

Lesson Title	Pressing On - Civil Rights Movement Virtual Learning Journey
Grade Levels	2nd, 8th-12th
Timeline	1-2 45-minute class periods

STANDARDS

SS2H1 Describe the lives and contributions of historical figures in Georgia history.

f. Jimmy Carter (leadership and human rights)

SS8H11 Evaluate the role of Georgia in the modern civil rights movement.

b. Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.

SS8H12 Explain the importance of developments in Georgia since the late 20th century.

a. Explain how the continued development of Atlanta under mayors Maynard Jackson and Andrew Young impacted the state.

b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.

c. Evaluate the short-term and long-term impacts of hosting the 1996 Olympics on Georgia's economic and population growth.

SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations.

b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson's Great Society, following the assassination of John F. Kennedy.

c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the civil rights movement, the moon landing, and the war in Vietnam.

d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.

ESSENTIAL QUESTIONS

- How did Maynard Jackson, Andrew Young, and John Lewis all leave a lasting impact on Atlanta, Georgia, the United States, and the world?
- How has Atlanta's leadership transformed the city?
- How has Georgia changed since the civil rights movement of the 1950s and 1960s?
- What work still needs to be done in regard to civil rights and equality?

KEY VOCABULARY

Maynard Jackson, Andrew Young, John Lewis, mayor, equity, Hartsfield-Jackson International Airport, protest, sit-in, 1996 Olympics

MATERIALS

SOURCE: [GPB's Civil Rights Movement Virtual Learning Journey](#)

ENGAGE: Name the Difference Maker

EXPLORE: Big Paper; poster paper and writing utensil

EXPLAIN: Jackson/Young/Lewis chart, What Would They Tweet?

ELABORATE: Life Road Maps

EVALUATE: Name the Difference Maker, Closing

ENGAGE

STRATEGY: Name the Difference Maker

Give students a few minutes to think about a civil rights leader from their time in Georgia Studies or their virtual learning journey. Have them fill out the following sentence:

I believe that _____ is a difference maker because he/she _____.

Then have students share their sentences. These can be shared out loud, on paper, or on a digital platform. Take a few minutes to discuss what a difference maker does.

EXPLORE

RESOURCE (VIDEO): "Pressing On" section in the virtual learning journey

This video can be found in the [Civil Rights Movement Virtual Learning Journey](#).

STRATEGY: [Big Paper](#)

Have students watch the video entitled "Pressing On" from the virtual learning journey. Use this video as the stimulus for the "Big Paper" exercise.

FROM FACING HISTORY:

Select a Stimulus for Discussion

First, you will need to select the "stimulus"—the material that students will respond to. A stimulus might consist of questions, quotations, historical documents, excerpts from novels, poetry, or images. Groups can all be given the same stimulus for discussion, but more often they are each given a different text related to the same theme. This activity works best when students are working in pairs or triads. Each group also needs a sheet of big poster paper that can fit a written conversation and added comments. In the middle of each of these, tape or write the "stimulus" (image, quotation, excerpt, etc.) that will be used to spark the students' discussion.

PREPARE STUDENTS:

Inform the class that this activity will be completed in silence. All communication is done in writing. Students should be told that they will have time to speak in pairs and in the large groups later. Go over all of the instructions at the beginning so that they do not ask questions during the activity. Also, before the activity starts, the teacher should ask students if they have questions, to minimize the chance that students will interrupt the silence once it has begun. You can also remind students of their task as they begin each new step.

STUDENTS COMMENT ON THEIR GROUP'S BIG PAPER:

Each group receives a Big Paper and each student gets a marker or pen. Some teachers have each student use a different color to make it easier to see the back-and-forth flow of a conversation. The groups read the text (or look at the image) in silence. After students have read, they are to comment on the text and ask questions of each other in writing on the Big Paper. The written conversation must start on the topic of the text but can stray wherever the students take it. If someone in the group writes a question, another member of the group should address the question by writing on the Big Paper. Students can draw lines connecting a comment to a particular question. Make sure students know that more than one of them can write on the Big Paper at the same time. The teacher can determine the length of this step, but it should be at least 15 minutes.

STUDENTS COMMENT ON OTHER GROUPS' BIG PAPERS:

Still working in silence, students leave their groups and walk around reading the other Big Papers. Students bring their marker or pen with them and can write comments or further questions for thought on other Big Papers. Again, you can determine the length of time for this step based on the number of Big Papers and your knowledge of the students.

STUDENTS RETURN TO THEIR GROUP'S BIG PAPER; SILENCE IS BROKEN:

The groups reassemble back at their own Big Paper. They should look at any new comments written by others. Now they can have a free verbal conversation about the text, their own comments, what they read on other papers, and the comments their fellow students wrote for them. At this point, you might ask students to take out their journals and identify a question or comment that stands out to them.

DISCUSS AS A CLASS:

Finally, debrief the process with the large group. The conversation can begin with a simple prompt such as, "What did you learn from doing this activity?" This is the time to delve deeper into the content and use ideas on the Big Papers to draw out students' thoughts. The discussion can also touch upon the importance and difficulty of staying silent and students' level of comfort with this activity.

EXPLAIN

RESOURCE (DOCUMENT): Notable Georgians

STRATEGY: Jackson, Young, Lewis Chart

Have students read about the lives of Maynard Jackson, Andrew Young, and John Lewis. Then have students fill out the chart about their education, their role in the civil rights movement, and their contributions to Georgia/Atlanta.

This activity is available on page 6.

EXPLAIN

RESOURCE (DOCUMENT): Notable Georgians

STRATEGY: What Would They Tweet?

Have students read the biographies of Maynard Jackson, John Lewis, and Andrew Young. Then have them think of a few tweets the men would send about the following topics:

1. Atlanta
2. Civil rights
3. Pressing on

What would they say?

This activity is available on page 7.

ELABORATE

RESOURCE (VIDEO): Pressing On

This video can be found in the [Civil Rights Movement Virtual Learning Journey](#).

STRATEGY: Life Road Map

Have students watch the video “Pressing On” and read the “Notable Georgians” section. From there, have students create a “Life Road Map” of one of the notable Georgians. In this road map, students should include ...

1. The beginning of his life
2. The education he received
3. The hardships he faced
4. How he fought for civil rights
5. The accomplishments he gained

Students can draw this map on paper or create a digital version of this life road map.

EVALUATE

STRATEGY: Name the Difference Maker

Flip the script! Now, have students look back at their difference maker statements. Ask them to fill out a new statement:

I believe that I AM a difference maker because _____.

Have students share their sentences. How did the leaders of the civil rights movement inspire them? These can be shared out loud, on paper, or on a digital platform.

These can also be placed around the room and left as reminders to the importance of student voice.

DIFFERENTIATION

CHOICE AND VOICE

1. Make a storyboard or a comic that describes the life of Maynard Jackson or Andrew Young. This needs to be two pages long and can be a digital or paper version.

OR

2. Write a letter to an elected official about the accomplishments of John Lewis, and persuade him/her to create a state holiday in Lewis' honor. Remember to include information about Lewis' accomplishments.

OR

3. Write a letter to Andrew Young, John Lewis, or Maynard Jackson (choose one) thanking them for their contributions to Atlanta, Georgia, and the United States. Describe the lasting impact made by this person.

Name: _____

Pressing On Jackson, Young, Lewis Comparison

Directions: Click on the “Notable Individuals” tab on your GPB Virtual Learning Journey. Read about the lives and accomplishments of Jackson, Young, and Lewis. What education did these men receive? What were their respective roles in the civil rights movement? How did they contribute to Atlanta and Georgia?

Name:	Maynard Jackson	Andrew Young	John Lewis
Education?			
Roles in the civil rights movement?			
How did he contribute to Atlanta and/or Georgia?			

If you could interview one of these men today, what would you ask him? Develop five questions below that you would ask:

- 1.
- 2.
- 3.
- 4.
- 5.

NAME: _____

What Would They Tweet?

What would Maynard Jackson, Andrew Young, or John Lewis, tweet about the following? Choose the name of one of the men and create a tweet based on the topic.

Name:	Atlanta	Civil Rights	Pressing On
Maynard Jackson			
Andrew Young			
John Lewis			