

Civil Rights

Social Studies

Grade Eight - Georgia Studies

Applicable Georgia Performance Standards

SS8H11: The student will evaluate the role of Georgia in the modern civil rights movement.

- a. Describe major developments in civil rights and Georgia's role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor's race and the end of the white primary, *Brown v. Board of Education*, Martin Luther King, Jr., and the 1956 state flag.
- b. Analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox.
- c. Discuss the impact of Andrew Young on Georgia.

Enduring Understandings/Essential Questions

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

- What were key factors in the development of the Civil Rights movement in Georgia?
- What was the role of non-violent protest in the Civil Rights movement?

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

- Who were the most influential leaders of the Civil Rights movement?
- What were these individuals' impacts on Georgia and on the nation?

Procedures/Activities

Step 1: Duration: 15 minutes

Play through the Civil Rights scene of "Georgia Flashback."

Attachments for Step 1

Title: Georgia Flashback

Description: This Web-based game teaches students about Georgia history, architecture, and cultural geography.

Step 2: Duration: 30 minutes

Divide class into two groups based on arbitrary categories, using the list below of potential categories. Have each group create a list of reasons to discriminate against the other based on their category. Then share these lists with each other. Have each group plan a non-violent protest to change the other group's attitudes about the items on the lists. The protest plan should include arguments, methods, location, and speakers. Optional: have the groups carry out the protests.

Pre-existing categories

Hair color

Gender

Shoe color

Use of pens vs. pencils

Left side vs. right side of classroom

Earliest half to arrive in classroom vs. latest half to arrive in classroom

Assigned categories

Distribute colored stickers

Optional: affix stickers to students' backs, so they only learn which group they belong to by how others treat them

Attachments for Step 2

Title: List of Discrimination Categories

Step 3: Duration: 30 minutes plus homework

Send students to the library OR assign research and writing as homework. Students should research a leader in the Civil Rights movement and write a one-page essay about that leader. The essay should describe changes that the leader made brought about to affect the student's daily life.

Assessment

1. Class discussion using Essential Questions.
2. Participation in class non-violent protest.
3. Essay about Civil Rights leader.

Total Duration

75 minutes

Participation in Class Non-Violent Protest

	<i>Standard Not Met</i>	<i>Needs Improvement</i>	<i>Meets Standard</i>	<i>Exceeds Standard</i>
<i>Works with group to make list of reasons to discriminate against other group</i>	Does not work with group to create list of reasons.	Contributes at least one reason to list.	Contributes several reasons to list.	Contributes several reasons to list, leads group in refining list.
<i>Works with group to plan protest</i>	Does not work with group to plan protest.	Contributes ideas to group's plan.	Makes significant, meaningful contributions to group's plan.	Leads group in planning protest, creates persuasive arguments.
<i>(Optional) Participates in non-violent protest</i>	Does not participate in protest.	Participates in protest, but does not always stay on task.	Carries out original plan for protest.	Carries out original plan for protest, leads group.

Essay about Civil Rights Leader

	<i>Standard Not Met</i>	<i>Needs Improvement</i>	<i>Meets Standard</i>	<i>Exceeds Standard</i>
<i>Describes biographical information about essay subject</i>	Does not describe biographical information about essay subject.	Lists facts about essay subject, but does not draw a picture of his/her life.	Clearly and logically describes biographical information about essay subject.	Clearly and logically describes biographical information about essay subject, includes reasons behind subject's involvement in Civil Rights movement.
<i>Lists and describes changes brought about by essay subject</i>	Does not list or describe changes brought about by essay subject.	Lists one change brought about by essay subject.	Lists and describes two or more changes brought about by essay subject.	Lists and describes two or more changes brought about by essay subject, discusses reasons subject was motivated to make these changes and/or the ways subject went about making these changes.
<i>Analyzes impact of those changes on student's daily life</i>	Does not analyze impact of those changes.	Lists one minor effect of those changes.	Analyzes several major effects and overall impact of those changes.	Analyzes several major effects and overall impact of those changes, draws comparisons with what daily life would be like without those changes.
<i>Produces an essay that is organized</i>	Essay has no clear or logical organizational structure.	Essay is mostly logical and organized, but contains flaws.	Essay is logical and organized, and arguments are persuasive	Essay is logical and organized, and arguments are persuasive and innovative.
<i>Produces an essay that exhibits proper mechanics</i>	More than four errors in spelling or grammar.	Four errors in spelling or grammar.	No errors in spelling or grammar, and appropriate language.	No errors in spelling or grammar, and language shows in-depth understanding of material.