Starting with the Emancipation Proclamation, students will identify the major events and people that led to the Civil Rights Voting Act, by labeling a timeline focused on Constitutional Amendments, Landmark Cases and various Civil Rights Acts passed from 1863 – 1964 with 95% accuracy. Students will also be able to articulate the importance of the 6 most influential organizations of the Civil Rights era orally and in writing expressing a 95% or better understanding of their impact on the Civil Rights movement. Finally, students will label a curriculum map with 95% accuracy depicting the relationship between key figures ranging from the 1800’s – 1960’s and the notable events that occurred during that time,.

Students will take part in multiple classroom discussions which will focus on the motivation behind notable events, the rationale of multiple leaders and the relationship of how these events came together to lead to the 1964 Civil Rights Voting Act. They will apply their understanding of the impact of each constitutional amendment to an ongoing conversation of how American ideals changed from one amendment to the next, as well as how individuals’ lives were impacted with each passing amendment. Students will have the opportunity to put in writing, their personal opinion of which Constitutional amendment, landmark case, and key figure had the biggest impact on the overall achievement of the Civil Rights Voting Act.

Since this unit will take place at the beginning of the school year students will have the opportunity to show their understanding of the importance participating in elections by voting in various classroom and grade level (Student Council), state and national elections (November 4th). Students will also have a clearer understanding of what the Emancipation and Civil Rights Era was like by watching multiple clips of “Eyes on the Prize,” analyzing pictures of various social and political propaganda, listening to speeches from various key figures, responding orally to artwork portraying historical events, listening to the music from different periods of time (ragtime, blues, soul), and reading the literary works of poets, and writers throughout the Harlem Renaissance. The final activity for this unit will be a field trip to Washington D.C. to visit the National Museum of African American History and Culture, the Abraham Lincoln Monument and the Dr. Martin Luther King Jr. monument.

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