

<h1>THE CIVIL RIGHTS MOVEMENT</h1>		Student/Class Goal Many students are familiar with the names of people from the civil rights era, but few understand how individuals, events and ideas have influenced history.
Outcome <i>(lesson objective)</i> Construct and interpret two timelines; a historical one that includes a character sketch of a famous activist from the civil rights era and a personal one with a character sketch of an important person in their life.		Time Frame 2-3 hours
Standard <i>Convey Ideas in Writing</i>		NRS EFL 1-4
COPS Determine the purpose for communicating.	Activity Addresses Components of Performance Events occurred in history in a sequential order, many dependent upon prior events; especially evident during the Civil Rights Movement.	
Organize and present the information to serve the purpose, context, and audience.	Students are creating timelines that describe important people and events historically and personally.	
Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension.	The character sketch should use descriptive language that will give expressive details about an individual from the Civil Right Movement era and someone of importance in student's personal life.	
Seek feedback and revise to enhance the effectiveness of communication.	Writing should be error-free as far as conventions and an attractive product should be presented to the group.	
Materials Examples of timeline formats Roll of paper, markers Internet resources		
Learner Prior Knowledge Students will need to be able to sequence events in chronological order.		
<p>Instructional Activities</p> <p>Step 1 - Introduce the concept of sequence and chronological order by having a student share his or her activities for the day. Illustrate these activities on the board or overhead in a timeline format (use hours to create the timeline.). Show examples of timelines from websites or other resources.</p> <p>Step 2 - Learners form small groups of 3-4 to build their Civil Rights Movement timeline using historical events from that era. Students can use Internet resources or trade books from the Civil Rights Movement Thematic Collection as the basis of their discovery. Each group should use a large paper roll to draw their timelines.</p> <p>TEACHER NOTE Due to the overwhelming amount of Internet resources, either bookmark particular websites or download information prior to class as a time-saving method for students.</p> <p>Debrief as a large group: What did they learn? What surprised them? Do they remember any of these events? What have they heard about the events? Which person would you like to know more about?</p> <p>Step 3 - Students will be familiar with many famous names of people from this era, but may have few details about what these people did or believed. Each person will choose one of these activists to write a character sketch that will then spotlight people on their timeline.</p> <p>To begin the character sketch, students will introduce the character. The sketch should create a strong mental image of the person, to know the person's characteristic ways of doing things and to know something about the person's value system. Character sketches only give snapshots of people and not a history of the person.</p> <p>A good way to write a character sketch is to tell a little story about one important event from the person's life. Students should use descriptive language to enhance the picture they are painting. List sample character traits if students need vocabulary for</p>		

their descriptions.

Writers should decide what kind of emotional reaction they want from the reader and what details they can select to create that emotional reaction. They should avoid making broad characterizing statements, but let the details given suggest general characteristics. They should aim to let readers draw their own conclusions.

Attach the character sketches to the Civil Rights Movement timeline for everyone to read.

Step 4 - Students now work on their own to create a personal timeline that incorporates significant historical and personal events. Timelines should include 5 historical events or people and 2 personal events from the same time period. Each event must include the date, a brief summary, list of pertinent people involved and location. Students should be prepared to give the following information about each event listed on their timelines: Why was this event important? What effect has this event had on current history?

Students can use graphic programs to enhance their timelines if desired, or they can be done on large chart paper.

After students have gathered and selected their events or people, they will lay them out in chronological order to create a timeline. At the beginning of the timeline, they will mark the starting date and what happened on that date. Next they will go to the end of the timeline and mark the ending date and what happened. In between these dates, they will mark the other important dates and what happened.

Students can write a character sketch of someone who has had a special meaning in their life. Provide specific details about the person and their relationship.

TEACHER NOTE American history timelines would be helpful for students to find important events that occurred during their lifetimes. [The History Place](#), [Timelines of the 20th Century, Year by Year](#), or [Encyclopedia Smithsonian](#) provide these kinds of timelines.

Learners share their timelines with the class by giving a short presentation using their visual timeline (with any photographs or graphics), summaries of events and their character sketch.

Assessment/Evidence *(based on outcome)*

Timelines
Civil Rights Movement character sketches
Personal History character sketches
Teacher observation

Teacher Reflection/Lesson Evaluation

Not yet completed.

Next Steps

Continue the study of this era with the lesson *I Have a Dream* by reading the speech by Martin Luther King Jr.

Technology Integration

The Civil Rights Movement: Sites for Students and Researchers

<http://www.ilovelibraries.org/news/topstories/civilrightwebsites.cfm>

The Civil Rights Movement Timeline <http://www.infoplease.com/spot/civilrightstimeline1.html>

The Civil Rights Movement Wikipedia http://en.wikipedia.org/wiki/Civil_Rights_Movement

The African-American Civil Rights Movement Wikipedia [http://en.wikipedia.org/wiki/African-American_Civil_Rights_Movement_\(1955-1968\)](http://en.wikipedia.org/wiki/African-American_Civil_Rights_Movement_(1955-1968))

The Civil Rights Movement 1955-1965: Introduction <http://www.watson.org/~lisa/blackhistory/civilrights-55-65/index.html>

The Civil Rights Era <http://lcweb2.loc.gov/ammem/aahtml/exhibit/aopart9.html>

The Civil Rights Movement <http://www.cnn.com/EVENTS/1997/mlk/links.html>

Civil Rights Movement Veterans <http://www.crmvet.org/index.htm>

Civil Rights Era 1954-1971 http://www.pbs.org/wnet/aaworld/timeline/civil_01.html

Civil Rights Movement Thematic Collection <http://literacy.kent.edu/eureka/tradebooks/matrices/MatrixCivilRightsMovement.doc>

Purposeful/Transparent

Studying history can give us insights into current events. Students should understand race relationships and consider how the

Civil Rights Movement influenced people today. Studying and writing about an activist will allow students to better understand each of these people's belief systems.

Contextual

Students will be creating two timelines, one using historical figures and the other using people from their own lives. This will help students transfer their learning to a relevant experience where they can share an important person from their lives.

Building Expertise

Students will use their understanding of sequence and chronological order to create a timeline.

Sample Character Traits

able	cooperative	funny	mature	selfish
active	courageous	gently	mean	serious
adventurous	cowardly	giving	messy	sharp
affectionate	cross	glamorous	miserable	short
afraid	cruel	gloomy	mysterious	shy
alert	dangerous	good	naughty	silly
ambitious	daring	graceful	nervous	skillful
angry	dark	greedy	nice	sly
annoyed	decisive	grouchy	noisy	smart
anxious	demanding	grumpy	obedient	sneaky
apologetic	dependable	guilty	obnoxious	sorry
arrogant	depressed	happy	old	spoiled
attentive	determined	harsh	peaceful	stingy
average	discouraged	hateful	picky	strange
bad	dishonest	healthy	pleasant	strict
blue	disrespectful	helpful	polite	stubborn
bold	doubtful	honest	poor	sweet
bored	dull	hopeful	popular	talented
bossy	dutiful	hopeless	positive	tall
brainy	eager	humorous	precise	thankful
brave	easygoing	ignorant	proper	thoughtful
bright	efficient	imaginative	proud	thoughtless
brilliant	embarrassed	impatient	quick	tired
busy	encouraging	impolite	quiet	tolerant
calm	energetic	inconsiderate	rational	touchy
careful	evil	independence	reliable	trusting
careless	excited	industrious	religious	trustworthy
cautious	expert	innocent	responsible	unfriendly
charming	fair	intelligent	restless	unhappy
cheerful	faithful	jealous	rich	upset
childish	fearless	kindly	rough	useful
clever	fierce	lazy	rowdy	warm
clumsy	foolish	leader	rude	weak
coarse	fortunate	lively	sad	wicked
concerned	foul	lonely	safe	wise
confident	fresh	loving	satisfied	worried
confused	friendly	loyal	scared	wrong
considerate	frustrated	lucky	secretive	you