

Civil Disobedience

1. Question & Research Task

In the 1950's, a movement began to overturn and abolish laws which discriminated against African Americans. The Civil Rights movement sparked many individuals to speak up, act, and fight for the civil rights of African Americans.

Civil disobedience was an integral part of the Civil Rights movement. Watch this video featuring Martin Luther King Jr. and note how he committed to leading with non-violence by protesting peacefully and encouraging others to do the same.

*You may need to ask your teacher/librarian for the username and password to access the links.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How did civil disobedience shape the Civil Rights movement?

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Franklin McCain, 18, David Richmond, 17, Ezell Blair, Jr., 17, and Joseph McNell, 17, during the Greensboro Student Protest in 1960.

Image Source: ProQuest SIRS Discoverer

2. Information Sources

Use these information sources to build background knowledge about the history of the civil rights movement. Review at least two sources from each column in order to complete the Student Activity on Slide 3.

Historical Figures	Groups	Movements	Government Action
Claudette Colvin	CORE	Woolworth Riders	Jim Crow Jim Crow Laws
John Lewis	National Association for the Advancement of Colored People	March on Washington	Brown vs. Board of Education of Topeka
Martin Luther King Jr.	Southern Christian Leadership	Montgomery Bus Boycott	Civil Rights Act of 1866
Bobby Seale	Student Nonviolent Coordinating Committee	Sit-in	Civil Rights Act of 1964
Rosa Parks	Poor Peoples Campaign	Selma Marches	Montgomery Bus Boycott/ Court Decision
Coretta Scott King	Ten Point Program	Greensboro Lunch Counter Sit In	Civil Rights Timeline
Malcom X	Freedom Riders	Civil Disobedience at Moton High School	Browder vs. Gayle
Huey P Newton	The Black Panthers; video		Fair Housing Act of 1968

3. Student Activity

Use the sources on Slide 1 & 2 and the additional sources below to answer these questions, and other questions that arise, using this [notetaking](#) sheet.

1. What is civil disobedience?
2. How were the first sit-ins and marches of the Civil Rights Movement organized?
3. Why did individuals taking part in the marches and sit-ins need training? What did training look like?
4. What new laws came from the Civil Rights Movement?
5. Who had an impact on the Civil Rights Movement and how?
6. How are civil rights groups still active today?



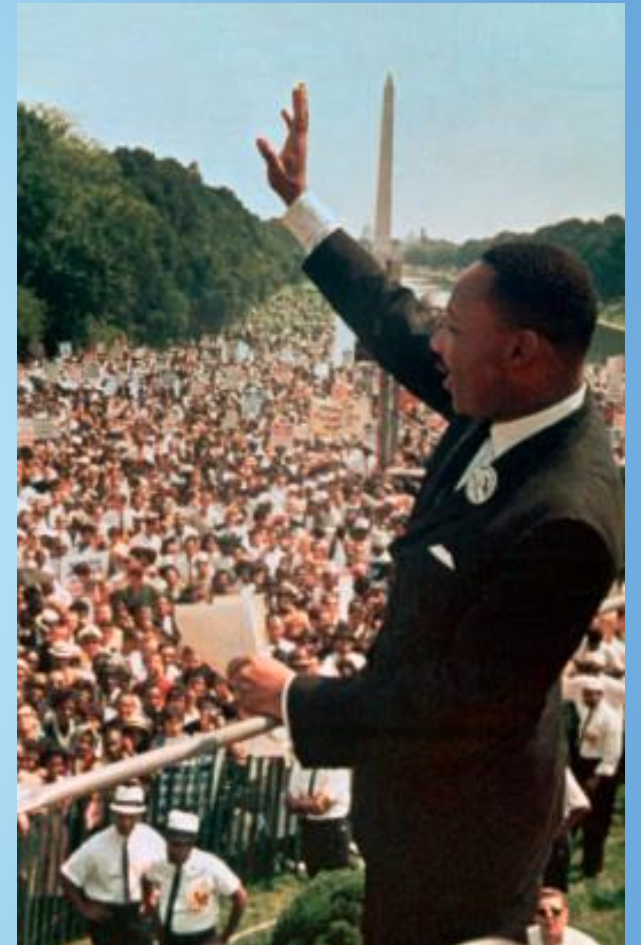
Select the image to learn more about the Poor Peoples Campaign.

Image Source: Poor Peoples Campaign



Select the photo of Ella Baker to read more about the SNCC.

Image Source: History Channel



Select the photo of Dr. Martin Luther King Jr. during the March on Washington to learn more about the Summer of 1963.

Image Source: NBC News

4. Assessment Activity

How did civil disobedience shape the Civil Rights Movement?

- After conducting your research, decide which civil disobedience historical figure, group, movement, or government action you think made the most important impact on the Civil Rights Movement. Use this [opinion organizer](#) to state your claim with three supporting details and a summary.
- Suppose that the United States Postal Service plans to issue a new collection of commemorative postage stamps honoring the impact of civil disobedience during the Civil Rights Movement. Using the information on your organizer and this [template](#), write a letter/email to the USPS to explain why the civil disobedience example you chose should be featured on a new postage stamp. Draw a picture illustrating your selected civil disobedience example for a new postage stamp.
 - Visit the [Smithsonian National Postal Museum](#)'s virtual exhibit [The Black Experience: African Americans on Postage Stamps](#) to see examples of some commemorative stamps



Example of a postage stamp commemorating an important government action expanding civil rights for African Americans in 1948.

5. Enrichment Activities

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Dr. Martin Luther King Jr. linking arms with other civil rights leaders during the March from Selma to Montgomery.

Image Source: ProQuest SIRS Discoverer



- Play BrainPOP's [Time Zone X: Civil Rights](#) game
- Watch [Why Be a Freedom Rider?](#)
- Watch [Freedom Riders](#)
- Watch [Utah's Freedom Riders.](#)
- Watch this video on the [Civil Rights Movement](#)

6. Teacher Resources

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Learning Standards Alignment

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text(e.g., through examples or anecdotes).

CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

AASL Standards Framework for Learners - Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

Grade 6 ELA: Unit 3 Choose Your Own Destiny

Objective: Students will analyze information from multiple sources in order to evaluate the role of civil disobedience in the Civil Rights Movement.

Time Frame: Two – three 45-minute class periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Success criteria on slide 4 can be turned into a rubric at the teacher's discretion.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)