

Civil Rights Timeline

U.S. History

10th grade

Objectives:

- Students will be able to name key events/people from the Civil Rights Movement.
- Students will be able to understand how the topic of civil rights changes over time—from Reconstruction to the 1970's.

Standards and Benchmarks:

Social Studies

- [Standard 3.1](#) By using actual court cases, students will evaluate the effectiveness of civil and criminal courts in the United States.
- [Standard 4.2](#) Students will evaluate the responses of individuals to historic violations of human dignity involving discrimination, persecution and crimes against humanity.

Technology

- [Standard 2.4](#) Students will evaluate information received through technologies.
- [Standard 3.4](#) Students will use technologies to organize thoughts in a logical process.

***Lesson should take three days—two days in the computer lab and one day in classroom.

Materials:

1. Instructional [Handout](#)
2. Computer Lab with Internet connection and word processing
3. paper/scissors/glue for posting information and pictures
4. timeline somewhere in classroom (teacher or students can make the basic timeline and dates that need to be put up before presentations)

Procedure:

- ◇ Students will receive prior instruction on Reconstruction and discrimination against African Americans before the actual Civil Rights Movement.
- ◇ DAY ONE: Each student will be assigned a person/event/legislation having to do with the Civil Rights Movement. ([List of possible examples](#))

- ◇ Students will receive the Instructional Handout to explain what the assignment will be.
- ◇ Students will work in the lab on the first day to search the Internet on their assigned topics. Since students are required to cite the Internet sites they use for their information, students must keep track of where they 'surf.'
- ◇ DAY TWO: On the instructional handout, students are given three possible formats to use for typing up their information. On day two in the computer lab, students must type up their information and print their completed projects out. They must then mount their projects and pictures onto construction paper (to make them more 'presentable!') ☺
- ◇ DAY THREE: In the classroom, each student must report on their Civil Rights Movement subject by simply reading whatever they typed up to turn in. After they present the main points of their topic, each student will then tape their contribution to the timeline at the back wall in the classroom.
- ◇ When all students have reported, the timeline should be complete with events and people and legislation from the Civil Rights Movement, spanning from 1892 to the early 1970's.

**Teachers could also require students to write the main points of each presentation down so that the students would leave with a hard copy of material on the Civil Rights.

Closure:

Students will be graded out of 40 points. Twenty points are dedicated to the computer lab—if they worked hard both days in the lab, then they receive all twenty points. Along with those 20 points, students will receive ten points for discussing the MAIN points/ideas of their subjects, and then ten more points for citing an Internet source on their projects.