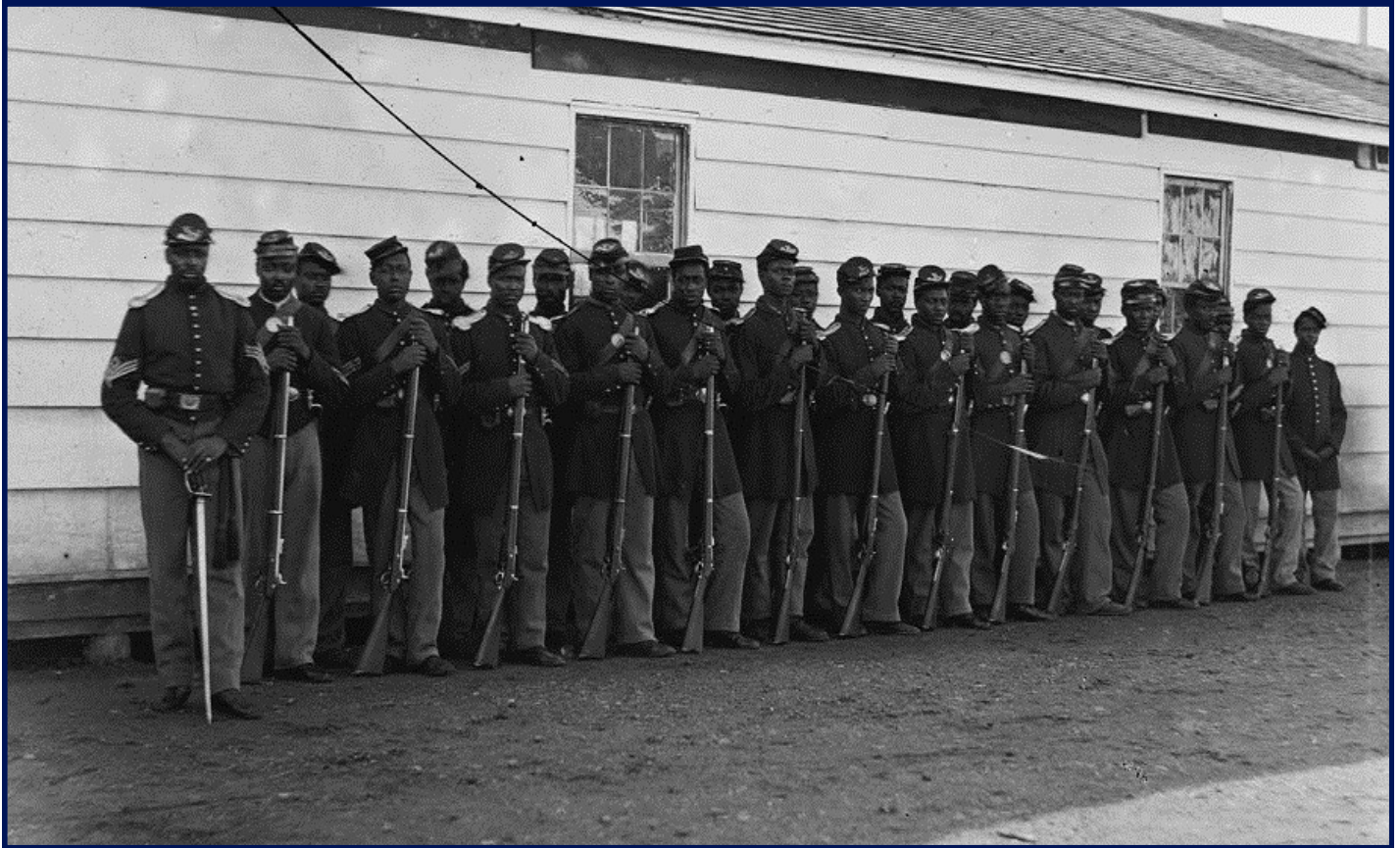


CIVIL WAR TO CIVIL RIGHTS LESSON PLAN UNIT

Grade Level: Middle and High School

By Chantea Wright



**4th United States Colored Infantry at Fort Lincoln, Courtesy of
the Library of Congress**



DURATION: Three 90 minute class periods

GOAL(S):

- a) To have students identify and interpret primary and secondary source documents to increase understanding of recruitment practices between the North and South during the Civil War.
- b) To make connections between the past and the present military practices.
- c) To interpret ideas and events from different historical perspectives. To evaluate and discuss issues orally and in writing.
- d) To develop students' knowledge and deepen understanding of the Civil War practices between the North and the South.

VIRGINIA STANDARDS OF LEARNING:

USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by:

- f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by:

- e) examining the social impact of the war on African Americans, the common soldier, and the home front, with emphasis on Virginia.

OBJECTIVE(S):

- 1) Upon complete of lesson students will be able to analyze primary and secondary source documents through oral dialogue and formal/informal writing.
- 2) Following completion of the lesson students will be able to communicate in writing and orally the differences between Civil War practices and treatment of soldiers between the North and the South.

MATERIALS:

Civil War recruitment Posters

T-Chart

Think-Pair-Share

RAFT Sheet

RAFT Rubric

Access to non-fiction Civil War literature

INSTRUCTIONAL ACTIVITIES/PROCEDURE

WARM-UP: Teacher will initiate a discussion with students by asking them:

- 1. What method is used for recruiting individuals to the military?
- 2. Are different methods used to recruit different races?
- 3. Do recruitment tactics differ between the North and South?

GUIDED PRACTICE: Students will analyze a Civil War military recruitment poster by completing a poster analysis worksheet. Students will share their responses. The teacher will continue discussion with questions similar to: “What affect do you feel the description of pay will have on recruitment efforts?” How is the design of this poster different from contemporary military recruitment posters?”

THINK-PAIR-SHARE: The teacher will distribute two Civil War recruitment posters along with a T-Chart organizer. Students will work in groups of 2-3 to analyze the posters, identifying the similarities and differences on their T-Chart. Each grouping will share their findings with the class. The teacher will stimulate conversation about the tone, audience, and purpose of the posters.

INVESTIGATION: The teacher will provide students will non-fiction Civil War literature (consult with Media Specialist or visit the local library). Students will the provided literature or internet to research other differences between the treatment of African American soldiers and Caucasian soldiers. Students will record their findings using the Think-Pair-Share organizer. After students record their findings they will work with a partner to discuss their results. Each partnership will share their response with the class.

RAFT: Students will select one of the RAFT (Role, Audience, Format, Topic) options from the activity sheet. Students may come up with their own RAFT option with their teacher’s permission. Students will present their RAFT to the class.

CLASS REVIEW:

Teacher will review essential understanding through question and answer.

- What hardships were experienced by African American soldiers during the Civil War?
- How did the Civil War change the lives of soldiers, free African American, and slaves?
- How did recruitment strategies differ between the North and the South?

ASSESSMENT:

Students will be assessed on their RAFT product and presentation using a rubric.

Name:

Period:

Date:

CIVIL WAR RAFT

Your RAFT must show that you understand the following concepts:

- ✓ Diverse perspectives during the Civil War.
- ✓ Analyses of military treatment of African Americans during the Civil War.
- ✓ Differences between the North and the South during the Civil War.

Choose one of the following RAFT options:

Role	Audience	Format	Topic
Boots of an African American Soldier (North and South)	Posterity.	Autobiography	Life during the Civil War
African American Soldier	Son	Post-Card	Enlisting in the Military.
Deceased African American Soldier	Slave Owner	Complaint letter	Feelings about treatment of African Americans and cause of the war.
African American Union General	Readers of 1863	Obituary	Role during the Civil War.
President Abraham Lincoln	Free African Americans	Advice Column	Joining the Fight
African American Confederate Soldier	Self	Journal Entry	Military treatment new laws

Other Ideas? Ask your teacher for approval.

CIVIL WAR RAFT RUBRIC

(ROLE, AUDIENCE, FORMAT, TOPIC)

Rubric				
	1	2	3	4
Accuracy	The information provided in RAFT is very incomplete and/ or has major inaccuracies.	The information provided in RAFT has some small inaccuracies	The information provided in RAFT is accurate but could use more support or specific details	Information & details in RAFT are accurate and properly reflect information, ideas related to the subject.
Perspective	Viewpoint is not drawn from time period. RAFT does not show insight into how the character (s) feels or acts during the event (s).	Viewpoint reflects current concerns rather than time period. RAFT does not show insight into how characters feel during the event (s).	RAFT maintains a reasonably consistent point of view and includes ideas relevant to role and time period played. Character's feelings about the	RAFT maintains clear, consistent point of view, tone and ideas relevant to role and time period played. Ideas and information always tied to role and audience of time. Characters are insightfully shown.
Focus	RAFT wanders from topic; focus cannot be seen.	Central topic and purpose of RAFT is inconsistent.	RAFT stays largely on topic.	RAFT stays on topic, consistently maintains form or type; details and information are included and directly support the purpose.
Creativity	Lack of creativity and individualism. No effort appears to have been made.	Some attempts at creativity.	Displayed creativity, and thoughtfulness in his/her concept.	Displays originality, creativity and thoughtfulness. Student thought outside
Overall	Writing is unclear and has gaps or confusions. Writing has multiple errors, which disrupt reader's understanding.	Writing wanders or is somewhat repetitious. Writing contains several sentence errors that may interfere with clarity of ideas.	Writing wanders or is somewhat repetitious. Writing contains several sentence errors that may interfere with clarity of ideas.	Writing is fluent and interesting. Writing contains few or no fragments or run-on sentences. It engages and informs audience.

PHOTO ANALYSIS WORKSHEET

1	What are the main colors used in the poster ?
2	What symbols (if any) are used in the poster?
3	<p>If a symbol is used, is it</p> <p>A. Clear (easy to interpret)? _____</p> <p>B. Memorable? _____</p> <p>C. Dramatic? _____</p>
4	Are the messages in the poster primarily visual, verbal, or both?
5	Who do you think is the intended audience for the poster?
6	What does the Government hope the audience will do?
7	What Government purpose (s) is served by the poster?
8	The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster?



Name:

Period:

Date:

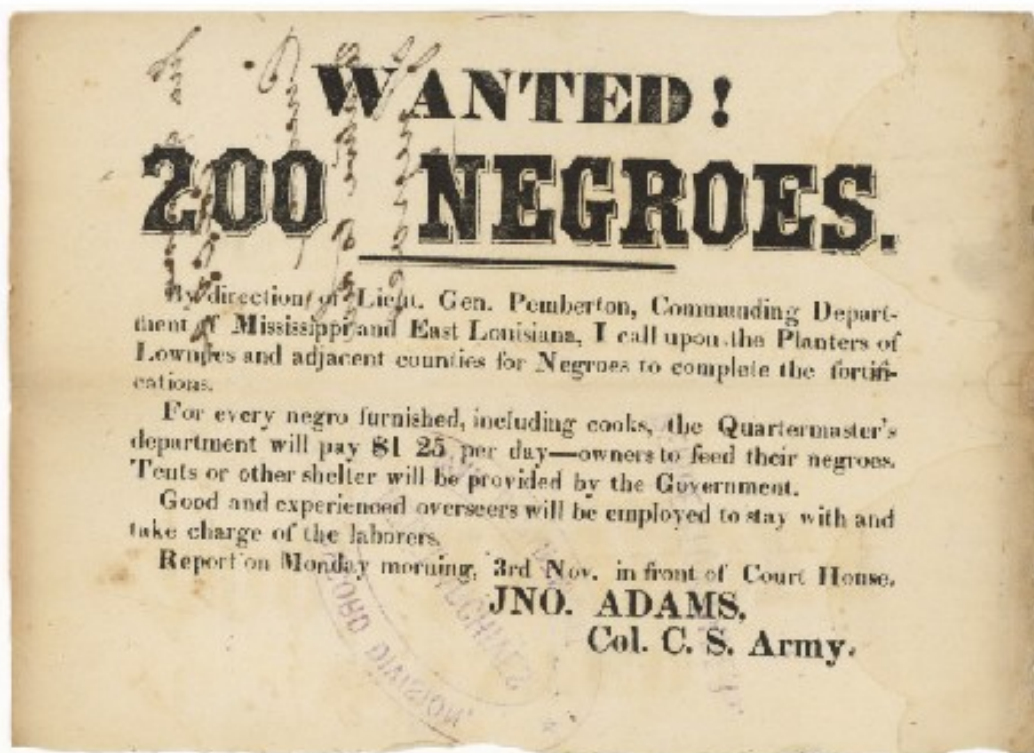
Partner:

CIVIL WAR THINK-PAIR-SHARE

DIRECTIONS: Utilize the resources provided by your teachers to investigate the difference in treatment of African American soldiers during the Civil War.

- ✓ Think= Your Research
- ✓ Pair= Your Partner’s Research
- ✓ Share= What you and your partner will share with the class.

Category	Think		Pair		Share	
	North	South	North	South	North	South
Pay						
Clothing						
Food						
Battlefield Training						

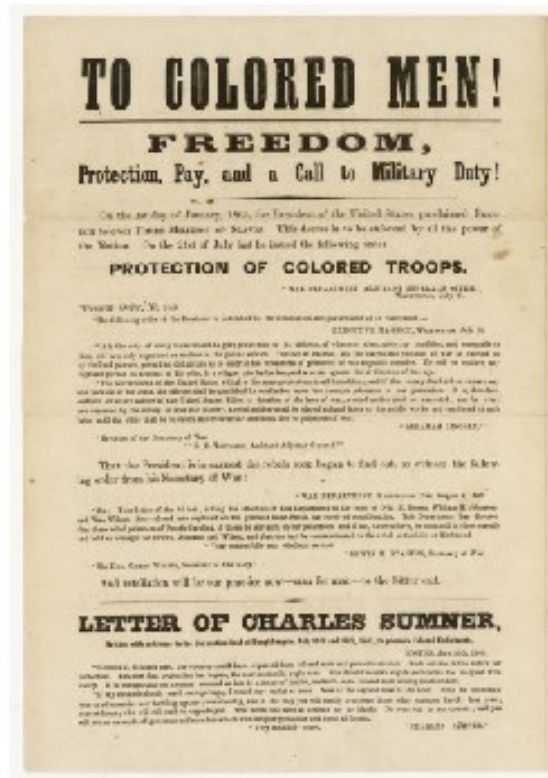


Broadside Titled, Wanted! 200 Negroes

11/4/1862

War Department Collection of Confederate Records

Archival Research Catalog (ARC) ID: 3854716



To Colored Men!

ca. 1861 - 1865

Records of the Adjutant General's Office

Archival Research Catalog (ARC) ID: 1497351

This poster was used to recruit recently freed slaves to fight in the Civil War for the Union Army. The men were recruited for military duty with the promise of freedom, protection and pay.

For further background information and teaching suggestions for this document, see the article [The Fight for Equal Rights: A Recruiting Poster for Black Soldiers in the Civil War in the February 1992 National Council for the Social Studies \(NCSS\) publication *Social Education*](#).

Additional Details on this Document from our Online Exhibit the Digital Vaults:

And retaliation will be our practice now . . .

After President Lincoln issued the Emancipation Proclamation on January 1, 1863, the U.S. Army began recruiting black men in earnest. The Confederate government regarded captured black soldiers as fugitive slaves, not prisoners of war. It threatened to execute or sell them into slavery. This broadside reassured potential black recruits that the U.S. Government would treat all of its troops as soldiers and retaliate in the event of Confederate mistreatment of black U.S. soldiers.

From *www.fox.com*, the Fox network's Web site, we learned that the network's new reality series, *Who Wants to Be a Millionaire?*, is the most popular show on Fox's cable channel, Fox Family. The show, which debuted on Fox Family on September 2, 1999, has been a ratings success story for Fox Family, and is expected to be a hit for the network's new Fox Family Channel.

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Calculus Differentiation
 The interpretation of any function, which describes the change in the output, is obtained by differentiating the function with respect to the input variable.
 In the theory of finite difference, the derivative is approximated by the difference quotient.

The *Play-Readers Book* had four titles and one picture book. These 5 titles of children's books are all selected and recommended by a panel of school officials. When teachers distributed the books, *Read-Alouds* in the rest of the state, but took time to go out by the teachers, someone said.

1. **Wages** per month, with starting and ending dates. Be sure to
 include the ending month and year. Select to have wages off-
 set to each other or to be the same. The entered value

[illegible]

COME FORWARD AND SIGN THE ROLL.

Dr. H. R. DELANEY, Chicago, Ill., Head Quarters for the 7th Co, 120th Inf. 25.
 Mr. JOHN JONES, " " " " " "

SUB-ACRITH.
(The whole lot is not included.)

Mr. Edmund Henry, Quincy, Ill. Dr. Gustaf H. Wik, Lathrop, Ind.
Mr. John Highmeyer, Indianapolis, Ind. Dr. George W. Burke, Logansport, Ind.
Mr. T. D. Thompson, 55 Pine St., Buffalo, N. Y. Egle, Rm. Spring Green.

Local Seed, Vegetable Agents

1997—Great or horned owls, long-billed curlews, and phalaropes, *A. trichas*, interacting, to each give off 10–15 calls. This is for Black-throated and golden-collared whistling and song birds.

DURATION: One 90 minute class periods

GOAL(S):

- a) To have students identify and interpret primary and secondary source documents to increase comprehension of the 13th, 14th, and 15th amendments.
- b) To make connections between the actions of the past impact on the present.
- c) To interpret ideas and events from different historical perspectives. To evaluate and discuss issues orally and in writing.

VIRGINIA STANDARDS OF LEARNING:

USII.3 The student will demonstrate knowledge of the effects of Reconstruction on American life by:

- a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States; and
- b) describing the impact of Reconstruction policies on the South and North.

VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by

- d) examining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

OBJECTIVE(S):

- 1) Upon completion of lesson students will be able to analyze primary and secondary source documents through oral dialogue and formal/informal writing.
- 2) Following completion of the lesson students will be able to communicate in writing and orally the significance of the 13th, 14th, and 15th amendments.

MATERIALS:

13th, 14th, and 15th amendment (text and copies)

Conversion activity sheet

Song/Rap/Poem Rubric

Computer with internet access

INSTRUCTIONAL ACTIVITIES/PROCEDURE

WARM-UP: Teacher will review the treatment of African Americans during the Civil War and ask students what solutions would that have given to President Abraham Lincoln at the ending of the war to heal the country. The teacher will introduce the solution of amending the Constitution and advise students that is what the focus will be during the lesson.

GUIDED PRACTICE: The teacher will project original copies of the 13th, 14th and 15th amendment. Students will discuss the difference between how they were recorded compared to how documents are recorded today. Students will receive a text version of the amendments. After students have read and review the amendments they will discuss how they would have felt as an enslaved African American hearing the words written in these amendments.

AMENDMENT CONVERSION: Student will receive an amendment conversion organizer. After carefully analyzing the text students will re-write the text in modern vernacular. Students will share the impact of these amendments with a partner.

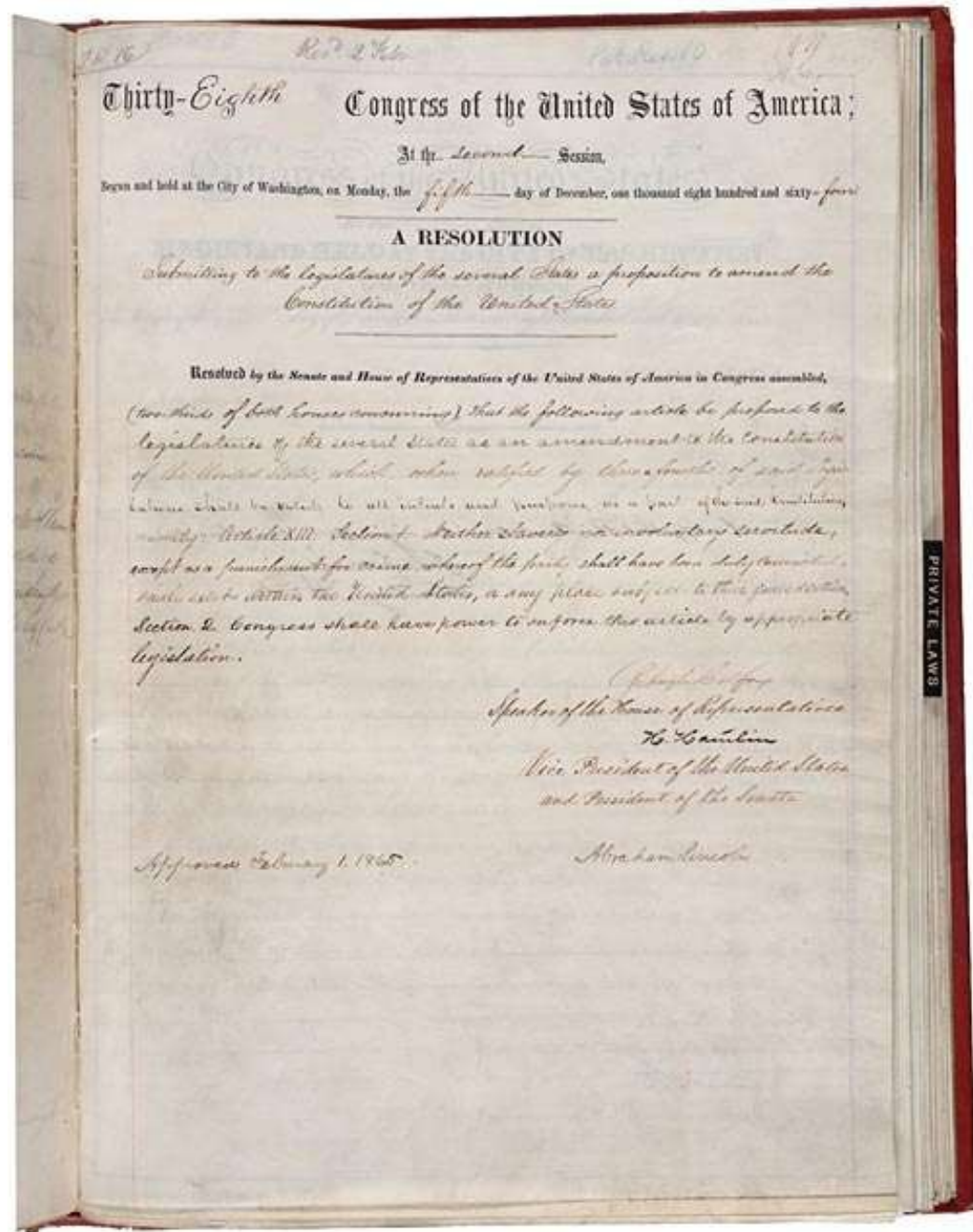
SONG/RAP/POEM: Students will have the option of working with a partner on alone to create a song, rap, or poem explaining the 13th, 14th, and 15th amendments. Students may use [FreePlayMusic](#) to download free educational use music. Students should be creative and not extend their melody past 4 minutes.

CLASS REVIEW: Teacher will review essential understanding through question and answer.

- What are the basic provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States?

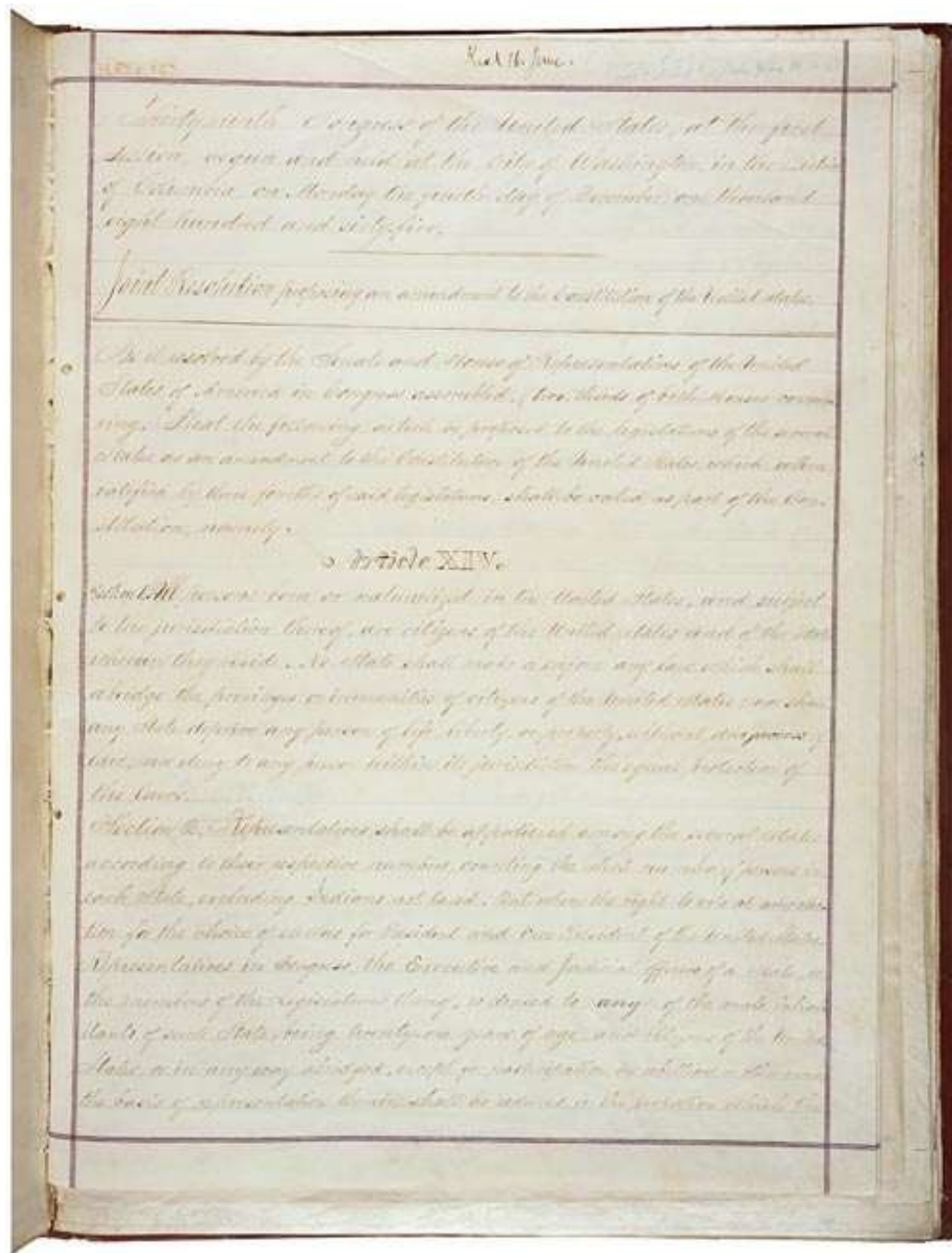
ASSESSMENT: Students will perform their song/rap/poems for the class and be assessed through the use of a rubric.

The 13th Amendment



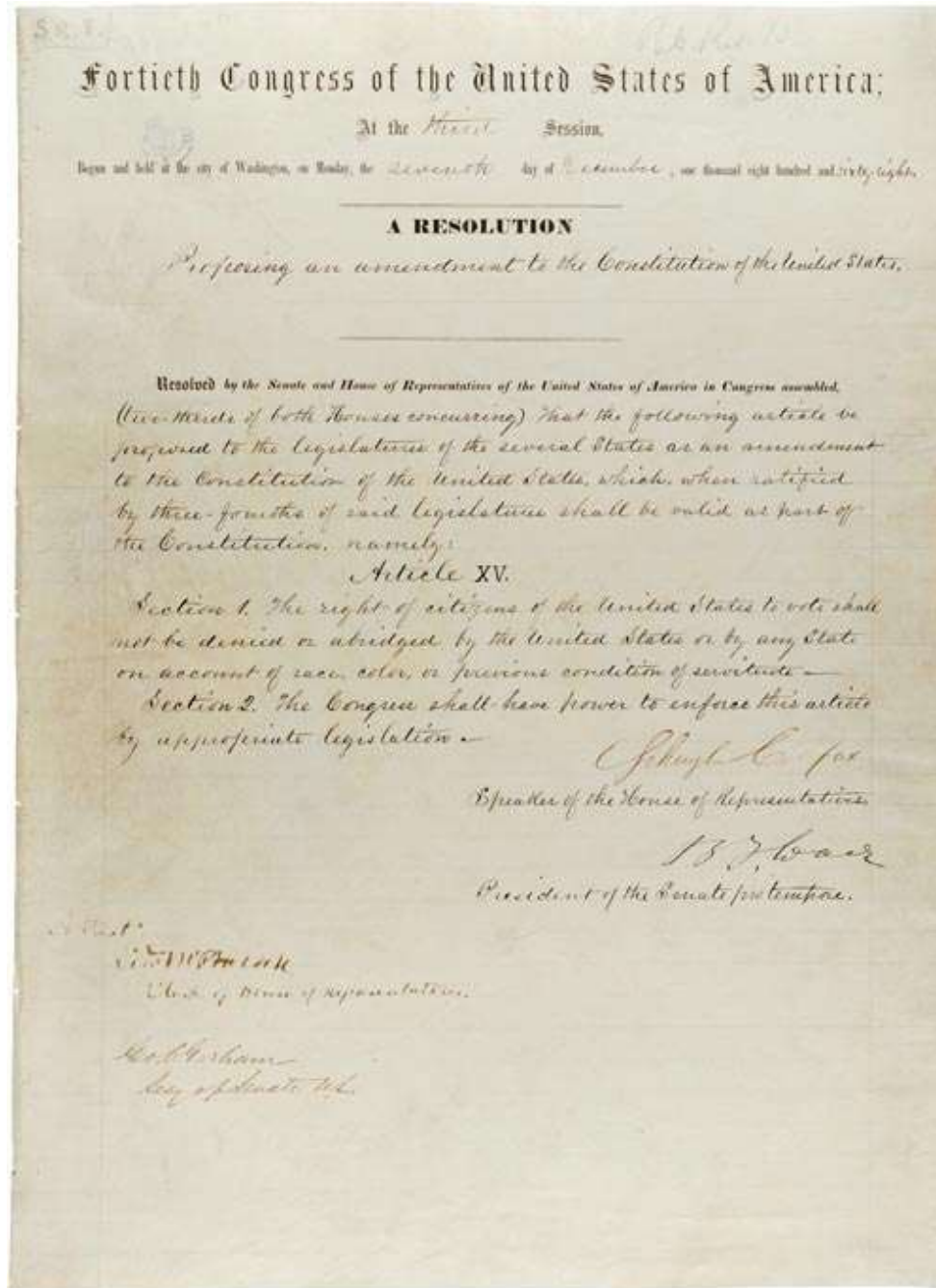
Our Documents - 13th Amendment to the U.S. Constitution: Abolition of Slavery (1865)." Welcome to OurDocuments.gov. N.p., n.d. Web. 2 Dec. 2011.
<http://www.ourdocuments.gov/doc.php?flash=true&doc=40>

The 14th Amendment



"Our Documents - 14th Amendment to the U.S. Constitution: Civil Rights (1868)." *Welcome to OurDocuments.gov*. N.p., n.d. Web. 2 Dec. 2011.
<http://www.ourdocuments.gov/doc.php?flash=true&doc=43>

The 15th Amendment



"Our Documents - 15th Amendment to the U.S. Constitution: Voting Rights (1870)."Welcome to OurDocuments.gov. N.p., n.d. Web. 2 Dec. 2011.
<http://ourdocuments.gov/doc.php?flash=true&doc=44>

13th Amendment

Passed by Congress January 31, 1865. Ratified December 6, 1865.

Section 1.

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

14th Amendment

Passed by Congress June 13, 1866. Ratified July 9, 1868.

Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

15th Amendment

Passed by Congress February 26, 1869. Ratified February 3, 1870.

Section 1.

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude—

"The Constitution of the United States: Amendments 11-27." *National Archives and Records Administration*. N.p., n.d. Web. 2 Dec. 2011.

http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html

Name:

Period:

Date:

AMENDMENT CONVERSION ORGANIZER

Directions: Read each amendment and rewrite each one using modern day language.

		Your Conversion
13th Amendment	Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction	
14th Amendment	All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.	
15th Amendment	The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude	

Name:

Period:

Date:

AMENDMENT MELODY RUBRIC

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Accuracy	All facts are accurate.	Facts are accurate with no more than one minor error.	Facts are accurate with no more than two minor errors.	The song contains at least one major error or three minor errors.
Content	All information is well organized in a logical order.	Information is well organized with no more than one minor error.	Information is well organized with no more than two errors.	Information is poorly organized with more than three errors.
Melody	Original melody has been composed, or melody has been adapted from another composer.	Familiar melody that is appropriate to content has been used.	Familiar simple melody that is appropriate to content has been used.	No melody or inappropriate melody has been used.
Message	The message to the viewers is clear and strong, it would have been easy for the listener to understand.	The message to the viewer is clear. The listeners would have understood the message.	The message to the viewer is clear. Most listeners would have understood the message.	The message is unclear or impossible for the listener to follow.
Presentation	The musician presented the song in a clear voice. He/she made consistent eye contact with the audience.	The musician presented the song in a clear voice. Some eye contact was made with the audience.	The musician presented the song with a clear voice. Little eye contact was made with the audience.	The musician did not communicate clearly. Little eye contact was made with the audience.

Comments:

DURATION: Two 90 minute class periods

GOAL(S):

- a) To have students identify and interpret primary and secondary source documents to increase understanding of the impact of photo journalism, artistry, and music during the Civil Rights movement.
- b) To make connections between the actions of the past impact on the present.
- c) To interpret ideas and events from different historical perspectives.
- d) To evaluate and discuss issues orally and in writing.
- e) To develop students' knowledge and deepen understanding of the prejudice and discrimination during Civil Rights movement.

VIRGINIA STANDARDS OF LEARNING:

USII.4 The student will demonstrate knowledge of how life changed after the Civil War by:

- c) describing racial segregation, the rise of "Jim Crow," and other constraints faced by African Americans and other groups in the post-Reconstruction South;

VUS.8 The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by:

- c) analyzing prejudice and discrimination during this time period, with emphasis on "Jim Crow" and the responses of Booker T. Washington and W.E.B. DuBois;

OBJECTIVE(S):

- 1) Upon complete of lesson students will be able to analyze primary and secondary source documents through oral dialogue and formal/informal writing.
- 2) Following completion of this lesson students will be able to communicate in writing and orally the impact of photo journalist, artists, and musicians' depiction of prejudice and discrimination during Civil Rights Movement.

MATERIALS:

[The Press and the Civil Rights Movement Video](#) (log-in credentials are required however, it is free to educators)

KWLH Chart

Civil Rights Movement images, paintings, and lyrics

Image Analysis form

Presentation Rubric

Civil Rights Video

Video rubric

Poster board

Markers, crayons, color pencils, etc.

Access to computers with internet connection

LCD Projector

INSTRUCTIONAL ACTIVITIES/PROCEDURES

WARM-UP: The teacher will ask students to think about a time in their lives when they were not able to do something. After students have had time to reflect the teacher will call on students to share. The teacher will then ask students how they felt. As students share they teacher will continue by asking students how they would have felt if the reason for exclusion was because of the color of their skin. The teacher will use their responses as a lead in to the lessons focus. Suggested lead in: “We have learned about the treatment of African Americans soldiers during the Civil War, and although Congress passed the 13th, 14th, and 15th amendments African Americans were still treated unjustly. Today we are going to step back into their shoes during the Civil Rights Movement.”

VIDEO VIEWING ACTIVITY: Teacher will pass out the KWLH Chart. The teacher will have students write what they know about the Civil Rights Movement in the first column. After students share their responses the teacher will discussion with students some questions they have and possibly provide them with some questions to write in the second column. Students will watch a short [video](#) on the media’s capture of “Jim Crow” segregation in the South. As students watch the video the teacher will instruct students to record any answers to their questions and/or other significant facts they hear from the video. After students watch the video students will discuss what they learned. Teacher will engaged students in a discussion about the role of the media during this time. Questions teacher may ask: “What impact did the media have? What other ways could the Civil Rights Movement could have been documented?”

GROUP ACTIVITY: The teacher will arrange students in groups of 3-4 based upon interest. Each group will be assigned a photograph, picture, or song from the Civil Rights era. Visual: Students will receive a copy of the ‘The Problem We All Live With,’ 1963 by Norman Rockwell painting. Students will analyze the painting and read the background information. As a group the students will recreate the image in a creative manner. Musical: Students will receive a copy of the lyrics to “A Change Is Gonna Come”,

1963 by Sam Cooke or “Blowin’ In The Wind”, 1963 by Bob Dylan. Each group will read and analyze the lyrics of their selected song. The students will recreate the song, while maintaining the integrity of the content.

Kinesthetic: Students will receive a copy of Will Counts 1957 photograph of Elizabeth Eckford. Students will analyze and discuss elements of the image. Student will recreate theatrical interpretation of the image.

PRESENTATION: Students will present their group activity for the class. Students’ group presentations will be assessed using the attached rubric.

VIDEO CREATION ACTIVITY: Using [Animoto](#) students will take the knowledge they gained to create a sort video capturing the prejudice and discrimination exhibited during the Civil rights Movement. Students will be able to set up a free account, upload, photos, text, audio, and video. Once completed students will be able to download their video or email to their teacher. Student video's will be assed using a rubric.

CLASS REVIEW: Teacher will review essential understanding through question and answer.

- What impact did racial segregation have on Afrin Americans?
- How can diverse means of journalism have a positive impact on unjust attitudes and actions?
- What are some democratic challenges captured through diverse means of journalism today.

ASSESSMENT/EXIT TICKET: Student's will complete the last column of their KWLH chart with ways in which they can acquire more information on the Civil Rights Movement and how they can use the knowledge they have gained. Students will share their response with the class.

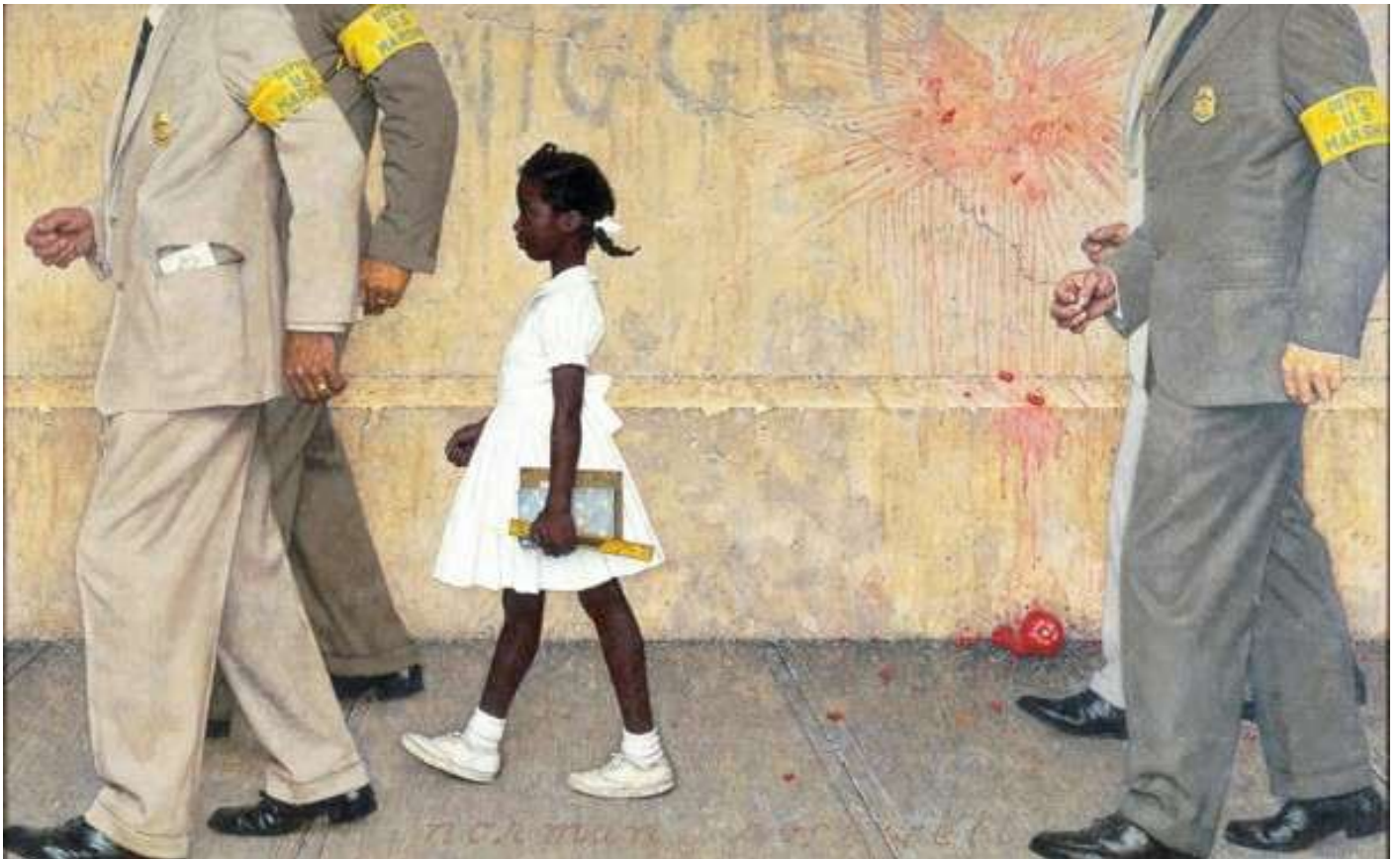
Name:

Period:

Date:

**CIVIL RIGHTS MOVEMENT
K-W-L-H**

What I Know	What I Want to learn	What I Learn as I read	How I can learn more How I can use what I learned



The Problem We All Live With, 1963, Norman Rockwell

(Copyright Norman Rockwell Estate Licensing Company/VIA NORMAN ROCKWELL MUSEUM)

BACKGROUND:

While 137 first grade students applied to the Orleans Parish School Board to transfer to an integrated school, only a handful of girls were selected after a battery of testing and background investigations. The pupil placement law the board used was intentionally designed to weed out most applicants in an attempt to limit the extent of desegregation. Ruby's father was concerned about the potential repercussions of challenging the status quo, but her mother eventually convinced him that the risks were worth the benefits for their own daughter and for all children.

On November 14, 1960, three students went to McDonogh No. 19, and one student, Ruby Bridges, went alone to William Frantz Elementary. Until the designated morning, the location of the school sites had not been released. Both schools were located in the Ninth Ward, an area with little political influence. Under the escort of federal marshals, Ruby rode to William Frantz Elementary and entered the school building under their protection. All day long, angry white parents removed their children from the school as Ruby and her mother waited in the front office. At the end of the first school day, the crowd outside of William Frantz was larger and louder than it had been that morning as news of Ruby's attendance spread.

"Ruby's Story « Ruby Bridges Foundation." Ruby Bridges Foundation. N.p., n.d. Web. 2 Dec. 2011. <http://rubybridgesfoundation.org/vision/rubys-story/>

"A Change Is Gonna Come"
Sam Cooke 1963

I was born by the river in a little tent
And just like that river I've been running ever since
It's been a long time coming
But I know a change is gonna come, oh yes it will
It's been too hard living, but I'm afraid to die
Cos I don't know what's out there beyond the sky
It's been a long, a long time coming
But I know a change is gonna come, oh yes it will
I go to the movie
And I go down town
somebody keep telling me don't hang around
Its been along time coming
But I know a change is gonna come, oh yes it will
Then I go to my brother
And I say brother help me please
But he winds up knockin' me
Back down on my knees
There were times when I thought I couldn't last for long
But now I think I'm able to carry on
It's been a long, a long time coming
But I know a change gonna come, oh yes it will

"SAM COOKE LYRICS - A Change Is Gonna Come." A-Z Lyrics Universe. N.p., n.d. Web. 2 Dec. 2011. <http://www.azlyrics.com/lyrics/samcooke/achangeisgonnacome.html>

"Blowin' In The Wind"

Bob Dylan 1963

How many roads most a man walk down
Before you call him a man ?
How many seas must a white dove sail
Before she sleeps in the sand ?
Yes, how many times must the cannon balls fly
Before they're forever banned ?
The answer my friend is blowin' in the wind
The answer is blowin' in the wind.
Yes, how many years can a mountain exist
Before it's washed to the sea ?
Yes, how many years can some people exist
Before they're allowed to be free ?
Yes, how many times can a man turn his head
Pretending he just doesn't see ?
The answer my friend is blowin' in the wind
The answer is blowin' in the wind.
Yes, how many times must a man look up
Before he can see the sky ?
Yes, how many ears must one man have
Before he can hear people cry ?
Yes, how many deaths will it take till he knows
That too many people have died ?
The answer my friend is blowin' in the wind
The answer is blowin' in the wind.

"BOB DYLAN LYRICS - Blowin' In The Wind." A-Z Lyrics Universe. N.p., n.d. Web. 2 Dec. 2011. <http://www.azlyrics.com/lyrics/bobdylan/blowininthewind.html>



Photo by and courtesy of Will Counts and the Arkansas Democrat-Gazett

On September 4, 1957, an angry crowd of spectators greeted the African-American students as they attempted to attend Central High School for the first time. Elizabeth Eckford, who had not received a message to meet the other students, tried to enter the school by herself. Alone in a large crowd of hostile, jeering people, her attempts to enter the school were blocked by the Arkansas National Guard. She finally gave up and sat down at a bus stop enduring harassment from the mob until a white man and woman got her onto a bus and out of the area. Television was a recent presence in American households at the time of the Central High School desegregation episode. Across the nation, in the newspapers and on television, Americans watched Little Rock's angry mob bar the entrance of Central High School to African-American students.

"From Canterbury to Little Rock--Photo 7." U.S. National Park Service - Experience Your America. N.p., n.d. Web. 2 Dec. 2011.

<http://www.nps.gov/nr/twhp/wwwlps/lessons/crandall/CRvisual5.htm>

CIVIL RIGHTS PRESENTATION RUBRIC

Criteria	Poor(1)	Fair(2)	Good(3)	Excellent (4)
Organization	Audience could not understand or follow presentation	Audience had difficulty following presentation because student jumped around.	Student presented information in logical sequence which audience could follow	Student presented information in logical, interesting sequence which audience could follow.
Subject Knowledge	Student did not have grasp of information; student could not answer questions about subject	Student was uncomfortable with information and was able to answer only rudimentary questions	Student was at ease with expected answers to all questions, but failed to elaborate.	Student demonstrated full knowledge (more than required) by answering all class questions with explanations and elaboration.
Mechanics	Student's presentation had several errors.	Presentation had a few errors.	Presentation had minimal errors.	Presentation had no errors.
Eye Contact	Student had poor eye contact.	Student occasionally used eye contact.	Student maintained eye contact most of the time but frequently returns to notes	Student maintained eye contact with audience.
Elocution	Student mumbled, incorrectly pronounced terms, and spoke too quietly for students in the back of class to hear.	Student's voice was too low. Student incorrectly pronounced terms. Audience members have difficulty hearing presentation.	Student's voice was clear. Student pronounced most words correctly. Most audience members could hear presentation.	Student used a clear voice and correct, precise pronunciation of terms so that all audience members could hear presentation.

Comments:

CIVIL RIGHTS PRESENTATION RUBRIC

Criteria	Poor(1)	Fair(2)	Good(3)	Excellent (4)
Originality	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.	Presentation shows an attempt at originality and inventiveness on 1-2 slides.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows considerable originality and inventiveness. The content and ideas are presented in unique and interesting way.
Sequencing of Information	There is no clear plan for the organization of information	Some information is logically sequenced. An occasional slide or item of information seems out of place.	Most information is organized in a clear, logical way. One slide or item of information seems out of place.	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.
Content Accuracy	Content is typically confusing or contains more than one factual error.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Most of the content is accurate but there is one piece of information that might be inaccurate.	All content throughout the presentation is accurate. There are no factual errors.
Use of Graphics	Several graphics are unattractive AND detract from the content of the presentation.	All graphics are attractive but a few do not seem to support the theme/ content of the presentation.	A few graphics are not attractive but all support the theme/ content of presentation.	All graphics are attractive (size and colors) and support the theme/ content of the presentation.
Sounds– Planning	Sounds are not appropriate for the presentation.	Sounds that are chosen are appropriate for the topic, but some detract from the overall presentation.	Some planning has gone into music. Most enhance the content or “feel” of the presentation, but 1-2 seem to be added for no real reason. None detract from the overall presentation.	Careful planning has gone into music. All music improve the content or “feel” of the presentation.

Name:

Period:

Date:

CIVIL RIGHTS PRESENTATION RUBRIC CONTINUED

Criteria	Poor(1)	Fair(2)	Good(3)	Excellent (4)
Spelling and Grammar	Presentation has more than 2 grammatical and/or spelling errors.	Presentation has 1 -2 grammatical errors but no misspellings	Presentation has 1 -2 misspellings, but no grammatical errors.	Presentation has no misspellings or grammatical errors.
Effectiveness	Project is lacking several key elements and has inaccuracies that make it a poor study guide.	Project is missing more than two key elements. It would make an incomplete study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.

Comments:

Lesson Plan Unit Summary

The theme of the lesson unit was Civil War to Civil Rights. I believe that my lesson unit has met this criterion. The first lesson begins with concentrating on the discrimination practices towards African Americans during the Civil War. This lesson took a close look at the military recruitment practices, encompassing different historical perspectives while examining significant documents. Continuing with the focus of lesson unit theme with a concentration on discrimination, students learned about the 13th, 14th, and 15th amendments. This lesson allows students to concentrate on the fundamental impact of these amendments and express their comprehension in a creative manner. Lastly, the final lesson highlighted the impact of the media, artist, musicians, and photographers had on depicting the severity of discrimination of the Civil Rights Movement. Throughout the unit students were able to learn and express themselves in a variety of manners. Through the incorporation of technology, group activities, musical activities, graphic organizers, and much more students were exposed to important content in a way that was meaningful to them. The Virginia Standards of Learning specifically express the need for students to analyze and demonstrate comprehension of the topics addressed in this unit. An area that another teacher would need to consider when implementing this lesson would be time. Some classes may need more or less time depending on their level of efficacy for the given task.

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