

Unit Plan- Rights Movements

Day	C-3 Standard	Questions	Activities
1 Students will understand the concept of people seeking rights.	D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.	What happens when people are treated unfairly? Explain an example of people fighting for their rights.	<ol style="list-style-type: none"> 1. Simulation on segregation. 2. Mini lecture on Reconstruction 3. Student sort cards into categories from Reconstruction era in terms of: inequality, leading up events, key people, "fight" events, resolution <p>Assessment: Groups explain how they categorized the different topics.</p>
2-3 Students will build knowledge of various right movements and will be able to explain events from a variety of rights movements.	<p>D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.</p> <p>D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience,</p>	<p>What did ___ fight for?</p> <p>What events led up to the fight?</p> <p>What events and people were part of the movement?</p> <p>What was the resolution?</p> <p>Which source provided best represents the movement?</p>	<p>Stations: students go to stations to explore different movements of people seeking rights. Each station has a variety of sources available for students to fill in organizer on the movements.</p> <ol style="list-style-type: none"> 1. African American Civil Rights Movement of the 1960s. 2. Mexican American Rights Movement 3. Women's Rights Movement 4. Native American Rights Movement <p>Assessment: Students completed graphic organizer. Mini quiz on the movements.</p>
4 Students will generate questions to research on movements. Students will evaluate the events of their movement.	<p>D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.</p> <p>D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.</p>	<p>What do else do you need to know to become an expert in your chosen movement?</p> <p>Evaluate the events that led up to and were part of your chosen movement.</p>	<ol style="list-style-type: none"> 1. Students write questions about each station they went to. 2. Students pick a movement to become an "expert" in based on questions developed. 3. Watch X-men clip on events leading up to movement. 4. Students research events that led up to and were part of their selected movement (research) <p>Assessment: Exit Slip – Mini quiz for each movement on the evens of your chosen movement.</p>
5 Students will analyze why the	D2.His.3.6-8. Use questions generated about individuals and	How did people impact your chosen movement?	<ol style="list-style-type: none"> 1. Watch X-men clip that shows different philosophies (nonviolent vs. militant).

<p>people in their movement are significant.</p>	<p>groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p>D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>		<p>2. Students research leaders/ philosophies for their selected movement (research)</p> <p>Assessment: Journal- How did people impact your chosen movement?</p>
<p>6 Students will explain the resolution/ effect of their movement.</p>	<p>D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.</p> <p>D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>	<p>Explain the resolution of your movement.</p>	<ol style="list-style-type: none"> 1. Watch X-men clip on the resolution of the movement. 2. Students research the resolution of the movement they chose. 3. Students researching the same movements work together to create one explanation of the resolution. <p>Assessment: Group explanation.</p>
<p>7 Students will identify connections between movements and analyze the significance of the similarities.</p>	<p>D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.</p>	<p>What similarities/ connections do you notice between all the movements?</p>	<ol style="list-style-type: none"> 1. Students get into groups and share information on their movements they chose. 2. Groups identify connections among the different movements. 3. Class discussion and analysis on connections. <p>Assessment: Exit Slip- Students write a simile for what rights movements are like.</p>
<p>8 Students will generate a detailed explanation</p>	<p>D4.2.6-8. Construct explanations using reasoning, correct sequence,</p>	<p>What happens when people are treated unfairly? Explain an example of people</p>	<ol style="list-style-type: none"> 1. Group brainstorm for the question of the day. 2. Groups create posters of their discussion.

<p>of one rights movement and its significance.</p>	<p>examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p>	<p>fighting for their rights.</p>	<ol style="list-style-type: none">3. Students write a journal entry answering the question.4. Students welcome to share responses. <p>Assessment: journal entry</p>
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