

Hamline University

DigitalCommons@Hamline

School of Education and Leadership Student
Capstone Projects

School of Education and Leadership

Summer 2019

Do Believe The Hype: Teaching Literacy To Urban Students In A Secondary Social Studies Classroom With Culturally Relevant Pedagogy

Jeffrey Engelen

Follow this and additional works at: https://digitalcommons.hamline.edu/hse_cp



Part of the [Education Commons](#)

Recommended Citation

Engelen, Jeffrey, "Do Believe The Hype: Teaching Literacy To Urban Students In A Secondary Social Studies Classroom With Culturally Relevant Pedagogy" (2019). *School of Education and Leadership Student Capstone Projects*. 342.

https://digitalcommons.hamline.edu/hse_cp/342

This Capstone Project is brought to you for free and open access by the School of Education and Leadership at DigitalCommons@Hamline. It has been accepted for inclusion in School of Education and Leadership Student Capstone Projects by an authorized administrator of DigitalCommons@Hamline. For more information, please contact digitalcommons@hamline.edu.

DO BELIEVE THE HYPE: TEACHING LITERACY TO URBAN SECONDARY
STUDENTS IN A SOCIAL STUDIES CLASSROOM WITH CULTURALLY
RELEVANT PEDAGOGY

by

Jeff Engelen

A capstone project submitted in partial fulfillment of the
requirements for the degree of Master of Arts in Teaching.

Hamline University

Saint Paul, Minnesota

August 2019

Capstone Project Facilitator(s): Melissa Erickson
Content Expert: Charlene Witherell

PROJECT SUMMARY

In a recent study, The U.S. Department of Education (2016) predicted that by the year 2024, white students will no longer comprise the cultural majority. Despite this, the vast majority of school teachers in America are white- a consistent 80-85% over the past decade (Puzio, 2017, p. 225; The U.S. Department of Education, 2016) When looking at student performance, a 2016 study found “about a 14 percentage-point achievement gap” between low-income students and those who were not considered low-income, usually playing out as urban versus suburban students (The U.S. Department of Education, 2016). Clearly, something is not working. So then, how do white teachers make connections with a changing student population? Research concluded that creating classroom environments built on positive relationships, restorative practices and consistent, reliable classroom management principles should be the foundation for teaching in urban classrooms (Gossen, 1996; Weiner, 2003; Wong, 2016; Zoss, 2014).

However, classroom management is not enough for working towards closing the achievement gap. Poor literacy comprehension is among the reasons contributing to the achievement gap, and the numbers are alarming: 17% of African American students and 25% of Hispanic students have a reading level considered “proficient” (Hollins, 2017, p. 180). Greater emphasis needs to be placed on literacy instruction when teaching urban students (Teale, 2008). Teale (2008) argues that literacy instruction for urban classrooms is more effective when paired with content relevant to the students’ lives, and the best approach to this philosophy is culturally relevant pedagogy (Ladson-Billings, 1995). This project aims to use these perspectives to answer the guiding question: *What is a more*

effective approach for delivering literacy strategies and content instruction to urban students in a secondary social studies classroom?

I created a curriculum unit for the U.S. civil rights movement using UbD backwards design format (Wiggins & McTighe, 2011). Using this design, I worked backwards from the unit's endpoint. I wanted to base the unit on the philosophies of literacy instruction, culturally relevant pedagogy and authentic pedagogy (Ladson-Billings, 1995; Saye, 2014; Teale, 2008). I began the unit with a prior knowledge assessment, a Knowledge Rating, testing the students' understanding of ten vocabulary words on the civil rights movement (Vacca, Vacca & Mraz, 2013). These ten words would serve as the centerpiece of the unit, as they would appear repeatedly throughout instruction. I made certain to include primary sources of documents, interviews, and writings of many actors involved in the civil rights movement. I utilized culturally relevant pedagogy to address student engagement by presenting challenging material with activities, discussions and instructional content (Ladson-Billings, 1995). To meet the requirements of authentic pedagogy, I created higher order activities that will engage students in critical thinking exercises and have them wrestle with content relevant to everyday life (Saye, 2014).

The unit was driven by the Minnesota state standards for social studies at the high school level- grades 9-12 (Minnesota Department of Education)- and the audience is a 10th grade U.S. history class in an urban high school. In lieu of a designated textbook for instruction, I incorporated the acclaimed documentary series *Eyes on the Prize* to frame the narrative for the unit and daily activities (Hampton, 1987). In addition, videos, songs,

poems, short passages from primary sources were included to provide differentiated instruction of relevant content. To contribute to student literacy comprehension, I used literacy strategies from *Content Area Reading* to help students organize their thoughts and better understand the material and unit vocabulary (Vacca, et al., 2013).

For the unit's summative assessment, I chose a project that focused on interviews from members of the civil rights movement. Students will research interviews from the U.S. Library of Congress' civil rights online exhibition with those involved in the civil rights movement and create a poster for how the interviews dealt with the ten vocabulary words (The Civil Rights Act of 1964, n.d.). The project will test student growth in both content understanding and literacy comprehension, because for many of the videos the students will have to have a familiarity of the events and vocabulary to properly address the rubric prompts.

The following unit design and supporting materials are for a high school social studies unit on the U.S. civil rights movement. The project's goal is to present an example of a curriculum that addresses the guiding question: *What is a more effective approach for delivering literacy strategies and content instruction to urban students in a secondary social studies classroom?*

Backwards Design Template- U.S. Civil Rights Movement Unit
Adapted from Wiggins & McTighe 2011

Project Title: Teaching Literacy to Urban Secondary Students in a Social Studies Classroom with Culturally Relevant Pedagogy	Created By: Jeff Engelen
Topic: The Civil Rights Movement	Grade Level: 10
(K-12) Course name: U.S. History	Days in Lesson Sequence: 15

Stage 1 – Desired Results

Transfer

Established Goals:

9.4.4.22.5 Explain the roots of the various civil rights movements, including African-American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945—1989)

9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945—1989)

Meaning

<p>Understandings:</p> <p><i>Students will understand that...</i></p> <p>Primary sources are essential for analyzing history.</p> <p>Everyday resistance is an important component of social change.</p> <p>The civil rights movement had leaders with conflicting and often competing interests.</p> <p>Social movements have tiers of participation and power.</p> <p>Black nationalism was a concept designed by African Americans to create a society separate from white oppression.</p>	<p>Essential Questions:</p> <p>What racial conflicts remained in the United States as a result of the Civil Rights Movement?</p>
--	---

<p>History is often oversimplified or whitewashed to lessen controversy or remove blame.</p> <p>Racial tensions remained from the events of the civil rights era.</p>	
<p>Acquisition</p>	
<p>Skills:</p> <p><i>Students will be able to...</i></p> <p>Students will be able to complete a Knowledge Rating-prior knowledge assessment- of ten civil rights era vocab words.</p> <p>Students will be able to complete a KWL chart on the U.S. civil rights movement.</p> <p>Students will be able to create a Dialogue Journal for one person from the Emmett Till documentary.</p> <p>Students will engage in social emotional learning on the death of Emmett Till.</p> <p>Students will be able to describe Rosa Parks’s involvement in the Montgomery Bus Boycott.</p> <p>Students will be able to describe/analyze how and why history is whitewashed.</p> <p>Students will be able to analyze primary source photos of school integration.</p> <p>Students will be able to explain why and how primary sources are valuable in studying Civil Rights history.</p> <p>Students will be able to describe Civil Disobedience</p> <p>Students will be able to analyze a primary document “Letter from a Birmingham Jail.”</p> <p>Students will be able to create plans for Civil Disobedience.</p> <p>Students will be able to describe what Black Nationalism is and why Malcolm X demanded its use.</p>	<p>Knowledge:</p> <p><i>Students will know...</i></p> <p><i>The key events, concepts and figures of the American civil rights movement.</i></p> <p>How to utilize literacy strategies to guide student learning.</p> <p>How to analyze primary sources.</p> <p>The definitions and context of at least ten vocabulary words.</p>

<p>Students will be able to describe the conditions that led to the Latino labor strike.</p> <p>Students will be able to evaluate poems from the Latino labor movement.</p> <p>Students will be able to create a poem about what they learned about Chavez.</p> <p>Students will be able to describe the contributions of other members of the Civil Rights Movement.</p> <p>Students will be able to examine how personality impacts social movements</p> <p>Students will be able to describe the importance of everyday resistance.</p> <p>Students will be able to compare and contrast the Native American civil rights protest to current Native American protests.</p>	
---	--

Stage 2 – Evidence and Assessment

Assessment Evidence

<p>Performance Task(s)</p> <p>Summative Assessment: Creation and presentation of a poster based on interviews with members of the civil rights movement. Students will need to address the unit’s vocabulary words within the presentation.</p>	<p>Other Evidence:</p> <p>Prior Knowledge Assessment - Knowledge Rating Assessment</p> <p>Formal and Informal Formative Assessments: - Class discussions, group work, exit cards</p> <p>Mid-unit Prior Knowledge Progress Assessment:</p>
---	--

Stage 3 – Learning Plan

Lesson 1 Summary:

Students will complete a prior knowledge assessment- the Knowledge Rating literacy strategy- on ten select vocabulary words from the unit. This assessment will drive unit instruction informing any additional scaffolding and supports. Students will then watch a brief video on the history of the U.S. civil rights movement. Afterwards, students will turn and talk with their partners to discuss the video. Finally, the students will fill out a K-W-L literacy strategy to organize their thoughts on what they already knew, what they want to know and what they just learned about the civil rights movement.

Lesson 2 Summary-

This day will be focused on social-emotional learning. Students will first talk with their partners and then the class about lynching and what pushes people to commit this horrific act. The teacher will then play the Emmett Till segment from *Eyes on the Prize*. After the video, the students will engage in a Dialogue Journal literacy strategy, choosing one person from the video to write to. Students will then journal their feelings about the video to this person.

Lesson 3 Summary-

Students will learn about Rosa Parks and her involvement in the bus boycotts. Students will first be asked to share what they know about Rosa Parks. The teacher will then show a video segment on Rosa Parks. Students will read a letter written by Rosa, a primary document, on her role with the N.A.A.C.P. and the boycotts. Teacher will discuss the concept of whitewashing with the students. Students will engage in a free write about why they think whitewashing occurs and what they learned about Rosa Parks.

Lesson 4 Summary-

Students will be divided into groups to analyze primary sources, photographs concerning school integration. Each group will be given one photograph to analyze and discuss. Groups will then present the photographs and their meaning to the rest of the class. Students will watch a video clip on school segregation/integration and will then discuss the meaning of the vocabulary words as a class.

Lesson 5 Summary-

Students will discuss Martin Luther King, Jr. and nonviolent resistance. The teacher will show a video clip about MLK and his rise to leadership in the movement. Students will read a primary document, King's "Letter from a Birmingham Jail", with guided notes by the teacher. Students will create a form of nonviolent resistance to solve a fictional scenario.

Lesson 6 Summary-

Students will listen to an annotated speech by Malcolm X "The Ballot or the Bullet." During the speech, students will work with the Cornell Notes literacy strategy. Once the speech is over, students will be asked to use their notes to write a paragraph summary about Malcolm X's approach to civil rights and resistance. Students will write about what the term Black Nationalism means to them.

Lesson 7 Summary-

Students will learn about Cesar Chavez and the Latino labor movement. Students will first be divided into groups to read four poems- primary documents- written about Cesar Chavez and

labor. The teacher will then show a documentary about Chavez and the movement. Students will be completing a Semantic Map literacy strategy while watching the film. Finally, the students will be asked to write a poem about Chavez and the movement.

Lesson 8 Summary-

Students will again take the Knowledge Rating assessment, this time with the use of their notes. Teacher will then gauge student progress and their literacy growth within the unit. The teacher will show clips about Dr. King's role as leader in the movement. Students will learn about the importance of everyday resistance in the context of social change.

Lesson 9 Summary-

Students will learn about the Native American occupation of Alcatraz. Students will read a primary document, the Alcatraz Proclamation. The teacher will ask students to circle any words or phrases that are unclear to them while reading. Students will share with partners and then the class about the goals of the proclamation. Students will watch a documentary about the Alcatraz occupation and then engage in a free write about the connections between the occupation and current protests by Native Americans.

Lesson 10 Summary-

Teacher will hand out materials and explain the unit end project on the Voices of the Civil Rights Movement. Teacher will walk students through how to use the LOC Civil Rights History project website.

Lesson 11 Summary-

Students will discuss the mob mentality as it pertains to civil unrest and the opponents of civil unrest. Students will watch two interviews with Dr. King and Malcolm X and will be asked to complete a Compare/Contrast Matrix for the two civil rights leaders and their philosophies. Students will discuss nonviolence resistance and violent resistance and civil disobedience.

Lesson 12 Summary-

Students will learn about the Black Panther Party and the F.B.I.'s role in attacking the Party and the movement. Students will complete a Series of Events Chain literacy strategy to chronicle the rise and fall of the Black Panther Party.

Lesson 13 Summary-

Students will watch interview clip with a Black Panther Party member who was also an F.B.I. informant. Students will then watch a speech by J. Edgar Hoover regarding the Black Panthers and domestic terrorism. For both of these videos, students will discuss with partners the messages both videos were trying to convey. Students will then watch a brief video connecting the events of the Black Panther movement to the current Black Lives Matter Movement. Afterwards, students will randomly be divided into two groups. One group will defend the actions of the Black Panther Party, the other will defend the actions of the F.B.I. The groups will engage in a light debate based on their arguments.

Unit: The U.S. Civil Rights Movement
LESSON PLAN

(K-12) Course name: U.S. History		Lesson Title: Unit Introduction	
Topic: The Civil Rights Movement		Grade Level: 10	
		Day in Lesson Sequence: 1	
Essential Question:			
What racial conflicts remained in the United States as a result of the Civil Rights Movement?			
Content Standards: (State, Common Core, and/or National Standards—both number codes and text):			
<p>“9.4.4.22.5 Explain the roots of the various civil rights movements, including African-American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945—1989)”</p> <p>“9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945—1989)”</p>			
Content Objectives:			
<ul style="list-style-type: none"> ● Students will be able to complete a Knowledge Rating- prior knowledge assessment- of ten civil rights era vocab words. ● Students will be able to complete a KWL chart on the U.S. civil rights movement. 			
Academic Language Objectives: (if present in this lesson)			
<p>Vocabulary:</p> <p><i>Segregation</i></p> <p><i>Boycott</i></p> <p><i>Prejudice</i></p> <p><i>Civil Disobedience</i></p> <p><i>Civil Rights</i></p> <p><i>Oppression</i></p> <p><i>Integration</i></p> <p><i>Protest</i></p> <p><i>White Supremacy</i></p> <p><i>Discrimination</i></p>			
Assessment			
• Prior Knowledge Assessment: (in this lesson or previous)			
Students will be given an assessment of a Knowledge Rating for ten vocab words from the unit on the U.S. Civil Rights Movement.			
• Formative Assessment: Informal and Formal			
<ul style="list-style-type: none"> ● Informal: Student discussion ● Formal: Knowledge Rating assessment, KWL chart 			
• Summative Assessment: (planned for the future)			

<ul style="list-style-type: none"> Students will create a poster addressing the ten vocabulary words from interviews by members of the Civil Rights movement and present it to the class. 	
Materials:	
<ul style="list-style-type: none"> Knowledge Rating: 1 sheet of paper with ten vocab words KWL chart: 1 blank piece of paper, drawn into columns by students 1 computer projected to the classroom 	
Learning Activities	
Time:	Opening Activity:
10-12 Minutes	Students will have a seat at their desks and the teacher will pass around a Knowledge Rating assessment sheet. The sheet will consist of 10 vocabulary words key to unit understanding. Students will have 8-10 minutes to complete the task, depending on productivity.
Time:	Instructional Task(s) Sequence:
8-10 Minutes	Teacher will go through the ten vocab words with the class. Teacher will indicate that the vocab words will be the basis for the unit on the U.S. Civil Rights movement. Teacher will ask the students if they knew any of the words and ask for their thoughts on the Knowledge Rating activity.
10 Minutes	Students will watch “Civil Rights and the 1950s: Crash Course US History #39.”
5-7 Minutes	Students will be asked to write down events and people in the video that they did not know.
10- 12 Minutes	Students will complete a KWL chart for the U.S. Civil Rights movement to turn in at the end of the hour.
Time:	Lesson Summary and Closure:
5 minutes	Teacher will briefly introduce the summative project, directing students to pay extra attention to the unit’s vocabulary words featured in the Knowledge Rating assessment.
Curricular Resources / Citations:	CrashCourse. (2013, November 21). Retrieved from https://www.youtube.com/watch?v=S64zRnnn4Po

Unit: The U.S. Civil Rights Movement
LESSON PLAN

(K-12) Course name: U.S. History		Lesson Title: The Story of Emmett Till	
Topic: The Civil Rights Movement		Grade Level: 10	
		Day in Lesson Sequence: 2	
Essential Question:			
Essential Question: What racial conflicts remained in the United States as a result of the Civil Rights Movement?			

Content Standards: (State, Common Core, and/or National Standards—both number codes and text):	
“9.4.4.22.5 Explain the roots of the various civil rights movements, including African-American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945—1989)”	
“9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945—1989)”	
Content Objectives:	
<ul style="list-style-type: none"> • Students will be able to create a Dialogue Journal for one person from the Emmett Till documentary • Students will engage in social emotional learning on the death of Emmett Till 	
Academic Language Objectives: (if present in this lesson)	
Vocabulary: Lynching Prejudice	
Assessment	
• Prior Knowledge Assessment: (in this lesson or previous)	
Students will be given an assessment of a Knowledge Rating for ten vocab words from the unit on the U.S. Civil Rights Movement.	
• Formative Assessment: Informal and Formal	
<ul style="list-style-type: none"> • Informal: Lesson launch, Group discussion • Formal: Dialogue Journal, Exit Card: What did you learn and feel from the activity today? What is your reaction to the court decision over Till’s murder? 	
• Summative Assessment: (planned for the future)	
<ul style="list-style-type: none"> • Students will create a poster addressing the ten vocabulary words from interviews by members of the Civil Rights movement and present it to the class. 	
Materials:	
<ul style="list-style-type: none"> • 1 sheet of paper and a writing utensil for the Dialogue Journal • Computer projected to the class 	
Learning Activities	
Time:	Opening Activity:
5-7 Minutes	Lesson Launch: Students will be asked to write down what comes to mind when they hear the word lynching and asked what social factors drive people to lynch other humans? Students will find a partner in the classroom to discuss the opening questions. Teacher will then ask for a few student examples.
Time:	Instructional Task(s) Sequence:
10 Minutes	Students will watch the Emmett Till segment from the <i>Eyes on the Prize</i> documentary

25-30 Minutes	<p>Dialogue Journal/Written Conversation: Students will watch the video, then write a brief reflection of their thoughts. Students will choose one person from the documentary and do a Dialogue Journal, as if writing to them. Students will then partner up and share their thoughts and their journal Teacher will ask students to share their thoughts as a group</p> <p>Teacher will introduce the vocabulary word Prejudice</p>
Time:	Lesson Summary and Closure:
5-7 Minutes	Exit card: What did you learn and feel from the activity today (social emotional learning)? What is your reaction to the court decision over Till's murder?
Curricular Resources / Citations:	Hampton, Henry. (Producer), Bagwell, Orlando (Director). (1987) <i>Eyes on the Prize</i> [Documentary]. United States: Blackside.

Unit: The U.S. Civil Rights Movement
LESSON PLAN

(K-12) Course name: U.S. History		Lesson Title: Rosa Parks and the Bus Boycott	
Topic: The Civil Rights Movement		Grade Level: 10	
		Day in Lesson Sequence: 3	
Essential Question:			
Essential Question: What racial conflicts remained in the United States as a result of the Civil Rights Movement?			
Content Standards: (State, Common Core, and/or National Standards—both number codes and text):			
“9.4.4.22.5 Explain the roots of the various civil rights movements, including African-American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945—1989)”			
“9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945—1989)”			
Content Objectives:			
<ul style="list-style-type: none"> ● Students will be able to describe Rosa Parks’ involvement in the Montgomery Bus Boycott. ● Students will be able to describe/analyze how and why history is whitewashed. 			
Academic Language Objectives: (if present in this lesson)			
Vocabulary: Whitewashing			

Boycott	
Assessment	
<ul style="list-style-type: none"> • Prior Knowledge Assessment: (in this lesson or previous) 	
Students will be given an assessment of a Knowledge Rating for ten vocab words from the unit on the U.S. Civil Rights Movement.	
<ul style="list-style-type: none"> • Formative Assessment: Informal and Formal 	
<ul style="list-style-type: none"> • Informal: Group discussion • Formal: Concept Circle, Exit Card 	
<ul style="list-style-type: none"> • Summative Assessment: (planned for the future) 	
<ul style="list-style-type: none"> • Students will create a poster addressing the ten vocabulary words from interviews by members of the Civil Rights movement and present it to the class. 	
Materials:	
<ul style="list-style-type: none"> • An empty Concept Circle worksheet for students to complete • Copies of the Rosa Parks letter • 1 sheet of paper and a writing utensil for student free write • White board for group discussion 	
Learning Activities	
Time:	Opening Activity:
10 Minutes	Lesson Launch: Students will be asked to complete a Concept Circle for Rosa Parks, writing in any words or ideas that come to mind. Teacher will ask students to share with a partner, then with the class. The teacher will draw a Concept Circle on the whiteboard.
Time:	Instructional Task(s) Sequence:
15 Minutes	Teacher will show a video segment on Rosa Parks from <i>Eyes on the Prize</i> .
5-7 Minutes	Teacher will ask students what they thought about Rosa Parks after watching the video and what differed from their concept circles.
7-10 Minutes	Students will read a letter written by Rosa Parks describing the Montgomery Bus Boycott. Teacher will ask what this letter demonstrates about Rosa and her participation in the boycott. https://www.loc.gov/resource/mss85943.001505/?sp=2
5 Minutes	Teacher will write the definition to the vocabulary word whitewashing and discuss the concept with students.
Time:	Lesson Summary and Closure:
10-12 Minutes	Students will free write why they think whitewashing occurs in history.
Curricular Resources / Citations:	<p>Hampton, Henry. (Producer), Bagwell, Orlando (Director). (1987) <i>Eyes on the Prize</i> [Documentary]. United States: Blackside.</p> <p>Parks, R. (1955) Rosa Parks Papers: Subject File, -2005; Montgomery Bus Boycott; Instructions to car-pool drivers and passengers, 1955 to</p>

1956. - 1956. [Manuscript/Mixed Material] Retrieved from the Library of Congress, <https://www.loc.gov/item/mss859430177/>.

Unit: The U.S. Civil Rights Movement
LESSON PLAN

(K-12) Course name: U.S. History		Lesson Title: School Integration
Topic: The Civil Rights Movement		Grade Level: 10
		Day in Lesson Sequence: 4
Essential Question:		
Essential Question: What racial conflicts remained in the United States as a result of the Civil Rights Movement?		
Content Standards: (State, Common Core, and/or National Standards—both number codes and text):		
“9.4.4.22.5 Explain the roots of the various civil rights movements, including African-American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945—1989)”		
“9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945—1989)”		
Content Objectives:		
<ul style="list-style-type: none">● Students will be able to analyze primary source photos of school integration● Students will be able to explain why and how primary sources are valuable in studying Civil Rights history		
Academic Language Objectives: (if present in this lesson)		
Vocabulary: Segregation Integration Civil Rights		
Assessment		
• Prior Knowledge Assessment: (in this lesson or previous)		
Students will be given an assessment of a Knowledge Rating for ten vocab words from the unit on the U.S. Civil Rights Movement.		
• Formative Assessment: Informal and Formal		
<ul style="list-style-type: none">● Informal: Group activity and discussion● Formal: Exit Card		
• Summative Assessment: (planned for the future)		
<ul style="list-style-type: none">● Students will create a poster addressing the ten vocabulary words from interviews by members of the Civil Rights movement and present it to the class.		
Materials:		

<ul style="list-style-type: none"> • 6 primary photos from the school integration era • Computer projected to the class • Cornell Notes sheets • 1 sheet of paper for an Exit Card 	
Learning Activities	
Time:	Opening Activity:
15-20 Minutes	<p>Students will be randomly divided into five groups. Students will analyze photos from the school integration period- one photo per group. Then each group will present their photo to the rest of the class, explaining what they think is happening in the photo and the significance of the event. Teacher will discuss the primary sources and the importance of photographic evidence in history.</p> <p>*Photograph #4 is actually from Boston, 1975. Teacher will discuss the racial issues that existed in northern cities and schools, even twenty years later.</p>
Time:	Instructional Task(s) Sequence:
20-25 Minutes 5 Minutes	<p>Students will watch the video segment about school segregation/integration from <i>Eyes on the Prize</i>. Students will complete Cornell Notes for the video.</p> <p>Teacher will ask the students for help with defining the two vocabulary words on the whiteboard: Segregation Integration</p>
Time:	Lesson Summary and Closure:
5-7 Minutes	Exit card: Why is it important to study primary sources from the Civil Rights era?
Curricular Resources / Citations:	<p>Hampton, Henry. (Producer), Bagwell, Orlando (Director). (1987) <i>Eyes on the Prize</i> [Documentary]. United States: Blackside.</p> <p>Bledsoe, J.T. (1959) #1011. <i>Library of Congress, Prints & Photographs Division</i>, LC-DIG-ppmsca-19754. Retrieved from: https://www.learner.org/courses/lens/archive/1011/</p> <p>Counts, Jr., I.W. (1957) The Scream Image. Will Counts Collection, <i>Indiana University Archives</i>. Retrieved from: https://www.learner.org/courses/lens/archive/1027/</p> <p>Hudson, B. (1963). #1037. <i>AP Photo</i>. Retrieved from: https://www.learner.org/courses/lens/archive/1037/</p> <p>Unknown (1957) #1050. <i>AP Photo</i>. Retrieved from: https://www.learner.org/courses/lens/archive/1050/</p> <p>Unknown (1975). #1057. <i>AP Photo</i>. Retrieved from: https://www.learner.org/courses/lens/archive/1057/</p>

Unit: The U.S. Civil Rights Movement
LESSON PLAN

(K-12) Course name: U.S. History	Lesson Title: Civil Disobedience and Nonviolent Protest
Topic: The Civil Rights Movement	Grade Level: 10
	Day in Lesson Sequence: 5
Essential Question:	
Essential Question: What racial conflicts remained in the United States as a result of the Civil Rights Movement?	
Content Standards: (State, Common Core, and/or National Standards—both number codes and text):	
<p>“9.4.4.22.5 Explain the roots of the various civil rights movements, including African-American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945—1989)”</p> <p>“9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945—1989)”</p>	
Content Objectives:	
<ul style="list-style-type: none"> ● Students will be able to describe Civil Disobedience ● Students will be able to analyze a primary document “Letter from a Birmingham Jail.” ● Students will be able to create plans for Civil Disobedience. 	
Academic Language Objectives: (if present in this lesson)	
Vocabulary: Civil Disobedience Oppression/Oppressor	
Assessment	
• Prior Knowledge Assessment: (in this lesson or previous)	
Students will be given an assessment of a Knowledge Rating for ten vocab words from the unit on the U.S. Civil Rights Movement.	
• Formative Assessment: Informal and Formal	
<ul style="list-style-type: none"> ● Informal: Lesson Launch, Group activity ● Formal: Exit Card: 	
• Summative Assessment: (planned for the future)	
<ul style="list-style-type: none"> ● Students will create a poster addressing the ten vocabulary words from interviews by members of the Civil Rights movement and present it to the class. 	
Materials:	
<ul style="list-style-type: none"> ● Copies of “Letter from a Birmingham Jail” with Teacher Notes ● 1 sheet of paper with a school district notice ● Whiteboard for group discussion 	

Learning Activities	
Time:	Opening Activity:
5-7 Minutes	Lesson Launch: What is nonviolent resistance? Can you think of any examples? Teacher will ask students to engage in silent writing, then share with a partner, then with the class. The teacher will draw a Semantic (Cognitive) Map on the whiteboard from the students' answers.
Time:	Instructional Task(s) Sequence:
15 Minutes	Watch clips on Martin Luther King's rise from <i>Eyes on the Prize</i> . Teacher will ask what students think about his rise to leadership in the movement.
15- 17 Minutes	Students will read excerpts from "Letter from a Birmingham Jail" by Martin Luther King Jr. The students will read the letter on a worksheet with Guided Reading for the article.
10 Minutes	Teacher will read a notice to the students explaining how the school district is considering extending the school day another 30 minutes. In groups, students will create a method of Civil Disobedience to protest school changes. Teacher will then ask students to share their ideas for Civil Disobedience. Teacher will then share the good news that the school district changed their mind and school hours will not be changed.
Time:	Lesson Summary and Closure:
5-7 Minutes	Exit: Why do you think nonviolent resistance is effective?
Curricular Resources / Citations:	Hampton, Henry. (Producer), Bagwell, Orlando (Director). (1987) <i>Eyes on the Prize</i> [Documentary]. United States: Blackside. King, Jr., Martin Luther. (1963) Letter from a Birmingham Jail. Retrieved from: https://teachingamericanhistory.org/library/document/letter-from-birmingham-city-jail-excerpts/

Unit: The U.S. Civil Rights Movement
LESSON PLAN

(K-12) Course name: U.S. History	Lesson Title: Malcolm X and Black Nationalism
Topic: The Civil Rights Movement	Grade Level: 10
	Day in Lesson Sequence: 6
Essential Question:	
Essential Question: What racial conflicts remained in the United States as a result of the Civil Rights Movement?	
Content Standards: (State, Common Core, and/or National Standards—both number codes and text):	
"9.4.4.22.5 Explain the roots of the various civil rights movements, including African-American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945—1989)"	

“9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945—1989)”	
Content Objectives:	
<ul style="list-style-type: none"> Students will be able to describe what Black Nationalism is and why Malcolm X demanded its use. 	
Academic Language Objectives: (if present in this lesson)	
Vocabulary: Black Nationalism	
Assessment	
• Prior Knowledge Assessment: (in this lesson or previous)	
Students will be given an assessment of a Knowledge Rating for ten vocab words from the unit on the U.S. Civil Rights Movement.	
• Formative Assessment: Informal and Formal	
<ul style="list-style-type: none"> Informal: Group activity Formal: Exit Card 	
• Summative Assessment: (planned for the future)	
<ul style="list-style-type: none"> Students will create a poster addressing the ten vocabulary words from interviews by members of the Civil Rights movement and present it to the class. 	
Materials:	
<ul style="list-style-type: none"> Computer projected to the classroom White board for group discussion 	
Learning Activities	
Time:	Opening Activity:
7-10 Minutes	Lesson Launch: Think, pair, share: What do you know about Malcolm X? What did he believe in? Teacher will then ask for student examples and write the answers on the white board.
Time:	Instructional Task(s) Sequence:
40 Minutes	Students will listen to an annotated speech by Malcolm X “The Ballot or the Bullet.” Students will complete Cornell Notes while listening to the speech. Teacher will direct students that they will be writing a paragraph summary from the notes.
Time:	Lesson Summary and Closure:
5 Minutes	Exit: What is black nationalism and how does it connect with what Malcolm X preached?
Curricular Resources / Citations:	npatou. (2017, June 6). Retrieved from https://www.youtube.com/watch?v=8zLQLUpNGsc

Unit: The U.S. Civil Rights Movement
LESSON PLAN

(K-12) Course name: U.S. History	Lesson Title: Huelga! Chavez and the Labor Movement
Topic: The Civil Rights Movement	Grade Level: 10
	Day in Lesson Sequence: 7
Essential Question:	
Essential Question: What racial conflicts remained in the United States as a result of the Civil Rights Movement?	
Content Standards: (State, Common Core, and/or National Standards—both number codes and text):	
<p>“9.4.4.22.5 Explain the roots of the various civil rights movements, including African-American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945—1989)”</p> <p>“9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945—1989)”</p>	
Content Objectives:	
<ul style="list-style-type: none"> ● Students will be able to describe the conditions that led to the Latino labor strike ● Students will be able to evaluate poems from the Latino Labor Movement ● Students will be able to create a poem about what they learned about Chavez 	
Academic Language Objectives: (if present in this lesson)	
Vocabulary: Strike Civil Rights Boycott	
Assessment	
<p>• Prior Knowledge Assessment: (in this lesson or previous)</p> <p>Students will be given an assessment of a Knowledge Rating for ten vocab words from the unit on the U.S. Civil Rights Movement.</p>	
<p>• Formative Assessment: Informal and Formal</p> <ul style="list-style-type: none"> ● Informal: Group discussions ● Formal: Semantic map, student poems 	
<p>• Summative Assessment: (planned for the future)</p> <ul style="list-style-type: none"> ● Students will create a poster addressing the ten vocabulary words from interviews by members of the Civil Rights movement and present it to the class. 	
Materials:	
<ul style="list-style-type: none"> ● Computer projected to the class ● 1 sheet of paper per student for the Semantic Map 	

	<ul style="list-style-type: none"> • Copies of the 4 poems • White board for group discussion
Learning Activities	
Time:	Opening Activity:
5 Minutes	Lesson Launch: As a class, the teacher will ask the students to brainstorm about what they know about Cesar Chavez and the Latino labor movement.
Time:	Instructional Task(s) Sequence:
15 Minutes	<p>Students will be divided into four groups. Each group will be assigned one poem dedicated to the Latino labor movement. Students will read the poems in each group and discuss their meaning. Then, each group will read their poem to the class. We will, as a whole, discuss each poem's meaning and purpose.</p> <p>The poems: Alfredo Lopez, "A Farewell Ballad For Sal Santos 1972" Rafael Jesús González, "Elegy: At the End of April" 1993 Debbie Miller, "Woman of Many Colors" 1993 Richard Baldwin, "Good Robert Coles" 2012</p>
30 Minutes	<p>Students will watch a documentary on the labor movement: "The Valley In The Struggle." While watching, students will fill out a Semantic Map to gather their thoughts about the video.</p> <p>Students will be asked to define the words strike and boycott, from the video. Teacher will then discuss the definitions with the students after the video.</p>
Time:	Lesson Summary and Closure:
7-10 Minutes	<p>Students will be asked to create a brief poem about Chavez and the Latino Labor Movement. To be completed as homework, if needed.</p>
Curricular Resources / Citations:	<p>Copies of the following poems: Farmworker Movement Documentation Project. (1972). Alfredo Lopez, "A Farewell Ballad For Sal Santos 1972" [PDF File]. <i>UC San Diego Library</i>. Retrieved from: https://libraries.ucsd.edu/farmworkermovement/essays/essays/A%20Farewell%20Ballad%20Sal%20Santos.pdf</p> <p>Farmworker Movement Documentation Project. (2006). Rafael Jesús González, "Elegy: At the End of April" [PDF File]. <i>UC San Diego Library</i>. Retrieved from: https://libraries.ucsd.edu/farmworkermovement/essays/essays/NEW%20FINAL%20ELEGY.pdf</p> <p>Farmworker Movement Documentation Project. (1993). Debbie Miller, "Woman of Many Colors" [PDF File]. <i>UC San Diego Library</i>. Retrieved</p>

	<p>from: https://libraries.ucsd.edu/farmworkermovement/essays/essays/dmiller.pdf</p> <p>Farmworker Movement Documentation Project. (2012). Richard Baldwin, “Good Robert Coles” [PDF File]. <i>UC San Diego Library</i>. Retrieved from: https://libraries.ucsd.edu/farmworkermovement/essay/essays-by-author/</p> <p>Studios, S. N. (2014, March 27). Retrieved from: https://www.youtube.com/watch?v=PE5I-n0Bdh8</p>
--	---

Unit: The U.S. Civil Rights Movement
LESSON PLAN

(K-12) Course name: U.S. History	Lesson Title: Other Voices and the Power of Image
Topic: The Civil Rights Movement	Grade Level: 10
	Day in Lesson Sequence: 8
Essential Question:	
Essential Question: What racial conflicts remained in the United States as a result of the Civil Rights Movement?	
Content Standards: (State, Common Core, and/or National Standards—both number codes and text):	
<p>“9.4.4.22.5 Explain the roots of the various civil rights movements, including African-American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945—1989)”</p> <p>“9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945—1989)”</p>	
Content Objectives:	
<ul style="list-style-type: none"> ● Students will be able to describe the contributions of other members of the Civil Rights Movement. ● Students will be able to examine how personality impacts social movements ● Students will be able to describe the importance of everyday resistance. 	
Academic Language Objectives: (if present in this lesson)	
Vocabulary:	
Assessment	
• Prior Knowledge Assessment: (in this lesson or previous)	
Students will be given an assessment of a Knowledge Rating for ten vocab words from the unit on the U.S. Civil Rights Movement.	

• Formative Assessment: Informal and Formal	
<ul style="list-style-type: none"> • Informal: Group activity • Formal: Exit Card: 	
• Summative Assessment: (planned for the future)	
<ul style="list-style-type: none"> • Students will create a poster addressing the ten vocabulary words from interviews by members of the Civil Rights movement and present it to the class. 	
Materials:	
<ul style="list-style-type: none"> • Knowledge Rating assessment for each student • 1 computer projected to the classroom 	
Learning Activities	
Time:	Opening Activity:
10-12 Minutes	Lesson Launch: Students will again complete the Prior Knowledge Assessment of the Knowledge Rating for the unit's 10 vocab words. They will be able to use their notes for assistance.
Time:	Instructional Task(s) Sequence:
5 Minutes	Teacher will discuss the summative project. Teacher will explain how the project works and how it is designed to test understanding of the vocab words.
15 Minutes	Teacher will show a clip from part 4 of <i>Eyes on the Prize</i> . 8:00- @18:20 Questions: What is the video stating about Dr. King's "phenomena" and the movement? Describe instances in which the nonviolent protest was succeeding? Why was Dr. King released from jail? As far as you can tell, were others released from jail?
15 Minutes	Students will watch 30:00-38:00 Questions: Why were the ordinary people of the movement so important to its continued success? Teacher will then ask the students what they think about the power of personality and celebrity of Dr. King versus the everyday resisters?
Time:	Lesson Summary and Closure:
5-7 Minutes	Exit: What did you learn from the video about the importance of everyday resistance?
Curricular Resources / Citations:	Hampton, Henry. (Producer), Bagwell, Orlando (Director). (1987) <i>Eyes on the Prize</i> [Documentary]. United States: Blackside.

Unit: The U.S. Civil Rights Movement
LESSON PLAN

(K-12) Course name: U.S. History	Lesson Title: Native Americans and the Civil Rights Movement
Topic: The Civil Rights Movement	Grade Level: 10
	Day in Lesson Sequence: 9
Essential Question:	
Essential Question: What racial conflicts remained in the United States as a result of the Civil Rights Movement?	
Content Standards: (State, Common Core, and/or National Standards—both number codes and text):	
<p>“9.4.4.22.5 Explain the roots of the various civil rights movements, including African-American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945—1989)”</p> <p>“9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945—1989)”</p>	
Content Objectives:	
<ul style="list-style-type: none"> ● Students will be able to compare and contrast the Native American civil rights protest to current Native American protests. 	
Academic Language Objectives: (if present in this lesson)	
Vocabulary: Occupation/Occupy Protest	
Assessment	
<ul style="list-style-type: none"> ● Prior Knowledge Assessment: (in this lesson or previous) <p>Students will be given an assessment of a Knowledge Rating for ten vocab words from the unit on the U.S. Civil Rights Movement.</p>	
<ul style="list-style-type: none"> ● Formative Assessment: Informal and Formal <ul style="list-style-type: none"> ● Informal: Group activity ● Formal: Exit Card: 	
<ul style="list-style-type: none"> ● Summative Assessment: (planned for the future) <ul style="list-style-type: none"> ● Students will create a poster addressing the ten vocabulary words from interviews by members of the Civil Rights movement and present it to the class. 	
Materials:	
<ul style="list-style-type: none"> ● Copies of the Alcatraz Proclamation ● 1 computer projected to the classroom ● 1 sheet of paper for the freewrite 	
Learning Activities	

Time:	Opening Activity:
10-15 Minutes	Students will be asked to read the Alcatraz Proclamation on their own. Teacher will direct students to circle any words or sentences that are unclear. Students will then discuss the proclamation with a partner. Finally, the teacher will ask the class to share their thoughts and discuss the meaning of the document.
Time:	Instructional Task(s) Sequence:
25 minutes	Students will watch “We Hold the Rock” about the Native American protests in Alcatraz. Students will take notes on the events and people involved in the video.
5 minutes	Teacher will discuss the vocab words Occupation and Occupy with the students.
Time:	Lesson Summary and Closure:
5-7 Minutes	Exit: students will be asked to freewrite their thoughts about the connections the video made to modern day Native American protests.
Curricular Resources / Citations:	Fortunate Eagle, A. (1992). <i>ALCATRAZ! ALCATRAZ!</i> Berkeley, CA: Heyday Books. Retrieved from: http://www.foundsf.org/index.php?title=ALCATRAZ_Proclamation Area, G. G. N. R. (2014, October 7). We Hold the Rock. Retrieved from https://www.youtube.com/watch?v=gEmae2PsWJI

Unit: The U.S. Civil Rights Movement
LESSON PLAN

(K-12) Course name: U.S. History		Lesson Title: Civil Rights Project Work Day	
Topic: The Civil Rights Movement		Grade Level: 10	
		Day in Lesson Sequence: 10	
Essential Question:			
Essential Question: What racial conflicts remained in the United States as a result of the Civil Rights Movement?			
Content Standards: (State, Common Core, and/or National Standards—both number codes and text):			
“9.4.4.22.5 Explain the roots of the various civil rights movements, including African-American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945—1989)”			
“9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945—1989)”			
Content Objectives:			
<ul style="list-style-type: none"> Students will be able to Create a poster on one voice from the Civil Rights movement. 			

Academic Language Objectives: (if present in this lesson)	
Vocabulary:	
Assessment	
• Prior Knowledge Assessment: (in this lesson or previous)	
Students will be given an assessment of a Knowledge Rating for ten vocab words from the unit on the U.S. Civil Rights Movement.	
• Formative Assessment: Informal and Formal	
<ul style="list-style-type: none"> ● Informal: Student discussion ● Formal: Knowledge Rating assessment, KWL chart 	
• Summative Assessment: (planned for the future)	
<ul style="list-style-type: none"> ● Students will create a poster addressing the ten vocabulary words from interviews by members of the Civil Rights movement and present it to the class. 	
Materials:	
<ul style="list-style-type: none"> ● Chromebooks ● Computer projected to the class ● Guiding questions ● A copy of the project's rubric ● A copy of the unit's vocabulary words 	
Learning Activities	
Time:	Opening Activity:
10 Minutes	Teacher will hand out materials and explain the unit end project on the Voices of the Civil Rights Movement. Teacher will walk students through how to use the LOC Civil Rights History project website.
Time:	Instructional Task(s) Sequence:
40 Minutes	Students will begin work on their Civil Rights stories posters
Time:	Lesson Summary and Closure:
5 Minutes	Teacher will ask students what questions they still have about the project.
Curricular Resources / Citations:	https://www.loc.gov/exhibits/civil-rights-act/multimedia.html

Unit: The U.S. Civil Rights Movement
LESSON PLAN

(K-12) Course name: U.S. History	Lesson Title: What is Civil Disobedience?
Topic: The Civil Rights Movement	Grade Level: 10
	Day in Lesson Sequence: 11
Essential Question:	
Essential Question: What racial conflicts remained in the United States as a result of the Civil Rights Movement?	

Content Standards: (State, Common Core, and/or National Standards—both number codes and text):	
“9.4.4.22.5 Explain the roots of the various civil rights movements, including African-American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945—1989)”	
“9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945—1989)”	
Content Objectives:	
<ul style="list-style-type: none"> Students will be able to compare and contrast the philosophies of Malcolm X and Dr. Martin Luther King Jr. 	
Academic Language Objectives: (if present in this lesson)	
Vocabulary: Civil Disobedience	
Assessment	
• Prior Knowledge Assessment: (in this lesson or previous)	
Students will be given an assessment of a Knowledge Rating for ten vocab words from the unit on the U.S. Civil Rights Movement.	
• Formative Assessment: Informal and Formal	
<ul style="list-style-type: none"> Informal: Group activity Formal: Exit Card: 	
• Summative Assessment: (planned for the future)	
<ul style="list-style-type: none"> Students will create a poster addressing the ten vocabulary words from interviews by members of the Civil Rights movement and present it to the class. 	
Materials:	
<ul style="list-style-type: none"> 1 computer projected to the classroom Sheets of paper and writing utensils for the Compare/Contrast activity 	
Learning Activities	
Time:	Opening Activity:
10 Minutes	<p>Lesson Launch: Turn and talk. Students will be asked to first write down their answer to the following question: What would cause people to become violent on either side of a protest? What is a mob mentality?</p> <p>Students will then turn to their partner and discuss the questions. Teacher will ask students to share their thoughts to the class.</p>
Time:	Instructional Task(s) Sequence:
35 Minutes	<p>Students will watch interview clips of Malcolm X and Dr. King discussing their philosophies. https://www.youtube.com/watch?v=TNQGhsPb7U4 Stop at 35:00</p>

	Students will use a Compare/Contrast Matrix to organize the thoughts of Malcolm X and Martin Luther King Jr. regarding the use of violence and nonviolence in protest.
Time:	Lesson Summary and Closure:
10 Minutes	Teacher and students will discuss the video and civil disobedience.
Curricular Resources / Citations:	Sales, W. G. B. H. S. (2018, March 2). Retrieved from https://www.youtube.com/watch?v=TNQGhsPb7U4

Unit: The U.S. Civil Rights Movement
LESSON PLAN

(K-12) Course name: U.S. History	Lesson Title: The Black Panthers and the F.B.I.- Part 1
Topic: The Civil Rights Movement	Grade Level: 10
	Day in Lesson Sequence: 12
Essential Question:	
Essential Question: What racial conflicts remained in the United States as a result of the Civil Rights Movement?	
Content Standards: (State, Common Core, and/or National Standards—both number codes and text):	
“9.4.4.22.5 Explain the roots of the various civil rights movements, including African-American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945—1989)”	
“9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945—1989)”	
Content Objectives:	
<ul style="list-style-type: none"> ● Students will be able to describe the confrontation between the Black Panther Party and the F.B.I. 	
Academic Language Objectives: (if present in this lesson)	
Vocabulary: White Supremacy	
Assessment	
<ul style="list-style-type: none"> ● Prior Knowledge Assessment: (in this lesson or previous) 	
Students will be given an assessment of a Knowledge Rating for ten vocab words from the unit on the U.S. Civil Rights Movement.	
<ul style="list-style-type: none"> ● Formative Assessment: Informal and Formal 	
<ul style="list-style-type: none"> ● Informal: Student discussion ● Formal: Knowledge Rating assessment, KWL chart 	

• Summative Assessment: (planned for the future)	
<ul style="list-style-type: none"> Students will create a poster addressing the ten vocabulary words from interviews by members of the Civil Rights movement and present it to the class. 	
Materials:	
<ul style="list-style-type: none"> 1 computer projected to the classroom Series of Events Chain diagram on the whiteboard for directions 	
Learning Activities	
Time:	Opening Activity:
5-7 Minutes	Lesson Launch: Who were the Black Panthers? What words come to mind when you think of the Black Panther Party? Students will first think silently about the questions, then turn to their partners and discuss the answers. Teacher will ask the class to share their thoughts.
Time:	Instructional Task(s) Sequence:
40-45 Minutes	Students will watch Lords of the Revolution: The Black Panthers Documentary Students will complete a Series of Events Chain literacy strategy as they view the documentary Teacher and students will discuss: what is white supremacy?
Time:	Lesson Summary and Closure:
5-7 Minutes	Class discussion: What are your thoughts on the video? Any comparisons to current events?
Curricular Resources / Citations:	arlitist. Retrieved from https://www.youtube.com/watch?v=EukEIItplo4

Unit: The U.S. Civil Rights Movement

LESSON PLAN

(K-12) Course name: U.S. History		Lesson Title: The Black Panthers and the F.B.I.- Part 2	
Topic: The Civil Rights Movement		Grade Level: 10	
		Day in Lesson Sequence: 13	
Essential Question:			
Essential Question: What racial conflicts remained in the United States as a result of the Civil Rights Movement?			
Content Standards: (State, Common Core, and/or National Standards—both number codes and text):			
“9.4.4.22.5 Explain the roots of the various civil rights movements, including African-American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945—1989)”			

<p>“9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945—1989)”</p>	
<p>Content Objectives:</p> <ul style="list-style-type: none"> • Students will be able to create an argument in favor of the Black Panthers or the F.B.I. • Students will compare and contrast videos about the Black Panther/F.B.I. controversy 	
<p>Academic Language Objectives: (if present in this lesson)</p>	
<p>Vocabulary:</p>	
<p>Assessment</p>	
<p>• Prior Knowledge Assessment: (in this lesson or previous)</p> <p>Students will be given an assessment of a Knowledge Rating for ten vocab words from the unit on the U.S. Civil Rights Movement.</p>	
<p>• Formative Assessment: Informal and Formal</p> <ul style="list-style-type: none"> • Informal: Group activity • Formal: Exit Card: 	
<p>• Summative Assessment: (planned for the future)</p> <ul style="list-style-type: none"> • Students will create a poster addressing the ten vocabulary words from interviews by members of the Civil Rights movement and present it to the class. 	
<p>Materials:</p> <ul style="list-style-type: none"> • 1 computer projected to the classroom • Sheets of paper for exit card 	
<p>Learning Activities</p>	
<p>Time:</p> <p>10-20 Minutes</p>	<p>Opening Activity:</p> <p>Students will watch a video interview featuring Black Panther informant to the F.B.I. William O’Neal.</p> <p>Students will talk in their table groups. Students will be asked to discuss what O’Neal was trying to convey.</p> <p>https://www.youtube.com/watch?v=uSjYd35nF5s</p>
<p>Time:</p> <p>20-25 Minutes</p>	<p>Instructional Task(s) Sequence:</p> <p>Students will then watch the video featuring a re-enactment of F.B.I. director J. Edgar Hoover’s statement on the Black Panthers.</p> <p>Students will talk in their table groups. Students will be asked to discuss what Hoover was trying to explain.</p> <p>https://www.youtube.com/watch?v=GfKK2RsDglU</p> <p>Students will watch the video titled Black Panthers Revisited Op-Docs The New York Times, Students will turn and talk and will be asked what they thought about the connections with the Black Lives Matter Movement.</p>

	<p>https://www.youtube.com/watch?v=qGZpDt6OYnI</p> <p>Students will be randomly assigned to groups and each group must respond to one of the following guiding statements:</p> <ol style="list-style-type: none"> 1. The Black Panther Party was justified in its advocacy of militant resistance. 2. The F.B.I. counter-revolutionary (COINTELPRO) taskforce rightly targeted the Black Panther Party as a threat to society. <p>Once the class is ready, each group will present their argument, allowing time for counter arguments at the end.</p> <p>Students will be taught the concept of playing devil’s advocate to argue for a position that they may personally oppose.</p>
Time:	Lesson Summary and Closure:
5 Minutes	Exit Card: How does the situation with the Black Panther Party and the F.B.I.. apply to current events and the Black Lives Matter movement?
Curricular Resources / Citations:	<p>echidnamedia. (2010, October 15). Retrieved from https://www.youtube.com/watch?v=GfKK2RsDglU</p> <p>Times, T. N. Y. (2015, January 23). Retrieved from https://www.youtube.com/watch?v=qGZpDt6OYnI</p> <p>williams, coco. (2016, January 10). Retrieved from https://www.youtube.com/watch?v=uSjYd35nF5s</p>

Unit: The U.S. Civil Rights Movement
LESSON PLAN

(K-12) Course name: U.S. History		Lesson Title: Presentation Day- Part 1	
Topic: The Civil Rights Movement		Grade Level: 10	
		Day in Lesson Sequence: 14	
Essential Question:			
Essential Question: What racial conflicts remained in the United States as a result of the Civil Rights Movement?			
Content Standards: (State, Common Core, and/or National Standards—both number codes and text):			
“9.4.4.22.5 Explain the roots of the various civil rights movements, including African-American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945—1989)”			

“9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945—1989)”	
Content Objectives:	
<ul style="list-style-type: none"> • Students will be able to present their Civil Rights stories to the class. • Students will be able to peer assess student presentations. 	
Academic Language Objectives: (if present in this lesson)	
Vocabulary:	
Assessment	
• Prior Knowledge Assessment: (in this lesson or previous)	
Students will be given an assessment of a Knowledge Rating for ten vocab words from the unit on the U.S. Civil Rights Movement.	
• Formative Assessment: Informal and Formal	
<ul style="list-style-type: none"> • Informal: Student presentations • Formal: Students will complete peer assessments of the presentations they observe for the day. 	
• Summative Assessment: (planned for the future)	
<ul style="list-style-type: none"> • Students will create a poster addressing the ten vocabulary words from interviews by members of the Civil Rights movement and present it to the class. 	
Materials:	
<ul style="list-style-type: none"> • Chromebooks • Computer projected to the class • A copy of the project’s rubric • A copy of the project’s directions • Peer assessment rubric 	
Learning Activities	
Time:	Opening Activity:
5 Minutes	Students will set up their presentations.
Time:	Instructional Task(s) Sequence:
40 Minutes	<p>Students will present their Civil Rights stories posters to the class.</p> <p>Students will be randomly divided into 6 groups, each with 5-6 students. Each group will have 10 minutes to present their posters to the remaining students in the class in a gallery style setup. The first three groups will present today.</p>
Time:	Lesson Summary and Closure:
10 Minutes	<p>Students, first as a group, then as a full class, will be asked to make connections among the presentations.</p> <p>Students will be asked to compare and contrast the Civil Rights stories from those involved.</p>

Curricular Resources / Citations:	https://www.loc.gov/exhibits/civil-rights-act/multimedia.html
--	---

Unit: The U.S. Civil Rights Movement
LESSON PLAN

(K-12) Course name: U.S. History	Lesson Title: Presentation Day- Part 2
Topic: The Civil Rights Movement	Grade Level: 10
	Day in Lesson Sequence: 15
Essential Question:	
Essential Question: What racial conflicts remained in the United States as a result of the Civil Rights Movement?	
Content Standards: (State, Common Core, and/or National Standards—both number codes and text):	
“9.4.4.22.5 Explain the roots of the various civil rights movements, including African-American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945—1989)”	
“9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945—1989)”	
Content Objectives:	
<ul style="list-style-type: none"> ● Students will be able to present their Civil Rights stories to the class. ● Students will be able to peer assess student presentations. 	
Academic Language Objectives: (if present in this lesson)	
Vocabulary:	
Assessment	
• Prior Knowledge Assessment: (in this lesson or previous)	
Students will be given an assessment of a Knowledge Rating for ten vocab words from the unit on the U.S. Civil Rights Movement.	
• Formative Assessment: Informal and Formal	
<ul style="list-style-type: none"> ● Informal: Student presentations ● Formal: Students will complete peer assessments of the presentations they observe for the day. 	
• Summative Assessment: (planned for the future)	
<ul style="list-style-type: none"> ● Students will create a poster addressing the ten vocabulary words from interviews by members of the Civil Rights movement and present it to the class. 	
Materials:	
<ul style="list-style-type: none"> ● Presentation Boards 	

- Peer assessment sheets

Learning Activities	
Time:	Opening Activity:
5 Minutes	Students will set up their presentations.
Time:	Instructional Task(s) Sequence:
40 Minutes	Students will present their Civil Rights stories posters to the class. Students will be randomly divided into 6 groups, each with 5-6 students. Each group will have 10 minutes to present their posters to the remaining students in the class in a gallery style setup. The final three groups will present today.
Time:	Lesson Summary and Closure:
10 Minutes	Students, first as a group, then as a full class, will be asked to make connections among the presentations. Students will be asked to compare and contrast the Civil Rights stories from those involved.
Curricular Resources / Citations:	https://www.loc.gov/exhibits/civil-rights-act/multimedia.html

Day 1 Documents:

Knowledge Rating Assessment Directions (Adapted from Vacca, Vacca & Mraz, 2013):

Teacher will pass out copies of the Knowledge Rating worksheet to each student.

Teacher will direct students to assess their familiarity with the vocabulary words below.

For each word, students will mark whether they know the word, don't know the word, or are not sure.

Then, students will define as many vocabulary words as they can.

When completed, the teacher will collect the worksheets.

Name _____ Date _____

Knowledge Rating Scale: Civil Rights History

Key Term	Know It	Not Sure	Don't Know	Definition
Segregation				
Boycott				
Prejudice				
Civil Disobedience				
Discrimination				
Civil Rights				
Oppression				
Integration				

White Supremacy				
Protest				

Vacca, R.T.; Vacca, J.A.; Mraz, M.E. (2013) Content Area Reading: Literacy and Learning Across the Curriculum (What's New in Literacy). *Pearson Education*.

Day 1 Documents:

KWL The Civil Rights Era: Directions

Students will watch “Civil Rights and the 1950s: Crash Course US History #39.” Students will be asked to write down events and people in the video that they did not know. Students will complete a KWL chart for the U.S. Civil Rights movement to turn in at the end of the hour.

<h1>K-W-L Chart</h1>		
Topic: _____		
What I Know	What I Want to Know	What I Learned

whysospecial.com

Koftan, Carrie. Retrieved from: <https://whysospecial.com/>

Day 3 Documents:

Concept Circle Directions:

Students will be asked to complete a Concept Circle for Rosa Parks.

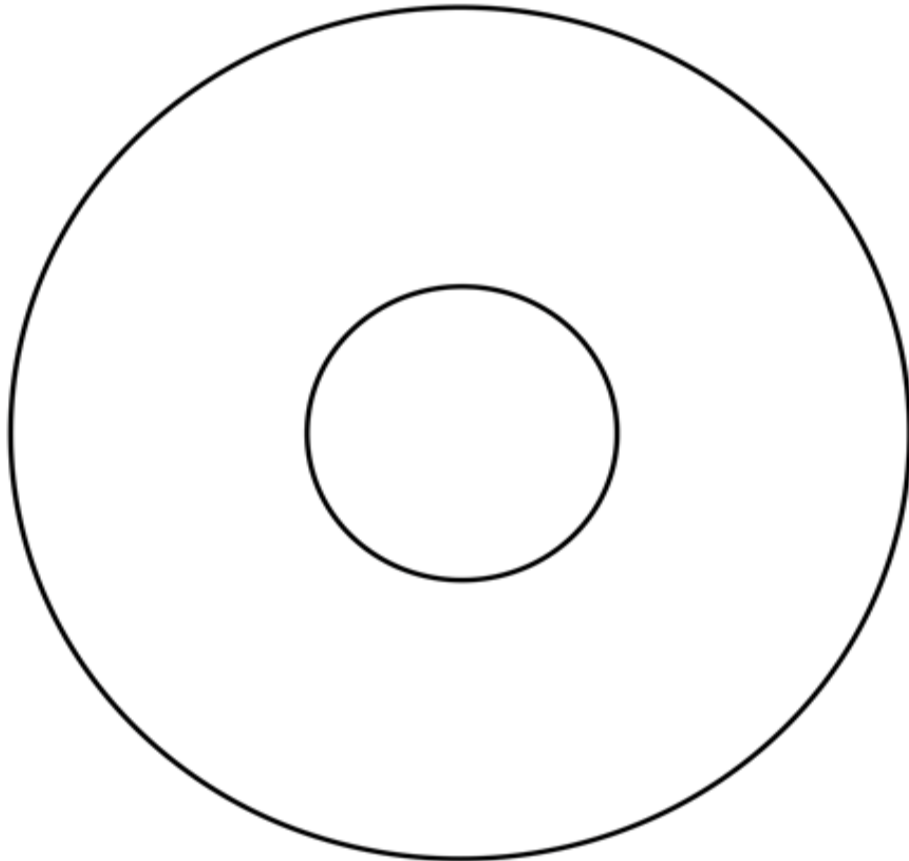
Students will write Rosa Parks in the center circle, then write in any words or ideas that come to mind when thinking about Rosa Parks in the outer circle.

Teacher will ask students to share with a partner, then with the class.

The teacher will draw a Concept Circle on the whiteboard using the students' answers.

Name: _____ Date: _____

Concept Map: Circle Map



Day 5 Documents:

Guided Reading Directions:

Teacher will hand out copies of "Letter from a Birmingham Jail" by Martin Luther King, Jr. The right half of the paper provides the students directions for how to read the document. For example, "Read this section slowly" or "Read two times."
Teacher will direct students to write answers to questions in the reading on the worksheet.

My Dear Fellow Clergymen,

While **confined** here in the Birmingham City Jail, I came across your recent statement calling our present activities "unwise and untimely." **Seldom**, if ever, do I pause to answer criticism of my work and ideas ...

In any nonviolent campaign there are four basic steps: 1) collection of the facts to determine whether injustices are alive; 2) negotiation; 3) self-purification; and 4) direct action. We have gone through all of these steps in Birmingham ...

Birmingham is probably the most thoroughly **segregated** city in the United States. Its ugly record of police brutality is known in every section of the country. Its unjust treatment of Negroes in the courts is a notorious reality. There have been more **unsolved** bombings of Negro homes and churches in Birmingham than in any city in this nation. These are the hard, brutal, and unbelievable facts. **On the basis of these conditions** Negro leaders sought to negotiate with the city fathers. But the political leaders consistently **refused to engage in good faith negotiation.**

So we had no alternative except that of preparing for direct action, whereby we would present our very bodies as a means of laying our case

Held; cramped

Rarely

Read this section slowly. When finished, read again.

What do you think King means by "self-purification"?

Use your notes to define this vocab word

Why do you think the bombings were "unsolved"?

Not being open to honest negotiations with another party

before the **conscience** of the local and national community. We were not unmindful of the difficulties involved. So we decided to go through the process of self-purification. We started having workshops on nonviolence and repeatedly asked ourselves the questions, “are you able to accept the blows without retaliating?” “Are you able to endure the ordeals of jail?”

Nonviolent direct action seeks to create such a crisis and establish such creative tension that a community that has constantly refused to negotiate is forced to confront the issue.

History is the long and tragic story of the fact that privileged groups seldom give up their privileges voluntarily.

We know through painful experience that freedom is never voluntarily given by the **oppressor**; it must be demanded by the **oppressed**. Frankly I have never yet engaged in a direct-action movement that was “well timed,” according to the timetable of those who have not suffered unduly from the disease of **segregation**. For years now I have heard the word “Wait!” It rings in the ear of every Negro with **a piercing familiarity**. This

“wait” has almost always meant “never.”

I guess it is easy for those who have never felt the stinging darts of **segregation to say wait**. But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate-filled policemen curse, kick, brutalize, and even kill your black brothers and sisters with **impunity**; when you see the vast majority of your 20 million **Negro brothers smothering in an airtight cage of poverty** in the midst of an **affluent society**; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six-year-old daughter why she can't go to the public amusement park that has just been advertised on television, and see the tears welling up in her little eyes when she is told that **Eunton** is closed to colored children, and see the **depressing clouds of inferiority begin to form in her little mental sky**, and see her begin to distort her little personality by unconsciously developing a **bitterness toward white people**; when you have to concoct an answer for a five-year-old son who is asking: “Daddy, why do white people treat colored people so mean?” when you take a **cross country drive and find it necessary to sleep night after night in the**

Feeling of right or wrong

This is the key to King's approach to nonviolence.

Read two times. This is very important.

What does “oppressed” mean?

Use your notes. What does the vocab word segregation mean?

What does this mean to those seeking social change?

How can this statement apply to any social change? Current events?

Without punishment

What does he mean here?

Wealthy

We will talk about this passage together? What do you think when you read this?

Read slowly, very important.

Central to King's fight for Civil Rights is acceptance in society

uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading "white" men and "colored" when your first name becomes "nigger" and your middle name becomes "boy" (however old you are) and your last name becomes "John," and when your wife and mother are never given the respected title of "Mrs." when you are harried by day and haunted by night by the fact that you are a Negro, living constantly at tip-toe stance, never quite knowing what to expect next, and plagued with inner fears and outer resentments;

when you are forever fighting a degenerating sense of "nobodiness"—then you will understand why we find it difficult to wait.

In spite of my shattered dreams of the past, I came to Birmingham with the hope that the white religious leadership in the community would see the justice of our cause and, with deep moral concern, serve as the channel through which our just grievances could get to the power structure. I had hoped that each of you would understand. But again I have been disappointed!

Central to King's fight for Civil Rights is acceptance in society

What do you think he means here?

Even with

This section is the most important in the whole letter.

What does he mean here?

What current events can you compare this thinking to?

Let us all hope that the dark clouds of racial **prejudice** will soon pass away; and the deep fog of misunderstanding will be lifted from our fear-drenched communities and in some not too distant tomorrow the radiant stars of love and brotherhood will shine over our great nation with all of their scintillating beauty.

Yours for the cause of Peace and Brotherhood,

M. L. King, Jr.

Use your notes to define

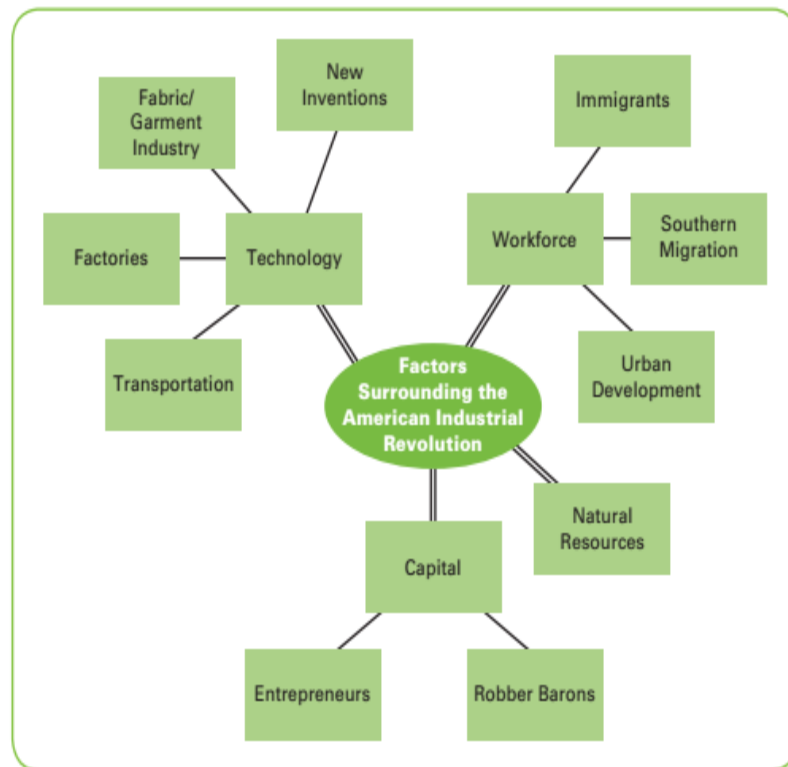
Day 7 Documents:

Semantic Mapping Directions:

Students will watch a documentary on the labor movement: “The Valley In The Struggle” While watching, students will fill out a Semantic Map in their notes to gather their thoughts about the video.

For the center circle, students will enter in “Factors surrounding the Latino labor movement.” For outer strands, students will fill in any supporting actors and facts from the movement.

Semantic (Cognitive) Mapping



Vacca, R.T.; Vacca, J.A.; Mraz, M.E. (2013) Content Area Reading: Literacy and Learning Across the Curriculum (What's New in Literacy). *Pearson Education*

Day 8 Documents:

Knowledge Rating Assessment Directions (Adapted from Vacca, Vacca & Mraz, 2013):

Teacher will pass out copies of the Knowledge Rating worksheet to each student.

Teacher will direct students to **again** assess their familiarity with the vocabulary words below.

For each word, students will mark whether they know the word, don't know the word, or are not sure.

Then, students will define as many vocabulary words as they can.

When completed, the teacher will collect the worksheets.

This time students can use their notes.

Name _____ Date _____

Knowledge Rating Scale: Civil Rights History

Key Term	Know It	Not Sure	Don't Know	Definition
Segregation				
Boycott				
Prejudice				
Civil Disobedience				
Discrimination				
Civil Rights				
Oppression				
Integration				
White Supremacy				
Protest				

Vacca, R.T.; Vacca, J.A.; Mraz, M.E. (2013) Content Area Reading: Literacy and Learning Across the Curriculum (What's New in Literacy). *Pearson Education*

Day 11 Documents:

Compare and Contrast Matrix for Malcolm X and Dr. Martin Luther King, Jr. Directions:

Teacher will hand out copies of the Compare/Contrast Matrix worksheet to students.

Teacher will play a video featuring interviews from Martin Luther King and Malcolm X.

Students will use a compare and contrast matrix to organize the thoughts of Malcolm X and Martin Luther King Jr. regarding the use of violence and nonviolence in protest.

Name 1 is Martin Luther King, Jr.

Name 2 is Malcolm X.

Students will be divided into groups and share answers for the Compare/Contrast Matrix.

Students will fill in additional answers from their group members on their worksheet.

Compare/Contrast Matrix

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

Vacca, R.T.; Vacca, J.A.; Mraz, M.E. (2013) Content Area Reading: Literacy and Learning Across the Curriculum (What's New in Literacy). *Pearson Education*.

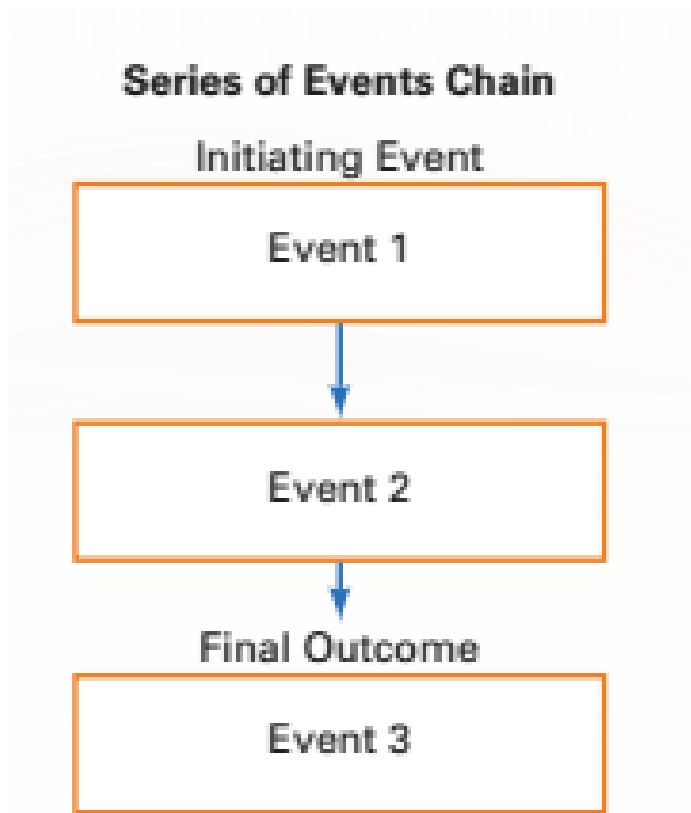
Day 12 Documents:

Series of Events Chain Directions:

While watching the documentary on the Black Panthers, students will complete a Series of Events Chain literacy strategy to chronicle the rise and fall of the Party.

Be sure to address both the actions of the Black Panthers and the F.B.I.

Provide detailed explanations of who, what, where, when and why.



Vacca, R.T.; Vacca, J.A.; Mraz, M.E. (2013) Content Area Reading: Literacy and Learning Across the Curriculum (What's New in Literacy). *Pearson Education*.

Civil Rights Movement- Student Projects and Presentations

Directions:

- Each student will create a poster project on interviews from members of the civil rights movement.
- Students will go to the Library of Congress website, and watch interviews from the exhibit:
 - The Civil Rights Act of 1964: A Long Struggle for Freedom.
- Students will select interviews from the section to feature in their project.
- The goal of the project is to find interviews from this exhibit that address the ten vocabulary words from the unit.

Students must address ALL TEN vocabulary words in their project to receive full points:

Segregation

Boycott

Prejudice

Civil Disobedience

Civil Rights

Oppression

Integration

Protest

White Supremacy

Discrimination

- For example, students may select the interview titled “Korean War Veteran Bill Saunders Interviewed by Kieran Walsh Taylor in 2011” and address the vocabulary word Prejudice.
- Students must use a different video for all ten vocabulary words.
- Students are expected to create a poster with visuals and headings, indicating what interviews the information was pulled from and what vocabulary words are addressed.
- Students will be graded on accuracy, understanding of the content, the poster’s visual organization and a presentation of the poster.
- The poster and presentation are worth 25 points total. 12 points will be graded by your peers during the presentations.
- Below is a copy of the peer grading rubric:

Civil Rights Poster Projects: Rubric for Peer Evaluation

Criterion	Below Expectations 1 Point	Meets Expectations 2 Points	Exceeds Expectations 3 Points	Score
VOCAB: Use of unit's vocabulary words. To receive full credit, words must be correctly used based on the context of the interview and definitions.	Presentation addresses 0-3 vocabulary words or vocabulary words are consistently wrong.	Presentation addresses 4 or more vocabulary words. Vocabulary words are occasionally wrong.	Presentation addresses at least 8 vocabulary words. Vocabulary words are consistently correct.	/3
CONTENT: Understanding of the unit's content material.	Presentation demonstrates a poor understanding of the unit's content material. Improperly uses interviews.	Presentation demonstrates a fair understanding of the unit's content material. Some mistakes, but <u>nothing significant</u> .	Presentation demonstrates a solid understanding of the unit's content material. Properly uses interviews.	/3
VISUALS: Poster's visual appearance.	Poster is incomplete or is poorly assembled. Does not address interviews.	Poster looks complete, but a little disorganized.	Poster looks complete and is neatly organized. Addresses interviews.	/3
STUDENT PRESENTATION: Student's ability to demonstrate understanding of the content and vocabulary.	Student poorly presents the poster. Student does not understand the content and vocabulary.	Student does a fair job presenting the poster. Demonstrates a fair understanding of the content and vocabulary.	Student does a solid job presenting the poster. Demonstrates a deep understanding of the content and vocabulary.	/3
			TOTAL	/12

Remember, the point of the project is to test your understanding of the civil rights movement and the ten vocabulary words. Your posters should demonstrate that you understand the context of the interviews and the vocabulary words.

Library of Congress Civil Rights Exhibit:

<https://www.loc.gov/exhibits/civil-rights-act/multimedia.html>

Student Presentations Directions:

Student not presenting will take 5 copies of the Peer Evaluation Rubric.

Students presenting their posters will be stationed throughout the room.

Students not presenting will walk around the room and observe at least 5 presentations.

Students will write the names of the presenter on the top of the rubric and their own names on the back of the rubric.

Students will fill out a rubric score for every presentation and turn in at the end of the hour.

Each presentation is worth a total of 12 points.

Civil Rights Poster Projects: Rubric for Peer Evaluation

Criterion	Below Expectations 1 Point	Meets Expectations 2 Points	Exceeds Expectations 3 Points	Score
VOCAB: Use of unit's vocabulary words. To receive full credit, words must be correctly used based on the context of the interview and definitions.	Presentation addresses 0-3 vocabulary words or vocabulary words are consistently wrong.	Presentation addresses 4 or more vocabulary words. Vocabulary words are occasionally wrong.	Presentation addresses at least 8 vocabulary words. Vocabulary words are consistently correct.	/3
CONTENT: Understanding of the unit's content material.	Presentation demonstrates a poor understanding of the unit's content material. Improperly uses interviews.	Presentation demonstrates a fair understanding of the unit's content material. Some mistakes, but <u>nothing significant</u> .	Presentation demonstrates a solid understanding of the unit's content material. Properly uses interviews.	/3
VISUALS: Poster's visual appearance.	Poster is incomplete or is poorly assembled. Does not address interviews.	Poster looks complete, but a little disorganized.	Poster looks complete and is neatly organized. Addresses interviews.	/3
STUDENT PRESENTATION: Student's ability to demonstrate understanding of the content and vocabulary.	Student poorly presents the poster. Student does not understand the content and vocabulary.	Student does a fair job presenting the poster. Demonstrates a fair understanding of the content and vocabulary.	Student does a solid job presenting the poster. Demonstrates a deep understanding of the content and vocabulary.	/3
TOTAL				/12

REFERENCES

- arlitist. (2016, October 23). *The Black Panthers Documentary*. Retrieved from
<https://www.youtube.com/watch?v=EukEITplo4>
- Bledsoe, J.T. (1959) #1011. *Library of Congress, Prints & Photographs Division*,
LC-DIG-ppmsca-19754. Retrieved from:
<https://www.learner.org/courses/lens/archive/1011/>
- The Civil Rights Act of 1964. (n.d.). Retrieved from:
<https://www.loc.gov/exhibits/civil-rights-act/credits.html>
- Counts, Jr., I.W. (1957) *The Scream Image*. Will Counts Collection, *Indiana University Archives*.
Retrieved from: <https://www.learner.org/courses/lens/archive/1027/>
- Concept Circle. (n.d.). Retrieved from: <https://goalbookapp.com>
- Cornell Notes Template. (n.d.). Retrieved from:
<https://freeology.com/wp-content/files/cornellnotetaker2.pdf>
- CrashCourse. (2013, November 21). *Civil Rights and the 1950s: Crash Course US History #39*.
Retrieved from <https://www.youtube.com/watch?v=S64zRnnn4Po>
- echidnamedia. (2010, October 15). Retrieved from
<https://www.youtube.com/watch?v=GfKK2RsDglU>
- Farmworker Movement Documentation Project. (1972). Alfredo Lopez, “A Farewell Ballad For
Sal Santos 1972” [PDF File]. *UC San Diego Library*. Retrieved from:
<https://libraries.ucsd.edu/farmworkermovement/essays/essays/A%20Farewell%20Ballad%20Sal%20Santos.pdf>
- Farmworker Movement Documentation Project. (2006). Rafael Jesús González, “Elegy: At the

End of April” [PDF File]. *UC San Diego Library*. Retrieved from:

[https://libraries.ucsd.edu/farmworkermovement/essays/essays/NEW%20FINAL%20ELE
GY.pdf](https://libraries.ucsd.edu/farmworkermovement/essays/essays/NEW%20FINAL%20ELE
GY.pdf)

Farmworker Movement Documentation Project. (1993). Debbie Miller, “Woman of Many
Colors” [PDF File]. *UC San Diego Library*. Retrieved from:

<https://libraries.ucsd.edu/farmworkermovement/essays/essays/dmiller.pdf>

Farmworker Movement Documentation Project. (2012). Richard Baldwin, “Good Robert Coles”
[PDF File]. *UC San Diego Library*. Retrieved from:

<https://libraries.ucsd.edu/farmworkermovement/essay/essays-by-author/>

Fortunate Eagle, A. (1992). *ALCATRAZ! ALCATRAZ!* Berkeley, CA: Heyday Books. Retrieved
from: http://www.foundsf.org/index.php?title=ALCATRAZ_Proclamation

Golden Gate National Recreation Area. (2014, October 7). *We Hold the Rock*. Retrieved from

<https://www.youtube.com/watch?v=gEmae2PsWJI>

Hudson, B. (1963). #1037. *AP Photo*. Retrieved from:

<https://www.learner.org/courses/lens/archive/1037/>

Hampton, Henry. (Producer), Bagwell, Orlando (Director). (1987)

Eyes on the Prize [Documentary]. United States: Blackside.

King, Jr., Martin Luther. (1963) Letter from a Birmingham Jail. Retrieved

from: [https://teachingamericanhistory.org/library/document/letter-from-birmingham-city-j
ail-excerpts/](https://teachingamericanhistory.org/library/document/letter-from-birmingham-city-j
ail-excerpts/)

Koftan, Carrie. Retrieved from: <https://whysospecial.com/>

npatou. (2017, June 6). *Malcolm X's Legendary Speech: "The Ballot or the Bullet" (annotations
and subtitles)*. Retrieved from <https://www.youtube.com/watch?v=8zLQLUpNGsc>

Parks, R. (1955) Rosa Parks Papers: Subject File, -2005; Montgomery Bus Boycott; Instructions

to car-pool drivers and passengers, 1955 to 1956. - 1956. [Manuscript/Mixed Material]

Retrieved from the Library of Congress, <https://www.loc.gov/item/mss859430177/>.

Sales, W. G. B. H. S. (2018, March 2). *The Negro and the American Promise*. Retrieved from

<https://www.youtube.com/watch?v=TNQGhsPb7U4>

Start Now Studios. (2014, March 27). *The Valley In The Struggle*. Retrieved from:

<https://www.youtube.com/watch?v=PE5I-n0Bdh8>

The New York Times. (2015, January 23). *Black Panthers Revisited | Op-Docs | The New York*

Times. Retrieved from <https://www.youtube.com/watch?v=qGZpDt6OYnI>

Unknown (1957) #1050. *AP Photo*. Retrieved from:

<https://www.learner.org/courses/lens/archive/1050/>

Unknown (1975). #1057. *AP Photo*. Retrieved from:

<https://www.learner.org/courses/lens/archive/1057/>

Vacca, R.T.; Vacca, J.A.; Mraz, M.E. (2013) Content Area Reading: Literacy and

Learning Across the Curriculum (What's New in Literacy). *Pearson Education*.

Williams, C. (2016, January 10). *willaim o'neil-informant*. Retrieved from

<https://www.youtube.com/watch?v=uSjYd35nF5s>