

## RCCR Lesson plan

<b>Grade: 6</b>	<b>Subject: Protest Then and Now</b>	<b>Period:</b>
<b>Unit/Topic: Civil Rights in North Alabama</b>		<b>Date:</b>
<b>WHERE ARE WE GOING?</b>		
<p><b>STANDARD(S): Social Studies-6.10.1</b> Describe major changes in American lifestyles following world War II;</p> <p><b>6.11.1</b> Identify critical events occurring in the US and throughout the world from the Truman to the Eisenhower administrations;</p> <p><b>6.11.2</b> Identify critical events occurring in the US and throughout the world from the Kennedy through the Johnson Administrations;</p> <p><b>6.13.2</b> Identify significant events occurring during the modern civil rights movement associated with major civil rights leaders</p> <p><b>6.14.1</b> Describe cultural and economic changes throughout the US from the 1960s through the 1970s</p> <p><b>6.14 (additional content)</b> Describing the impact of technological and social changes on the society of the United States from 1970 to the present</p> <p><b>ELA</b></p> <p><b>RI.6.7</b> Use multiple forms of presentation in order to gather information (novels, graphic novels, videos, songs)</p> <p><b>RI.6.7.3</b> View videos or illustrations in order to test comprehension and interpretation of materials</p> <p><b>RI.6.9</b> Analyze multiple accounts of the same event or topic</p>	<p><b>KEY VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>• segregation/desegregation</li> <li>• boycott</li> </ul> <p><b>PROTESTS (suggestions)</b></p> <ul style="list-style-type: none"> <li>• Vietnam War</li> <li>• March on Selma</li> <li>• Montgomery Bus Boycott</li> <li>• Freedom Summer</li> <li>• Freedom Riders</li> <li>• March on Washington</li> <li>• Black Power gestures at 1968 Olympics</li> <li>• Open housing protests in Milwaukee</li> <li>• Sit-ins at Woolworth stores/lunch counters (Huntsville and national)</li> <li>• “I am A Man” (Memphis Sanitation Workers’ Strike)</li> <li>• “I Can’t Breathe”/George Floyd</li> <li>• “Say Her Name”/Breonna Taylor</li> <li>• Removal of Confederate flags and statues</li> <li>• Million Man March</li> <li>• Kneeling for National Anthem</li> </ul> <p><b>BACKGROUND:</b> Civil rights events from the desegregation of the US military in 1948 to present</p>	

**LEARNING TARGET(S):** I can show understanding of protests and the different forms they took. I can connect protests of the past to present day protests\*

(\*and I can grieve that we are still having to have these protests and conversations after all these years.)

**MATERIALS REQUIRED:**

- research materials
- rolled paper, poster boards or computer printer for timeline
- markers, glue, rulers

### HOW WILL WE GET THERE?

**LEARNING ACTIVITIES:**

Using the following suggested websites: [www.rocketcitycivilrights.org](http://www.rocketcitycivilrights.org) and <https://www.history.com/topics/civil-rights-movement/civil-rights-movement-timeline> for research (others as chosen)

- Teacher will introduce time period of major civil rights events in the United States and in North Alabama.
- Teacher will introduce the concept of protest and how it has been used historically to drive change
- Students will engage in discussion about the controversial nature of protest (those that decry change often feel any type of protest is a problem)
- Students will choose one modern and one historical protest and prepare an oral presentation giving background and analysis as follows:
  - Date or duration of protest
  - Immediate cause of protest
  - Historical cause of protest
  - Main players for change
  - Inclusion of allies
  - Description of protest and aftermath
  - Outcomes/results of protest
  - Provide music, videos, or pictures of protest

**DIFFERENTIATION:** work with partner-one takes historical and one takes recent protest

**REMEDIACTION:.**

**ENRICHMENT:**

**ASSESSMENT (Formative and Summative)**