

Day 4: Power, Agency, and The Civil Rights Era Lesson Plan

Lesson Objective & Essential Question
<p><u>Lesson Objective:</u> Students will...</p> <ul style="list-style-type: none"> Identify how Black people and People of Color used their power and agency during the Civil Rights Movement (1950s-1980s) to rebuild during times of oppression by closely reading and analysis of historical artifacts <p><u>Essential Question:</u> How did Black people and people of color use their power and agency during the Civil Rights Movement (1950s-1980s) to rebuild during times of oppression?</p>
Lesson Materials & Resources
<p><u>Resources and Materials for this Lesson:</u></p> <ul style="list-style-type: none"> Power, Agency & The Civil Rights Era (1950's - 1980's) Student Response Packet [.docx][.pdf] Sticky Chart Paper Chart Markers <p><u>Differentiation Tips and Tools:</u></p> <ul style="list-style-type: none"> Glossary Footnotes Graphic Organizers ELL Translated Text for Emerging Scholars Adjust Lexile Level and/or Chunking of Text
Lesson Activities
<p><u>Lesson Plan Outline:</u></p> <ol style="list-style-type: none"> Do Now & Discourse (10 minutes) Framing & Invest in the Question (5 mins) Student Investigation Independent Practice (25mins) Group Presentation and Discourse (10 minutes) Exit Ticket (10 minutes) <p><u>Do Now & Discourse:</u> Give students 4 minutes to respond to the prompt: In your own words, define the words, power and agency. Utilizing your prior knowledge, how have people resisted assimilation and oppression?</p> <ol style="list-style-type: none"> Students will share their responses in a turn and talk. Teacher will lead a whole group share out and discourse for 4 minutes. <p><u>Framing & Invest in the Question:</u> Teacher says, "We have spent time exploring how Black people used power and agency during times of oppression to rebuild their lives and community between the 1600s and 1800s. Today, we continue to explore how this is seen throughout the mid-late 1900s."</p>

Student Investigation | Independent Practice: Students will analyze a series of primary source documents and then craft a poster in small groups to share their takeaways with the class.

1. Direct students to pages 2 - 10 in the student response packet. Teacher can choose to print the seven exhibits captured in the packet or encourage students to use the packet.
2. Split students into small groups and assign each a unique exhibit to present to the class. Teachers could also provide structure choice and allow students to self-select a certain number of sources to analyze. Students should craft a poster that captures key takeaways from their specific exhibit.
 - a. Student should use the following questions on page 10 of the student response packet to prepare their presentation:
 - What was the key focus of your Exhibit? Explain
 - How does your Exhibit connect to resistance?
 - How did the people involved in the Exhibit demonstrate power and agency?
 - How does the Exhibit demonstrate that people of color used their power and agency to resist and rebuild during the Civil Rights Movement?
 - Bonus-What is the connection and impact to the present?
3. Have each group present their poster to the class. Encourage students listening to take notes.
4. Have students respond to the following questions in student response packet independently or use the questions for a guided small group or whole group conversation:
 - a. How do all of these movements connect to the topic of resistance, power, and agency?
 - b. What impact did these events have on society during that time and even now in the current day?
 - c. Based on the other exhibits/presentations, which Exhibits(s) interest you the most? Why?
 - d. Why do they think some of these events aren't highlighted and taught commonly in schools? Why do you think these people or movements are unfamiliar to the minds of the average person?

Exit Ticket Assessment: Students should craft a written response to the following question: How did Black people and people of color use their power and agency during the Civil Rights Movement (1950s-1980s) to rebuild during times of oppression?

- a. Student responses should include the following:
 - Background and context
 - Thesis statement
 - Two pieces of evidence and analysis
 - A conclusion