

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Eighth grade social studies course.

Eighth Grade Unit 9: "Civil Rights"

Elaborated Unit Focus

This unit will focus on how the ideas of significant individuals, groups, and institutions impacted not only Georgians, but all Americans. The student will learn that the struggle for Civil Rights in Georgia took place within a nationwide continuum of the Civil Rights movement and contradicted many of society's deep seeded beliefs. Where there is conflict there will always be change. As students evaluate these events and the people involved with them, students will acknowledge the dramatic changes these events have caused in America, Georgia, and even within students' own community.

Standards/Elements

History:

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

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

- What was the significance of the 1946 governor's race?
- What events and groups impacted the outcome of the Civil Rights movement?
- How did these events and groups impact Georgia and ultimately the United States?
- Who were the significant figures of the Civil rights movement between 1940 and 1970?
- How did these people impact Georgia and ultimately the United States?

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

- What effect did the Supreme Court ruling *Brown vs. Board of Education* have on schools in Georgia?
- What was the purpose of the Civil Rights Act of 1965?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
Create an illustrated, annotated timeline with appropriate intervals, utilizing the events provided by the teacher. (See elements H11a and b) Research each event to determine its appropriate place on the timeline. Tell how or why they were significant to the movement and whether it/they served a positive or negative role. Product may be created by hand or as a slide show/powerpoint presentation.	(H11)	Constructed Response
Select an individual from the unit (refer to standard) whom you consider to have had the most important impact on the civil rights movement in Georgia. Compose a letter to the chosen individual thanking them for their contributions. Be specific, recounting their contributions explaining why you think this was important and how life for us might be different had it not been for their actions. Present you letter to the class. The audience should create a chart on which to track important information presented. Be sure to include the individual, their contributions and possible alternate outcomes. The audience may include their own ideas for alternate outcomes.	(H11)	Constructed Response Teacher Observation
Given a list of outcomes, students should identify the appropriate individual or event responsible.	(H11)	Selected Response
Many people know about Dr. Martin Luther King and Mrs. Rosa Parks, but who knows “The Rest of the Story”. To the student: You are to make a foldable using three pieces of copy paper. Place the three pages staggered on your desk with each page on top of the other at 1 inch intervals. Thus you have the three pages, but not directly one on top of the other. Fold the three pages horizontally so that you now have six pages	(H11 a, b, c)	Constructed response, informal observation, dialogue

<p>staggered at 1” intervals. Staple these together giving you a foldable of 6 pages. Make a cover using the first outside sheet, which is the shortest sheet. Use a title such as Civil Rights in Georgia: People and Events. Put your name as the author. Now select five of the following to research using your textbooks and/or the internet or other references in your media center. You are to choose from Benjamin Mays, Dr. Martin Luther King, Jr., the Student Non-Violent Coordinating Committee (SNCC). Sibley Commission, Hamilton Hayes and Charlene Hunter (together as one item), Albany Movement, Civil Rights Act, Maynard Jackson, Lester Maddox, Andrew Young. Your teacher will tell you the type of information you need on each of these people. (To the teacher: you may use more pages if you wish to research more than 5 people).</p> <p>End of the unit teacher provided test. This may include multiple choice, true, false, matching, fill in the blank, short answer, discussion.</p>	<p>H11,a,b,c</p>	<p>Constructed response, selected response, dialogue</p>
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Sample Performance Task

<p>Conflict and Change: The student will understand that when a conflict occurs, change is the result.</p> <p>You are a video journalist for the local television station and have been asked to conduct interviews to reveal the conflicts and resulting changes of the Civil Rights movement. If possible, you are to find at least 3 individuals who have memories of specific events we focus on in this unit. Your requirements by the station are as follows:</p> <ul style="list-style-type: none"> • Prepare 10 questions that provide the audience insight into how the events/conflict resulted in change. Remember, change may be immediate and/or long term, local and/or nationwide. For each question, write down the answer you EXPECT to get. • Ask the 3 people you selected your 10 questions and prepare a BRIEF summary of these interviews that you will present to the class. Did their answers match the ones you expected? If so, what does that tell you about the events you’ve learned during this unit? If not, what was different and what might that tell you about that time period? • Prepare a written summary of the assignment that evaluates conflict and change. Is it true that when conflict occurs, change is the result? What conflicts resulted in changes during this time? What lessons can be learned from these conflicts? • Your presentation should be less than 5, but not more than 10 minutes in length. It may be written and presented with a visual, audio taped, or video taped. <p>• http://www.wsulibs.wsu.edu/holland/masc/xcivilrights.html Listen to oral histories.</p>	
<p>Map and Globe Skills: NA</p>	<p>Information Processing Skills: 2, 4, 6, 8, 11, 14, 15</p>

* Note concerning rubrics: Each performance task is accompanied by two rubrics. The first is designed to address content and understanding of the standards in terms of the enduring understandings. The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is NOT intended that each rubric counts for 50% of the assessment. It is expected that the content rubric carry more emphasis when grading.

Content Rubric for Performance Task

Scale Criteria	1 Standard Not Met	2 Needs Improvement	3 Meets Standard	4 Exceeds Standard
Student accurately describes events in questions and expected answers.	Student's "expected" answers are largely inaccurate and demonstrate great lack of content knowledge.	Student's "expected" answers to questions are partially factually accurate and demonstrate some misconceptions.	Student's "expected" answers to questions are logical and factually accurate.	In addition to everything in meets standard, student provides several areas where answers may differ depending on who is asked the question.
Thoroughly compares and analyzes expected answers with answers given.	Identifies only 1 similarity or difference with no analysis.	Correctly identifies similarities or differences in answers, but offers no analysis of why differences were important.	Correctly identifies similarities and differences in answers. Explains, in general, why the similarities or differences are important.	Correctly identifies similarities and differences in answers. Explains, with specific references to the time period, why the similarities or differences are important.
Evaluates conflict and change in reference to the Civil Rights Movement.	Incorrectly links changes to conflicts of the time period.	Explains how conflict led to change during the time period, but offers no expansion beyond the Civil Rights movement.	Explains using multiple events how conflict led to change during the time period. Explains how the lessons learned from the Civil Rights movement are relevant today.	In addition to everything in meets standard, references other conflicts learned during the year or from modern times to strengthen point.

Product Rubric for Performance Task

Scale Criteria	1 Below Expectation	2 Needs Improvement	3 Meets Expectation	4 Exceeds Expectation
Spelling and or Grammar	Many spelling and or grammatical errors	Spelling and or grammar needs improvement	Few spelling and or grammatical errors	There are no spelling grammatical errors
Neatness	Is not neat or handwriting is not legible or if taped, is not audible	Is mostly neat and legible or if taped, is mostly audible	Is neat and legible or if taped, is clearly audible	Is very neat... typed or if taped is very clear and audible.

Resources for Unit 9

<http://streaming.discoveryeducation.com/index.cfm?>

Road to Reconciliation, The: Farmville's Fight for Equality (19:00)

A small school in rural Farmville, Virginia, was pivotal in dismantling the law of “separate, but equal” in public schools. Acts of student civil disobedience led to the passing of Brown v. Board of Education in 1954. Rather than integrate, however, Prince Edward County public schools closed from 1959 to 1964, and many African-American students were denied an education. This program features a congressional pilgrimage from Washington, D.C., that witnesses a community’s efforts to revisit the events of the past, restore educational opportunities, and share stories in an act of reconciliation. © 2006 Discovery Channel School

Martin Luther King Jr. and the Civil Rights Movement

Martin's Education and Inspirations (02:18)

August, 1963: March on Washington: MLK's (01:12)

<http://www.ibiblio.org/sncc>

On February 1, 1960, a group of black college students from North Carolina A&T University refused to leave a Woolworth's lunch counter in Greensboro, North Carolina where they had been denied service. This sparked a wave of other sit-ins in college towns across the South. The Student Nonviolent Coordinating Committee, or SNCC (pronounced "snick"), was created on the campus of Shaw University in Raleigh two months later to coordinate these sit-ins, support their leaders, and publicize their activities.

<http://www.georgiaencyclopedia.org/>

Article: Hamilton Holmes (1941-1995)

Hamilton Holmes is best known for desegregating Georgia's universities

Image: Hamilton Holmes and Charlayne Hunter-Gault

Hamilton Holmes and Charlayne Hunter-Gault, the students who desegregated UGA

Image: Hamilton Holmes In 1961 Hamilton Holmes (center) became one of the first African American students to gain admission...

Image Hunter and Holmes, UGA Having met all qualifications for enrolling at the University of Georgia, Charlayne Hunter and Hamilton...

Video Ernest Vandiver: Hunter-Holmes Controversy Ernest Vandiver states his position on the 1961 Charlayne Hunter and Hamilton Holmes controversy and...

Article Charlayne Hunter-Gault (b. 1942) Charlayne Hunter-Gault holds a place in Georgia civil rights history as one of the first two African...

<http://www.georgiaencyclopedia.org/>

Article Maynard Jackson (1938-2003) Elected mayor of Atlanta in 1973, Maynard Jackson was the first African American to serve as mayor of...

Video Maynard Jackson: Civil Rights Movement Maynard Jackson, elected as mayor of Atlanta in 1973, discusses in January 1980 the evolution of the...

Image Maynard Jackson Atlanta mayor Maynard Jackson appealed for calm on the steps of City Hall after mass violence and vandalism...

Image Maynard Jackson Elected mayor of Atlanta in 1973, Maynard Jackson was the first African American to serve as mayor of...

Image Ivan Allen Jr. and Maynard Jackson

As mayors of Atlanta, Ivan Allen Jr. and Maynard Jackson (left to right) were both instrumental in the...

Article Hartsfield-Jackson Atlanta International Airport

Hartsfield-Jackson Atlanta International Airport is one of the busiest passenger airports in the world...

Image Hartsfield-Jackson Atlanta International Airport

Hartsfield-Jackson Atlanta International Airport, named for former Atlanta mayors William B. Hartsfield...

<http://www.georgiaencyclopedia.org>

Article Andrew Young (b. 1932) Andrew Young's lifelong work as a politician, human rights activist, and businessman has been in great...

Image Andrew Young School of Policy Studies Georgia State University's Andrew Young School of Policy Studies offers a joint Ph.D. in public policy...

Image Andrew Young Ambassador Andrew Young speaks at the Shining Light Award ceremony in his honor at Morehouse College...

Image Andrew Young Ambassador Andrew Young at his GoodWorks International office in downtown Atlanta. ...

Image Andrew Young was elected to the U.S. Senate in 1972 and as mayor of Atlanta in 1981. His elections signaled...

<http://www.georgiaencyclopedia.org>

Image State Flag, 1956-2001 Georgia's General Assembly ratified the addition of the Confederate Battle Flag to the state flag in...

<http://www.georgiaencyclopedia.org>

Article Sibley Commission In 1960 Governor Ernest Vandiver Jr., forced to decide between closing public schools or complying with...

Video George Busbee: Sibley Commission In a 1987 interview, George Busbee discusses the formation of the Sibley Commission, which was designed...

This unit was created by Faye Smith and Evie Stephens. Additional tasks were created by Walter Harris, Jody Osler, and Jason White. The unit was approved by the Social Studies Advisory Council and the Georgia DOE Social Studies staff. This document was last updated on 11/16/09 by Shaun Owen (sowen@doe.k12.ga.us).