

Performance and Student Research Teacher Notes:

Lessons 1 and 2 are for the student and artist generated performance sponsored by the EMID Youth Executive Board. The performance is 41:51; the first 8:46 is the Secret War in Laos performance. It is important that students know what is meant by 'civil rights movement', but do not need to necessarily need to know about the different movements. The performance lessons are broken down into two days, but can be completed in one day in a block schedule. Lesson 3 will be three days and designed for students to choose one civil rights movement they want to research, analyze resources for specific information and then synthesize the information to demonstrate learning. Access to computers or tablets with internet access are essential.

Lesson 1

Step One: Know-W-L

Introduce students to the project so they know that the performance was co-created by Youth Executive Board students and artists. Let them know that they will be watching the performance as a class but will then be able to choose one of the movements to learn more about.

Introduce students the [Performance K-W-L](#) chart they will be using as they watch the performance and have students do a quick write to fill out the Know. The chart switches the W and L so students can generate questions that will lead them into the next few days' lessons.

Step Two: Performance

Watch the performance, [Untold Stories from the Secret War and Civil Rights Movement](#) on youtube.com or the DVD. Take a minute to pause in-between each segment so students have a chance to fill out the Learn and What columns.

Step Two Alternative:

The Performance K-W-L is provided to you in a Google doc, but can be handed out to students in print or projected so they can copy it into a notebook.

Step Three: Coding the K-W-L

At the end of the performance, have students go back through their K-W-L and and code it using the following:

Square: put a square with a new piece of information you learned that you had a strong reaction to "it squared with you".

Circle: put a circle next to one to one of the questions you generated that you would like to really find the answer to "it is circling in your head"

Students can hand in the K-W-L for safekeeping or keep it until the next day.

Lesson 2

Step One: Place Yourself

Make sure students have their Performance K-W-L charts with them. The Place Yourself strategy allows students to use information from their Performance K-W-L charts to share with and to learn from other students. You will want to have papers title with each of the groups from the performance spaced around the room. After you read out loud the statements, students will place themselves with the appropriate civil rights movement. Have student volunteers share pieces of information from their K-W-L chart

Statements:

Which civil rights movement did you know the most about before the performance?

Which civil rights movement did you know nothing about before the performance that you learned new information?

Which civil rights movement did you put your square with?

Which civil rights movement did you put your circle with?

Which civil rights movement do you want to use the next few days to learn more about?

Step Two: Researching a Civil Rights Movement

Now that students have identified which civil rights movement they would like to know more about, explain to them that they will have the chance to work independently with resources specifically for a civil rights movement.

Students will need access to the [Civil Rights Movement Project Directions](#) Google doc. Depending on the civil rights movement the students choose, they will demonstrate their learning in different ways. You may want to familiarize yourself with any of the strategies if you are unfamiliar with them or modify them to fit the needs of the students.

Once students have accessed the [Civil Rights Movement Project Directions](#) Google doc, have them click on the link that takes them to the page with the directions page for each civil rights movement. Each civil rights movement's page is 'View'; students will need to make a copy of the Google doc - add their name to title and save it to their Drive.

[Prezi](#)

Comic Strip

[Dialogue/Two-Voice Poem](#)

Google Presentation

Illustrated Road Map

Lesson 3

Students will have three days total to independently investigate their chosen civil rights movement. They should use one-two days to analyze the linked resources for information specific to the civil rights movement - its roots, obstacles, tactics and legacy/lasting effect and take notes in a graphic organizer. If students are more familiar with a different graphic organizer or want to use their own strategy (concept map, Cornell notes), let them know this is possible. Students should use at least one day to synthesize their research.

It is recommended to start each day with a general check in to make sure students are on track, to answer questions and to identify any problems. It is also recommended to end each day with a formative assessment like an exit slip to make sure students are on track. The role of the teacher these three days is to coach students as they research, clarify information and provide guidance on the writing product.

Daily Lesson Plans - Alternative to Student Research

Teacher writers also created daily lesson plans that can be taught by the classroom teacher for each of the following civil rights movements.

[Korematsu and Asian American Civil Rights](#)