Laarman Lesson Plan

Class: U.S. History Unit: Civil Rights Movement

Standards: B.12.2, B.12.8, B.12.10, B.12.13, B.12.18

Topic: The Civil Rights Movement Date: 11/14/16

|  |  |
| --- | --- |
| **Materials, Prep** | Liberty and Justice For ALL PowerPoint |
| **Anticipatory Set****-connection, motivation, relevance** | With a partner, summarize Martin Luther King, Jr.’s message and method.* Lecture: King was about more than bringing about liberation, justice, and equality for black people. He wanted to create a “beloved community.”
 |
| **Procedure**  | Continue civil rights movement multimedia, including King’s full “I Have a Dream” speech. |

Topic: Black Power Date: 11/15/16

|  |  |
| --- | --- |
| **Materials, Prep** | Malcolm X interview and worksheet, Liberty and Justice For ALL PowerPoint |
| **Objective**  | Students analyze the message of other, more militant civil rights leaders |
| **Anticipatory Set****-connection, motivation, relevance** | If you were subject to what African Americans were subjected to, what would your response be? Would you be about love and non-violence? Do you think that everybody was on board with King’s message? |
| **Procedure**  | 1. Multimedia: Stokely Carmichael and Malcolm X
2. Students read excerpts from a Malcolm X 1964 interview
3. Class Discussion: What are Malcolm X’s main points? Do you agree or disagree?
 |
| **Homework** | Complete Malcolm X worksheet |

Topic: Civil Rights Summary Date: 11/16/16

|  |  |
| --- | --- |
| **Materials, Prep** | *Grant Park* excerpts, Liberty and Justice For ALL PowerPoint |
| **Anticipatory Set****-connection, motivation, relevance** | Malcolm X discussion: his changing views and the end of his life |
| **Procedure**  | 1. PowerPoint: Black Panthers and Black Power 2. Students read excerpts from the novel *Grant Park* to gain perspective on how it would feel to live in that time period and make judgements as to how they think they would respond and what they think the right way to respond is. |
| **Closure** | 1. Consensogram and discussion: What approach would you embrace? Non-violence or “Any means necessary?”
2. Announce that students will need textbooks and “Place at the Table” books tomorrow.
 |

Topic: Civil Rights Summary Date: 11/17/16 (sub)

|  |  |
| --- | --- |
| **Materials, Prep** | “Battle of Spanish Fork” worksheet |
| **Homework** | “Battle of Spanish Fork” reading and worksheet; p. 924 DBQ’s; p. 956 Analyzing Visuals questions due Friday |

Topic: Unit Review Date: 11/18/16

|  |  |
| --- | --- |
| **Materials, Prep** | Liberty and Justice for ALL PowerPoint, paper rubric |
| **Anticipatory Set** | StoryCorps bonus: <http://www.npr.org/2012/01/13/145099739/threats-and-lies-and-who-im-supposed-to-be>, <https://www.youtube.com/watch?v=3wHjJUdN16k>  |
| **Procedure**  | 1. Summary of rights movements; updates on feminist movement of the ‘60’s
2. Introduce unit paper
 |