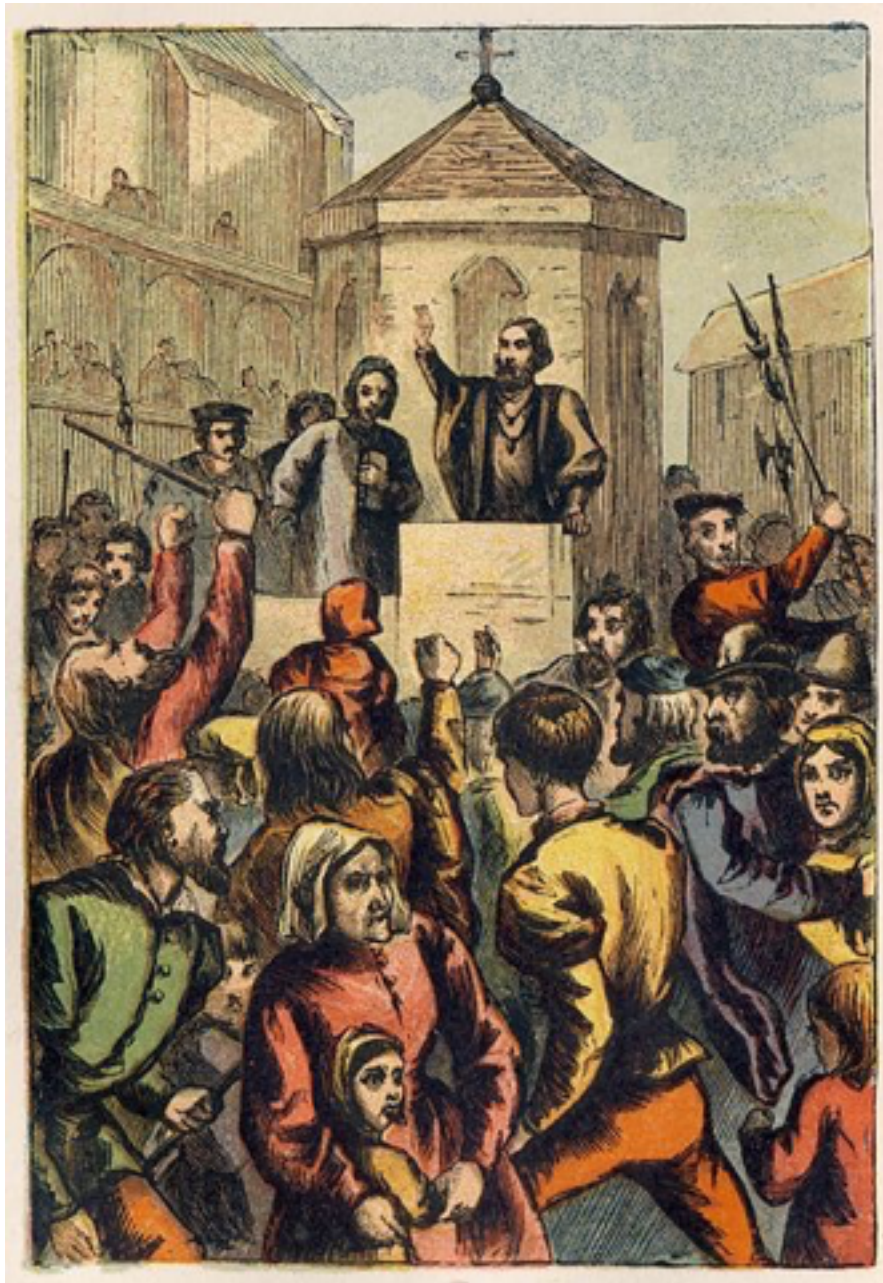


Civil Rights

in the English Speaking World



Foxe's Book of Martyrs Plate VI - Bradford Appeasing the Riot at St. Paul's Cross by Joseph Martin Kronheim (1810-1896) [Public domain], via Wikimedia Commons



Civil Rights

In the English Speaking World



Image in public Domain Artist unknown.
Fetched from https://commons.wikimedia.org/wiki/File:1890sc_Artwork_07.jpg

Content

Outline

<u>part 1</u>	<u>p. 3</u>
<u>part 2</u>	<u>p. 3</u>
<u>part 3</u>	<u>p. 3</u>

Lesson plan - for students and teacher

<u>Lesson 1</u>	<u>p. 4</u>
<u>Lesson 2</u>	<u>p. 6</u>
<u>Lesson 3</u>	<u>p. 8</u>
<u>Lesson 4</u>	<u>p. 9</u>

Writing Instructions

<u>Making an oral presentation</u>	<u>p. 10</u>
<u>General Writing outline</u>	<u>p. 11</u>
<u>References</u>	<u>p. 12</u>

<u>List of Links</u>	<u>p. 13</u>
--------------------------------------	------------------------------



List of assignments (homework)

See outline and lesson plan for details

Homework 1	Topic & sources
Homework 2	References
Homework 3	Oral Report (speech)
Homework 4	Written report (text)

Outline

Part 1. Pick one area related to civil rights in the English Speaking World...

- Black civil rights,
- women's lib,
- gay civil right,
- civil rights of war veterans,
- civil rights of indigenous populations and ethnic groups,
- civil rights of religious groups

... Today or in the past.

Part 2. Research your topic. Include...

- background and information. (Sources needed)
- compare with your own country, but this does not have to be extensive. (Sources needed)
- your own thoughts on the issue.

Part 3. Witten and Oral Presentations. You can choose to make a live presentation in class or you make a recorded digital presentation which you then show in class. You should also turn in a text on your topic.

Before you make your presentation you should hand a list of **sources**.







Time frame: You have 2 weeks to prepare and compete this project. Presentations at the end of the 2nd week.



Please note! The lesson plan is constructed for lessons which are 90-120 minutes long. For shorter lessons the planned content needs to be spread out over two or more lessons.

Lesson plan for students & teacher

Lesson 1 - Civil Rights

- I. Introduction to the work unit: written instructions are given out, explanations: requirements and time frame etc (see **Outline** above). 
- II. Martin Luther King Jr. is a logical starting point for the project *Civil Rights - in the English Speaking World*. The teachers gives an introduction to the Black Civil Rights Movement in the USA.
- A. Presentation Martin Luther King Jr. Keynote. Also available at <http://www.youblisher.com/p/1211842-Martin-Luther-King-Jr-The-Civil-Rights-Movement/> 
- B. On [National Geographic's web page you can find background and vocabulary](#) useful for studying the issue.
- C. A [timeline](#) is also useful,
- D. and [Martin Luther King Jr.'s famous speech](#) is easier to follow if you can also read the [text](#) as you listen. 
- E. For those who want to know more – [The King Center](#) is a good place to start.
- F. [National Geographic](#) also has more material for those who want to focus on other areas of civil rights (click below).
- III. Watch TEDTalk, *Yoruba Richen: What the gay rights movement learned from the civil rights movement* http://www.ted.com/talks/yoruba_richen_what_the_gay_rights_movement_learned_from_the_civil_rights_movement 
- For those who want to read as well as listen there is a transcript of the whole speech http://www.ted.com/talks/yoruba_richen_what_the_gay_rights_movement_learned_from_the_civil_rights_movement/transcript?language=en 
- You can also read the TEDBlog, *What the LGBT movement learned from civil rights: Yoruba Richen at TED2014* <http://blog.ted.com/what-the-lgbt-movement-learned-from-civil-rights-yoruba-richen-at-ted2014/>
- IV. After watching the film, together in class discuss Civil right in the USA and compare to the situation in your own country. 



- V. Introduce other areas of civil rights in the English speaking world.
- A. Australia - for example The Stolen Children / and other indigenous populations
 - B. Women's lib
 - C. War veterans
 - D. Religious groups
 - E. ... and suggestions from the students

VI. Students start looking for information and to decide their topic.

- A. A document with a list of sources should be set up;
 - See below for how to write your list of references.
 - Use the Harvard generator <http://www.harvardgenerator.com/>
- B. This first list are possible sources to work with such as: text, film, audio... (links), books, etc. This list you should then continue to work with as you research your project.



Homework for next lesson:

Homework 1: As preparation for next lesson - choose one area of civil rights and start looking for information. Your choice should be set before next lesson. Turn in your chosen topic to your teacher and your list of sources so far. Name your document *Civil Rights_references_class_your name*.

(Also see instructions *Outline for students* above)

Lesson 2 - Civil Rights

I. The teacher starts the lesson with asking students about their work so far.



II. The teacher introduces a short background to slavery in the USA

A. Watch *Origins of Slavery in America* <http://www.history.com/topics/black-history/slavery/videos/origins-of-slavery>



B. Students then read the text that supplements the film (same link as above).



C. More information can be found at <http://spartacus-educational.com/USAslavery.htm>

III. The teacher the introduces a short background to Australia's Stolen Generations. "The term "Stolen Generations" is used for Aboriginal people forcefully taken away (stolen) from their families between the 1890s and 1970s, many to never to see their parents, siblings or relatives again. Because the period covers many decades we speak of "generations" (plural) rather than "generation"



A. *A guide to Australia's Stolen Generations* <http://www.creativespirits.info/aboriginalculture/politics/a-guide-to-australias-stolen-generations#axzz3l8JuREVm>



B. Also watch (if possible) a short extract from the motion picture Australia, where the boy Nullah is taken.



IV. Continue with a group activity.

"Group activity (in class) - In groups of 3-5 students discuss and compare the different Issues of slavery in America and The Stolen Children in Australia.



Hand in: Either take notes or make a recording of your discussion and hand in **before the end of the lesson.**



V. Students continue their work with researching their chosen topic. Save the search results and add these to the document 'list of sources' already set up.

VI. The teacher shows students how to use the HarvardGenerator <http://www.harvardgenerator.com/> for referencing web sources. Just cut and paste your url (the text in your search window) and you will get a proper reference, which you then cut and paste into your reference list.



A. An example: The film *Australia* (below) with the link <http://www.imdb.com/title/tt0455824/> Should look like this...

Australia (2008) - IMDb. 2015. Australia (2008) - IMDb. [ONLINE] Available at: <http://www.imdb.com/title/tt0455824/>. [Accessed 08 September 2015].

... in your list of sources



Homework for next lesson:

Homework 2: Hand in a document with your list of sources in proper format using the HarvardGenerator <http://www.harvardgenerator.com/> for referencing. Name your document *Civil Rights_references_class_your name*.

Extra: The motion picture *Australia* (with Nichole Kidman and Hugh Jackman) <http://www.imdb.com/title/tt0455824/> can be watched with this project and the situation of the child Nullah discussed and analysed as an example of one 'stolen child'.



Lesson 3 - Civil Rights

I. The teacher starts the lesson with "how to make a speech"



II. *How to Do a Presentation in Class* <http://www.wikihow.com/Do-a-Presentation-in-Class> have tips and help along the way



III. Students start preparing their speech. Use the General Writing Outline (p.)
(See instructions above)



Homework for next lesson:

Homework 3: Finish your presentations so that you can present next lesson.

Lesson 4 - Civil Rights

I. Student presentations

II. After all presentations are done, the teacher gives individual feedback on the presentations. While this is going on students also work with general language proficiency (grammar, vocabulary etc.), using workbooks or online exercises.



A. Grammar: <https://internetochallt.wordpress.com/lankar/engelska/english/grammar/>

B. Exercises & Recourses: <https://internetochallt.wordpress.com/lankar/engelska/english/exercises-resources/>



Homework for next lesson:

Homework 4: You should also report your work in the form of text. This essay should cover the same topic and using the same references as your oral presentation. For structuring you text use the General Writing Outline (p. 10, below).

General Writing Outline



Good planning always lies behind a well-written text.

- Welcome any ideas on the topic at hand.
- Write them down as they appear. (Brainstorming).
- Read them through. Which are relevant? Who is the receiver of the text? What is the object of the text? Should it amuse, inform, argue? Erase what is unsuitable.
- Decide in which order the relevant ideas are to be used.
- How to best start and conclude the text?
- Write a draft first, then read it, revise it and make a fair copy.

Introduction: The 1st paragraph. Here you catch the reader's interest, and explain the topic of the text. One way of beginning is to make a bold and controversial statement or with an open question.

Main Part: usually of 2-4 paragraphs long. Be explicit and easy to follow. Deal with one thing at a time. Use links between your thoughts and arguments. This makes the text easier to read.

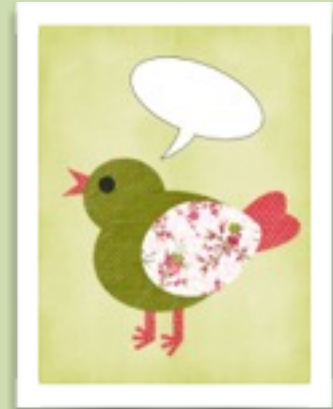
Conclusion: The final paragraph. Here you put together the message of your text. Be explicit and clear to make the reader remember your text and its message. Strive to connect the introduction with the conclusion. If the text started with an unanswered question, give the answer in the conclusion.

Useful linking expressions: to begin with, secondly, furthermore, in addition, on the other hand, however, contrary to, in spite of, although, even though, finally, in conclusion.

Making an Oral Presentation

When making an oral presentation in class, you must know your subject well and convince your audience that they have something to gain from listening to you. Here are some things you can do to make an effective oral presentation.

- **Be prepared.**
- **Know your audience.**
- **Be positive.**
- **Don't read your presentation.** Talk to your audience. Use your notes as prompts as needed.
- **Provide examples.**
- **Use visual aids.** Visual aids are supplements to what you say, not replacements for what you say.
- **Maintain eye contact.** Shift your eye contact around the room so that everyone feels that you are talking to them.
- **Use your voice effectively.** Vary the tone of your voice. Be positive and careful not to talk too quickly.
- **End on a high note.** Leave your audience feeling upbeat about what they have just heard.



INSTRUCTIONS for REFERENCES

List of sources

Use the Harvard generator <http://www.harvardgenerator.com/> for your sources.

This will give you links and other sources in correct format after the Harvard referencing system.

An example:

Martin Luther King Jr. and Civil Rights | Internet och allt. 2015.
Martin Luther King Jr. and Civil Rights | Internet och allt. [ONLINE]
Available at: <https://internetochallt.wordpress.com/2015/01/20/martin-luther-king-jr-and-civil-rights/>. [Accessed 25 September 2015].

Note!

There are different systems for referencing. Harvard referencing however is one such system widely used.



List of Links - Civil Rights

Australia:

Australia <http://www.imdb.com/title/tt0455824/>

A guide to Australia's Stolen Generations <http://www.creativespirits.info/aboriginalculture/politics/a-guide-to-australias-stolen-generations#axzz3l8JuREVm>

Black Civil Rights:

Presentation Martin Luther King Jr. Keynote. <http://www.youblisher.com/p/1211842-Martin-Luther-King-Jr-The-Civil-Rights-Movement/>

[National Geographic's web page you can find background and vocabulary](#)

Martins Luther King Jr. [timeline](#)

[Martin Luther King Jr.'s famous speech](#) (voice) and [text](#)

[The King Center](#)

Origins of Slavery in America <http://www.history.com/topics/black-history/slavery/videos/origins-of-slavery>

<http://spartacus-educational.com/USAslavery.htm>

More Civil Rights:

[National Geographic](#)

TEDTalk, *Yoruba Richen: What the gay rights movement learned from the civil rights movement* http://www.ted.com/talks/yoruba_richen_what_the_gay_rights_movement_learned_from_the_civil_rights_movement

transcript of the whole speech http://www.ted.com/talks/yoruba_richen_what_the_gay_rights_movement_learned_from_the_civil_rights_movement/transcript?language=en

TEDBlog, *What the LGBT movement learned from civil rights: Yoruba Richen at TED2014* <http://blog.ted.com/what-the-lgbt-movement-learned-from-civil-rights-yoruba-richen-at-ted2014/>

Presentations:

How to Do a Presentation in Class <http://www.wikihow.com/Do-a-Presentation-in-Class>

How to reference:

the Harvard generator <http://www.harvardgenerator.com/>

Other resources:

Exercises & Recourses: <https://internetochallt.wordpress.com/lankar/engelska/english/exercises-resources/>

Grammar: <https://internetochallt.wordpress.com/lankar/engelska/english/grammar/>



"STONEWALL" JACKSON AT BULL RUN.

Image in Public Domain



The End of the work unit *Civil Rights in the English Speaking World*

This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License

