

**MS History Year 3 Unit 3:  
The Modern Civil Rights Movement (1945-1970)  
Project Based Learning**

MS History Year 3 Unit 3 is a Project-Based Learning unit, emphasizing interdisciplinary perspectives through projects and simulations. Scholars will use these creative endeavors to engage with complex and challenging historical themes. This unit demands reading critically, drawing upon evidence to create convincing projects, and expressing arguments creatively both in projects and in writing. In this resource, you will find outlines for Lessons 5 and 6, the unit's project-based lessons. Please find the [full unit](#) on the Success Academy Education Institute.

**Lesson 5: Nonviolent Protest**

In this lesson students will engage in a project-based learning experience to create a presentation and answer the central question: “**How was nonviolence used in the Civil Rights Movement?**” In the wake of the Brown decision, white Southerners grew increasingly vocal and violent in their resistance to advances in civil rights. Despite the very real threat to their own safety, civil rights advocates and black Americans throughout the nation organized their movement for civil rights around Martin Luther King Jr.'s leadership and philosophy of nonviolent direct action and protest. In the form of boycotts, sit-ins, so-called “freedom rides,” and other nonviolent demonstrations, the small movement leveraged nonviolent protest to gain the attention of white Americans beyond the Deep South, ultimately influencing the new Kennedy administration to propose a Civil Rights Act.

**What Does Success Look Like?**

Scholars understand the forms of nonviolent protest used in the Civil Rights Movement and create a presentation that conveys how the form of protest they research embodies the philosophy of nonviolence.

**Preparation**

- Scholars may complete this project in small groups and may create their projects digitally or on posters.
- To complete this project, before class you must:
  - If scholars are doing the project digitally, ensure that each scholar has access to a computer, laptop, tablet, etc.
  - If scholars are not doing the project digitally, ensure that each group has chart paper or posters, and gather colored pencils and Sharpies or permanent markers.
  - Create a teacher model of the presentation in the format you will be having scholars do their presentations.

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## Do Now (5 minutes)

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

## Context (15 minutes)

### Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question and invest scholars in continuing their study of the competing philosophies to achieve civil rights for black Americans.

### Listen (6 minutes)

- Listen to the episode "How the Civil Rights Movement Worked" on the Stuff You Missed in History Class podcast.
  - Begin the podcast at 12:50 and pause the podcast at 18:35 to allow for discussion.
- Tell scholars to think about the following question as they listen to the podcast:
  - What were the strategies used in response to Southern white resistance to civil rights?

### Discuss (7 minutes)

- Pairs of scholars discuss the question posed at the beginning of the podcast, as well as the questions below. Then call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from their homework and the podcast.
  - Why did civil rights activists organize around nonviolence and direct action protests?
  - Make a connection to the Essential Question. Ask: How did direct action affect black Americans? White Americans? Why?

## Planning (35 minutes)

### Teacher Model (5 minutes)

- Show scholars your completed planning guide as a model for how scholars will create their own projects.
- After viewing your planning guide, scholars discuss the following questions as a whole class. Insist that scholars answer your questions with specific evidence from your project example.
  - What argument about nonviolent protests does my planning guide convey?
  - How did I express my idea in my planning guide?
  - How did I organize my evidence in my planning guide to support my idea?

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## Investigate (15 minutes)

- Explain that scholars will be working in groups to create a presentation on an assigned method of civil disobedience. Remind scholars that before they create their presentations, they must begin with an idea. Their presentations must portray a powerful and compelling idea supported by strong evidence, just like the teacher model.
  - Remind scholars that projects, just like written pieces, make arguments, and all arguments require a strong idea with supporting evidence.
- Tell scholars that they will be making their projects as either digital presentations or posters, with text and images to convey their argument about nonviolent protests.
- Divide scholars into groups and assign each group one of six protests: Children's March (page 22 of the Unit 3 Sourcebook), Freedom Riders (page 23 of the Unit 3 Sourcebook), Little Rock Nine (page 24 of the Unit 3 Sourcebook), March on Washington (page 25 of the Unit 3 Sourcebook), Montgomery Bus Boycotts (page 26 of the Unit 3 Sourcebook), or Sit-Ins (page 27 of the Unit 3 Sourcebook). Each group reads and annotates the documents for its assigned topic. After reading, scholars should write a main idea next to the title of the source.
- While scholars work, circulate to determine the major trend in scholars' work.
- Spend 2 to 3 minutes working with three to five scholars.
  - Have each scholar tell you the main idea of the document he or she is reading. What is the main idea of this document? How do you know? How does this document help answer the Central Question?
  - Hold scholars accountable for staying focused on the main idea of the documents.

## Planning (15 minutes)

- Scholars meet with their small groups and use their planning guides to plan their presentations, writing their ideas, planning the evidence they will use to support them, and mapping out how they will organize this information in their presentations.
- While scholars work, actively circulate to reinforce your expectations for strong ideas and persuasive visual evidence in project work and to determine major trends in scholars' work.
- Spend 2 to 3 minutes working with three to five scholars.
  - Have each group tell you the idea conveyed by his or her presentation plan. Can the idea be made stronger? How can the presentation express the idea more effectively? Is the presentation or poster interesting and visually compelling?
  - Hold scholars accountable for implementing the feedback you've given them.
  - Hold scholars accountable for staying focused on conveying an argument about their nonviolent protest.
- If you notice trends across scholars' planning, bring the class together and deliver whole-class feedback. Either show an exemplar plan to the class that precisely and compellingly communicates a clear idea or show a non-exemplar plan that demonstrates the whole-class trend and have the class revise.

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## Mid-Workshop Teach (5 minutes)

- Share an exemplar plan. Have scholars discuss how the plan illustrates the scholar's idea with clear and coherent organization.
- Share a non-exemplar plan. Have scholars discuss why the plan lacks an idea and/or clear and coherent organization.
- Ensure that scholars understand how this feedback is transferable to their own work.
- Scholars articulate to partners how they will revise their plans based on what they have learned.

## Revise (10 minutes)

- Scholars use the transferable takeaway from the Mid-Workshop Teach to revise their plans.
- Spend 2 to 3 minutes working with three to five scholars.
  - Ensure that all scholars are rereading their plans to ensure that they have strong ideas and clear organization.
  - Help scholars focus on what is most important: ideas and supporting details.
  - Coach scholars on how to implement the feedback you've given them.

## Project Work (20 minutes)

- Scholars begin working on their presentations, referring to their corresponding documents as they work.
- While scholars work, actively circulate to reinforce your expectations for strong ideas and persuasive visual evidence in project work and to determine the major trends in scholars' work.
- Spend 2 to 3 minutes working with three to five scholars.
  - Have each scholar tell you the idea conveyed by his or her presentation. Can the idea be made stronger? How can the presentation convey the idea more effectively? Is the presentation interesting and visually compelling?
  - Hold scholars accountable for implementing the feedback you've given them.
  - Hold scholars accountable for staying focused on conveying an argument about nonviolent protest.

## Teacher Feedback Guidance

- Before the next lesson, review scholars' presentation drafts and provide feedback on the quality of their work. Prioritize the most important change that scholars must make to improve both the strength of their ideas and supporting evidence in their projects as well as their future work. Use your study of scholars' work to determine a common trend in scholars' projects.

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## Lesson 6: Nonviolent Protest

In this lesson students will continue their project-based learning experience to create a presentation and answer the central question: “**How was nonviolence used in the Civil Rights Movement?**”

### What Does Success Look Like?

Scholars create a presentation that illustrates how their assigned protest represents the philosophy of nonviolence in a historically accurate and compelling way.

### Preparation

- To complete this project, before class you must:
  - If scholars are doing the project digitally, ensure that each scholar has access to a computer, laptop, tablet, etc.
  - If scholars are not doing the project digitally, ensure that each group has chart paper or posters, and gather colored pencils and Sharpies or permanent markers for scholars using chart paper/posters. Organize these materials in a place accessible to scholars for easy use during project work.
  - Ensure that each scholar has the Presentation Planning Guide from the Unit 3 Workbook accessible, along with any feedback from the previous lesson.
  - Think through systems for scholar note-taking during scholars’ presentation time to ensure that notes are purposeful and scholars are clear on your expectations for both presenters and listeners.

### Do Now (5 minutes)

- Scholars read your feedback on their initial drafts of their presentations and discuss with a partner how they will apply this feedback in their revisions today.

### Project Work (30 minutes)

- Have scholars recall the previous lesson’s Central Question and invest scholars in continuing their study of the nonviolent protests of the Civil Rights Movement.
- Explain that scholars will be working in their groups to finalize their presentations. Scholars get into assigned groups and finish their presentations, referring to their documents and their planning guides with your feedback as they work.
- While scholars work, actively circulate to reinforce your expectations for strong ideas and persuasive visual evidence in project work and to determine the major trends in scholars’ work.
- Spend 2 to 3 minutes working with three to five scholars.
  - Have each scholar tell you the idea conveyed by his or her presentation. Can the idea be made stronger? How can the presentation convey the idea more effectively? Is the presentation interesting and visually compelling?
  - Hold scholars accountable for implementing the feedback you’ve given them.

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- Hold scholars accountable for staying focused on conveying the significance of their nonviolent protest.

## Practice (15 minutes)

- Tell scholars they must be prepared to give the presentation to the class within a 5-minute time frame.
- Scholars use this time to practice their presentation or finalize any missing information or details.
- Hold scholars accountable for presenting clearly and audibly for their classmates as they practice.

## Presentations (30 minutes)

- Each group takes 5 minutes to give its presentation to the class (time might need to be adjusted based on the number of scholars in each group).
- Hold presenters accountable for presenting clearly and audibly for their classmates. Strong public speaking is essential to an effective presentation!

## Exit Ticket (10 minutes)

- Write a paragraph of no more than 200 words:
  - How was nonviolence used in the Civil Rights Movement? Justify your argument with at least two concrete pieces of evidence from two presentations.

## Homework

- Scholars read “Dr. King's and Malcolm X's Perspectives on Integration” on pages 29–30 of the Unit 3 Sourcebook in preparation for the next lesson.