

Delta State University
NEH Landmarks Workshop
The Most Southern Place on Earth
Lesson Plan from Michelle Sammartino
Nova High School in Hollywood, FL

Subject/Unit: Civil Rights in Advanced Placement US Government and Politics
Grade Levels: 11 and 12

- I. Goals
 - a. For students to gain an appreciation of the danger and sacrifices made by the leaders (and laypersons) comprising the civil rights movement
 - b. For students to gain a working knowledge of several civil rights leaders in America
- II. Specific objectives
 - a. Students will understand that the civil rights movement in America was a compilation of many individual and group actions, often planned
 - b. Students will learn how to reenact a figure in history

Students will examine primary source materials, including letters, diaries, autobiographies, eyewitness accounts, and televised speeches and performances, to determine relevance and point of view

Enrichment: Gifted students will also create a video reenactment and do a document-based question essay.

Remedial: Lesser-performing students will be given captions to read with the videos and will have a lesser number of leaders to master.
- III. Procedures
 - a. Motivation: Most of my students over the years have only heard of Martin Luther King, and occasionally, Malcolm X. They don't have a good understanding of the steps leading to desegregation, integration, and civil rights in general. They typically are not familiar with any civil rights songs, unless they are African-American churchgoers. I feel it's necessary for these students to understand their heritage and realize how even "common" individuals had great impact.
 - b. Study/Learning: Over the course of two weeks, students will
 - i. Hear a college style lecture on the steps taken through the courts by the NAACP from the 1930s to the *Brown* decision in 1954.
 - ii. Discuss more modern court cases related to race relations, including *Bakke*, University of Michigan cases, and June 2009's *Ricci* decision.
 - iii. Research a civil rights leader from a list provided by the instructor.
 - iv. Watch excerpts from *Eyes on the Prize*.
 - c. Culmination: On a given day, all students per class period will re-enact their selected persons, including dress, mannerisms, and speech as researched through primary sources. The list includes well-known figures like MLK, and lesser known figures like Fannie Lou Hamer.

- d. Follow Up Activity: Students will complete an evaluation of the reenactments by answering such questions of increasing complexity such as:
 - i. Describe your selected person
 - ii. Devise a chart of the steps in civil rights history. Place your person in the correct section of the timeline.
 - iii. Who had the most accurate portrayal of a civil rights leader? Why do you think so?
 - iv. If your person were alive today, how would he/she have reacted to the *Ricci* decision?

IV. Materials/Resources:

- a. Civil Rights Jukebox from HistoryNow.org
- b. PBS.org for Eyes on the Prize excerpts
- c. www.blueshighway.org for video clips on how the blues began and how this tied in with civil rights songs

V. Evaluation

- a. Students will receive a grade for the accuracy and authenticity of their reenactments.
- b. Students will receive a grade for the follow-up activity.
- c. Students will receive a grade on a identification or essay activity for all reenactments done in the class period.