

ELA Scope and Sequence: Civil Rights Unit

The following is an overview of that which will be covered during Summit Academy's IB Civil Rights Unit. Students will be provided instruction via lecture, independent reading, paired readings, film viewing and personal response. Students will be assessed in a final project, however assessment throughout will be conducted via written response, shared inquiry discussion and reflection.

- Principles of Non-Violence and the Influence of Mohandas Gandhi
 - o British Colonial India
 - o Gandhi's personal development
 - As a student in London
 - As a lawyer in South Africa (note British Colonial South Africa)
 - o Main concepts of Nonviolent Resistance
 - Ahimsa
 - Doing no harm in action or thought
 - Swaraj
 - Self-rule – political and spiritual
 - Satyagraha
 - Holding to truth. Active civil resistance; self-suffering in conflict
 - o Gandhi's Campaigns
 - Read: Salt and the Great Soul – class will conduct a shared inquiry discussion
 - "How full can jails be?"
 - "Don't hate your oppressors – they don't know yet."
 - "Smart" media
- Dr. Martin Luther King, Jr. and the Influence of Non-Violent Protest on the Civil Rights Movement
 - o African American leaders began to take notice of Gandhi's success in the 1930s
 - o African American scholars and ministers from Howard University go visit Gandhi in India to discuss principles of nonviolence as a means of protest – Howard Thurman attends this meeting
 - o Dr. King becomes a student of Howard Thurman
 - o Dr. King as a rallying figure of the Civil Rights Movement
 - Watch "I Have a Dream" speech
 - Read "A Letter from Birmingham Jail"
 - Watch "Mountaintop" speech
- The roots of injustice – Slave Era to Jim Crow Laws to Brown v. The Board of Education
 - o Education, social segregation and voting rights
 - o Overview of Slavery in America
 - o Civil War and Abolition
 - o 13th, 14th and 15th amendments
 - o Reconstructive Era and disenfranchisement
 - o Jim Crow Laws
 - o Black Codes (de jure segregation)
- Music as a source of direction, inspiration and communication
 - o Slave religion – polytheistic in Africa, upon becoming slaves, adopted the religion of the slave master
 - Illiterate slaves were able to use song to tell story, maintain tradition and send messages
 - Biblical allusions
 - o Music used as a means of rally, support and survival
 - Sing and analyze-

- Oh Freedom
 - Wade in the Water
 - We Shall Not Be Moved
 - Ain't Gonna Let Nobody Turn Me Round
- "Moses" – Harriet Tubman to the Civil Rights Movement
- The Children's March
 - Watch Mighty Times: The Children's March
 - Take notes
 - Reflect
 - Make it personal: Respond
- Assessment: - a themed graphic representation (ie poster, tri-fold, etc.) incorporating the following:
 - Determine a theme to which you can ascribe the Civil Rights Movement. The theme decided by you will be supported by the evidence provided on your project.
 - 5 key figures from the Civil Rights Movement
 - Include a graphic representation of each person
 - Identify each person accurately
 - Include pertinent biographical information in regards to their participation and effect had upon the Civil Rights Movement
 - 5 key events from the Civil Rights Movement
 - Include a graphic representation of each event
 - Identify each event – the name to which it is commonly referred, the cause, the effects and the key figures involved
 - 5 pieces of art – literature, music, propaganda
 - Include a graphic representation of each piece of art – if possible, include the actual piece; if not, find that which would most appropriately display the intent and meaning behind the piece
 - If a piece of literature, or a speech, include the key lines and person to which it is ascribed
 - If a piece of music, include key lyrics
 - Address the questions:
 - How was music a cultural mirror for the time?
 - How was music an agent for change during this time?
 - You will present your project to the class. Be prepared to answer questions about each item included in your themed representation of the Civil Rights Movement.