

# Developed Lesson Plan Format

## Teaching American History Grant

Upon completion of the TCI Level I training, exposure to primary sources, and collaboration with TAH coaches develop your first quarter lesson plan into the following format:

**Designer: Faith Younglund**

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**Standard (Include analysis skills):** 11.10.4 Examine the roles of civil rights advocates (e.g., A. Phillip Randolph, Martin Luther King Jr. , Malcom X, Thurgood Marshall, James Farmer, Rosa Parks) including the significance of Martin Luther King Jr.'s "Letters from Birmingham Jail" and "I Have a Dream " speech. 11.10.5 Discuss the diffusion of the civil rights movement from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights equal opportunities. 11.10.6 Analyze the passage and effects of civil rights and voting rights legislation ( e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty fourth Amendment, with an emphasis on equality of access to education and to the political process.

**1. Key concepts (CA. Concepts Collection II)/Vocabulary:**  
Segregation, Desegregation, Integration, Boycott, Sit-In, Demonstration

**Learning Outcome/ "Big Idea"/ "Essential Learning" (Objective):**

1. Students will examine key events in African-American civil rights movement of the 1950's and 1960's. 2. Students will examine and discuss a series of transparencies that introduces them to school desegregation, the Montgomery bus boycott, the rise of Martin Luther King Jr., the sit-in movement, the freedom rides, demonstrations in Birmingham, the 1963 March on Washington, voter registration drives, the rise of Malcom X, urban race riots, and the shift to radicalism. 3. Students respond to a series of critical-thinking questions about each transparency, record notes, and interact with the images. 4. Students will be able to list three protest songs of the 1960's including the artist and lyric meanings.

**EL/Inclusion Strategies:** 1. Graphic organizer notes. 2. Visual images. 3. Musical interaction.

**Materials:**

1. Overhead projector, and screen
2. Transparencies, and transparency masters( which you will copy onto transparencies)
3. Student Handouts
4. Lined Paper
5. CD containing collaborative music of 1960's protest songs
6. CD Player

**Opportunities to Learn/Perform (Procedure):**

**1. What will students need to do to achieve knowledge and skills identified in standards and learning outcomes?** \_Students will need to be able to answer spiral questions and critical thinking questions pertaining to the transparency. Students will also need to listen to the music presented and be able to write down their immediate reactions to the music either through verbal or picture form.

**Technology Component:**

1. Overhead Projector
2. CD Player

**Resources (Indicate primary sources):**

1. Transparencies of Photographs of the 1950's and 1960's Civil Rights movement
2. Newspaper articles
3. Copies of "Letters from Birmingham Jail" and "I Have a Dream".
4. Music from the 1960's "Respect" by Aretha Franklin, " Respect Yourself" by Joe Cocker, " Say it Loud I'm Black and Proud" by James Brown, "We Shall Overcome" spiritual, "Blow in the Wind" Bob Dylan, "Sweet Home Alabama" by Lynard Skynard.

**Assessment (Description of 2 or more assessment tasks with specific directions, questions, and prompts):** 1. Music notes in the form of written or picture form. 2. Four choice multiple choice exam 3. Group interaction and poster board at the end of the unit depicting their own civil rights protest sign.

1. **Rubric to explain criteria (attach)**

**Send this completed form to Jill either through  
district mail (3<sup>rd</sup> Floor Ed. Center)  
or  
email ([jmpiume@fresno.k12.ca.us](mailto:jmpiume@fresno.k12.ca.us))  
by September 12, 2005.**