

Lesson Title: Civil Rights Book Project		Level of Lesson: NRS 3-4	
Lesson Length: 180+ minutes over 3 class sessions			
Content Area(s)		Targeted IL ABE/ASE Content Standards	
Reading		3.R.CI.7/4.R.CI.6 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably/draw a conclusion.	
Writing		3.W.PD.1/4.W.PD.1 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	
Writing		3.W.PD.3/4.W.PD.4 - With some guidance and support from instructors and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others (e.g., email, text, file sharing, multi-media applications).	
Speaking & Listening		3.S.PK.1 - Report on a topic or text, tell a story, recount an experience in an organized manner, or present opinions, using appropriate facts and relevant, descriptive details presented in a logical sequence, to support main idea or themes; speak clearly at an understandable pace.	
Integrated Essential Employability Skills			
<input checked="" type="checkbox"/> Personal Ethic (<i>Integrity, Respect, Perseverance, Positive Attitude</i>)		<input checked="" type="checkbox"/> Teamwork (<i>Critical Thinking, Effective & Cooperative Work</i>)	
<input checked="" type="checkbox"/> Work Ethic (<i>Dependability, Professionalism</i>)		<input checked="" type="checkbox"/> Communication (<i>Active Listening, Clear Communication</i>)	
Lesson Objectives (Students will be able to):			
<ul style="list-style-type: none"> • Write a summary of a civil rights event. • Interpret the significance of a civil rights event. • Explain the connection between past civil rights events and the present day. • Contribute to the class learning community by creating a page of a book written by the class. • Identify similarities and cause/effect relationships between different civil rights events and movements. 			
Engagement is not “one size fits all.” How are you providing multiple ways to engage all learners? Click on Multiple Means of Engagement to learn more about providing options for learners and explain how you are including this below: <ul style="list-style-type: none"> • The subject of civil rights is in the news often today (“No Kings” protests, ICE protests, BLM movement, etc.), so the topic is very relevant to students. 			

- Students get to select the civil rights topic that they want to present for the book (as long as two students do not select the same topic).
- Community learning is fostered through the creation of a class book that all students contribute to.
- Students are encouraged to find a text on the internet and social media which is relevant to their everyday lives outside of the classroom context.
- Students have an opportunity to reflect and provide their personal reaction to what they have read.
- Students are given a rubric so that the expectations of the assignment are clear, and students can self-evaluate their project before turning it in.
- Through this project, students can see themselves as published writers, which may be motivating for them.

Key Vocabulary:

- civil rights
- suffrage
- discrimination
- segregation/integration
- riot/protest/uprising
- equality
- nonviolence
- reparations
- sit-in

Instructional Materials:

- [Civil Rights Book Project Overview Presentation](#)
- [Civil Rights Book Project Rubric](#)
- [Civil Rights Event Organizer](#)
- [Civil Rights Book Project Draft Template \(Print\)](#)
- [Civil Rights Book Project Draft Template \(Digital\)](#)
- Internet access to various websites
- Computers for students (optional)

Civil Rights Event Readings for Students

- African American Civil Rights
 - [Sit-In Movement](#)
 - [1963 March on Washington](#)
 - [Desegregation at Little Rock](#)
 - [Montgomery Bus Boycott](#)
 - [Murder of Emmett Till](#)
 - [16th Street Baptist Church Bombing](#)
 - [Civil Rights Act](#)
 - [Voting Rights Act of 1965](#)

- Latinx/Immigrant Civil Rights
 - [Delano Grape Strike and Boycott](#)
 - [East Los Angeles High School Walkouts](#)
 - [Vieques Island Protests](#)
 - [Plyler vs. Doe](#)
 - [Immigration Reform and Control Act of 1986](#)
- Native American Civil Rights
 - [Occupation of Alcatraz](#)
 - [Dakota Access Pipeline Protest](#)
- Asian American Civil Rights
 - [1974 Confucius Plaza Protest](#)
 - [Japanese-Americans Fight for Reparations](#)
- Women's Civil Rights
 - [Seneca Falls Convention](#)
 - [Women's Strike for Equality](#)
- Disability Civil Rights
 - [504 Sit-in Protest](#)
- LGBTQ+ Civil Rights
 - [Stonewall Uprising](#)

Lesson Activities:

- Introduction: Review the Civil Rights Movement that was previously studied through the following:
 - Ask students: What is the Civil Rights Movement? Why are civil rights important? Who are key people or events that you think of when you hear the term Civil Rights Movement? The Civil Rights Movement refers to the push for equal rights of Black Americans, but did other groups have civil rights movements? In what ways are civil rights of certain groups restricted today?
 - Write the key vocabulary words on the board. Students discuss what the words mean in small groups. Review what the students discussed as a whole class and clarify misunderstandings.
- Overview of Assignment: Provide an overview of the project the students will complete using this [Civil Rights Book Project Overview Presentation](#).
- Modeling the Assignment: Choose one topic and go through the steps of the assignment together as a class so that students understand what to do. Pass out the [Civil Rights Book Project Rubric](#) so that you can refer to it as you go through each step of the project. Students can record their responses on these templates: [Civil Rights Book Project Draft Template \(Print\)](#) or [Civil Rights Book Project Draft Template \(Digital\)](#).
 - Have students read an article about one of the topics independently or as a whole class. As a class, complete the [Civil Rights Event Organizer](#) for this event. Then model how to write the summary with input from the

whole class. Write the summary on the board and students can copy the summary.

- Model how to find a related present-day article, post, or picture by displaying an internet search on the overhead. Ask students to suggest search terms and for their input on whether the content being found is relevant. Search for articles, pictures, YouTube videos, and social media posts. Come to a consensus as a class about which item to select. Model writing a short explanation for how the past civil rights event and the modern-day item are connected.
- Model a response to the civil rights event. Explain to students that they can respond to the text in any way they choose (essay, fiction work, poetry, video, drawing, etc.). Either model what some of these formats could look like using class-sourced suggestions, or have students write their own responses, and give students an opportunity to share with each other what their different responses look like.
- Work Time: Students select their topic of choice from the readings in the “Instructional Materials” section. Provide students time to work on the project. Give students the option to work on their assignment on paper or on a computer (if computers are available). Students can record their work on these templates: [Civil Rights Book Project Draft Template \(Print\)](#) or [Civil Rights Book Project Draft Template \(Digital\)](#), or they can make their own template.
 - Circulate around the classroom to monitor students' progress and give a hand if a student seems stuck or needs assistance.
 - Pause the whole class at certain points to check in as a class how everyone is doing. Give students opportunities at this time to discuss with classmates how they are doing, what choices they are making, and suggestions for next steps.
 - Provide strong individual support to students who need it.
 - Students who complete their work before others can evaluate their work against the rubric and make changes as necessary. They can also work on the extension reflection questions mentioned in the “Notes” section.
- Publishing Planning: If time allows, let students proofread the final copy of their work and give the greenlight for publishing. Ask students their collective input for how they want to organize the book pages (by theme, chronologically, by student last name, alphabetically, etc.). Ask students what they want to title the book.
- Evaluations: A student's individual work can be evaluated through this rubric: [Civil Rights Book Project Rubric](#).
- Sharing Published Work: Compile all the students work into a digital document (which may involve typing/editing some students work or allowing class time for peer-editing) and print out a copy for each student. Give students some time to read their classmates' contributions. Then have students talk about their page with other students in a small group. Encourage the rest of the

group to ask questions or make (positive!) comments about the student's page. Then reflect as a whole class on how the different civil rights events and movements are interrelated, and how the students felt about completing this assignment and what they learned from each other.

- Share Book with Wider Audience: Provide additional printed or digital copies so that students can share the book with their family and friends. Also share the book with other Adult Education classes. Perhaps students in other classes can provide some written feedback on the book to share back with your class.

Learners vary in the way that they react to and grasp information that is presented to them. Click on [Multiple Means of Representation](#) to explore ways that you can provide options for representing content and explain how you are including this below:

- Key vocabulary is clarified at the beginning of the lesson.
- Students can explore the bias that is inherent in the words *riot*, *protest*, and *uprising*.
- Students interact with texts both on paper and digitally.
- Students can choose to read/interpret a current text related to their topic in the medium of their choice.
- Students can explore a diversity of viewpoints related to their civil rights event on the internet.
- Students build knowledge by connecting a past civil rights event to the present.
- Through the co-created book, students have the benefit of learning from each other and from the different ways different students presented their topic.

Performance Task:

- Creating a page in a book that contains 1) the summary of a civil rights event, 2) a present-day article, social media post, photograph, video link, etc. that relates to the civil rights event with an explanation why, and 3) a personal response in the modality of the student's choosing to the civil rights event.

Learners best express what they know in different ways. Click on [Multiple Means of Action & Expression](#) to explore ways to offer options for learners and explain how you are doing this below:

- The students do an example of the project together as a class with the instructor, which provides scaffolding for students to do their own independent work.
- Students are given templates to help organize their work.
- Students have the option to record their work on paper or digitally.

- In Part 3 of the assignment, students can decide how they want to provide their response: short essay, drawing, poem, audio file, etc.

Notes:

- This lesson activity was designed as a culminating assignment after class study of the Civil Rights Movement, but it could be used as a stand-alone lesson with a more thorough and rigorous introduction.
- The list of civil rights events that students can choose from is not exhaustive. Students are also welcome to research events of interest to them not on the list.
- This is a suggested way of dividing the time for this project:
 - Day 1 (90 minutes): overview, modeling activity, and some independent work time
 - Day 2 (45-60 minutes): supported independent work time and publishing planning
 - Day 3 (45 minutes): sharing of completed published work
- The books can be compiled as a paper book, a digital book, and/or as a class website.
- Students who complete the three parts of the assignment before the other students can complete a reflection writing activity by answering these questions as an extension assignment:
 - To what extent did you complete the lesson objectives?
 - Which part of the project was the easiest? Which part was the most difficult? Why do you think so?
 - Is there anything that you found in your research that you want to look further into? If so, what is it?
- Make it clear to students at the beginning of this project that their work will be shared with others both inside and outside of class. Some students may not be comfortable with this, so ask students if they want to be published under their full name, just their first name, or a pseudonym.