

Curriculum Guide ~ Civil Rights

UNIT GOAL: *After completing the Civil Rights Unit, students will be familiar with the key individuals and events of Civil Rights movements in U.S. history and their impact on the U.S. today.*

CONTENT OBJECTIVES

Students will be able to...

- ❑ define the term *civil rights* as it is used in the U.S. today.
- ❑ explain the significance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.
- ❑ identify key people of the Civil Rights movement (e.g. Thomas Jefferson, Rosa Parks, Martin Luther King Jr.)
- ❑ explain the impact of important Supreme Court cases (Plessy v. Ferguson; Brown v. Board of Education).
- ❑ describe the civil rights issues of the 21st century (women, immigrants, ethnic minorities, LGBT)

LANGUAGE OBJECTIVES

Level 500 students will be able to...

- ❑ read an article and report to the class using content specific vocabulary.
- ❑ identify and paraphrase the main idea of a paragraph orally and in writing.
- ❑ write an opinion essay about a current civil rights issue (past tense modals/unreal conditionals)

Level 550 students will be able to...

- ❑ research, organize and deliver a formal presentation about a key figure in the Civil Rights movement. (past simple/past perfect)
- ❑ write a cause and effect essay about the impact of a Supreme Court case. (adverbial clauses/reason and purpose)

ACADEMIC OBJECTIVES

Level 500 students will be able to...

- ❑ identify the specific rights of the First Amendment of the Bill of Rights.
- ❑ organize information about a Supreme Court case into the main idea and specific information.
- ❑ distinguish between fact and opinion in readings about current civil rights issues.

Level 550 students will be able to...

- ❑ synthesize information from multiple sources and give an oral presentation about a leader of the Civil Rights movement.
- ❑ paraphrase the Preamble of the U.S. Constitution.

TECHNOLOGY OBJECTIVES

Level 500 and 550 students will be able to...

- ❑ use online sources to research the lives of civil rights leaders.
- ❑ use online sources to listen to recordings of Martin Luther King Jr.'s *I Have a Dream* speech.
- ❑ use online sources to listen to protest songs.

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LEARNING COMPONENTS



**Click on each Learning Component to connect to cited and additional resources.*

<p><u>Building Background Activities</u></p>	<ul style="list-style-type: none">❑ Pass around a variety of Arlington Public Schools materials (the wider the variety, the better). Have students look at the end of the document and share the last thing written. All of the documents should include something like this: <i>Arlington Public Schools prohibits discrimination on the basis of race, religion, gender, sexual orientation, national origin, age, disability, pregnancy or marital status.</i> In small groups, have students discuss what the statement means, and why it's included. Debrief with the whole class. ❑ Visuals/Discussion Starters: The Smithsonian's website features an online exhibit about segregation and the struggle for civil rights. Post visuals from that site or similar to generate discussion. ❑ Small Group Discussion Questions: What are civil rights? Does the government protect civil rights in the U.S.? In your home country?
<p><u>Reading Activities</u></p>	<ul style="list-style-type: none">❑ <i>Rethinking America 2: A High-Intermediate Cultural Reader</i>, Chapter 1, "The American Dream." Reading and vocabulary to support discussion of the Declaration of Independence. Students read and paraphrase parts of this document. ❑ <i>The Citizen's Almanac</i>: This publication offers readings about significant speeches, court cases and documents. Students read and paraphrase the decisions of specific Supreme Court cases. ❑ <i>Letter from a Birmingham Jail</i> (Martin Luther King, Jr.) ❑ <i>"I Have a Dream"</i> speech (Martin Luther King, Jr.): Students read and listen to speech and connect ideas, words and phrases to the Declaration of Independence. ❑ Short biographies of women leaders of the Civil Rights movement. ❑ Wikipedia entry for The Civil Rights Movement. Discusses civil rights from a global perspective, with information on events in a variety of countries. It also includes sections on ethnic equity, gender equality, and LGBT rights.

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	<ul style="list-style-type: none"> ❑ Infoplease.com entry for Civil Rights in the United States. The focus of this one-page article is civil rights legislation.
<u>Writing Activities</u>	<p>Level 500</p> <ul style="list-style-type: none"> ❑ Descriptive paragraphs <ul style="list-style-type: none"> ○ Students write a paragraph about a civil rights issue in their country. ○ Great Paragraphs 2nd ed., Unit 8, pp. 122-143 ❑ Argumentative (Opinion) essay <ul style="list-style-type: none"> ○ Students write about a current civil rights issue. ○ Great Essays 2nd ed., Unit 5, pp. 109-185 <p>Level 550</p> <ul style="list-style-type: none"> ❑ Cause and Effect essay <ul style="list-style-type: none"> ○ Students write about the effects of the Brown v. Board of Education on the Civil Rights movement ○ Great Essays 2nd ed., Unit 4, pp. 86-108
<u>Oral Skills Activities</u>	<ul style="list-style-type: none"> ❑ Students present a summary of a news article about a current civil rights issue in small groups. ❑ Tabletop presentations: <ul style="list-style-type: none"> ○ Students research a topic, organize the information and present to students at their table. This can be a warm up and practice prior to an assessment activity (presenting in front of the entire class). ❑ Students interview each other about civil rights issues in their countries. Students retell (summarize) the stories to the class.
<u>Grammar Activities</u>	<ul style="list-style-type: none"> ❑ Adverbial clauses, contrast <ul style="list-style-type: none"> ○ Grammar in Context 3, 4th edition, p.341.
<u>Civic Engagement Activities</u>	<p>Guest Speakers (students write and ask interview questions):</p> <ul style="list-style-type: none"> ❑ Government employees (REEP volunteers are a great resource) ❑ Senator or Congressperson

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	<p>Field Trips:</p> <ul style="list-style-type: none"> □ The National Mall <ul style="list-style-type: none"> ○ Martin Luther King, Jr. Memorial ○ Thomas Jefferson Memorial ○ Abraham Lincoln Memorial □ National Archives <ul style="list-style-type: none"> ○ See the Constitution, Declaration of Independence, and Bill of Rights. For a guided tour, reservations must be made in advance. Contacting the Archives at least 6 weeks in advance is recommended. Call the Volunteer and Tour Office at 202-357-5450 to schedule a visit. □ The Newseum: Cox Enterprises First Amendment Gallery
<p>Sample Lesson Plans</p>	<p>Level 500</p> <p>Level 550</p> <ul style="list-style-type: none"> □  Rosa Parks
<p>Assessment Activities</p>	<p>Level 500</p> <ul style="list-style-type: none"> □ Students read an article about a key civil rights leader and report to the class. □ Students write an opinion essay about a current civil rights issue. <p>Level 550</p> <ul style="list-style-type: none"> □ Students research, organize and deliver a formal presentation to the class. Students select a key individual or event of the civil rights movement. □ Students write a cause and effect essay about the impact of a Supreme Court case on the U.S. today.
<p>Sample Unit Plans</p>	<ul style="list-style-type: none"> □  Jane Tuckerman 500/550 Unit Plan