

## Lesson Plan 4:

### Community Organizations in Civil Rights Protests

*Purpose/Rationale:* This lesson focuses on the process of planning the publicity for a protest rally on a current local or global issue.

*Lesson Objectives:* Students will develop the ability to use language and style skillfully to develop and present a publicity plan for a protest rally.

*Common Core Standards:*

9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10. WHST.6 Use technology, including the Internet to produce, publish, and update individual or shared writing projects, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Time Needed: 90 minutes

Materials Needed:

- NAACP Publicity Handbook and copies of the group assignment, Power to the People, and scoring rubric.

**Instruction:**

1. Have students get out their journals and write about the prompt: "What are the most important issues either nationally or globally that you feel people need to be aware of?" Let students write for 2 minutes then lead a short discussion of their ideas. Write the main issues students come up with on the board. (10 min)
2. Hand out the NAACP "Publicity Handbook". Allow students a few minutes to scan over the document. Next lead a short discussion about the need for a "Publicity Handbook" and how it would look different if written today. Possible questions for discussion: What is the role of media in getting a message out? Who would need/use a document like this? What media is still relevant today and what 'new' media would be needed for a modern protest? (15 min)
3. Hand out the Power to the People assignment. Read it over with the class, focusing on the role of each group member: coordinator, rally planner, written media, digital media. Also review the scoring rubric, emphasizing the specific ways in which the student will demonstrate the ability to use language and style to effectively communicate.

4. Divide the class into groups of 3-4 students and have them decide on an issue about which they want to raise awareness. Each student will be assigned one portion of the assignment. While students are discussing their topic, the teacher can check in with the groups to make sure they understand the assignment and have a topic they can agree on. (10 min)
5. Students work on their projects for the remainder of the class period. Schedule the presentation day/time for the publicity presentations.

Assessment of Student Learning: See scoring rubric below.

Extensions/Modifications:

- Students can research and write a short (one-page) biography of a Civil Rights leader and how that person used protest in his/her work.
- If technology is not available, students can write out their parts in a ‘newspaper’ type format and deliver their video ‘live’ to the teacher and class.

Supplementary Materials/Handouts:

- Power to the People: Publicity Plan for a Protest Rally
- Create a “Publicity Plan” for a protest rally with your group. Each member of the group will be responsible for one part of the plan.

Step 1—Determine the issue you want to raise awareness about with a rally. Issues can be either national or global (e.g., climate change or raising the minimum wage).

Step 2—Assign roles to the group members:

- ⇒ Coordinator: The coordinator will be responsible for creating a web site to host all the media.
- ⇒ Rally Planner: The planner will need to write up an event flyer to be posted on the website and also printed to be handed out to people. The planner will need to decide the when/where of the rally (or march). The information needs to include when/where to meet, any special instructions like types of signs, what to wear, what to do if there is a problem, etc.
- ⇒ Written Media: The written media person is responsible for writing a 200-300 word press release that can be sent to local news media and/or posted on Facebook or blogs. The press release should address the ‘nuts and bolts’ of the rally and some information about why the issue is important. The written media person will also write four tweets to be posted on the days leading up to the rally.

⇒ Digital Media: The video media person is responsible for creating two short PSA (public served announcement) videos (one 20 second, one 90 seconds) to give information about the upcoming rally. The longer video should include more information about why the issue is important as well as the ‘nuts and bolts’ of the rally.

Step 3—Presentation. Once all the information is compiled on the website, the group will present the website to the class.

**Power to the People Publicity Plan: Scoring Rubric**

HIGHLY PROFICIENT	PROFICIENT	NEARLY PROFICIENT	DEVELOPING
Language and style are used skillfully in a manner appropriate to the content area. This may mean:	Language and style are appropriate to the content area. This may mean:	Language and style may not be appropriate to the content area or may not be used effectively. This may mean:	Language and style are not appropriate to the content area. This may mean:
I show careful thought and consideration in the format I use to present my ideas.	I can use a format that is appropriate to the purpose	I may struggle to use a format that is appropriate to the purpose	I don't use a format appropriate to the content area or purpose
I use language and style with precision in order to convey my ideas	I use language effectively to communicate my ideas	I may not use language or style effectively to communicate my ideas	I put little to no thought into using language and style carefully to communicate my ideas
I communicate in a manner that is compelling and captures my audience's attention	I can communicate in a way that is engaging.	My language may not engage my audience effectively.	I do not communicate in a way that engages people