

Gale Lesson Plan

Biography In Context: Evaluation of Civil Rights Leaders

GRADE LEVEL: 7-12

SUBJECT/CONTENT: Social Studies (Government, Civics, U.S. History)

SUMMARY OF LESSON: Students will read a variety of biographical information about Martin Luther King, Jr. and Malcolm X. They will use the information they find to create storyboards and scripts for political spots promoting their assigned figure as the the most influential leader in the American civil rights movement.

FOCUS QUESTION: What contributions did Martin Luther King Jr. and Malcolm X make to the American civil rights movement? How do our perspectives affect how we view a person and his/her accomplishments?

RESOURCE: *Biography In Context*

LEARNING EXPECTATION: As a result of activities, students will understand the contributions made by Martin Luther King, Jr. and Malcolm X. They will also learn how different sources affect our perspectives of people and their accomplishments.

PROCEDURES:

Steps/Activities by the Teacher:

- In a class discussion, ask students what they know about Martin Luther King, Jr. and Malcolm X. Have students think about how these two men influenced the civil rights movement.
- Put students into groups of four. Half of the groups will research Martin Luther King, Jr. and the other half will research Malcolm X.
- Assist students in accessing *Biography In Context*. Instruct the groups to search for biographical information about either Martin Luther King, Jr. or Malcolm X. Using either the **Basic Search** or **Browse All People**, guide students to locate the topic page for each person. Encourage students to explore all content types including multi-media (images, video, and audio).
- Instruct students to utilize the tools in *Biography In Context*. They can use the **Highlights and Notes** tool to spotlight, take notes, and annotate information they find in their research.
- To save their search results, have students use the workflow tools to **Send to Google Drive, Send to OneDrive, Print, Email, or Download**.
- Explain to students that they will be handing in a works cited or bibliography page along with their final project. Show students how to use the **Citations Tools** in *Biography In Context*.
- After exploring this material, ask students to brainstorm a list of reasons why the person they researched is the most influential civil rights leader.
- Instruct students to use these ideas to create a script and storyboard for an advertisement that would promote their subject as the most influential civil rights leader.
- Have each group present their script and storyboard to the class.
- Following the presentations, lead a class discussion comparing and contrasting the information used by each group. Talk about how the different sources used influenced each group's perspective.

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Steps/Activities by Student(s):

- In groups of four, research either Martin Luther King, Jr or Malcolm X. Use *Biography In Context* to locate biographical information about your subject. Explore all content types including available images, video, and audio.
- Read the material you find on your subject. Use the **Highlights and Notes** tool to spotlight, take notes, and annotate information you find in your research.
- To save your search results, use the workflow tools to **Send to Google Drive**, **Send to OneDrive**, **Print**, **Email**, or **Download** to save all of your information.
- Use **Citation Tools** in *Biography In Context* to cite the materials you find. You will be handing in a works cited or bibliography page along with your final project.
- Once you finish exploring the information in *Biography In Context*, think about how your subject contributed to the civil rights movement.
- Working in your group, use your research to brainstorm a list of reasons why your subject should be considered the most influential civil rights leader.
- Use the brainstorm list to create a script and storyboard for an advertisement that will promote your subject as the most influential civil rights leader.
- Present the script and storyboard to the rest of the class.
- After the presentations, participate in a class discussion about how the sources used by different groups influenced their perspectives.
- Hand in your script, works cited or bibliography page, and storyboard.

OUTCOME: Students will compare and contrast the messages of the commercials and discuss how different sources impact perspective.

RELATED ACTIVITIES:

Civics

After the presentations, ask the students to vote for the person they think is the most influential civil rights leader. Students may be asked to write a follow-up on the following topic:

“How does our perspective affect how we view people and situations? Use several examples from class presentations in your explanation.”

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