources/civilrights101/chronology.html**](http://www.civilrights.org/resources/civilrights101/chronology.html)   **Civil Rights Videos**   * [**https://www.youtube.com/watch?v=I47Y6VHc3Ms**](https://www.youtube.com/watch?v=I47Y6VHc3Ms) * [**https://www.youtube.com/watch?v=S64zRnnn4Po**](https://www.youtube.com/watch?v=S64zRnnn4Po) * [**https://www.youtube.com/watch?v=wrVWEKpnOQE**](https://www.youtube.com/watch?v=wrVWEKpnOQE) | | | | |
| **Useful Websites:** | | | | |
| **Interactive Timeline**   * [**http://www.yale.edu/lawweb/jbalkin/brown/1502.html**](http://www.yale.edu/lawweb/jbalkin/brown/1502.html)   **Interactive Map and Information on the Movement**   * [**http://www.pbs.org/wgbh/americanexperience/freedomriders/issues/jim-crow-laws**](http://www.pbs.org/wgbh/americanexperience/freedomriders/issues/jim-crow-laws) * [**http://www.pbs.org/wgbh/americanexperience/freedomriders/rides#bottom\_main**](http://www.pbs.org/wgbh/americanexperience/freedomriders/rides#bottom_main)   **Videos on The Battle Today for Civil Rights**   * [**http://www.pbslearningmedia.org/resource/9328fcc8-aaef-4012-8bf5-6986c9f5e63e/episode-3-still-segregated/**](http://www.pbslearningmedia.org/resource/9328fcc8-aaef-4012-8bf5-6986c9f5e63e/episode-3-still-segregated/)   **Video on the landmark case Brown v. Board of Education (1954)**   * [**http://www.history.com/topics/black-history/brown-v-board-of-education-of-topeka**](http://www.history.com/topics/black-history/brown-v-board-of-education-of-topeka) | | | | |