

Creator:	Nicole Kettlehake
Unit:	Civil Rights and Liberties
Lesson Title:	The Civil Rights Movement
Grade Level:	11 th grade (AP government)
Description:	This lesson will require students to analyze three different speeches from the civil rights movement during the 1950s and 1960s. Students will be allowed to choose between three different speakers (JFK, MLK, and Malcolm X) in order to decipher different views on civil rights and liberties in America.
Standards:	People in Societies: A. Analyze how issues may be viewed differently by various cultural groups. 2. Identify causes of prejudice and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce discrimination.
Duration:	1 class period (50 minutes) with a homework assignment the previous evening

Materials and Resources:

All speeches were taken from So Just: a primary source history of social justice.

SoJust.net 1 April 2011 <http://www.sojust.net/speeches.html>

Instructional Strategies:

- At the end of the previous class period, students will be asked to select from three different speakers: JFK, MLK or Malcolm X. Each leader has five speeches on the website, so students will be given a variety. For homework, they will need to choose a speech to read.
- In small discussion groups with “like” speeches, students will discuss their speeches and answer a variety of questions (#s 1 & 2) within their groups.
- Once questions are answered, we will begin a class discussion focusing on the objective: Be able to explain how different leaders viewed the state of civil rights in America through their speeches.
- The formative assessment for this assignment will be to answer #3 on their worksheet.
- The summative assessment for this project will come with an AP essay over civil rights.



Summary:

Overall, this lesson for my advanced government students worked well. These students found this assignment interesting, and it showed in both their group and class discussions.

The interesting part for me was how much students understood of these speeches—especially when they students (who didn't have a lot of background knowledge on Malcolm X or JFKs civil rights views) were able to pick out personality traits from the speeches on the website.

It was also very helpful for students to read the speeches the night before. This allowed for more discussion time in class, which allowed for students to better understand the objective of the lesson.



Speech Writing

Speech Title: _____ Speaker: _____

Group Members:

Task 1: Description

1. Give a brief summary of the speech.

Task 2: Interpretation

1. What do you think was the main motivator for giving this speech?

2. If you were watching or listening to this speech being given, what do you think would be your reaction?

Task 3: Analysis (answered after class discussion)

1. Compare the three speakers from our class discussion. Explain the different views these three leaders had on how the civil rights movement should be carried out.