4Culture Lesson Plan Integrated Residency - History Civil Rights

**Residency Lesson Plan - Civil Rights**

Course Title: History - Alive Through Storytelling

Course Type: Integrated Arts Residency - History

Grade Level: 7 - 12

Number of Lessons: 8

Length of each session: 45 minutes (1 class session)

Total hours: Teaching time 8 hours

Course Description: This course uses historical events to teach about history and the art of storytelling. Students will increase knowledge of history and increase knowledge of the American Civil Rights Movement in addition to learning story structure and skills in the art of oral storytelling.

Materials & Space: Classroom

Sticky Notes, Poster boards, Sharpies

Handouts

Big Idea: The Civil Rights Movement played a vital role in American history. Its causes and effects remain and influences us in the present day. Learning history through storytelling contributes to retention of historical facts.

Lesson Objectives & Student Learning Assessment

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| --- | --- |
| Learning Objectives  Demonstrate understanding of storytelling terms: Folktale, story structure,  elements of storytelling | Assessment Criteria  Verbally express definitions |
| Communication: Apply elements  - Tell/retell stories using structure and elements | Use storytelling rubric to assess use of skills during class presentations |
| Read, listen to and comprehend stories  (Literary experience) | Assess comprehension based on completeness of written/oral discussion |
| Growth Mindset: Analyze historical information | Students verbally express their understanding of historical events |
| Critical Thinking: Apply information to current events | Ability to give an example of a present-day event and compare it to historical event |

**Instructions:**

Day 1

Opener - Explain that the Integrated Storytelling residency will focus on oral and written stories about historical events. Students will be expected to listen, comprehend and create stories about historical events related to the American Civil Rights Movement.

**Unit Objectives**

* Understand some historical background leading up to the Civil Rights Movement
* Explore the Baton Rouge Bus Boycott of 1953
* Understand the impetus and purpose of acts of civil disobedience
* Learn and practice skills in the art of storytelling
* Skills - Communication/Collaboration; Interpretation; Critical Thinking; Public

Speaking; Writing

**Objective -** Familiarize students with segregation as part of what led to the American Civil Rights Movement

Lesson Materials: Short articles on segregation; 1/2 sheets with comments from people about Jim Crow segregation; sticky notes; handouts with questions about segregation;

poster boards

ACTIVITIES

* Present background on the Civil Rights Movement (define timeline)
* Present historical story about Segregation
* Create groups of two students - one Pro and one Con group; hand out 1/2 sheets with segregation comments pro and con
* Groups read comments and write supporting opinions on sticky notes (whether they agree with the opinion or not)
* Students place sticky notes on pro/con poster board for class to see during Gallery walk
* Discuss question: What was the extent of segregation and what are some results of segregation? Write a list as students call them out
* Discuss segregation story in terms of story structure

Close: Summarize pro/con opinions on segregation.

| **Day** | **Goal** | **Activity** |
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| 2 | Explore Exclusion Laws - Black Codes | +Discuss story structure  +Assess listening skills  +Disuss limitations on Free Blacks |
| 3 | Improve Comprehension | +Read/Analyze Baton Rouge Boycott  +Turn & Talk - discuss roles of participants  +Identify goals |
| 4 | Create a folktale based on history | +Tell a folktale  +Study Elements  +Write tale based on historical information (handout or news article) |
| 5 | Write a historical story | +Discuss Civil Rights timeline  +Select event/person to write about  +Finding cultural clues  +Use cultural information in story |
| 6 | Explore Voting Rights;  Prepare story for oral telling | +Discuss African American voting rights - past and present  +Discuss presentation skills |
| 7 | Oral telling | +Story Performances |
| 8 | Oral telling | +Story Performances |