

**Lesson Plan Template and Primary Sources: Elementary Civil Rights Oral History Project**

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| 1. | Essential Question/Prompt: | If you could talk to someone who lived during the civil rights movement, who would you talk to and what would you ask? |
| 2. | Lesson Plan | 1. Read the prompt to the students and provide photos for students to look and discuss in small groups. 2. Students will be asked to create and write down questions that they would ask a person in the photograph about their experiences. 3. Students will share their questions with the rest of the class. Introduce the concept of “Oral History” and the way it is being used today.   **oral history: The memories of living people about events or social conditions which they experienced in their earlier lives taped and preserved as historical evidence.** [**Collins English Dictionary – Complete and Unabridged**](http://www.thefreedictionary.com/_/misc/HarperCollinsProducts.aspx?English) **© HarperCollins Publishers 1991, 1994, 1998, 2000, 2003**   1. Share the audio link of an actual oral history recording from picture #3: <http://eMuseum.jfk.org/view/objects/asitem/items@:26458> 2. Explain that the students will be doing an oral history with someone! Distribute a letter for the students to inform parents about the project. They will be conducting oral history recording from a family member lived during the civil rights movement. Follow the instructions for conducting an oral history from The Sixth Floor Museum’s Youth Advisory Committee’s [YouTube video.](http://jfk.org/go/education/youthadvisorycouncil/youth-advisory-committee) 3. This is a lesson that can be completed from a day to over a week depending on the teacher’s schedule. |
| 3. | Standards: State & National | Common Core - 11-12 Integrate and evaluate multiple sources of  information presented in diverse formats and  media (e.g., quantitative data, video, multimedia) in  order to address a question or solve a problem.  5th grade TEKS:   |  |  |  | | --- | --- | --- | | 113.7.  5.24a | The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology. | Differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas. | |
| 4. | Rubric for Assessment | Student projects will be graded by using a rubric chart which checks grammar, writing and other critical thinking skills. |

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| **Resource Set** | | | | | |
| Images of the Civil Rights Movement image | Images of the Civil Rights Movement image | Images of the Civil Rights Movement image | Images of the Civil Rights Movement image | Images of the Civil Rights Movement image | Images of the Civil Rights Movement image |
| Image 1 | Image 2 | Image 3 | Image 4 | Image 5 | Image 6 |
| Civil Rights March in Birmingham, Alabama | http://whatwillmatter.com/wp-content/uploads/2012/01/AA-MLK-Civil-Rights-woman-arrested.jpg | I:\Interpretation\Collections\Dallas County Sheriff's Department\Piccadilly Cafeteria\2005.010.0009.jpg | http://lcweb.loc.gov/exhibits/odyssey/archive/09/0909001r.jpg | http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/001-CivilRights.jpg | http://rogersphotoarchive.com/wp-content/uploads/2012/04/Civil-Rights-March-in-DC.jpg |
| <http://oralhistoryeducation.com/wp-content/uploads/2009/09/Civil-Rts-March-Clarence-B.-Jones.jpg> | <http://whatwillmatter.com/wp-content/uploads/2012/01/AA-MLK-Civil-Rights-woman-arrested.jpg> | <http://eMuseum.jfk.org/view/objects/asitem/items@:26553> | <http://www.loc.gov/exhibits/odyssey/archive/09/0909001r.jpg> | <http://photos.state.gov/galleries/usinfo-photo/39/civil_rights_07/001-CivilRights.jpg> | <http://rogersphotoarchive.com/wp-content/uploads/2012/04/Civil-Rights-March-in-DC.jpg> |

Resource Set adapted from Teaching with Primary Sources, Library of Congress