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## Twentieth Century Civil Rights/Freedom Summer: Lesson Plan for Grade 10

Jenny Plemel

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## **Lesson Plans**

### **Twentieth Century Civil Rights/Freedom Summer**

**Author:** Jenny Plemel

**Grade(s):** 10

**Suggested Time:** 20-30 minutes

#### **Materials**

Overhead transparency of the Freedom Summer photograph

Overhead projector

*The Americans*. Danzer, Klor de Alva, Wilson, Woloch. McDougal Littell. Evanston, IL. 1999

#### **Core Instruction**

Students are to read Chapter 21, Section 2, "The Triumphs of a Crusade," in *The Americans*.

As an introduction to the Freedom Summer aspect of the twentieth-century Civil Rights Movement, students will be shown an overhead transparency of the Freedom Summer volunteers in Oxford, Ohio.

As a "quick write," ask students to answer the following questions on a piece of paper in complete sentences:

*Level 1:*

Describe the photograph including place, time period and setting.

*Level 2:*

Why was the photograph taken?

What are your clues regarding the time period?

What questions would you ask in an interview with the people in the photograph?

What do you think the photograph suggests about the people and ways of life in the past?

*Level 3:*

What judgment would you make about the way of life of the people in the photographs?

What else would you like to know about these people?

What questions do you have about the photograph?

Is there any information missing?

#### **Assessment**

*Extended Response Question:*

Analyze the changes that occurred during the 1960s in the goals, strategies and support of the movement for African-American civil rights.

How did the African-American Civil Rights movement of the 1950s and 1960s address the failures of the Reconstruction?

## **Standards**

*History 9-10, Benchmark F:* Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.

- *Indicator:* Grade 10, GLI 14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on: b. Changes in goals and tactics of leading civil rights advocates and organizations.

*People in Societies 9-10, Benchmark B:* Analyze the consequences of oppression, discrimination and conflict between cultures.

- *Indicator:* Grade 10, GLI 4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19th century.

*Citizenship Rights and Responsibilities 9-10, Benchmark A:* Analyze ways people achieve governmental change, including political action, social protest and revolution.

- *Indicator:* Grade 10, GLI 2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including: b. Civil rights movement of the 1960s.