**Most Southern Place on Earth**

**Lesson Plan**

**Summer 2018**

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**Story-boarding Civil Rights**

**Characters from the Mississippi Delta**

Given the lesson students will study the life of a Civil Rights activist from the Mississippi Delta.

**Lesson Objectives:**

**1.**  Students will critique the life of a person from the Mississippi Delta to determine interesting, significant and unusual events and qualities of that person’s life specifically focusing on his/her character.

**2.** Students will analyze those interesting facts in relation to that person as a leader.

**3.** Students will review maps to determine geographicallocations of special events in that person’s life.

**4.** Students will consider the obstacles the person had to overcome to be successful.

**5.** Students will evaluate historic details and demonstrate how they impacted that person’s life.

**6.** Students will peruse various forms of literature to collect and select facts about the character.

**7**. Students will organize information chronologically.

**8.** Students will assemble data in an eye-appealing, structured, reader-friendly format on the storyboards.

**9.** Students will display and explain their storyboards as a group to the class and discuss the character qualities that are worthy of emulation.

**Common Core Standards for Pennsylvania**

**CC.8.5.11-12.G.** 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.

**CC.8.5.11-12.B.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**C.C.8.1.12.C.** Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard Research)

**C.C.1.8.11** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**C.C.8.1.12.B.** Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

**Duration*:*** Two to three class periods – extend as needed

**Set-up:** Have all the materials and character packets on a central table easily accessible to all groups.

**Materials:**  Index cards, scissors, railroad board, glue sticks, maps, and globes. Have enough character packets (with a brief synopsis on the outside) so that each group has a different character. Have the students choose which character they want based on the synopsis; they should not open the packet. Character packets can include stories, biographies, newspaper articles, obituaries, brochures, advertisements, timelines, art, music, lyrics, poetry, photos, postcards etc. of one person so that students have a variety of choices of what they want to include.

**Character Packets:** Fannie Lou Hamer, June Johnson, Louis Allen, Medgar Evers, Amzie Moore, Mickey Schwerner, Andy Goodman, James Chaney, Charles Paynes, Ethel Sawyer, Janet Jackson, Geraldine Edwards, Evelyn Pierce, Claire Collins Harvey,  Joan Trumpauer, Bob Moses,  Mary Lee Burke, Victoria Gray, Annie Devine, Hartman Turnbow, Bob Moses, Reverend George Lee, Lamar Smith, Herbert Lee, Griffin McLaurin

**Anticipatory Set:** At each group’s table have a set of comic strips that have about eight frames (from the Sunday newspaper) cut apart so that each frame is a single piece. Store the comic strips in zip lock baggies and be sure they are disordered. Tell the students they have five minutes to work together to assemble their comic strip correctly so that the storyline makes sense.

**Procedures:**

Explain that the comic strips are similar to something they are going to do - storyboarding. Explain how films are made using storyboards: “Storyboarding is a process used by the film industry which allows them to show a movie shot by shot with still pictures before the filming ever begins. Once the shots are laid out in the order in which they want them, they can tell whether they need to insert something for a transition, shoot from a different angle, delete something or make other changes.”

Divide the students in each class into groups of four (planned in advance), ensuring that you have a balance of leaders and followers in each group. Direct the students to work together in their groups to develop a storyboard of their person’s life. Give the group their character packet. They may focus on a specific phase or feature of their person’s life such as his childhood, youth or adulthood, or they may focus on his entire life from birth to death. They may use any of the materials in their packet to gather data. They will write the points of interest on the index cards or draw pictures on the cards to represent items of significance in their person’s life. Give them a few Start-Up Prompts to get started.

**Start Up Prompts**

1. Brainstorm and write down what you think was important about your character. It can be physical, relational, professional or other characteristics. What events related to the person were important? Who were the key people in his/her life? What circumstances were unique to the era in which he/she lived?
2. Write or draw your ideas on index cards
3. Lay the cards on the board in chronological order.
4. Decide where you need more information and what you might add to make it more interesting and attractive.
5. When you have made your final selections, glue the cards to the boards and plan as a team how you will explain your storyboard to the class.

**Modifications/Adaptations:** May have to extend the project into another day or two depending how involved the students become.

**Extensions:** They may want to do a storyboard of their own lives and plan for the future. The more a person has a visual concept of who he wants to become, the more likely he is to achieve that.

**Technology:** I would not need any technology.

**Assessment:** I would assess the group based on participation, quality of display, effort invested and presentation. Each member of that group would get the same score.