

LESSON PLAN

II. Specific Objectives * Enrichment Objectives ** Remedial Objectives	Ind. #	III. Procedure A. Introduction/Motivation B. Study/Learning Activities C. Culmination D. Follow-up (Include directional statements for evaluation and any enrichment or individual activities)	IV. Materials/Resources	V. Evaluation related to objectives
<p>Students will provide historic context for the Emmett Till case, or another monumental civil rights action of similar scope, or a fictional work with a themes tied to related events.</p> <p>Students will find and evaluate primary documents related to civil rights issues of this period or create simulated artifacts based on source material they find.</p> <p>Students will develop an understanding of restrictions on African Americans during the Jim Crow era.</p> <p>Students will analyze the impact of the Emmett Till case on the American Civil Rights movement.</p>		<p>A. I will open with an abbreviated reading or oral account of Emmett Till’s midnight kidnapping with the end result left open-ended. I will also present visual images from the period (separate restroom signage, dogs turned loose on non-violent marchers, newspaper headlines, or other Jim Crow Era materials and we’ll discuss them. I may also include clips from the American Experience Emmett Till episode.</p> <p>This will be followed with a timeline of civil rights era activities similar to the one at the end of Chris Crowe’s Emmett Till Book or another I have that is segmented by subject (freedom rides and university confrontations for example).</p> <p>B. Students will now be given a handout outlining parameters of creating a class civil rights the time capsule and the scoring guide. A limited list of relevant websites, a partially annotated bibliography, and possible musical and video sources will accompany this handout.</p> <p>They will find at least two primary source artifacts in their search and create a visual version of this material. This could be as simple as printing off a copy of a period want ad specifying race as a job qualification or as complicated as creating a blood-stained shirt representative of one worn by a civil rights protester in Mississippi during the June 1962 marches. Photos, DVDs and sound files will acceptable options</p> <p>When they have selected their time capsule pieces, students will write a page for each explaining the selection, its place in the civil rights movement, and its overall significance to the movement as a whole.</p>	<p>While I will present some starter sources for students, I will encourage them to find their own as well. I have a box of Florida newspapers from the early 1960s I will have access to.</p> <p>The website list will include references to relevant PBS American Experience episodes, the Jim Crow online museum and many others.</p> <p>I will probably have a list of student discovered materials I make available to students as they work.</p>	<p>Students will create a “Civil Rights Era” time capsule with items that highlight both life under Jim Crow, the Emmett Till Case, and events that followed. (For this project documents must be from the period between 1950 and the end of 1964.)</p>

I. Main Ideas/Conceptual Understandings/Goals:

LESSON PLAN

II. Specific Objectives * Enrichment Objectives ** Remedial Objectives	Ind. #	III. Procedure A. Introduction/Motivation B. Study/Learning Activities C. Culmination D. Follow-up (Include directional statements for evaluation and any enrichment or individual activities)	IV. Materials/Resources	V. Evaluation related to objectives
		C. We will have an activity where students will present their pieces to the class as they place them in the time capsule, explain their context and significance and answer questions as they do so.		

