

**Unit Title: The U.S. Civil Rights Movement**

**Grade Level: 10<sup>th</sup> Grade**

**Subject Area: US History 2**

**Duration/Length/Number of class periods: 2.5 Blocks (Block = 90 minutes)**

**Description:**

Students will be able to evaluate the obstacles of the various civil rights movements. Students will be able to explain tactics that key leaders and groups used to overcome those obstacles and make a lasting impact.

**Established Goals (National, State, Local):**

**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.**

**What Enduring Understandings are desired?**

1. The overall goals and obstacles faced by an assigned movement for change
2. Understand the background and significant contributions of an individual activist or group that relates to an assignment movement
3. Critically think about a current problem facing our society and develop an action plan to create a positive impact

**What Essential Questions will be considered?**

1. Where can I find credible research sources to learn about my assigned topic?
2. What information do I need to include to communicate the background and impact of my topic?
3. What type of collaborative/presentation technology will best communicate what I have learned? How do I use this technology to accomplish my goal?
4. What is a current problem facing society that I think is important?
5. What steps should I propose to create a positive change or solution to this current problem?

**Students will know / be able to:**

1. Explain the overall goals and obstacles faced by an assigned movement for change
2. Research and explain the background of an individual activist or group that relates to an assignment movement
3. Explain the contribution of and lasting historical impact this activist or group had on the movement that they were involved with
4. Effectively use (newish) collaborative technology; such as: Flipgrid, Padlet, Prezi, or Sway to successfully present what they have learned
5. Using the historical information that they have learned to be able to critically think about a current problem facing our society and develop an action plan to create a positive impact

<b>Description</b>  <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the</i>	<a href="#">For m a t i v e</a>	<a href="#">Su m m a t i v e</a>	Intro duc tory Acti vity	Lear nin g Acti vity	Stud ent Tec hno logy Use d	Teach er Tech nolo gy Used	<a href="#">ISTE Stan dard s</a>
1. Students will complete a think, pair, share activity to brainstorm a list of movements throughout history that aimed to improve civil liberties for multiple groups. Students will post their thoughts to Mentimeter to create a word cloud.			X		X	X	<b>2 A</b> <b>2 B</b>
2. Students will research an assigned movement and individual or group from that movement. They will need to find credible online research sources (minimum: 2-3 ELM, 2 online) and email them to their school email.				X	X		<b>3</b> <b>ALL</b>
3. Students will complete their research graphic organizer for their assigned movement and individual/group.	X				X		
4. Students will research a current problem facing our society that they feel is important (minimum: 2-3 credible sources).				X	X		<b>3</b> <b>ALL</b>

5. Students will complete their action plan to improve on their selected problem.	X				X		4A 4B 4C
6. Students will preview and determine the appropriate technology to communicate what they have learned in this research project (Flipgrid, Padlet, Prezi, or Sway)			X		X		6A 6B
7. Students will create and submit their final presentation (including Work Cited) to their Schoology course		X			X		5A 5B 6 ALL

Materials, tools and resources:

1. Assigned Movement and Activist/group
2. Research and Impact Packet
3. Current Problem Action Plan
4. ConnectED Textbook Access
5. ELM Research Databases
6. Online Collaborative/Communication Technology Options and Introductions for Students

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**Additional credit given to:**