

LESSON PLAN: Murder of Emmett Till

Subject: U.S. History 2

Grade: 11

Topic: 1950s/1955

Date February (appropriate curriculum sequence)

Goals: Students will gain an understanding of:

1. The depth of the racial divide in America and the Deep South and the lengths people will go to maintain the status quo
2. The impact of media, specifically black journalism and TV
3. Interpret primary source documents

Overarching Questions: How did the murder of Emmett Till motivate the civil rights movement of the mid-1950s in general and Rosa Parks in particular?

<p>II. Specific Objectives</p> <ol style="list-style-type: none"> 1. Explain in general terms some of the differences of Southern social order and Northern social order 2. Trace the events that led up to the murder of Emmett Till 3. Recognize the importance of media 4. Read for relevant content 5. Evaluate whether Emmett Till was a hero or a victim 6. Analyze how the death of Emmett Till would become a key motivational event in the 1950s civil rights movement 	<p>III. Procedure: largely teacher directed</p> <p>Socratic dialogue</p> <p>Introduce with reading from “Getting Away with Murder” excerpt pgs 14-18, the first-hand account of the abduction of Emmett Till from his uncle’s home</p> <p>Explain to students the circumstances that led to the abduction and death of Emmett Till.</p> <p>Show the photograph that was published by <i>Jet Magazine</i> and discuss the ethics of publishing such an explicit photo and the issue of a public open-casket viewing of the body</p> <p>Explain the subsequent arrest and acquittal of Roy Bryant and J. W. Milam and raise the issue of double jeopardy</p> <p>Engage class in a discussion of why a town would support two men whom they know had done wrong</p> <p>As appropriate, engage the class in a discussion in Emmett Till’s place in history. Do we view him as a hero or victim?</p> <p>Inclusion: Teacher will read quote from Ann Moody pg 111 about after Emmett Till’s murder.</p> <p>Accelerated: hand out copies of the excerpt from</p>	<p>IV. Materials/Resources</p> <p><i>Getting Away with Murder</i>, Chris Crowe</p> <p>Excerpt of <i>Coming of Age in Mississippi</i>, Ann Moody http://www.emmettillmurder.com/Moody.htm (**warning: may want to edit for language before use)</p> <p>LCD projector</p> <p>Embedded photograph from <i>Jet Magazine</i> of Emmitt Till</p> <p>Embedded copy of “<i>This Little Light of Mine</i>” by Mavis Staple</p> <p>Koolickles (1per student)</p>	<p>V. Evaluation related to objectives</p> <ol style="list-style-type: none"> 1. Students will track Socratic dialogue w/Cornell notes which ask students to keep notes of discussion, create “Big Picture” questions, and create and brief lesson summary 2. On unit test, essay question asking students to explain the link between Rosa Parks and Emmett Till
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	<p><i>Coming of Age in Mississippi</i> to students. Students will read excerpt and list the three things that they felt were the most revealing about the life of a young black woman in Mississippi in the 1950s. Ask the class about their lists and discuss.</p> <p>V. Culminating Activity Lesson will produce a level of tension. As a change of mood queue up <i>“This Little Light of Mine”</i></p> <p>As music is playing explain what Koolicles are, how they relate to the Delta, the region where the murder took place, and serve each student one pickle</p> <p>Follow-up: continue lesson following day with Rosa Parks and link her resistance with the media attention following the Emmett Till case</p>		
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