|  |  |  |  |
| --- | --- | --- | --- |
| **Course** | Grade 8 Social Studies | **GaDOE Unit** | Unit 9: Civil Rights  |
| **GSE Standard** | 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. |
| **Learning Targets** | The student will recognize or recall specific vocabulary, such as:* Movement, Civil Rights, Integration

The student will perform basic processes such as:* Understand the roles of prominent Georgians: Martin Luther King, JR.,

 John Lewis, Lester Maddox* Understand the impact of Brown v. BOE on the nation and Georgia for

 example, 1956 state flag, Sibley Commission* Understand the major civil rights events that led up to the passage of

 the Civil Rights Act of 1964 for example SNCC, SCLC, Albany Movement, March on  Washington |
| **Essential Question** | 1. What role did Georgia play in the Modern Civil Rights Movement?
2. How did the actions of prominent figures such as Dr. Martin Luther King Jr. John Lewis and Lester Maddox affect the Civil Rights Movement in Georgia?
3. How did the Brown v. Board of Education decision affect the integration of schools in Georgia?
4. How did the work of SCLC and SNCC change the Civil Rights Movement in Georgia?
 |
| **Lesson Materials** | **Key Vocabulary, People Events** |
| [Georgia Civil Rights Virtual Museum](https://docs.google.com/presentation/d/14YM1uKZUtff6Lj3EUgS6foMTEMO-98gmPus8Ie99PeA/edit?usp=sharing) via Google Slides**Level 1**Virtual Exhibit 1: [Civil Rights Activism](http://www.atlantahistorycenter.com/explore/online-exhibitions/atlanta-in-50-objects/civil-rights-activism)Virtual Exhibit 2: [Lester Maddox](http://www.atlantahistorycenter.com/explore/online-exhibitions/atlanta-in-50-objects/lester-maddox)Virtual Exhibit 3: [Dr. Martin Luther King Jr.](http://www.atlantahistorycenter.com/explore/online-exhibitions/atlanta-in-50-objects/dr-martin-luther-king-jr)Virtual Exhibit 4: [School Integration](http://www.atlantahistorycenter.com/explore/online-exhibitions/atlanta-in-50-objects/school-integration)**Level 2**Virtual Exhibit 5: [John Lewis: Looking Back](https://gpb.pbslearningmedia.org/resource/eotp16-soc-lewis/wgbh-world-channel-civil-rights-activist-john-lewis-looking-back/)Virtual Exhibit 6: [March on Washington](https://www.smithsonianmag.com/history/oral-history-march-washington-180953863/) Virtual Exhibit 7: [Albany Movement 1](https://vimeo.com/229764665)Virtual Exhibit 8: [Albany Movement 2](https://www.loc.gov/item/afc2010039_crhp0022/)[Student Vocabulary Awareness Chart](https://fultonk12-my.sharepoint.com/%3Aw%3A/g/personal/thompsona2_fultonschools_org/ESAI2cAbURtBsjGZ3fLtmr4B0p4P67vQBeIpo6OgmdRZ_g?e=tjbkl9)[Teacher Vocabulary Awareness Chart](https://fultonk12-my.sharepoint.com/%3Aw%3A/g/personal/thompsona2_fultonschools_org/EQoxxVBmGAFPuGRTQDQwFuUBTTtcce1-eVmM_0sSjKsTxg?e=29FdLg)[H11 Vocabulary PPT](https://fultonk12-my.sharepoint.com/%3Ap%3A/g/personal/thompsona2_fultonschools_org/EeDzBrHWiLtPht51-_x-BbsBvYpvMg4lkOr2-6I0yNIUiQ?e=FSfG3M)[Thinking Like a Historian](https://library.mtsu.edu/ld.php?content_id=43637638)[LOC Analyzing Oral Histories](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Oral_Histories.pdf) | **Vocabulary**Civil Rights MovementIntegration**People/Groups**Martin Luther King JrLester MaddoxJohn LewisSouthern Christian Leadership Conference (SCLC)Student Non-violent Coordinating Committee (SNCC)**Events**Brown v. Board of EducationAlbany MovementMarch on WashingtonCivil Rights Act of 1964  |
| **Assessment—Exit Ticket Questions** | **Student Exemplar Responses to the Exit Ticket may include:** |
| 1. What landmark Supreme Court decision led to the creation of the Sibley Commission by the Georgia General Assembly?A. *Brown v. Board of Education*B. *Gideon v. Wainwright*C. *Plessy v. Ferguson*D. *Schenck v. United States*2. The original goal of the Student Non-Violent Coordinating Committee wasA. to desegregate public places.B. to boycott segregated businesses.C. to abolish the white primary system.D. to ensure the passage of the Civil Rights Act.3. From what segment of the Georgian population did Lester Maddox draw MOST of his support in the 1960s?A. poor rural farmers who opposed corporate interestsB. white Georgians who supported segregationist policyC. business owners who sought relief from government regulationD. African Americans who sought the protection of their civil rights | 1. A
2. A
3. B
 |

|  |
| --- |
| **Teacher Notes**  |
| * The Georgia Department of Education provides Teacher Notes for each Social Studies class/course. Teachers are encouraged to review pages [Grade 8 Teacher Notes](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-8th-Grade-Teacher-Notes.pdf) (88-95) in preparation for this lesson.
* This lesson is designed for a 90-minute (block schedule) class. It may be necessary to break this lesson into two periods if there is a 50-minute schedule.
* Additionally, the requirements in the lesson (number of images/videos analyzed) may be adjusted according to the schedule.
* Students can work in groups, partnerships, or individually fitting whatever strategy is best for the classroom. It may be more beneficial however to have students collaborating as they explore and analyze the primary documents to gain a deeper understanding.
* This lesson is intended to provide context and background information for the 3.0 lesson which requires students to *evaluate* GA’s role in the Civil Rights Movement.
* For this reason, a strong emphasis on 13 vocabulary words has been established using the Vocabulary Awareness Chart. Students should complete this first considering what they already may know about each term.
* Doing this work first would assist students as they move through the remainder of the unit.
* Teachers should review the PPT prior to the lesson and add or modify any slides to better fit their instruction. Additional notes for clarity may be added to guide students through the vocabulary.
* The virtual museum has been set up using Google slides and can be shared or distributed to students via Microsoft tools (OneNote, Teams), Edmodo, Nearpod, Google Classroom, etc.
* Students will need their own copy of the Vocabulary Awareness Chart. If the teacher chooses to have students in groups, students will collaborate on one analysis sheet for each exhibit.
 |

|  |
| --- |
| **Lesson Sequence** |
| **OPENING**Time: 8 – 15 minutes | **Scaffolding Suggestions** |
| * [Student Vocabulary Awareness Chart](https://fultonk12-my.sharepoint.com/%3Aw%3A/g/personal/thompsona2_fultonschools_org/ESAI2cAbURtBsjGZ3fLtmr4B0p4P67vQBeIpo6OgmdRZ_g?e=tjbkl9)-Students will take 2-3 minutes to complete the chart based on what they may already know about each term.
* Teacher will introduce the overarching essential question “What was Georgia’s role in the Modern Civil Rights Movement?” and lead students through dissecting the essential question for the unit. (Slide 1)
* Then teacher will then provide direct instruction introducing the terms that they will see throughout the unit.

[H11 Vocabulary PPT](https://fultonk12-my.sharepoint.com/%3Ap%3A/g/personal/thompsona2_fultonschools_org/EeDzBrHWiLtPht51-_x-BbsBvYpvMg4lkOr2-6I0yNIUiQ?e=FSfG3M)  [Teacher Vocabulary Awareness Chart](https://fultonk12-my.sharepoint.com/%3Aw%3A/g/personal/thompsona2_fultonschools_org/EQoxxVBmGAFPuGRTQDQwFuUBTTtcce1-eVmM_0sSjKsTxg?e=29FdLg) * While students are writing their definitions/notes, teacher should be explaining/clarifying any information.
* Students should not seek to copy each definition word for word, rather they should be writing the gist for each term.
 | If there are students needing support, you may provide the teacher version of the vocabulary awareness and have them underline or highlight key terms and information about the vocabulary terms. |
| **WORK PERIOD**Time: 50-60 minutes | **Scaffolding Suggestions** |
| **Whole Group Modeling:** Teachers will display the following photographs for students on the board or print out copies. Students will view the photos and complete the photograph analysis guide for each. Photograph of Civil Rights march, Albany, Dougherty County, Georgia, ca. 1960Vanishing Georgia collection, Georgia Archives**https://www.artic.edu/artworks/131425/first-day-of-school?q=Racism**Art Institute Chicago, 1994.259Etching on off-white wove paper**Student Independent Work:****Preparation:** The teacher may choose to enhance the learning experience by setting up designated areas for each group of historians to do their exploring.[Georgia History Civil Rights Virtual Museum](https://docs.google.com/presentation/d/14YM1uKZUtff6Lj3EUgS6foMTEMO-98gmPus8Ie99PeA/edit?usp=sharing)1. Students will visit each virtual exhibit in groups of 4-6 historians.
2. Students will collaborate with their team of historians and complete the [Thinking Like a Historian](https://library.mtsu.edu/ld.php?content_id=43637638) checklist.
3. Students will use an image or words to post their takeaway from each exhibit on a Padlet or similar web resource.

**Level 1: Photos from the Civil Rights Era in Georgia** In their groups, students will choose 3 of the following websites to explore and analyze one image they see on each page using the [Thinking Like a Historian](https://library.mtsu.edu/ld.php?content_id=43637638) checklist. Virtual Exhibit 1: [Civil Rights Activism](http://www.atlantahistorycenter.com/explore/online-exhibitions/atlanta-in-50-objects/civil-rights-activism)Virtual Exhibit 2: [Lester Maddox](http://www.atlantahistorycenter.com/explore/online-exhibitions/atlanta-in-50-objects/lester-maddox)Virtual Exhibit 3: [Dr. Martin Luther King Jr.](http://www.atlantahistorycenter.com/explore/online-exhibitions/atlanta-in-50-objects/dr-martin-luther-king-jr)Virtual Exhibit 4: [School Integration](http://www.atlantahistorycenter.com/explore/online-exhibitions/atlanta-in-50-objects/school-integration)**Level 2: Oral Histories and the Civil Rights Movement** In their groups, students will view 2 of the following videos below and complete the [Oral History Analysis form](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Oral_Histories.pdf) as a group. Virtual Exhibit 5: [John Lewis: Looking Back](https://gpb.pbslearningmedia.org/resource/eotp16-soc-lewis/wgbh-world-channel-civil-rights-activist-john-lewis-looking-back/)Virtual Exhibit 6: [March on Washington](https://www.smithsonianmag.com/history/oral-history-march-washington-180953863/) Virtual Exhibit 7: [Albany Movement 1](https://vimeo.com/229764665)Virtual Exhibit 8: [Albany Movement 2](https://www.loc.gov/item/afc2010039_crhp0022/)**Paperless Options:** All handouts and resources are included in the ‘**Resource Room’** of the virtual museum.  | If you use Nearpod, add the photo and analysis guide to drawing slides and allow students to annotate the photo before completing the analysis guide.Review the criteria for the ‘Thinking Like a Historian’ checklist beforehand so that students are familiar with it.As you model the “Think Like a Historian” strategy, you may ask other questions that ask students to draw conclusions or predict what the images suggest. Show students the virtual museum in advance. Allow them to see you navigating through the links. |
| **CLOSING**Time: 10-15 minutes | **Scaffolding Suggestions** |
| Students will complete the 3-question multiple choice assessment in preparation for the H11 Focus Lesson 3.0. Additionally, students can complete their posting of what they learned via their Padlet, MS Teams or Google Classroom.  | A [sample Padlet](https://padlet.com/fordh3/ueak6vx55slh) has been created that can be used for students to list their takeaways from each exhibit. |
| **Author(s)** | **Heather Ford, Amberly Thompson**  |