

CIVIL RIGHTS LEADERS



Lesson Tags

GRADE LEVEL:

11th

SUBJECTS:

Social Studies, ELA

DIFFICULTY:

Intermediate

DURATION:

TBD

PREREQUISITE KNOWLEDGE:

- [\[LINK TO ROBOTICS GUIDE\]](#)



Objectives/Intended Learning Outcomes

In this lesson, students will:

- Demonstrate their understanding of the different Civil Rights leaders and their contributions to the movement.
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LESSON OVERVIEW

This lesson can be truncated as part of a unit on the Civil Rights Movement of the 1950s and 1960s.

This lesson is about the different Civil Rights leaders and how they contributed to the movement. Students will learn about these different leaders, and in groups, create a presentation about each of the leaders using Hummingbird.



Standards

Primary Content Area Standards:

U.S. II 4.2: Students will use case studies involving African-American civil rights leaders and events to compare, contrast, and evaluate the effectiveness of various methods used to achieve reform, such as civil disobedience, legal strategies, and political organizing.

U.S. II 4.3: Students will identify the civil rights objectives held by various groups, assess the strategies used, and evaluate the success of the various civil rights movements in reaching their objectives, paying specific attention to American Indian, women, and other racial and ethnic minorities.

U.S. GOV 2.1: Students will use historic and modern case studies, including Supreme Court cases, amendment initiatives, and legislation to trace the application of civil liberties, civil rights, and responsibilities spelled out in the Constitution, the Bill of Rights, and other amendments.

Supporting Content Area Standards:

English Language Arts:

SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Computer Science Standards

Data & Analysis - Storage - 9-12: Translate between different representations of data abstractions of real-world phenomena, such as characters, numbers, and images.

Algorithms & Programming - Program Development - 9-12: Plan and develop programs for broad audiences using a specific software life cycle process.



Resources & Supplies

VIDEO TUTORIAL

[insert actual video here]

MATERIALS

- Craft Materials

TOOLS

- iPad, robotics, etc.

ATTACHMENTS

[Student Handout](#)

[Lesson Slides](#)

[Assessment Rubric](#)

SUPPORTING LINKS

[HYPER-LINK TO VIDEO TUTORIAL. INSERT VIDEO INTO MULTIPLE PLACES/PLATFORMS]

[HYPER-LINK TO WORD BANK K-5 OR 6-12]

[HYPER-LINK TO MANAGEMENT TIPS FOR WORKING WITH ROBOTICS]

MANAGEMENT TRICKS

[These should be management tricks that are specific to the robot being worked with]

DIFFERENTIATION

[You can do a differentiation matrix right here or do a bulleted list of ways to differentiate]



Assessment

ASSESSMENT STRATEGIES:

FORMATIVE ASSESSMENT: Testing, feedback, and redesign provide excellent opportunities for formative assessment. Circulate the classroom as students work, assessing their use of the Bits, teamwork, and any other relevant skills you wish to focus on. Depending on students' level of experience, you might look for students putting Bits together backwards (e.g. trying to force them together and not aligning the right sides and getting a magnetic snap), students not adding a power source, etc.

FORMAL FORMATIVE ASSESSMENT: Students should complete the student handout. Writing in the handout should be used throughout the process to document students' ideas and help them analyze their work, providing opportunities for assessment. Evaluate students' understanding and final projects during the "Share" portion of the lesson using the [Assessment Rubric](#).

RUBRIC:

[Link to rubric here]



Vocabulary

Essential
Quality

Essence
Compassionate

Characteristic
Trail



Instructional Steps

Step 1:

DURATION:

Step 2:

DURATION:

Step 3:

DURATION:

Step 4:

DURATION:

Step 5:

DURATION:

Step 6:

DURATION:

Step 7:

DURATION:
