

Local History Digital Time Capsule: Civil Rights Movement, North Carolina, and Rocky Mount
Jeremy Bolding: Teacher, Rocky Mount High School

Overview

The following is a lesson plan theme that I've used before in a multitude of courses and topics. The basic skeleton and framework of the assignment is very adjustable. The time capsule works so long as students must perform the higher order functioning processes of justification and synthesis. The following is a digital time capsule, that students can create individually or in groups, where they research and incorporate sources and events, in which they create a 'time capsule,' in which they discuss/justify eight total items, events, leaders, or ideas that are significant enough to incorporate into the Civil Rights Movement time capsule. Four of these must be from the national movement level, such as Martin Luther King Jr., Ella Baker, the 'I Have a Dream Speech' transcript, etc. Two of the events must come from North Carolina and its involvement in the Civil Rights Movement, and two must incorporate Rocky Mount's role (or other local community) in the Civil Rights Movement. Students should be given access to the Rocky Mount Mills websites and other online documents to help their research. Directions for the document have been added to the bottom of the lesson plan, as well as links to several websites. Teachers also have the option to streamline the research process if they wish. For example, include eight or so national ideas, leaders, etc that already deserve a place in a time capsule, six state figures, or four items from the local level. This is of course optional, and would only serve those classes that may struggle with self-directed research.

Course & Grade

American History II
IB History of the Americas
AP U.S. History

Materials

- Computers and Access to internet
- Pencil & Paper
- Method of Projecting information
- Premade directions for students
- Links and documents at the bottom of the lesson plan

Duration

This lesson can take between 60 to 90 minutes, depending on the length of individual procedures.

Teacher Preparation

Students should have a general knowledge of the difference between primary and secondary sources, as well as a general working knowledge of the major events of the national Civil Rights Movement of the 20th century. Optional: Place the students in pre-decided groups of 2-3.

***All of the information above provides “at a glance” overview information for the activity. The following sections provide the step by step instructions and resources for actually implementing the activity.*

Procedure

These numbered teacher-instructions should be a concise, step-by-step procedure for implementing the activity. Procedures, like good stories, should have a beginning, a middle, and an end. The procedure should be written as a set of instructions/teaching steps to be taken, using professional directive voice, refraining from using “I” or “you.” For example:

1. As a warm up, teachers should project the definition of a time capsule and include the following questions:
1. What does it mean for an item to go into a ‘time capsule,’ 2. If someone is selecting between several items, what does it say about the particular selected item, for it to have been chosen, 3. If you had to make a time capsule about your life up to this point, what 3 items would go in it and why? (10 minutes)
2. Next, instructors should navigate a brief discussion regarding the student’s answers to the questions. Don’t get too bogged down with students defending their choices for their own personal time capsule, as this will take up much of your time. The student’s answers are important to them and they want them to be important to you as well, so collect the answers before moving on and be sure to comment on them and provide feedback, showing the students that their answers and possible heart felt responses weren’t overlooked. The main purpose of this portion is to ensure that the students can discern between significance of items and justify the reasoning for that significance. (5 to 10 minutes)
3. Next, instructors should divide the students into groups of 2-3, and can be done however the instructor sees fit. Justifications tend to work well when individuals must justify to peers, instead of simply in their head. However, the assignment is doable without groups, and is up to the instructor’s discretion. (2 to 3 minutes)
4. Next, once the students are in groups, the instructor should display the directions while they review them. However, it is typically beneficial if the students have had the directions shared with them through some other secondary method such as Google classroom, Edmodo, Google Drive, etc. (3 to 5 minutes)
5. Next, the students will begin working on their own research, and begin exploring the sites, conducting their own research, and finding documents regarding their local community’s history with the struggle for Civil Rights. The documents and events wouldn’t necessarily have to come from the Civil Rights’ Movement of the 1950s and 60s, would need to have their importance justified nevertheless. (45 minutes -60 minutes)
6. In total, the students should incorporate justifications and research at the National, State, and Local level of the Civil Rights Movement, totaling eight items, as broken down in the aforementioned overview.
7. Once the students have completed their research, they are to share the document with the instructor for evaluation. (2 minutes)

Student Handouts/Documents to share

Create and insert any materials needed to complete the lesson. An example might be an oral history evaluation worksheet, a project description, images, an article students are to read, etc.

Civil Rights Movement Time Capsule Project:

With 1-2 other people, you are to create a Google document (Time capsule). In this document, you are to select the desired number of leaders, events, or ideas from the National, State, and Local events of the Civil Rights Movement, for a total of 8 items. 4 items must come from the national level, 2 from the state level, and 2 from the local level. In your document, you are to write a paragraph explaining **WHY** each of the items you choose deserve to go into the Civil Rights Movement time capsule. Why were they important to the success of the movement? How did these items or themes represent the movement? In what part of the movement were they important? How did they influence or change racial relations or improve Civil Rights? Also, a description of the event/person/idea/leader/etc. needs to be included as well. If it's a person, tell when they lived and when they died, what they accomplished. Your descriptions of the objects will make up most of the grade for this assignment. Overall, each object you choose needs a picture, and must have an accurate description of why this item represents the Civil Rights Movement.

Requirements:

- Your group member's names at the top.
- The 8 objects you choose, 8 photos, 8 paragraph descriptions
- List of sources you use, links to where you found your information.
- Share the document with me once your group is finished.

*Since this is a group project, you both need to be working!

Sites:

Local History Site: <https://rockymountmill.prospect.unc.edu/>

Civil Rights Movement Database: <http://crdl.usg.edu/?Welcome>