



South Carolina

Full STEAM Ahead: Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

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Grade Level(s):9-12

Subject: African American Studies or USHC

Length of Class:

50 Minutes

Insert visual or image that accentuates the lesson plan to make it appealing to educators: must be a



public domain image

<p>Image Citation: Highsmith, Carol M, photographer. Lunch counter at the old Woolworth's "five and dime" store, a legendary site marking the American civil-rights movement and is now the International Civil Rights Center & Museum, and the place where "sit-in" became part of the American lexicon. United States North Carolina Guilford County Greensboro, 2017. -06-12. Photograph. https://www.loc.gov/item/2017880732/.</p>	
Lesson Title:	The Youth Rise Up for Civil Rights
Overview:	Students will examine primary documents and learn about the Nashville Sit In Movement that desegregated downtown Nashville and learn about the sit-in movement in Rock Hill SC
Learning Objective:	<p>Desired learner outcomes in precise, measurable, and obtainable terms. Limit your lesson to 1-2 objectives. Students will be able to describe the sit-in movement for desegregation. Students will be able to explain direct nonviolent action and its impact in the civil rights movement Students will be able to explain nonviolent direct action movement Students will be able to describe how the youth mobilized during the Civil Rights movement.</p>
Standards:	<p>USHC.5.CC Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights. This indicator was developed to encourage inquiry into thematic continuities and changes into how marginalized groups sought and won legal rights. Inquiry into the leadership, methods, and outcomes of modern equal rights movements are supported by this indicator.</p> <p>USHC.5.E Utilize primary and secondary sources to judge the impact of evolving American foreign policy on American identity and capitalism</p>
Essential Question:	<p>How did African American organizations win civil rights? How were students involved in the struggle for civil rights?</p>
Supporting Question(s):	<p>What is direct nonviolent action? What was the sit-in movement? What were the results of the sit-in movement?</p>
Digital Primary and Secondary Sources:	<p>List primary and secondary sources and include links:</p> <p>SourceA: Lunch counter at the old Woolworth's Source B: March By John Lewis, Andrew Aydin and Nate Powell</p>

	<p>Source C: The Civil Rights Act of 1964: A Long Struggle for Freedom Sit-ins in Nashville, Tennessee</p> <p>Source D: Arizona Tribune</p> <p>Source E: Evening Star April 1960</p> <p>Source F: Evening Star Nov 1960</p> <p>Source G: Jackson Advocate March 1960</p> <p>Source H: Video: The Civil Rights Act of 1964: A Long Struggle for Freedom</p> <p>Source I: Greensboro Sit-In Photo</p> <p>Source J: Sit-Ins in a Nashville Store</p> <p>Source K: Friendship Nine Sit-In</p>
<p>Required Classroom Materials:</p>	<p>What materials do you need (computer, projector, etc.)? What materials do the students need (writing journals, laptop carts, textbooks, etc.)?</p> <p>Computers</p> <p>Document Cam if you cannot obtain several copies of the book or digital copies, March by John Lewis..</p> <p>I-pad schools can project the pages using the airplay function on an ipad if you have a digital copy or simply use the camera and airplay.</p> <p>Ipad schools or touch computers can use a pencil/stylus to write on the LOC Primary Source doc</p> <p>LOC Primary Source Questions(Photographs)</p> <p>LOC Primary Source Questions (Newspapers)</p> <p>Blank LOC Primary Source Doc (ALL)</p>
<p>Classroom Environment:</p>	<p>How is the room arranged for the lesson? What considerations will contribute to the lesson --- interactive bulletin board, learning stations/centers, table for panel presentation?</p> <p>Set up stations</p> <p>Station 1 - Newspapers - Teacher can select 1-2 depending on the length of your class period.</p> <p>Station 2 - Photos (Sources A, I and J) with a LOC primary source analysis document (<i>Teachers can use discretion on the number of photos to display depending on the time available for class</i>)</p> <p>Station 3- Video 1(Source C)</p> <p>Stations can also be digital station on the LMS or through links</p>
<p>Differentiation and Adaptations:</p>	<p>In what ways will you differentiate for learners within the classroom? This is not how your lesson meets the needs of diverse learners, but how you could modify your lesson for a range of diverse learners.</p>

	<p>Teachers can choose to pair down the number of documents based on time and reading levels</p> <p>Students can complete limited stations</p>
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Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
5 minutes	<p>Teacher read from the book, March Book 1 pages 75-85 using the document cam to show the students the book's illustrations. Students should be instructed to brainstorm questions about the reading or persons names they see or read.</p> <p>Teacher should ask random students to share their WHO, What, Why and HOW questions aloud.</p> <p>What names did you hear? Where were they? What were they doing? etc..</p>
10 minutes	<p>Teacher should prepare a short presentation 5-7 minutes on James Lawson and Nonviolent Direct Action in Nashville and tie in the information about the Friendship Nine in SC into the presentation</p>
25 Minutes 5 minutes per station Set a timer	<p>Teacher will explain the stations and give students instruction on the timeframes and information to complete while present</p> <p>Group students up in smaller groups. It is possible to create more than one station for the print items (If you choose to print)</p> <p>Teachers can also upload the links and docs on their LMS site and students can do virtual stations.</p> <p>Each group will be at the stations for</p> <p>Station 1- Newspaper - Complete the Primary source doc on one article</p> <p>Station 2 - Photos - Complete the Primary source doc on one photo</p> <p>Station 3 - Video 1 on the Sit In Movement</p> <p>Teacher and students should discuss answers on the document organizer</p>
10 minutes	<p>Watch Source H Video as a class and complete the remainder of the worksheet.</p> <p>Discuss the answers with the students/have students share their answers.</p>
Closure: 5 minutes	<p>Students will answer the following in a short closure paragraph or Pear Deck or on Paper/you choose your format:</p> <p>What does it mean to be nonviolent?</p> <p>How successful was a direct action nonviolent approach during the civil rights movement?</p>

	Teacher will ask students to share their answers aloud if time permits.
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<p>Assessments:</p>	<p>What are the evaluation (informal and formal) tasks for this lesson? Formative assessment in the closure for students to create a short analysis on whether or not the direct action nonviolent approach was effective during the Civil Rights Movement Question and answers on the Primary document sheets and the video questions are formative assessments as well.</p> <p>How will students receive feedback? Students will receive feedback from the teacher when answers are read and during class when they are shared.</p>
<p>Learning Extensions:</p>	<p>Ideas for extending the lesson or connecting to other curricular topics or lessons Create a presentation or video that explains how the sit-in movements mobilized college students during the Civil Rights movement.</p> <p>Select a key player in the sit in movement in Nashville and create an infographic that chronicles their activities during the Civil Rights movement and beyond</p>

Nashville Sit-in Movement Video Questions

Name: _____ **Date:** _____

Please answer the questions below based on the videos from class:

Video #1

1. How young people participated in the demonstration in February of 1960?
2. What was the movement called?
3. How many cities across the South did this type of nonviolent direct action take place in?
4. Which state didn't have any of this activity?

Video #2

1. Why did the students demand to meet with the mayor of Nashville?
2. What three words does Diane Nash use to describe how she and other students felt that day?
3. How many people showed up at the march?
4. What tough question did Diane Nash ask the mayor?
5. What was the mayor's response?

Nashville Sit-in Movement Video Questions

Teacher Answer Key

Video #1

1. How young people participated in the demonstration in February of 1960? **130**
2. What was the movement called? **Sit-In Movement**
3. How many cities across the South did this type of nonviolent direct action take place in?

65

4. Which state didn't have any of this activity?

Mississippi

Video #2

1. Why did the students demand to meet with the mayor of Nashville?

Their lawyer's home was bombed

2. What three words does Diane Nash use to describe how she and other students felt that day?

unity, power and strength

3. How many people showed up at the march?

5,000

4. What tough question did Diane Nash ask the mayor?

Do you feel that its wrong to discriminate against a person solely based on his race or color?

5. What was the mayor's response?

He couldn't agree that it was morally right to sell merchandise and refuse service.