

<b>Lesson Title</b>	Marching Forward & Changing Tides - Civil Rights Movement Virtual Learning Journey 5E Lesson Plan
<b>Grade Levels</b>	5th, 8th-12th
<b>Timeline</b>	1-2 45-minute class periods

## STANDARDS

**SS5H6** Describe the importance of key people, events, and developments between 1950-1975.

**b.** Explain the key events and people of the Civil Rights movement: Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King Jr.

**SS8H11** Evaluate the role of Georgia in the modern civil rights movement.

**b.** Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.

**SSUSH21** Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.

**b.** Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson's Great Society, following the assassination of John F. Kennedy.

**c.** Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.

**d.** Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.

## ESSENTIAL QUESTIONS

- What was the risk that individuals and leaders took to make changes during the civil rights movement?
- How did the actions of Dr. Martin Luther King Jr. change the South, the United States, and the world?
- How did the United States demonstrate against inequality during this era?
- How did protests and marches change the United States?

## KEY VOCABULARY

March on Washington, Martin Luther King, Jr. Civil Rights Act of 1964, Voting Rights Act, protest, sit-in, Coretta Scott King, literacy tests, SNCC, SCLC

## MATERIALS

**SOURCE:** [GPB's Civil Rights Movement Virtual Learning Journey](#)

**ENGAGE:** Concept Maps; paper, writing utensil

**EXPLORE:** Gallery Walk; print out of images, writing utensil, sticky notes or paper

**EXPLAIN:** What Was the Risk? Chart, Character Maps; writing utensil, paper

**ELABORATE:** Protest Signs; construction paper, computer paper, colored pencils or markers, or digital device

**EVALUATE:** Re-Evaluate Concept Maps, Thank you note to Dr. King; paper, writing utensil, or digital device

## ENGAGE

**RESOURCES:** Marching Forward and Changing Tides sections of the [Civil Rights Movement Virtual Learning Journey](#)

**STRATEGY:** Concept Maps

*This activity has been adapted from [Facing History](#).*

Have students preview the “Marching Forward” and “Changing Tides” pages of the [Civil Rights Movement Virtual Learning Journey](#). Then, have students create a brief concept map on civil rights. Have students take a piece of paper (or a digital paper) and connect words, thoughts, and ideas around the issue of civil rights. Have students keep this concept map to review at the end of the lesson for the “evaluate” section.

### From Facing History:

- Explain to students that they will be creating a concept map for the topic you have chosen.
- First ask students to GENERATE a list of words, phrases, and ideas about the topic you have selected. The goal at this point of the activity is to brainstorm without judgment, so encourage students to avoid self-editing their lists. After students have finished generating their lists, you might challenge them to add one more idea to help stretch their thinking.
- Next have students write the topic or question in the center of a piece of paper, perhaps using their journals if you plan to revisit the concept map at a later time during the unit. Ask students to SORT the ideas from their lists, graphically organizing them on the page in a way that makes sense to the student. For example, students might place ideas that are central to the topic near the middle of the page and more tangential ideas at the edges. They might also clump similar ideas together or arrange them vertically to suggest a progression. If you have the materials in your classroom, students might use color to help sort their lists into categories if appropriate.
- After students have generated and sorted their lists, ask them to CONNECT like ideas with lines, dotted lines, and arrows. They should write a brief explanation above each line that describes the connections they are making. Students might create a key if they have sorted and connected using colors or different kinds of lines.

## EXPLORE

**RESOURCES (IMAGES):** “Marching Forward” Photo Gallery

*These images can be found in the virtual learning journey or in [Google Arts & Culture](#).*

**STRATEGY:** Create a Headline

Post images from “Marching Forward” around the room. You can post these on a piece of paper and have students make comments as they walk around the room, or give students sticky notes to make commentary. Students can also make commentary on a digital platform (e.g., Google Slides, Padlet) for the classroom to see. Comments can include what students think or feel about the images, what questions they have about the images, and/or what they see in the images. See page 6 for student print out.

## EXPLAIN

**RESOURCE (VIDEO):** Marching Forward

This video can be found in the [Civil Rights Movement Virtual Learning Journey](#).

**STRATEGY:** What Was the Risk?

Have students watch the video “Marching Forward” on the legacy of Martin Luther King Jr. using the video guide on page 7 to identify the risks that Dr. King took during his life to create equality and civil rights for African Americans or Blacks during the civil rights movement.

## EXPLAIN

**RESOURCE (VIDEO):** Marching Forward

This video can be found in the [Civil Rights Movement Virtual Learning Journey](#).

**STRATEGY:** Character Maps

*This activity has been adapted from [Facing History](#).*

Have students watch the video “Marching Forward” on the legacy of Martin Luther King Jr. Afterward, have students construct a character map where they sketch Dr. King and identify his traits/abilities. See page 5 for activity printout.

## ELABORATE

**RESOURCES (READING AND VIDEO):** Literacy Tests, Civil and Voting Rights Acts, Changing Tides Video

**STRATEGY:** Protest Signs

Ask students to research protest signs from the civil rights movement. Using this information, along with information about literacy tests, the Civil Rights Act, and the Voting Rights Act in the virtual learning journey, have students develop two unique protest signs that discuss voting inequality and/or civil rights. Students can create signs on paper, or students can create them digitally.

**STRATEGY:** Thank You Note

Have students write a thank you note to Dr. King for his service to freedom and equality in the United States. This can be a short thank you note - 2-3 sentences. After students write their thank you notes, allow them to share these with others or with the class. This can be done on paper, or on a Padlet or digital platform.

## EVALUATE

### **STRATEGY: Concept Maps**

Have students go back to their concept maps about civil rights. What would they change? What would they add to this concept map? What have they learned? Have students turn to a partner or small group to share these concept maps and discuss their changes.

## DIFFERENTIATION

### **CHOICE AND VOICE**

1. Create a piece of art (painting, drawing, political cartoon, sculpture/installation) that reflects the civil rights movement. This needs to include some detail and a description.

OR

2. Create a poem (3 stanzas) that reflects the civil rights movement. This can rhyme or be a free-verse poem.

Have students research images/texts from this era and review the virtual learning journey to further their understanding. Allow freedom and flexibility with this assignment so students may express themselves creatively.

Name: \_\_\_\_\_

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## Character Map

Draw a large picture of the character below. It can be as simple as a stick figure or something more complex. Using evidence from the various primary sources supplied, answer the following prompt questions.

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### Head

What is this person thinking about his or her society?

### Eyes

What has this person seen?

### Ears

What has this person heard?

### Mouth

What is this person saying?

### Heart

What is this person feeling?  
What does he or she care about?

### Stomach

What is this person worried about?

### Hands

What action has this person taken?

### Feet

Has this person changed? Where might this person be going in the future?

Name: \_\_\_\_\_

## Marching Forward Gallery Walk

**Directions:** Look at the images on your virtual learning journey under “Marching Forward.” Use this sheet for your note-taking and observations from the images. What do you see? What do you think? What do you wonder?

<b>1. Dr. King Birth Home</b>	<b>7. Working Together</b>
<b>2. First Desegregated Ride</b>	<b>8. I Am a Man</b>
<b>3. Marching Forward</b>	<b>9. Lorraine Motel</b>
<b>4. Presidential Meeting</b>	<b>10. Not in Vain</b>
<b>5. Different Perspectives</b>	<b>11. Legacy</b>
<b>6. Incarceration</b>	

Name: \_\_\_\_\_

## Marching Forward What Was the Risk?

**Directions:** Click on the video for “Marching Forward” that discusses Martin Luther King Jr.’s life. Identify the risks he took in his life to create a more just America.

<b>Moving to the South</b>	<b>What was the risk?</b>
<b>Montgomery Bus Boycott</b>	<b>What was the risk?</b>
<b>March on Washington</b>	<b>What was the risk?</b>
<b>Fighting for Voting Rights</b>	<b>What was the risk?</b>
<b>Poor People’s Campaign</b>	<b>What was the risk?</b>
<b>How did Dr. King’s risks change the world?</b>	