

Unit Title: Civil Rights Movements Group Digital Presentations

Grade Level: 7

Subject Area: *Social Studies - US History (American Studies)*

Duration/Length/Number of class periods: 3-4

Description:

This lesson is a mini-unit that covers Civil Rights movements post 1950s. This is basically a jigsaw that asks students to use technology to research and create a video presentation that can be viewed by others to share information. I think this will help students who need to view the information presented multiple times to learn, or who are absent on “presentation” day.

Established Goals (National, State, Local):

MN State Social Studies Standard:

7.4.4.22.6 Compare and contrast the goals and tactics of the Civil Rights Movement, the American Indian Movement, and the Women’s Rights Movement; explain the advantages and disadvantages of non-violent resistance.

What Enduring Understandings are desired?

Students will understand how knowledge of the past helps one understand the present and make decisions about the future.
Students will understand that people respond to and resolve conflict in a variety of ways.

What Essential Questions will be considered?

Can an individual make a difference in history?
Why do people fight for rights in democracy?

Students will know / be able to:

I can compare and contrast the goals and tactics of the Civil Rights Movement, the American Indian Movement, and the Women’s Rights Movement.
I can evaluate the short term & long term legacy of the Civil Rights Movements.

Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Fo r m a t i v e	S u m m a t i v e	Intr odu ctor y Acti vity	Lea rnin g Acti vity	Stu den t Tec hno logy Use d	Teac her Tech nolo gy Used	ISTE Stan dard s
1. After learning about the African American Civil Rights Unit, review discrimination and apply to equity and privilege. Ask who in the U.S. faces discrimination other than African Americas? Discussion should lead to other forms of racism, sexism, ageism, ableism.			X			X	
2. Divide students into small groups and assign research topic: Womens Rights Movement, American Indian Movement (Red Power), Latinx (Mexican American) Civil Rights Movement, Asian American Civil Rights Movement, Gay (LGBTQ+) Rights Movement, Disability Rights Movement. Students research the history of their movement to answer their questions and gather evidence and images to be used in their video presentation. * elibrarymn.org				X	X		2d. 3b. 4b.
3. Groups submit their responses to assignment questions - allows the teacher to make sure the group has found the required information before they start building their video presentation.	X						
4. Groups create and submit their iMovie presentations to teach their class about their Rights Movement to a media share file. Students use evidence (images, text, audio, video) from their research to explain the history of their movement with short and long term legacies of their rights movement.		X			X		1b. 2a.d. 3b.c.d
5. Students view the video presentations in the shared file and use them to complete their questions (notes).				X	X		2c.
6. Students use their notes to write an essay comparing and contrasting two rights movements studied during the unit and take a stand on which movement was most successful making lasting change.		X					

Materials, tools and resources: iPads, Schoology, iMovie, elibrarymn.org for images, digital presentation software (PowerPoint, Slides, etc), [Student Civil Rights Questions](#)

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Additional credit given to