

Print Teacher Edition

Flexibility and Customizable Options

- The Teacher Edition offers maximum flexibility for your classroom with support for different types of lessons.
- Each Topic begins with an **Introduction Lesson** and concludes with a **Review & Apply Lesson**.
 - There are a series of **Learn the Events Lessons** and **Inquiry Activity Lessons** in each topic.
 - Use all of the lessons in a topic or pick and choose the lessons for your classroom.

Overview and Lesson Planner Pages

The Planners provide learning objectives and a snapshot of the variety of activities and resources available to enhance student learning.

Learning Objectives

Each Lesson Planner begins with Learning Objectives for the **knowledge** students should attain and the **skills** they will be able to apply by the end of the lesson.

45-minute Lesson Plan Example

All Lesson Planners include a 45-minute sample lesson plan. Or if you prefer, make your own lesson plan by selecting from the many other activity and resource options that best suit your classroom’s needs.


Flexible Grouping and Time on Task

Each activity includes a suggestion for how to group students and a suggested amount of time it will take to complete.

HISTORICAL THINKING SKILLS

Making Generalizations About Civil Rights Activists Have students read and discuss Source C. **Ask:** *What impression do you get of Diane Nash from this film transcript excerpt? (Possible responses: She is determined, thoughtful, articulate, wise, brave, compelling, and committed to the cause.) What generalizations might you make about the Freedom Riders and other civil rights activists, based on this impression? (Answers will vary, but students may say that they are not acting impulsively, but with great forethought, organization, and conviction.)*

WHOLE CLASS **5 MIN**



TOPIC
14

Protesters march in support of civil rights at the March on Washington in 1963.

The Civil Rights Movement

1954–1978

INTRODUCTION LESSON
01 Introducing the Civil Rights Movement 642

LEARN THE EVENTS LESSONS
01 The Civil Rights Movement Begins 653
04 Challenging Segregation 659
06 The Civil Rights Movement Continues 671

INQUIRY ACTIVITY LESSONS
02 Understanding Multiple Perspectives About Discrimination and Segregation 647
05 Analyzing Sources: Civil Rights Movement Activists 665

REVIEW AND APPLY LESSON
07 Reviewing the Civil Rights Movement 677

GO ONLINE Explore the Student Edition eBook and find interactive maps, time lines, and tools.

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LESSON 04 • LEARN THE EVENTS PLANNER
Challenging Segregation

LEARNING OBJECTIVES

Knowledge:

- identify and explain the causes and effects of the Civil Rights Act of 1964 and the Voting Rights Act of 1965
- describe the impact of the Birmingham Campaign on both public opinion and the Kennedy administration
- explain the goals and outcomes of the March on Washington in 1963
- describe the Selma March and its impact on the goals of the civil rights movement
- describe the legislative process resulting in the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, including strategies used to delay the bills and challenge their constitutionality

Skills:

- analyze photographs of the civil rights movement to identify both strategies of and responses to non-violent activism
- analyze the map to identify the impact of voter registration drives and the 1965 Voting Rights Act on voter registration among African Americans

CUSTOMIZABLE LESSON OPTIONS

Create your lesson plan by choosing digital learning and Student Edition-based activities for each part of the teaching cycle.

45-minute lesson plan example

Title	Skill	Pacing	Grouping
ENGAGE p. 659			
<input checked="" type="checkbox"/> Determining Context for Challenging Segregation	CT	10 min	Small Group
TEACH pp. 659–664			
<input type="checkbox"/> Culturally Responsive Connections: Protests Met with Violence		20 min	Whole Class
<input type="checkbox"/> Special Needs Activity: Processing Speed Deficit		20 min	Individual
<input checked="" type="checkbox"/> GO ONLINE Guided Reading Activity	EL	20 min	Individual
<input checked="" type="checkbox"/> Identifying Cause and Effect of the Birmingham Campaign	HT	5 min	Whole Class
<input type="checkbox"/> Analyzing Change with a Time Line	HT	20 min	Individual
<input type="checkbox"/> Digital Option: Multimedia Time Line		40 min	Individual
<input type="checkbox"/> English Learners Scaffold: Summarizing Kennedy's Actions	ELL	10 min	Small Group
<input checked="" type="checkbox"/> Civic Participation to Prompt Legislative Change	CT	5 min	Whole Class
<input checked="" type="checkbox"/> Listening to a Speech	SL	10 min	Whole Class
<input type="checkbox"/> Narrative Writing About Civil Rights	W	25 min	Individual
<input type="checkbox"/> Differentiate the Activity: Integrating Information About Political Process	EL	40 min	Individual

Title	Skill	Pacing	Grouping
TEACH continued			
<input type="checkbox"/> Understanding Laws and Legislative Process	CT	5 min	Whole Class
<input type="checkbox"/> Active Classroom Activity: Snowball Discussion		30 min	Small Group
<input checked="" type="checkbox"/> GO ONLINE History & Civics Activity: The Civil Rights Act of 1964	EL	20 min	Individual
<input type="checkbox"/> Understanding Laws Related to Civil Rights	CT	15 min	Small Group
<input type="checkbox"/> Identifying Effects of Civil Rights Legislation	HT	5 min	Whole Class
<input checked="" type="checkbox"/> Evaluating the Twenty-fourth Amendment: Differentiate the Activity: Contrasting Legislation	EL	10 min	Small Group
<input type="checkbox"/> SEL Relationship Skills: Teamwork		15 min	Small Group
<input type="checkbox"/> Using Maps About Voter Registration Trends	CT	20 min	Small Group
REVIEW p. 664			
<input checked="" type="checkbox"/> Analyzing Change from the Civil Rights Movement	EL	5 min	Whole Class
<input checked="" type="checkbox"/> GO ONLINE Review & Apply Activity		20 min	Individual
ASSESS p. 664			
<input checked="" type="checkbox"/> GO ONLINE Lesson 4 Quiz		20 min	Individual

DIFFERENTIATION Organize the lesson resources to differentiate your instruction.

For Remediation and Intervention

- Reading and Writing Essentials
- Review & Apply Activity
- Guided Reading Activity

Use the online **Approaching Level Reader** to help students who are reading below grade level.

For English Language Learners

- English Learners Scaffold
- Reading and Writing Essentials
- Guided Reading Activity

For Students With Special Needs

- An audio read in the Student Edition eBook
- Guided Reading Activity

For Enrichment

- History & Civics Activity
- Differentiate the Activity suggestions for Beyond Level

641G

GO ONLINE Explore Professional Learning videos.

xlix

Print Teacher Edition

Using the Wraparound Resources and Activities

The entire Student Edition appears in the Teacher Edition. Activities and recommended resources appear in side and bottom margins of the Teacher Edition, at point of use.

Social Studies Skills

Each Lesson includes many different activities and teaching strategies to address Social Studies Skills

- Civics
- Economics
- Geography
- Historical Thinking Skills

CIVICS SKILLS

Understanding Laws and Legislative Process Have students read the text and summarize the actions taken by President Johnson and

ECONOMICS SKILLS

Economic Reasoning Related to School Funding Read “Equal Access to Education” as a class. **Ask:** [How were African American](#)

GEOGRAPHY SKILLS

Using Maps from Different Time Periods Display one or more maps that shows U.S. territorial growth in the early 1800s prior to the Civil War.

HISTORICAL THINKING SKILLS

Making Generalizations About Civil Rights Activists Have students read and discuss Source C. **Ask:** [What impression do you get of Diane Nash from this film transcript excerpt?](#) (Possible responses: *She is determined, thoughtful, articulate, wise, brave, compelling, and committed to the cause.*) [What generalizations might you make about the Freedom Riders and other civil rights activists, based on this impression?](#) (Answers will vary, but students may say that they are not acting impulsively, but with great forethought, organization, and conviction.) **WHOLE CLASS 5 MIN**

Literacy Skills Support

Each lesson includes different activities and strategies to address Literacy Skills.

- Reading
- Speaking and Listening
- Writing

READING SKILLS

Analyzing the Power of Words and Images Display images and news footage of violence against civil rights protesters in Birmingham. Make

SPEAKING AND LISTENING SKILLS

Listening to a Speech Play an audio recording of Dr. King’s speech, including the excerpt shown in the text. (Alternatively, invite a

WRITING SKILLS

Informative Writing About a Political Leader Give students time to read the section “New Political Leaders.” Have students choose a political leader listed in the section. Then, have students write a two- to three-paragraph biography about that individual. Some students may wish to research more details about the person they chose online or use another resource. For example, students may wish to research more about the life and career of Shirley Chisholm. Ask student volunteers to share their biographies with the class. Use the Informative/Explanatory Writing rubric available in your online course to assess student work. **INDIVIDUAL 45 MIN**

Scaffolding and Differentiation

There are many Differentiated Instruction and Scaffolding Options! The Teacher Edition offers a wide variety of support for different learners.

DIFFERENTIATED INSTRUCTION OPTIONS
The Civil Rights Movement

Strategies for Differentiated Instruction

APPROACHING LEVEL STRATEGIES READING SUPPORT Reading Closely to Understand Adjectives Discuss with students what adjectives are and what they do: they are words or phrases that describe or give more information about nouns. They can be about color, size, texture, taste, sound, smell, shape, or number. Ask: What are some adjectives that can describe where you learn? (clean, disorganized, bright, spacious, dusty, etc.) Next, ask student volunteers to take turns reading aloud a paragraph from this topic. Instruct students to raise their hands each time they think an adjective has been read. Once the paragraph is read, go through it with students and identify the adjectives together, identifying which nouns they describe or give more information about.	WRITING SUPPORT Narrative Writing About Civil Rights Figures Before beginning the writing assignment, discuss with students the features of narrative writing: characters, conflict, plot, and setting. Each student selects one figure from the civil rights movement that is mentioned in this topic. Students are to write a one-page narration of an incident from their chosen figures' lives. Depending on whom they have chosen, additional research might be necessary. Once students have completed their writing, they swap papers with a partner and identify their partner's characters, conflicts, plots, and settings. Allow students to revise their work before turning it in to you. You can use the Narrative Writing rubric, available in your online course, to evaluate students' work.	HISTORICAL THINKING SUPPORT Comparing and Contrasting Civil Rights Court Cases Provide students with copies of the Venn Diagram Graphic Organizer, available in your online course, or have students create their own Venn diagram. Review with students how to use this type of graphic organizer to compare and contrast things, events, ideas, or people. Divide students into small groups. Each group selects two court cases from this topic to compare. All members of a group should fill in their graphic organizers as they discuss the cases' similarities and differences. Once students have finished their discussions, ask one group organizer to
ENGLISH LEARNER STRATEGIES READING SUPPORT Reading Closely to Understand Prepositions Display a list of common prepositions during this activity. Discuss what prepositions are and what they do: words or phrases used to show direction, time, or location. They also connect verbs with direct and indirect objects. Use an example sentence such as "I dropped the textbook on my foot and broke a toe because the book was so heavy," and point out the preposition and its function (in this example sentence, on shows location). Next, ask student volunteers to take turns reading aloud a paragraph from this topic. Instruct students to raise their hands each time they think a preposition has been read. Once the paragraph is read, go through it with students and identify the prepositions together, identifying what they show (direction, time, location, direct or indirect objects).	WRITING SUPPORT Narrative Writing About Civil Disobedience Review with students the idea of civil disobedience: not obeying a law with the goal of making the government change the law or take a specific action. Next, share the characteristics of narrative writing: characters, conflict, plot, and setting. Ask students to think of a time that they engaged in civil disobedience, or an occasion of civil disobedience that they have read about, and to write an informal narrative journal entry about that occasion. (Students can substitute their families, schools, or bosses for the government when identifying their own civil disobedience involvement.) Once students have finished writing, ask them to identify their characters with one color of underlining, conflict with another color of underlining, and so on. If they are missing a color, they are to revise their work to include the missing element.	SPEAKING AND LISTENING EXTENSION Interviewing Interview students in a group, including the students that rights which their rights involved in a write a list of partners, but questions at Ask student answers to t when they c
BEYOND LEVEL STRATEGIES SPEAKING AND LISTENING EXTENSION Delivering a Digital Presentation About the Civil Rights Movement Divide students into small groups. Each group conducts research online to find footage of an event from the civil rights movement. (Prepare students that some of the footage they come across might contain violence.) Groups may choose major events, such as school integration in Little Rock, or less famous events like a local lunch counter sit-in. Groups select footage and create a short presentation with digital slides about the event: when and where it took place, who was involved, and why they chose this specific event. As part of their presentations, groups share a brief clip (30 seconds to one minute) of the footage. To assess groups' work, you can adapt the Collaborative Group Project rubric, available in your online course.	WRITING EXTENSION Argumentative Writing About a Civil Rights Case Each student selects a court case discussed in this topic. (Do not allow students to select <i>Brown v. Board of Education</i> , though they can choose any of the cases that led up to it or were part of the Supreme Court's decision on it.) Outside research will likely be necessary for students to understand the details of the cases they have chosen. Students then write an argumentative piece of at least one detailed paragraph about the impact their case had on the civil rights movement specifically and the United States at large. To assess students' work, use the Argumentative Writing rubric, available in your online course.	HISTORICAL MOVEMENTS Comparing Movements Assign a right example, LG immigrants, assigned me movement a not likely to movements movement, print source can look at v or leads the Graphic Org to help stud discussion.

641C

BL

SMALL GROUP

25 MIN

For each topic, there are Literacy Support and Historical Thinking Support Strategies for **Approaching Level**, and **English Learners**, and Literacy Extensions and Historical Thinking Extensions for **Beyond Level Learners**.

There are many point-of-use activities written for On-Level, Beyond Level, Approaching Level, and English Language Learners. Look for these labels after the activities and the **Differentiate the Activity** head.

- BL Beyond Level
- AL Approaching Level
- ELL English Language Learners

HISTORICAL THINKING SKILLS

Summarizing Inequality in “Separate but Equal” Have students read the section titled “Comparing White and African American Schools in Virginia.” Prompt students with a reminder about the meaning of the *Plessy v. Ferguson* ruling that established the “separate but equal” policy. Direct students to summarize the differences between the school facilities and transportation explained by John Stokes, as well as how the practice highlighted the inequality of services offered to African American children. *(Summaries should include that the facilities for African American children were far away, did not have transportation, and were of much poorer quality than the white students’ facilities.)*

BL

SMALL GROUP

15 MIN

Differentiate the Activity

Summarizing Inequality in “Separate but Equal” Have students go online and search for “John Stokes interview Virginia Commonwealth University” and then open the link to “Interview with John A. Stokes | VCU Libraries Digital Collections” at the website digital.library.vcu.edu. Direct students to watch the video interview titled “Interview with John A. Stokes” through minute marker 15:15. Assign students the task of summarizing the interview’s main topics and important points about the unfairness in the “separate but equal” policy. *(Summaries should include that the facilities for African American children were far away, did not have transportation, and were usually of poorer quality than the white students’ facilities. When Stokes and others staged walk-outs and other protest movements, transportation and facilities were eventually improved.)*

BL

SMALL GROUP

25 MIN

BL

SMALL GROUP

25 MIN

English Learners Scaffold

Analyzing Primary Sources

Entering and Emerging

Ask student pairs to take turns describing the exchange in the transcript. **Ask:** **What is the context for the phone call described in the transcript?** *(Seigenthaler has been told to tell the Freedom Riders they should not go to Birmingham due to threats of violence against them. He has to call Diane Nash, who is the organizer of the Freedom Rides.) What happens during the conversation?* *(Seigenthaler tells Nash that continuing the ride puts people at risk of death. Nash tells him they already know the danger and are prepared to go anyway.)*

Developing and Expanding

Have students work in pairs to read the text. Invite students to take turns stating what they think the main ideas of each exchange are, using the stem “I think what this person is saying is...” Circulate to provide support.

Bridging and Reaching

Ask students pairs to read the text. Then, have them discuss the lesson’s compelling question and how it relates to the actions of Diane Nash and the Freedom Riders as described in the source on this page.

ELL

SMALL GROUP

15 MIN

Additional **English Language Learner** scaffolds make the text accessible to students who are learning English at different levels of proficiency.

Additional support is provided for students with **Special Needs**.

Special Needs

Activity: Working Memory Deficit Students with working memory deficits benefit from graphic organizers to help organize their note-taking. Prepare the Table graphic organizer with column headers that read **Key Details**, **Page**, **Notes**. Under the **Key Details** column, include the bullet points from the “What Will You Learn?” section in the text. As students read the chapter, have them jot down the page numbers and notes that support these ideas to serve as a general reminder of the key details of the text.

INDIVIDUAL

15 MIN

Print Teacher Edition

Projects and Collaborative Activities to Engage Your Students!

The Teacher Edition includes a variety of collaborative activities to engage your students including Active Classroom activities, Projects, SEL activities, Making Connections To Today activities, and Digital Teaching Options.

Active Classroom

These small-group participatory activities are designed to get students up and out of their seats. Activities include

- Gallery Walks
- Four Corners
- Panel Discussions
- Fishbowl
- Simulations
- Idea Line Ups
- Debates

Active Classroom Activity

Snowball Discussion To facilitate deeper discussion and provide reinforcement of the lesson content, provide students with an organized structure for peer learning interaction. Give them ten minutes to review the lesson content and determine a few key ideas about the tactics used and the events that occurred in challenging segregation. Have them record these key ideas in the Tree Diagram graphic organizer available in the Teacher Edition. Students will meet in pairs to share and discuss their findings. Encourage peer instruction by having students join to form groups of four. The process repeats, with students moving to new groups each time. Groups of four then join to form groups of eight. Finally, the entire class is engaged in a discussion, asking students to share their findings of the activity. **SMALL GROUP 10 MIN**

Active Classroom Activity

Gallery Walk Locate six or seven photographs showing segregation and post them around the room. Photographs can be found at the Library of Congress (loc.gov). Have students create a three-column chart to analyze the photos. Instruct students to use the following column headings "Observe" (Describe what they see.); "Reflect" (Explain what can be learned from this photo.); and "Question" (Write one question about the photo.) Have students do the gallery walk and complete the chart. Lastly, have students summarize what they learned. **WHOLE CLASS 45 MIN**

Project-Based Learning (PBL)

The Hands-on Topic Project encourages students to work collaboratively and develop communication skills that are used to face real-world challenges and provide opportunities for students to develop SEL Skills.

- Projects result in the creation of a tangible, public product such as a poster, script, video, pod cast, or multimedia presentation.
- Student Instructions for the Project include student voice and choice.
- Teacher Instructions along with an Observation Checklist to provide guidance on monitoring group work and individual contributions to the final product.
- Use the Project Rubric to assess student learning.
- Projects are customizable online.

Student Instructions for the Hands-On Topic Project
The Civil Rights Movement

Desegregation's Unintended Consequences

Project Question

- What were the experiences of

Project Summary

Think about segregation in the United States. In particular, you will analyze the positive desegregation had on businesses and groups to write a research report that addresses segregation.

Groups will be responsible for creating a poster to be completed based on your member will have a task and discussion.

The research report will include data from African Americans in the 1960s and business owners of the time to show the report to an expert or group of experts.

Choose your group members for who project if need something in the final product.

Final Product

- Initial
- Final

Step 1: Plan

To learn more about the project, go to the final product. You will need to research the project and create a poster by April 15th in the 1960s.

Student Self-Evaluation Rubric
The Civil Rights Movement

Desegregation's Unintended Consequences

DIRECTIONS: Use this rubric to help you plan your project, organize your time, and deliver your final product.

	1 Needs Improvement	2 Progressing	3 Mastery	Score
Step 1: Create a diagram that accurately represents the project.	I created a diagram, but it is confusing or inaccurate.	I created a diagram that provides accurate data in a clear way.	I created a detailed, professional-looking diagram that provides a clear way.	
Final Product				

Project-Based Learning

Project-Based Learning (PBL) encourages students to work collaboratively and develop communication skills that are used to face real-world challenges and provide opportunities for students to develop Social and Emotional Learning (SEL) skills.

GO ONLINE Hands-On Topic Project

Desegregation's Unintended Consequences Students will research the impact of the Civil Rights Act of 1964 on African American-owned businesses. Students will conduct research to discover that a variety of African American-owned restaurants, motels, and other businesses experienced a growing decline in patronage and economic success once legal segregations were removed in the 1960s and 1970s. Students should be able to gain awareness of the consequences of these economic changes and use their research to formulate an opinion on the intended good changes and unintended consequences of this dramatic social and economic alteration. **SMALL GROUP 90 MIN**

Social and Emotional Learning (SEL)

SEL activities build students skills around all 5 core competencies:

- self-awareness
- self-management
- social awareness
- relationship skills
- responsible decision making

Social and Emotional Learning: Social Awareness

Appreciating Diversity in the Civil Rights Movement Inform students that the term “civil rights movement” captures the activities of many different groups that sometimes had competing goals. For example, SNCC, Black separatists, and the NAACP had different goals. **disag** **active** **get su** **discus** **WHOL**

Social and Emotional Learning: Relationship Skills

Teamwork Analyzing the leadership practices of well-known historical figures, such as John Farmer, John Lewis, Dr. Martin Luther King, Jr., and Hosea Williams, provides a good opportunity to teach students about recognizing the role of teamwork in effecting social and political change. Invite students to choose a historical figure from the lesson who was a leader or who demonstrated leadership. Ask students to consider how that figure used an understanding of the value of teamwork to effect change or lead others to effect change. Ask them to discuss their ideas with a partner. Then, invite students to discuss their own experiences with teamwork and talk about how their skills might be used in service of the social good. Invite volunteers to share highlights from their discussion with the class.

SMALL GROUP 15 MIN

Making Connections to Today

Describing Nonviolent Protest Call students’ attention to the reference to Mohandas Gandhi in the discussion of nonviolent acts of civil disobedience. Emphasize the fact that nonviolent protest has been used by many different people at many different historical moments to protest injustice and foment change. **Ask: What examples of nonviolent acts of civil disobedience can you think of that have occurred in your lifetime?** (Students may be aware of acts of civil disobedience by and on behalf of the Standing Rock Sioux Tribe to protest the Dakota Access Pipeline or the violence against Black Lives Matter protesters.)

Activity D: Making Connections to Today **INDIVIDUAL** 30 MIN

Differentiate the Activity

Understanding Supreme Court Rulings on Civil Rights Have students choose one of the movements mentioned in President Obama’s speech to research. Each of these movements is associated with a landmark Supreme Court decision that established rights frequently referenced in later cases. Cases may include *Brown v. Board of Education* (1954), *Mapp v. Ohio* (1961), *Miranda v. Arizona* (1966), *Tinker v. Des Moines* (1969), *Loving v. Virginia* (1967), *Lau v. Nichols* (1973), *Roe v. Wade* (1973), or *Obergefell v. Hodges* (2015). Have students write a report on the case that includes the facts of the case, the constitutional issues addressed, the case history, and an analysis of the Court’s decision. Students can reference websites of the American Bar Association or the U.S. Supreme Court. **BL** **INDIVIDUAL** 40 MIN

Digital Options

Digital teaching options modify or convert an analog activity to take advantage of digital open-source tools and McGraw Hill platform capabilities.

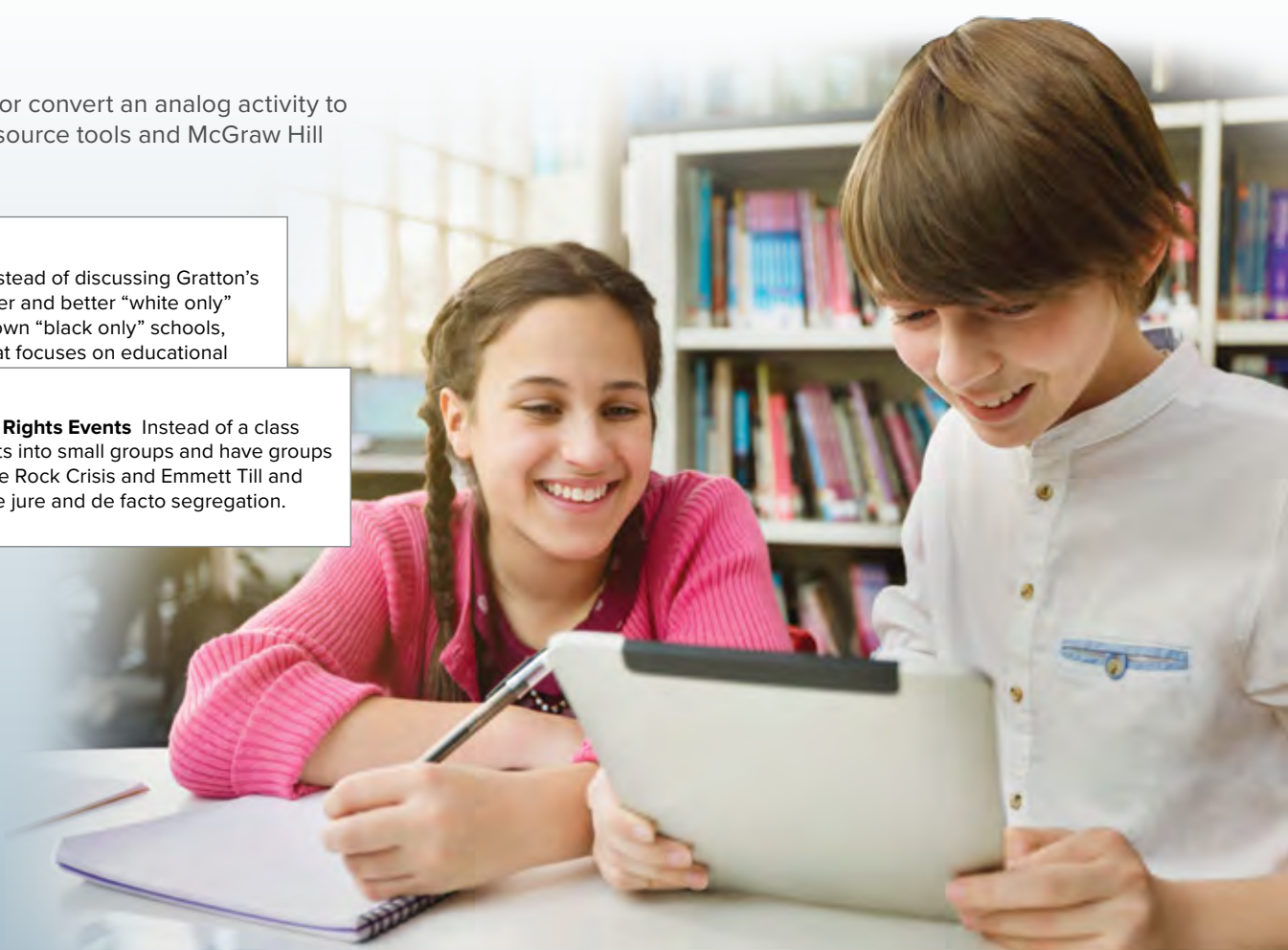
Digital Option

Blog About Educational Inequity Instead of discussing Grattan’s description of having to pass by newer and better “white only” schools to get to his older and run down “black only” schools, have students create a blog entry that focuses on educational inequity and how it has changed over time. **respon** **discus**

Digital Option

Creating a Podcast on Civil Rights Events Instead of a class discussion, organize students into small groups and have groups create a podcast on the Little Rock Crisis and Emmett Till and how these topics apply to de jure and de facto segregation.

SMALL GROUP 45 MIN



Support for All Students

Student and Teacher Editions, Inquiry Journal, Digital Courseware, and more

Diverse and Multiple Perspectives

- Learn about history through different voices and perspectives.
- Inquiry Activity lessons include multiple and diverse perspectives.

Support for Academic Achievement for All Students

- Scaffolding and Differentiation
- Social and Emotional Learning support



Accessibility of Learning Resources

- Accessibility of Digital Material ensures that students with disabilities can access the material.

Students Gain Awareness to Take Informed Action

- Compelling Questions and sources lead to deeper understanding.
- Students encouraged to be civically minded and Take Informed Action.

Culturally Responsive Connections

Culturally Responsive Connections in the Teacher Edition support teachers in creating a classroom that supports all students.

- In each Introduction Lesson, **Points to Consider** encourages teachers to be self-reflective and think about how to support students with different backgrounds as they learn about history. The Points to Consider include an overview of difficult issues in the topic, tips for how to support students with concrete examples, self-reflection questions, and questions to help connect the material to today.
- Learn the Events and Inquiry Activity Lessons include point-of-use background information along with **Questions to Consider** for discussing different voices and perspectives in history with an emphasis on achievement. There is also additional support for difficult language from history and sensitive photographs and imagery.

Culturally Responsive Connections

Points to Consider As you plan your instruction for this topic, think about the students in your classroom and their cultural contexts as well as your own. How might you support your students of different backgrounds and experiences? Think about the following points as you create your lesson plans:

- **Violence Against Civil Rights Protesters:** Those peacefully protesting segregation and discrimination were met with anger and violence. This violence might be difficult for you and your students to see and discuss. How might students feel about this violence?
- **Marginalized Voices:** Who were the civil rights movement's most visible leaders, and who were some new voices? How might students feel about being active participants in the movement?
- **Achievements of the Movement:** How were the civil rights movement's goals achieved? How might students feel about the achievements of the movement?
- **Making Connections:** How might students connect the civil rights movement to current events? How might students connect the civil rights movement to their own lives?

Culturally Responsive Connections

African American Athletes Protest at the 1968 Olympics African American athletes Tommie Smith and John Carlos gained international recognition and condemnation for raising their fists in the Black Power Salute while on the 1968 Olympic podium. In response, the Olympic committee stripped them of their gold and bronze medals respectively. **Questions to Consider:** Why do you think Smith and Carlos were stripped of their Olympic medals? (*Giving the black power salute, was considered a criticism of the country on an international stage. Stripping them of their medals was a way to condemn the protests and their participation.*) How would you feel if speaking out against something you believe in caused you to lose an award or honor? (*Students may say that it would anger them, make them sad; create confusion.*) What role might athletes play in supporting social movements and causes they care about? (*Students may say that athletes are role models for society and using their influence will help support causes they care about. Other students may say that athletes should not be involved.*) What are some examples of athletes who have protested inequality? (*Students may mention Megan Rapinoe, Billie Jean King, LeBron James, Stephen Curry, Jack Johnson.*) **WHOLE CLASS 20 MIN**

Instructional Pathway

McGraw Hill Social Studies provides flexibility and customizable options to support teachers with the way they want to teach and the way students learn. Each topic includes an Introduction Lesson, a series of Learn the Events Lessons and Inquiry Activity Lessons, and a Review & Apply Lesson.

INTRODUCTION		
In this lesson type, students engage with the topic, activate their prior knowledge about the place and time, and establish the learning intentions for the topic.		
ENGAGE	ACTIVATE PRIOR KNOWLEDGE	PREVIEW THE LEARNING
Goal		
An activity to spark curiosity.	Teacher works with students to assess and build upon students' background knowledge for the concepts and skills covered in the topic.	Teacher looks ahead to preview the concepts students will learn about in the topic, introduces the Compelling Questions in the Inquiry Activity lessons, and reviews a timeline of key events.
Outcomes		
Students are ready to learn about the topic and are introduced to some key concepts.	Students activate their background knowledge on the topic and teachers use results from preassessment to plan instruction.	Students know what they will learn about in the topic and begin to think about the Compelling Questions.
Components		
<div>TESE★</div> <div>📖</div>	<div>TESE★</div> <div>📖✔️</div>	<div>TESE★</div> <div>📖</div>

LEARN THE EVENTS			
In this lesson type, students learn about the key historical concepts, ideas, people, and events with an emphasis on cause-and-effect relationships, explanation, and continuity and change in history.			
ENGAGE	TEACH	REVIEW	ASSESS
Goal			
An activity to spark curiosity.	Teacher works with students to assess and build upon students' knowledge of the topic with a variety of instructional strategies.	Teacher facilitates a review of key concepts for students.	Assess student understanding of the learning objectives in the lesson.
Outcomes			
Students become engaged with key lesson learning objectives and understand their goals.	Students demonstrate understanding of key learning objectives from the lesson.	Students demonstrate understanding of key lesson concepts through formative assessment.	Students demonstrate understanding of key lesson concepts through summative assessment.
Components			
<div>TE★</div> <div>📖</div>	<div>TESE</div> <div>📖</div>	<div>TESE★</div> <div>📖SB</div>	<div>★✔️</div> <div>📖</div>

Component Key

SE

IJ

TE

✔️

📖

SB

★

Student Edition

Inquiry Journal

Teacher Edition

Assessment

Digital

SmartBook

Activities

Topic Model

Each topic includes a series of lessons with different teaching and learning options for your classroom.

INTRODUCTION



REVIEW & APPLY

INQUIRY ACTIVITY

In this lesson type built around student inquiry, students grapple with a compelling question. They develop questions, analyze primary and secondary sources, draw conclusions, communicate those conclusions, and then take informed action. For another inquiry option, assign the Inquiry Journal.

LAUNCHING
THE INQUIRY

GUIDING
THE INQUIRY

REVIEW

ASSESS

Goal

Review Compelling Question and begin inquiry planning

Review sources to help answer the supporting questions and organize evidence.

Support students as they synthesize their analysis and draw conclusions.

Support students as they communicate conclusions and apply their knowledge to take action.

Outcomes

Students become engaged with the Compelling Question and write supporting questions for their inquiry.

Students use critical thinking skills to analyze sources, organize evidence, and begin to answer Supporting and Compelling Questions.

Students synthesize material from multiple primary sources and draw conclusions about the Supporting Questions.

Students apply what they learned in the inquiry process to take informed action.

Components



REVIEW & APPLY

In this lesson type, students review what they have learned about the topic and apply that learning through activities. They are assessed on the topic learning objectives and have opportunities to revisit material.

REVIEW

ASSESS

REMEDiate

Goal

Review of key concepts, knowledge, and skills in the topic.

Assess students' understanding of the learning objectives in the topic.

Revisit missed learning objectives so all students master content and skills.

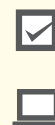
Outcomes

Students prepare for assessment by reviewing what they have learned.

Students demonstrate understanding of key topic concepts through summative assessment.

Some students learn concepts they did not understand during the initial instruction.

Components



DIFFERENTIATION AND SCAFFOLDING

For Remediation and Intervention

- Reading and Writing Essentials
- Review & Apply Activity
- Guided Reading Activity
- Use the online Approaching Level eBook to help students who are below grade level.
- Differentiate the Activity suggestions

For English Language Learners

- English Learners Scaffold
- Reading and Writing Essentials

For Students With Special Needs

- Special Needs Scaffold
- Audio read in the Student Edition eBook
- Closed Captioning for Videos in English and Spanish

For Enrichment

- Hands-on Topic Project
- Differentiate the Activity suggestions
- History & Geography Activity
- History & Economics Activity
- History & Civics Activity