

The 20th Century Civil Rights Movement

INQUIRY QUESTION

How can we take steps toward equality and justice?

 Source Attributions

INQUIRY PRODUCT

Written Product

DESCRIPTION

People have long exercised their rights and responsibilities to work for change. Students investigate the iconic figures and events of the civil rights movement, learning that all community members can work toward equality and justice. Then, they reflect on the ways people of all ages can pursue change, ultimately realizing that they too can use their unique talents to take steps toward equality and justice.

Launch

Module 1 Launch the Inquiry

Students begin the Inquiry with an engaging, thought-provoking activity to hook them into the inquiry process. They are introduced to the Inquiry Question and their initial Investigation Questions begin to surface. No pre-teaching is required for students to start the Inquiry.

Objectives

- Identify common misconceptions about the civil rights movement and the March on Washington
- Recognize key vocabulary for the Inquiry, with support

Lesson and Description

Objectives

CORE 1. Hook: Citizens Work for Equality
Students begin to explore how citizens work together for change. Then, they are introduced to the many ways in which people speak out for equality and justice, which are central to the Inquiry's overall investigation.

- Make predictions, observations, and inferences about citizen engagement and the civil rights movement
- Use sources to explore preliminary ideas about key terms and concepts (equality, freedom, protest, nonviolence, civil rights)
- Engage in collaborative discussion

CORE 2. Generating Investigation Questions
Students are introduced to a modified version of the Question Formulation Technique (QFT) to generate Investigation Questions that will guide their exploration about taking steps toward equality and justice.

- Generate meaningful questions about taking steps toward equality and justice
- Differentiate between closed-ended and open-ended questions
- Collaborate with peers

Investigation



Module 2 Who or what promotes equality?

Students investigate ways in which people and groups influence decision makers to improve their communities and take steps toward greater equality and justice. They explore the purpose of the government in relation to the rules and laws within society that govern social justice and civil rights. Then, they consider how individual rights and responsibilities have played a part in the ongoing struggle to promote equality.

Objectives

- Identify the rights and responsibilities of citizens
- Identify some root causes and impacts of inequality
- Describe roles of government, laws, and citizens in protecting rights
- Explain the distinction between (un)equal treatment among people and under the law
- Describe connections between key concepts (citizenship, equality, inequality, laws, responsibility, rights, discrimination, segregation, government)

Checkpoint Assessment

- Review the Concept Connections handout
- Observe and track students over the course of the module’s activities and interactions; look and listen for:
 - Connections between rights and responsibilities of citizens
 - Use of evidence to draw conclusions about root causes and impacts of inequality
 - Use of evidence to draw conclusions about markers of (in)equality
 - Examples to describe unequal treatment by people and under the law
 - Positive contributions to civil discourse (ex. values others’ ideas, remains on topic, assumes shared responsibility)

Lesson and Description	Objectives
<p>CORE 1. Rights and Responsibilities Students are introduced to the rights and responsibilities of citizenship. They examine a historical image and informational text to consider the roles of governments and citizens in upholding fairness and protecting rights.</p>	<ul style="list-style-type: none">• Identify rights and responsibilities of citizens• Explore the roles of government, laws, and citizens in protecting rights• Describe the branches of government and their roles in laws• Describe the connection between rights and responsibilities and equality• Engage in collaborative discussion
<p>CORE 2. Inequality Students take a closer look at the meaning of inequality, including some of its causes and impacts. They examine how inequality manifests between people and under the law in order to better understand the ongoing societal challenge at the heart of the Inquiry: to promote equality.</p>	<ul style="list-style-type: none">• Describe some of the root causes of inequality• Describe some of the impacts of inequality• Use text evidence to make inferences about conditions that promote equality• Describe the connection between opportunity and equality• Engage in collaborative discussion
<p>EXT 3. Voting Rights Students investigate the role of the Constitution in establishing and protecting rights. They analyze a timeline and investigate some key voting amendments to consider whether the amendments brought the nation closer to or further from the goal of equality for all.</p>	<ul style="list-style-type: none">• Explain how voting rights have changed in the United States over time• Describe the connection between voting rights and equality• Engage in collaborative work

CORE 4. Segregation

Students take a closer look at the segregation laws that launched the civil rights movement. They examine multiple sources to learn more about systems that created inequality under the law. They investigate how both laws and customs created barriers and fueled racial discrimination.

- Distinguish between equal treatment by people and by law
- Identify causes and motivations for segregation
- Explain impacts and harm caused by segregation
- Describe how equality requires both fair treatment under the law and between people
- Engage in collaborative discussion

CORE 5. Reflecting on Equality

CHECKPOINT ASSESSMENT

Students reflect on how rights and equality have been protected and denied. They demonstrate understanding of how rights and responsibilities are interrelated and begin to consider how they relate to the ongoing struggle to achieve equality for all.

- Describe the rights and responsibilities of citizens
- Describe examples of equality and inequality
- Explain connections between key concepts and vocabulary of the module
- Engage in collaborative discussion

Module 3 How have people in the past taken steps toward equality and justice?

Students examine the stories behind some iconic events from the civil rights movement in order to understand how each was inspired by or contributed to a larger web of civic action. They explore how all members of the community, including children, found the courage to take steps toward justice and equality, often in nonviolent ways, in the face of adversity, hate, and prejudice.

Objectives

- Identify figures, events, and strategies that have contributed to the struggle for equality and justice
- Make inferences about goals and impacts of nonviolent protest
- Identify skills or attributes that help people to confront injustice
- Recognize the responsibility of citizens to stand up to exclusion, prejudice, and injustice
- Engage in collaborative discussion

Checkpoint Assessment

- Review the [Changemakers Footsteps handout](#)
- Observe and track students over the course of the module's activities and interactions; look and listen for:
 - Examples of strategies that citizens use to work for change
 - Use of evidence to support inferences and conclusions about the goal or impact of protest
 - Identification of connections between people, events, and actions involved in the civil rights movement
 - Positive contributions to civil discourse (ex. values others' ideas, remains on topic, assumes shared responsibility)

Lesson and Description

Objectives

CORE

1. Changemakers of the Civil Rights Movement

Students are introduced to the arc of the 20th century civil rights movement. They investigate some key events to learn how people, both known and unknown, exercised their rights and spoke out for equality.

- Investigate courageous acts associated with the civil rights movement
- Cite evidence from a source to identify relationships between civic actions
- Represent the details and significance of an event from the civil rights era
- Engage in collaborative discussion

EXT 2. Civil Disobedience: Rosa Parks and Claudette Colvin
Students examine the overlapping stories of Rosa Parks and Claudette Colvin in order to learn more about the network of actions and tactics that challenged segregation.

- Analyze multiple sources to identify evidence about events and strategies that have contributed to the struggle for equality and justice
- Draw conclusions about the goals and impacts of nonviolent protest using source evidence (oral history interview, informational text)
- Engage in collaborative discussion

CORE 3. Sit-Ins: Ayanna Najuma and Clara Luper
Students learn about the first student-led sit-in in Oklahoma City, Oklahoma, and the teacher who inspired them with her teaching of the principles of nonviolence.

- Analyze multiple sources to identify evidence about events and strategies that have contributed to the struggle for equality and justice
- Make inferences about goals and impacts of nonviolent protest (sit-ins)
- Recognize the variations in laws and customs throughout the United States during the civil rights era (federal vs. state law and enforcement)

EXT 4. Trailblazer: Ruby Bridges
Students examine sources to learn more about Ruby Bridges, her courageous act, and the road to school integration. They explore the network of actions and tactics that challenged segregation and hear from another voice of the civil rights era.

- Determine the critical role that Ruby Bridges played in the larger civil rights movement
- Gather information from multiple sources (text, historical photographs, oral history interview) to analyze a historical figure or event
- Determine the strengths and limitations of historical sources
- Engage in collaborative discussion

CORE 5. Reflecting on Changers
CHECKPOINT ASSESSMENT
Students reflect on the goals and impacts of some iconic acts of courage and nonviolent civic action from the civil rights movement. They consider how one courageous act connected to a web of other actions, together creating and advancing a powerful movement for equality and justice.

- Identify ways that people confront inequality and injustice
- Make inferences about goals and impacts of nonviolent protest
- Recognize the responsibility of citizens to stand up to inequality and injustice

Module 4 Who plays a role in bringing about change?

Students are introduced to the web of events and actions that contributed to the March on Washington, the largest demonstration of its time. In looking at the roles that everyday citizens played in this historic event, students gain an appreciation for the civil rights movement as not only the work of charismatic leaders but also the efforts of a well-organized and sustained community.

Objectives

- Use primary and secondary sources to investigate individuals and actions that have shaped change
- Identify ways that citizens exercise their rights and responsibilities
- Analyze evidence to draw conclusions about the impact of civic contributions
- Explain how and why the March on Washington benefited from the contributions of everyday citizens
- Recognize the importance of community organizing and action in working for equality and justice

Checkpoint Assessment

- Review the March on Washington Claim handout
- Observe and track students over the course of the module’s activities and interactions; look and listen for:
 - Examples of how citizens exercise their rights and responsibilities
 - Examples of the ways that individuals and groups contribute to making change
 - Use of evidence to support conclusions about the impact of citizen contributions
 - Positive contributions to civil discourse (ex. values others’ ideas, remains on topic, assumes shared responsibility)

Lesson and Description	Objectives
<p>CORE 1. The March on Washington</p> <p>Students learn about the significance of the March on Washington for Jobs and Freedom, and investigate how citizens made contributions before and during this historic event. They consider why it is remembered as a pivotal moment for the civil rights movement.</p>	<ul style="list-style-type: none"> • Investigate individuals and actions that have contributed to change • Use source evidence to make inferences about citizen actions instrumental to an historic event • Recognize the strength of community organizing and collective action in speaking out for equality • Engage in collaborative discussion
<p>CORE 2. Organizing for Change</p> <p>Students continue to look at the various roles and contributions to the March on Washington. They consider how a variety of actions, small and large, contributed to this historical moment, and to the eventual passage of the Civil Rights Act of 1964.</p>	<ul style="list-style-type: none"> • Use primary and secondary sources to investigate individuals and actions that have shaped change • Use source evidence to make inferences about citizen actions instrumental to a historic event • Recognize the importance of community organizing and action in working for equality and justice • Engage in collaborative discussion
<p>EXT 3. The Story Behind “I Have a Dream”</p> <p>Students learn about the drafting of MLK’s “I Have a Dream” speech, including the input and inspiration provided by various leaders on the eve of the march. They explore how and why perspectives on strategy and messaging differed, providing fuller context for this historical event.</p>	<ul style="list-style-type: none"> • Identify key figures, groups, and tactics associated with the civil rights movement • Gather information from multiple sources (video, book, historical images, news article) to learn about the core goals and messages of the March on Washington • Describe how people’s perspectives differed and shaped the historical sources they created
<p>CORE 4. Supporting the Claim CHECKPOINT ASSESSMENT</p> <p>Throughout the module, students collected evidence about the ways in which people contributed to the March on Washington. Now, they analyze this content for evidence and reasoning in support of the claim that the march could not have happened without these different contributions.</p>	<ul style="list-style-type: none"> • Analyze evidence about citizen actions at the March on Washington • Use evidence and reasoning to support the claim that the March on Washington could not have happened without the contributions of many citizens

CORE

5. Claim Evidence and Reasoning Partner

Critique

Students use a partner critique protocol to give and receive feedback on the evidence and reasoning they used to support the claim about the importance of the many different contributions to the March on Washington. They then apply the feedback they received and finalize their work.

- Give meaningful critique feedback
- Accept and use feedback to make improvements
- Analyze progress and identify if a particular Criterion is being met in a piece of work
- Engage effectively in group discussion

CORE

6. Reflecting on the March on Washington

Students reflect on the intersecting events and people surrounding the March on Washington and draw conclusions about how the actions of many contributed to the success of the march. They also consider what lessons they can take from this example of the community-driven civil rights movement.

- Identify the contributions and impacts of citizen action to the March on Washington
- Draw connections between historical figures and themselves
- Engage in collaborative discussion

Module 5 How are young people today taking steps toward equality and justice?

Students explore contemporary challenges and opportunities in the struggle for equality and justice, along with the ways that all citizens can participate in bringing about change.

Students conclude this module by reviewing the key learning from the Inquiry to help them prepare to take action. They work together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in the Action Module.

Objectives

- Use case studies to analyze community challenges, strategies for action, and outcomes
- Examine strategies that people have used to make changes to society
- Explore the reasons people take action in order to solve problems that affect them and others
- Reflect on findings to envision own potential for taking steps toward equality and justice
- Generate ideas about ways to address challenges and opportunities in the local community

Checkpoint Assessment

- Review the [Positive Footsteps handout](#)
- Observe and track students over the course of the module's activities and interactions; look and listen for:
 - Examples to identify reasons why people work for civic or community change
 - Citation of evidence to describe steps that citizens take toward equality and justice
 - Description of own potential to effect change
 - Positive contributions to civil discourse (ex. values others' ideas, remains on topic, assumes shared responsibility)

Lesson and Description**Objectives****CORE**

1. On the March

Students explore how young people are speaking out for equality and justice in their communities. They use a case study to prompt discussion and thinking around how people work together to build awareness and encourage participation in finding solutions to community issues.

- Draw connections between historical and contemporary changemakers (goals, experiences, tactics, messages)
- Describe how citizens can support a movement for racial equality and justice
- Engage in collaborative discussion

<p>CORE 2. Kids Take Action</p> <p>Students learn about young people who are speaking out on issues ranging from bullying and hunger to accessibility and inclusion. They compare and contrast the ways that young people today are addressing contemporary examples of inequality and injustice.</p>	<ul style="list-style-type: none"> Analyze case studies to learn how young people are speaking out about inequality (bullying, accessibility, inclusion, hunger) Identify contemporary issues of inequality and injustice Use text evidence to describe citizen roles and actions that contribute to improving communities Engage in collaborative work
<p>EXT 3. Kids Speak Out for Change</p> <p>Students learn about young people who are speaking out on issues ranging from representation to gender inequality to transgender rights. They compare and contrast the actions, tools, and talents that young changemakers are using to speak out.</p>	<ul style="list-style-type: none"> Analyze case studies to learn how young people are speaking out about inequality (representation, gender inequality, transgender rights) Identify contemporary issues of inequality and injustice Use text evidence to describe citizen roles and actions that contribute to improving communities Engage in collaborative work
<p>EXT 4. Finding Our Voices</p> <p>Students reflect on how they can use their unique gifts to help raise awareness about racism and play a part in ending it. This Extension lesson will show the importance and power of diverse voices, including students' own, in bringing about change.</p>	<ul style="list-style-type: none"> Draw connections between the experiences of historical and contemporary changemakers and themselves Make inferences about the tools and talents that allow people to speak out for change effectively Describe how citizens can support a movement for equality and justice Engage in collaborative discussion
<p>5. Synthesizing Findings and Drawing Conclusions</p> <p>CORE CHECKPOINT ASSESSMENT</p> <p>Students consider actions of the past and present as models for speaking out on issues related to equality and justice. They consider contemporary examples of unfairness that they see in the world around them and create a sketch of the positive footsteps they hope to add to the path to equality and justice.</p>	<ul style="list-style-type: none"> Brainstorm local opportunities and challenges related to equality and justice Describe a person's actions and impacts to equality and justice Draw connections between those taking steps toward equality and justice and themselves Synthesize findings to create a first step toward positive change
<p>CORE 6. Constructing the Inquiry Challenge Statement</p> <p>In this pivotal lesson, students transition from investigation to action. They consider the content they have explored, the relevant knowledge they have gained, and the questions they have asked (acknowledging that some may have remained unanswered and new questions may have emerged) to decide how to create an Inquiry Product that has an authentic impact.</p>	<ul style="list-style-type: none"> Reflect on learning about how people speak out for equality and justice to identify problems and opportunities in the world around them Construct an Inquiry Challenge Statement that will guide them in taking informed action Collaborate with peers

Take Action

Module 6 Take Informed Action

Students shift focus in this module, using the conclusions and key findings from their investigation to impact the world beyond their classroom. The lessons guide students through the stages of the design process, including brainstorming and developing their ideas, creating a prototype, evaluating and improving their work based on feedback, and preparing to share the work publicly. Finally, they reflect on the knowledge and skills they developed during their inquiry journey.

Objectives

- Draw on disciplinary concepts to explain opportunities for addressing local, regional, or global problems
- Generate, evaluate, and implement ideas to act on civic challenges in the school or wider community, and predict possible results of those actions
- Use a range of deliberative and democratic procedures to make decisions about effective courses of action
- Take ownership of work in terms of quality, degree of challenge, revision, and completion

Checkpoint Assessment

- Review students' final Inquiry Products using your customized [Inquiry Product rubric](#)
- Observe and track students over the course of the module's activities and interactions; look and listen for:
 - Examples to identify what makes the work strong or areas for improvement
 - Explanation of connection between work and Inquiry Product rubric Success Criteria
 - Progress toward Inquiry Product rubric Success Criteria
 - Feedback that is kind, helpful, and specific
 - Demonstration of growth mindset by accepting and considering feedback
 - Positive contributions to civil discourse (ex. values others' ideas, remains on topic, assumes shared responsibility)

Lesson and Description	Objectives
<p>CORE 1. Brainstorm: Comparing Models to Develop Success Criteria</p> <p>Students compare models of the products they will create, identifying specific elements that make these examples successful and generating ideas for Success Criteria that they can use to guide and evaluate their own work.</p>	<ul style="list-style-type: none">• Critically analyze models to identify what makes a product successful or unsuccessful• Generate ideas for Success Criteria• Engage in collaborative discussion
<p>EXT 2. Brainstorm: Team Norms</p> <p>Students work together to define what they need from each other to be successful as a team, whether that team is the whole class or their Inquiry Product Group. This lesson helps students develop awareness of how they collaborate with others and to form a common language to use when challenges arise.</p>	<ul style="list-style-type: none">• Generate ideas about effective team dynamics• Select ideas to generate team norms• Engage in collaborative discussion

<p>CORE 3. Brainstorm: Generating Ideas for the Work Students generate, evaluate, and select ideas for the content of their Inquiry Product. In the next lesson, they will use these selected ideas to create a prototype of their product.</p>	<ul style="list-style-type: none"> • Generate ideas for the content of the Inquiry Product • Evaluate and select ideas for an effective product using Success Criteria in the <u>Inquiry Product rubric</u>, and any constraints, as a guide • Give meaningful feedback to peers • Use feedback to develop work
<p>CORE 4. Prototype: Outlining the Written Work Prototyping, or creating a rough draft, is the next step in the design process. For Written Products, the prototype is an outline. Students use the ideas that they generated in the brainstorm session to create their outlines.</p>	<ul style="list-style-type: none"> • Design and create an outline to plan the Inquiry Product • Explore a variety of solutions for the most effective product
<p>CORE 5. Improve: Critiquing Rough Drafts Students use a small-group critique protocol to give and receive kind, helpful, and specific feedback on their rough drafts. They use this feedback to identify next steps in their work.</p>	<ul style="list-style-type: none"> • Give meaningful critique feedback • Accept and use feedback to form a revision plan • Engage effectively in group discussion
<p>CORE 6. Improve: Developing the Work In this teacher-guided work session, students apply critique feedback to develop the next draft of their work. If needed, this lesson could be repeated to allow for multiple work sessions.</p>	<ul style="list-style-type: none"> • Take ownership of work in terms of quality, degree of challenge, revision, and completion