**Planning and Presenting a Science, Social Studies, or Technical Subject/Fine Arts Lesson Based on TN Academic Standards**

**US History – World History – Civics/Government**

**Grades 10-12**

**Section I: Planning**

**Overview: This section focuses on the elements to consider when planning for a content-specific lesson with TN Academic literacy standards embedded, such as Content Standards, State Performance Indicators, and CCSS Literacy for the Technical Subjects. Other elements to plan include clear learning targets, task objectives, new learning for students, anticipated learning challenges, scaffolding, opportunities for differentiation, ways to prompt student thinking through assessing and advancing questions, instructional strategies to be used in the lesson, and materials and resources.**

**This lesson utilizes content from *The Children*, by David Halberstam (1998, New York: Random House). Teachers will need a copy of the novel in order to access all referenced content.**

**This lesson also references material from the documentary *A Force More Powerful* (http://www.aforcemorepowerful.org/)**

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| **Lesson Topic: Witness Walls: Understanding the Force of**  **Nonviolence - Nashville in 1960** | **Time Frame/Lesson Length: Two 55-minute class periods** |

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| **Content Standard** | **CCS Literacy Standards** | **Assessments (Please describe the specifics of the assessment)**  **🗸 Formative**  **⮚ Summative** |
| US.90 Examine the roles of civil rights advocates, including: James (Jim) Lawson  US.92 Describe significant events in the struggle to secure civil rights for African Americans, including the following: influence of the Highlander Folk School and civil rights advocacy groups, including the SCLC, SNCC, and CORE; Nashville Sit-ins, boycotts, Diane Nash | CCSS.ELA-Literacy.RH.6-8.2  Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions  CCSS.ELA-Literacy.RH.6-8.4  Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  CCSS.ELA-Literacy.RH.11-12.6  Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.  CCSS.ELA-Literacy. RH.11-12-7  Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.  [CCSS.ELA-Literacy. WHST.11-12.7  Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation] | **🗸 Formative –** Students will be assessed through discussion in whole group, small group, and pairs interactions throughout the two days  **🗸 Formative –** Students will demonstrate their knowledge of James Lawson’s life, and factors that prepared him to take on a position of leadership in the Civil Rights Movement in their biographical graphic organizer  **🗸 Formative –** Students will demonstrate their knowledge of the time period covered and the progressive nature of events highlighted in their timeline  **🗸 Formative –** Students will work in small groups to identify the main tenets supporting the strategy of nonviolent action by analyzing the philosophies and teachings of James Lawson and considering their effectiveness as seen in the events that transpired in Nashville in 1960.  **⮚ Summative** Students will write a personal reflection upon the conditions of life in Nashville in 1960, and where they would have seen themselves as far as involvement with “the Movement” is concerned. Specifically students will assess the personal impact of following “Lawson’s Lessons” as they relate to dealing with conflict and confronting injustice. They will also be challenged to consider and support with solid reasoning whether they believe that the methods of nonviolent action, effective in the 1960s, would carry the same “force” in today’s world. |

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| **Planning Element** | **Description** |
| **Clear Learning Targets** | * I can explain how significant events in the life of James Lawson served to prepare him for the critical role he played in the Civil Rights Movement. * I can explain the role of James Lawson, called “the mind of the movement” and “the leading theorist and strategist of nonviolence in the world” by Martin Luther King, Jr., who helped to end the shameful era of racial segregation in America. * I can identify the main ideas behind the strategy of nonviolent action that were taught by Gandhi, MLK, and James Lawson, and why it was a successful way to approach conflict. * I can explain the cause and effect connections between the events that transpired on April 19, 1960, leading to a public statement by Mayor West acknowledging the injustice of segregation. * I can explain the unique role that Tennessee played in the Civil Rights Movement – training and giving voice to many leaders who would go on to national prominence in the Movement. * I can express my opinion on how individuals alive during 1960 Nashville would have responded the events of April 19th, based on the reading of historical texts. |
| **Task Objectives (steps to reach mastery of clear learning targets)** | * Jigsaw Activity: The students will work together to explore four events in the life of James Lawson that shaped his confidence in nonviolent action as a powerful force for change. In groups of four, students will first read and annotate a short encyclopedic biography together; then each student will receive a text that briefly highlights an event that had a transforming impact upon Lawson’s life. This “jigsaw” activity will require the four to relay information they gathered to the other members of their group as they will each be required to fill out a biographical graphic organizer on Lawson. * Students will complete a timeline giving the context for the Civil Rights Movement in Nashville, and focusing on the dramatic events that took place on April 19, 1960, a day that marked the beginning of the end for segregation in Nashville * Students will gain exposure to the teaching style and methodology of James Lawson by watching video clips taken from actual footage of training sessions conducted in late 1959-1960, and then breaking back into small groups to work through “Lawson’s Lessons” activity |
| **New Learning** | * **Vocabulary** – civil rights, segregation, nonviolent action, sit-in, boycott, SCLC, SNCC * **Concept** – understanding the strategy and power of nonviolent action * **Skills** – Critical analysis of methods employed; personal reflection – transfer of learning to other situations |
| **Anticipated Learning Challenges** | * Depending on the school resources, it could be challenging to access technology for delivery of information in various grouping strategies * Time allotted – depth of coverage of the topic is limited by time constraints |
| **Scaffolding opportunities (to address learning challenges)** | * PowerPoint presentations to help scaffold background information * Helpful video clips provided for visualization and contextualization * Teacher may group students by ability level * Partner and group work will allow students to support the learning of others * Personal reflection writing assignment allows students to write to their level of understanding |
| **Opportunities to Differentiate Learning (explain how you address particular student needs by differentiating process, content, or product)** | * Lawson Biography Jigsaw Activity – texts of varied length and complexity * Lawson’s Lessons Activity – guiding questions provided in the margins to help students to analyze the text |
| **Questioning: Planning to Illuminate Student Thinking** | *Assessing questions:*   * History has taught us that one heroic person truly can make a difference in the world. Why do societies tend to honor heroes? * What makes someone a hero? And how do societies seek to honor them? * How does this project (*Witness Walls*) fall into this category – seeking to honor heroes from the past who have made a difference in the world? * What specific actions did those involved in the Civil Rights Movement take that demonstrated the power of Nonviolent Action? And how are these acts heroic? * Multiple assessing questions provided throughout   *Advancing questions:*   * Do you believe that the “force” of nonviolent action is as powerful today, as it was in the 1960s? * Are the lessons taught by Lawson still applicable today – to society at large? How about on the personal level? * Do you think James Lawson’s life would have turned out differently – especially in terms of his involvement in the Civil Rights Movement - if any one of the biographical incidents we discussed had not occurred? Elaborate. * Compare this movement to other nonviolent movements that brought about significant change in the world (Gandhi in India, Lech Walesa in Poland, etc.) |
| **Instructional Strategies** | Direct Instruction, Pair-Share Work, Jigsaw Activity: group of four; Individual work – timeline graphic organizer |
| **Materials and Resources** | * *Witness Walls* Intro PowerPoint Presentation (multimedia presentation) * Biographical Sketch of James Lawson, access at: <http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_lawson_james_1928/> * Lawson Biography Jigsaw Activity and Graphic Organizer * Nashville’s Role in the Civil Rights Movement PowerPoint (multimedia presentation) * Timeline Handout * Homework Day 1: Interview of James Lawson on Nonviolent Action: <http://www.sgiquarterly.org/feature2012jly-3.html> * Philosophy of the Movement Worksheet * Lawson’s Lessons (Jigsaw Activity #2) – four text excerpts and overview worksheet * Witness Walls: Personal Response Sheet |

**Section II: Presentation – Day One**

**Overview: This section focuses on the steps involved in presenting the lesson. The lesson presentation is divided into segments, such as “Framing the Lesson,” “The Texts and Task,” “Sharing, Discussing, and Analyzing” and “Closing the Lesson,” and “Extending the Learning.” For each of these lesson elements, there is an explanation of the procedure, teacher actions, and student outcomes.**

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| **🕭 Framing the Lesson:** (10 - 12 minutes) | | |
| **Day One**  **Detailed Procedure**   * Teacher asks students to come up with a story that fits the following plot: *Virtuous underdog fights against all odds, and at great risk to himself, or herself, to defeat a corrupt and unjust power.* * After a number of examples are suggested by students (Matrix, Hunger Games, Divergent, Harry Potter, Star Wars, Lord of the Rings) – ask “Why do we love this story?” … and “Have you noticed that in many of these stories, there is an element of trying to unite a ragtag group of rebels to take on the powers that be?” * Multimedia presentation is shown (Witness Walls: Force of Nonviolence Day 1 Intro), followed by a whole group discussion centering on the need for identifying and celebrating heroes in society; defining what makes an individual “heroic;” and assessing how the *Witness Walls* project is an attempt to honor those who participated in the Civil Rights Movement. | **Day One**  **Teacher Actions**   * Teacher will guide discussion centered on the opening question. * Transition: We love heroes - one person who makes a tremendous difference, against all odds. We will be studying the lives of real people, and a movement they led, that reshaped the unjust world in which they lived. Against the odds, and in spite of centuries of mistreatment and hostilities, this group of rebels waged an unconventional war that led to the birth of a more just and fair society. An artist has undertaken the task of celebrating these courageous individuals. Let’s learn about his project that highlights the role that Nashville played in the Civil Rights Movement of the 1950s and 1960s. * Teacher will deliver the multimedia presentation (Witness Walls: Force of Nonviolence Day 1 Intro) and guide discussion on the questions. | **Day One**  **Student Outcomes**   * Students identify the strength of their personal desire to see justice done, and further, to be a part of something “heroic” in their lives * Student interest will be generated to learn more about the “voices” that the Witness Walls will be honoring |
| **👓 Exploring the Texts and Task** (20-25 minutes) | | |
| **Day One**  **Detailed Procedure**   * James Lawson Biography Jigsaw Activity – groups of 4 – all members read a biographical sketch on James Lawson, (see materials and resources for link), and then each individual in the group is assigned one of four important episodes from his life to read and report back on to the group. * Timeline of the Movement in Nashville – students fill out a timeline (fill-in-the-blanks) as they watch a multimedia presentation (Witness Walls: The Force of Nonviolence Day 1 Timeline) | **Day One**  **Teacher Actions**   * arrange grouping in advance; have materials ready to distribute efficiently – 2-sided handout; guide students through biographical sketch on front, instruct individuals to carefully read the back, which will have one of four important events in Lawson’s life to read and analyze * distribute Timeline handout, and lead class through the multimedia presentation (Witness Walls: The Force of Nonviolence Day 1 Timeline)   [direct instruction] | **Day One**  **Student Outcomes**   * Students will have a solid understanding of who James Lawson is, and how his life story prepared him to play the role he filled in the Civil Rights Movement – reinforcing that one person’s life can make a difference in the world * Students will be aware of the dramatic role that Nashville played in the Civil Rights Movement, and of the timing of the events that brought about change – noting that it was a long road, but ultimately, a single day can bring about dramatic changes in the world |
| **☺ Sharing, Discussing, and Analyzing** (20 minutes) | | |
| **Day One**  **Detailed Procedure**   * Biography Jigsaw - students will share information from their individual stories with one another and determine together how to best complete the Biography Worksheet on James Lawson * Timeline of the Movement in Nashville – group discussion | **Day One**  **Teacher Actions**   * Distribute James Lawson Biography Worksheet while students read and answer the guiding questions related to the text they have read. Instruct that all four group members should have information to contribute to the graphic organizer; monitor/encourage groups * asking/answering questions throughout the presentation | **Day One**  **Student Outcomes**   * A cooperative experience wherein all contributed to completing a quick overview sketch James Lawson * Appreciation of how different the world was, just over 50 years ago; and how much people were willing to risk to change an unjust system – noting the special role that Nashville played in the process. |
| **🞐 Closing the Lesson** (2 minutes) | | |
| **Day One**  **Detailed Procedure**   * Article assigned as homework – an interview of James Lawson on Nonviolent Action (see materials and resources for link) * Exit ticket: on an index card students will write down (1) what they believe to be the strongest characteristic that James Lawson brought to the movement; and (2) what gave them the strongest emotional response when they learned about the important Civil Rights events that took place in Nashville | **Day One**  **Teacher Actions**   * Make 2-page article available to students by directing them to the link (see materials and resources) – digital copy or handout; assign students the task of highlighting the six most important quotes from the interview * Pass out index cards and pose Exit Ticket questions – review responses to revisit on day two | **Day One**  **Student Outcomes**   * Review James Lawson’s important role and evaluate/predict what they think will serve him best in his role with the Movement * Students have an opportunity to connect to history, and process the weight of what they have witnessed – reinforcing that important events happened in Nashville |

**Section II: Presentation – Day 2**

**Overview: This section focuses on the steps involved in presenting the lesson. The lesson presentation is divided into segments, such as “Framing the Lesson,” “The Texts and Task,” “Sharing, Discussing, and Analyzing” and “Closing the Lesson,” and “Extending the Learning.” For each of these lesson elements, there is an explanation of the procedure, teacher actions, and student outcomes.**

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| **🕭 Framing the Lesson:** (10 - 12 minutes) | | |
| **Day Two**  **Detailed Procedure**   * Read excerpts/compilation of responses from previous day’s exit tickets * 6-3-1 Activity – students are in the same groups as on Day one, but this activity will require the groups of four to be broken into two pairs. Students will compare the quotes they highlighted from the previous evening. After discussing why they selected what they did, the pairs will choose the three quotes they think are the most important or meaningful. Next the two pairs will reunite as a group of four, and from each group, one quote will be decided upon as the most important. Each group will be called upon to share out their selection. | **Day Two**  **Teacher Actions**   * Compile about two minutes worth of excerpts from the previous day’s exit tickets and read * Give instructions for the activity; monitor groups for students who didn’t complete the assignment, and to help keep students on task | **Day Two**  **Student Outcomes**   * Sufficient review to give students a chance to recall the previous day’s lesson / set tone for class * Peer generated / moderated academic discussions; opportunity to be persuasive, but forced to be cooperative; collaborative completion of a task |
| **👓 Exploring the Texts and Task** (20-25 minutes) | | |
| **Day Two**  **Detailed Procedure**   * Lawson’s Lessons Jigsaw – same groups of 4 – all members read their short excerpt text and answer the three or four guiding questions. The group will then fill out the summary activity together. * The Power of Nonviolence—from *A Force More Powerful* | **Day Two**  **Teacher Actions**   * Distribute the Lawson’s Lessons cards and review Jigsaw instructions; monitor group work; offer assistance where needed * Remind students that they will need the timeline sheet from Day 1, as they will be interacting with the back side of that sheet today (Philosophy of the Movement Worksheet) teacher will facilitate discussions after each segment where the students make written responses; will also answer any questions that arise | **Day Two**  **Student Outcomes**   * Students will gain an understanding of and appreciation for the teachings that gave individuals in the Movement the strength and determination to suffer for the benefit of others / for the greater good. * Students will seek to place themselves in the historical moment and imagine how they would respond; students will evaluate the success of the Movement and its strategies; and finally, students will compare and contrast the competing philosophies behind the conflict, evaluating the strengths and weaknesses of each |
| **☺ Sharing, Discussing, and Analyzing** (20 minutes) | | |
| **Day Two**  **Detailed Procedure**   * Lawson’s Lessons Jigsaw - students will share information from their lessons with one another and complete the summary activity worksheet * Philosophy of the Movement Worksheet - (1) personal response - students will answer questions related to how they would respond to the “counter rules” that governed demonstrators actions while participating in a sit-in; (2) pair share – considering the “success” of Lawson’s Lessons; and (3) whole group discussion comparison-contrast of the philosophies of the two sides in the Civil Rights Movement | **Day Two**  **Teacher Actions**   * Monitor the process, providing assistance as needed * Direct instruction; facilitating discussion | **Day Two**  **Student Outcomes**   * Students will gain an understanding of and appreciation for the teachings that gave individuals in the Movement the strength and determination to suffer for the benefit of others / for the greater good. * Students will seek to place themselves in the historical moment and imagine how they would respond; students will evaluate the success of the Movement and its strategies; and finally, students will compare and contrast the competing philosophies behind the conflict, evaluating the strengths and weaknesses of each |
| **🞐 Closing the Lesson** (2 minutes) | | |
| **Day Two**  **Detailed Procedure**   * Personal Reflections Response Sheet assigned:   ***Part One:*** Describe the conditions of life in Nashville in 1960, in terms of race relations. Imagining that you were a college student during that time period, where would you have seen yourself as far as involvement with “the Movement” is concerned?  ***Part Two:*** Specifically assess the personal impact of following “Lawson’s Lessons” as they relate to dealing with conflict and confronting injustice – on the personal level, as well as on a larger scale. Consider and support with solid reasoning whether you believe that the methods of nonviolent action, effective in the 1960s, would carry the same “force” in today’s world. | **Day Two**  **Teacher Actions**   * Assign and explain the personal reflection writing assignment. Determine if you want to assign both portions for some students, and only one for others. * Set a deadline that allows for students to give a thoughtful response | **Day Two**  **Student Outcomes**   * An integrated response to history – seeing themselves in the story, and attempting to learn from the lessons of the past |
| **🕮 Extending the Learning**   * Students could research other important leaders in of the Movement in Nashville in 1960, who would go on to national prominence (John Lewis, Diane Nash, Marion Barry, C.T. Vivian, etc.). Taking this information, they could then work together to create a class witness wall depicting the struggles that faced a segregated society in 1960, and highlighting the heroic and inspirational efforts made by these individuals, and others, to bring about a positive change in their world, highlighting the steps by which they made it happen. * The “Witness Wall” idea could be extended to other areas – for example, to include individuals who have been influential in expanding the notion of “equality” in the American experience, from Thomas Jefferson’s words in the Declaration of Independence, to voices speaking on behalf of women’s suffrage, the plight of Native Americans and new immigrants, etc.; or it could be used to witness the unique history of your school, or state * Research the work of Chenoweth and Stephan on *Why Civil Resistance Works: The Strategic Logic of* Nonviolent *Conflict* – empirical study of the effectiveness of nonviolent movements to bring about change in contrast to the traditional “power” model – surprising results over the past 100 years; for an overview, start with Chenoweth’s TedTalk: <https://www.youtube.com/watch?v=YJSehRlU34w> * Create a comic book celebrating Nashville’s Role in the Civil Rights Movement – in the spirit of the 1960’s depiction of the events surrounding the Montgomery Bus Boycott (could also compare to John Lewis’ recent comics March: Book One & Two) <http://mlk-kpp01.stanford.edu/primarydocuments/Comic%20Book%201957.pdf> | | |

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| **Appendices:**   * *Witness Walls* Intro PowerPoint Presentation (multimedia presentation) * Biographical Sketch of James Lawson access at: <http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_lawson_james_1928/> * Lawson Biography Jigsaw Activity and Graphic Organizer * Nashville’s Role in the Civil Rights Movement PowerPoint (multimedia presentation) * Timeline Handout * Homework Day 1: Interview of James Lawson on Nonviolent Action, access at: <http://www.sgiquarterly.org/feature2012jly-3.html> * Philosophy of the Movement Worksheet * Lawson’s Lessons – four text excerpts and overview worksheet * Witness Walls: Personal Response Sheet |