**Future of the Civil Rights Movement Lesson Narrative**

**Task – Students will conduct a SNCC convention debate and vote on SNCC’s future direction in 1967.**

**Unit:** Civil Rights Movement

**Persistent Issue:** What should society do to promote fairness and justice for people who live within its jurisdiction?

**Central Question:** What’s the most effective way to create societal change during the Civil Rights Movement?

 **LESSON PURPOSES:**

1. Students identify the beliefs and philosophies of civil rights activists and groups.
2. Students articulate the competing perspectives during the civil rights movement.
3. Students differentiate between groups and methods to achieve equality.
4. Students show historical empathy through representation of assigned perspective in SNCC.

Lesson 1: Grabber

Lesson 2: Lecture over CRM Material

Lesson 3: Primary Source Analysis

Lesson 4: SNCC 1967 Convention Vote

Lesson 1: Grabber

During this lesson, the teacher will introduce the entire unit by announcing a new school policy, complete with a **letter from administration.** The teacher will show the letter on the board, which describes a new requirement that students must sit with other grade levels at lunch in the cafeteria in order to promote school unity and diversity. If students don’t voluntarily do this, lunch table seating will be assigned.

After reading the letter, the teacher can ask the following questions of students:

* Do you have any concerns about this policy that I can take to our school's leadership team or administration?
* Do you believe this will help with bullying/violence among the student body?
* Do you believe that this policy will help students form a more inclusive and open school community? Will it help decrease bullying?
* Does it benefit the underclassmen? Does it benefit the upperclassmen?
* Are there benefits to being able to sit at tables only with your grade?
* Do you have a better idea?
* Who agrees that this policy will be an overall good? Who opposes? (vote)

Segue:

After the vote, teacher will reveal that this letter isn’t real, but the student discussion mimics a discussion students in the 1960s had in an activist group called SNCC (Student Nonviolent Coordinating Committee.)

Teacher can say SNCC similarly discussed:

* inclusion in the context of the Civil Rights Movement.
* Who should lead this movement?
* Should it include white activists?
* What’s the best form of protest?
* Should we focus on laws/policies or creating our own strong, independent communities?

Teacher will reveal the central question (What’s the most effective way to create societal change during the Civil Rights Movement?) and demonstrate to students that they will be portraying the SNCC 1967 Convention at the end of the unit to answer these questions themselves.

Lesson 2: Lecture over CRM Material (1 to 2 class periods)

During this lesson, teachers will use their existing material and discretion to cover the following terms and people. The goal of this lesson is to have students articulate the stages of the CRM and the major players and issues (federal vs. state power, legal vs. non-violent protests).

The teacher should remind students that this contextual information is important for the SNCC Convention at the end of the unit. As members of SNCC, students would have been familiar with the history of the movement up to that point and would use that history and experience to create their positions for the future of SNCC and the future of the movement.

The teacher can, and is encouraged to, use multimedia – video, music, and photographs - from the period to situate students in the movement. Additionally, teacher can use scaffolded note organizers and/or a brief content quiz for students to retain the material.

Terms and people (not an exhaustive list): separate but equal, NAACP, Brown, Little Rock 9, federal vs. state power, Emmett Till, MLK, Malcolm X, SCLC, SNCC, Black Panthers, Black Power, Civil Rights Act of 1964, Voting Rights Act of 1965, Selma election 1967, Christian Freedom Party, Watts Riots

Lesson 3: Primary Source Analysis (1 class period)

During this lesson, teachers will use their existing material and discretion to conduct a primary source analysis of any (or multiple) of the following documents: Letter from Birmingham Jail, I Have a Dream, Ballot or the Bullet. Students will work either alone, pairs, or groups, to read and analyze the sources, answering comprehension questions to ensure their grasp of the material. Teacher will conduct a short discussion about the main points of each document at the end of class; they may use exit tickets to ask students which perspective they most agreed with and why.

The teacher should remind students that these writers and sources influenced the SNCC students whose perspectives they will be taking during the Convention. Many of the beliefs of these writers shaped the SNCC platform in the past, and will continue to do so in the 1967 vote.

Lesson 4: SNCC Convention Vote 1967 (2-3 class periods)

During this lesson, the teacher will moderate a convention to mimic the 1967 platform vote by SNCC.

To begin, teacher should ask students:

* What is SNCC? Do you know any SNCC members?
* Student Non-violent Coordinating Committee. John Lewis, Stokely Carmichael, Fannie Lou Hamer
* How is it different from other groups we’ve studied in the CRM?
* Student-led, non-violent, don’t want to be overshadowed by SCLC and King
* What events have SNCC participated in?
* Freedom Rides, Freedom Summer

After this review, teacher should reveal to students that in 1966 and 1967, SNCC was at a crossroads. Teacher and students will read the **“The Racial Divide in the United States in 1967: A Vote for the Future of the Movement” overview scaffold** together to situate themselves and reveal the task before them: voting on a new platform for SNCC in 1967. An adapted scaffold for students on a lower reading level can be found **here.**

Teacher will reveal the fictional perspectives of the SNCC members present at the Convention and show students that each perspective brings a different view on the three voting topics discussed in the overview scaffold. Teacher will then move students into those groups (either 4 or 5 students) and provide each group with their assigned perspective and associated scaffolds (**group profiles (on level and accommodated for lower reading levels)**, **culminating activity instructions**, **spokesperson & aide prep sheet**, **cross examiner prep sheet**, and **perspective cheat sheet**).

Together as a class, teacher will read over the **culminating activity instruction sheet** and have students pick roles that are best suited for them. Teacher will then show examples of what a convention looks and sounds like (**SNCC debate powerpoint**). Teacher will show students the **convention schedule** and who will speak and at what time. Teacher will remind students that at the end of the convention, the entire class will drop their assigned perspective and act as neutral members of SNCC and vote on its new platform based on the arguments made during the convention.

If desired, teacher can also remind students that many SNCC members were not much older than they are now – feeling similar feelings of frustration and fear about their current political climate. SNCC’s vote in 1967 reminds us that students have the power to be involved politically and affect the future of their country.

At this point, teacher can ask for questions and release students to start with reading their **perspective profile** first as a group, then beginning to work on their assigned roles.

Teacher will soft scaffold around the room, reminding students that both the text and quotes on the **profiles** provide material for arguments for their positions. Teacher should remind students that the arguments are not printed on the **profiles** for them; they must create and support the arguments in their own words. We anticipate students may struggle on creating cross examining questions and answers – have them refer to the models printed on the scaffolds as well as the **Perspective Cheat Sheet.**

On the second day of the activity, the teacher will moderate the convention using the **SNCC Debate Moderator Script**. The teacher will begin by reiterating the three topics to be decided on today: inclusion vs. exclusion, non-violence vs. violence/self defense, and political equality vs. economic equality. The teacher will show the **convention schedule** on the board so students know where they are during the period. Teacher may also show the **Historical Examples from the Civil Rights Movement Sheet** during the convention to encourage students to use evidence from the unit to prove their positions. Plan for at minimum ten minutes for each of the three debates.

The teacher will begin with each team’s positions, then transition into the debate portion. During each group’s explanation of their positions and their cross examination and answers, teacher can also serve as a recorder and write/type student statements on the board to help visualize the debate and record arguments in their **DRC**. Teacher may also score students’ participation in the convention using the **SNCC Convention Rubric**. Teacher should encourage a responsible use of convention norms (stomping feet, “hear hear,” hiss) during the debate. It is up to teacher’s discretion, but it may be beneficial for all views on inclusion to present first, then all views on exclusion, followed by the cross-examination period.

After all debates have been concluded, the teacher will instruct students to drop their roles and vote anonymouslyon each part of the potential SNCC platform, based on their own views. This can be done via Microsoft Forms, Google Forms, or on a sheet of paper collected at the end. Before teacher reveals the votes, teacher will have students share out what arguments won them over for each side.

After the completion of the SNCC platform vote, students will break out into jigsaw groups to finish completing the other perspectives on their Convention Platform DRCs. Groups will be made up of one student from each perspective. Students will report out their perspective for the other group members to fill out on their chart.

Teacher will reveal the overall votes and tell students that even if they didn’t agree with the final outcome, they will get the chance to fully explain their views in a letter to the editor of SNCC’s newspaper, *The Student Voice.* Teacher will provide students with the **Letter to the Editor** scaffold and provide students with time in class to write the four paragraph essay, using the **model** provided about Confederate Secession.