LESSON ELEVEN

Post-Assessment: What Have We Learned?

LESSON OVERVIEW
Students reflect on the unit and record something they have learned. Students share their stories, poems, and ideas and then complete a post-assessment.

OBJECTIVES
• In this lesson, students will reflect on their leaning in this unit and demonstrate their progress through a post-assessment.

ESSENTIAL QUESTIONS
• What is the lasting impact of the Civil Rights Movement?
• How has the idea of democratic citizenship changed since the end of the Civil Rights Movement?

KEY CONCEPTS
• Conflict
• Movement
• Democratic citizenship

GROUPING
• Whole class
• Small heterogeneous group

MATERIALS
Teacher Materials
• Teacher Resource 11.A: Copy of lyrics to “The Times They Are A-Changin”
• Downloaded copy of “The Times They Are A-Changin” by Bob Dylan
• Charts completed in Lesson One
• Documents used in Lesson One
• 4x6 index cards (one per student)

Student Handouts
• Handout 11.1: Post-Assessment

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<td>Democratic Citizenship</td>
<td>Historical Inquiry &amp; Historiography</td>
<td>Historical Empathy</td>
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Project C ivi s
THE COLLEGE OF WILLIAM & MARY

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INTRODUCTION/HOOK
Begin this session by playing Bob Dylan’s “The Times They Are A-Changin.” Display the lyrics and/or provide student copies. Ask students to reflect on the lyrics and suggest in what ways they are reflective of the Civil Rights Movement.

Ask:

*It is said that the Civil Rights Movement was important for all Americans. Do you agree or disagree with this statement? In what ways did the Civil Rights Movement impact your life?*

*Is the election of President Obama a reflection of the impact of the Civil Rights Movement? Why or why not?*

LEARNING ACTIVITIES
Give each student an index card on which to record his/her response to the question.

Ask:

*What is one thing you know now that you did not know at the beginning of this unit on civil rights?*

Allow students a few minutes to record their statements. Collect their cards and read several of their responses aloud, encouraging commentary about things they recorded. Remind students of the day they began this unit and the things they recorded as their prior knowledge. Tell students that today is an opportunity to revisit those same questions and record more of what they know now as a result of their participation in the unit.

Distribute copies of the post-assessment and ask students to work alone to complete it. Let them know that, just as you did with the pre-assessment, you will be giving them general feedback about how well the class has demonstrated their knowledge.

Teacher Notes


✓ Review student post-assessments and share general commentary with the class during your next meeting with them. Emphasize the positive aspects of the unit, their participation, and their learning.
LEARNING ACTIVITIES (continued)

After students have completed the post-assessment, invite students to share the signs, songs, short poems or stories they selected or wrote as reflections on their thoughts, beliefs, and values related to the Civil Rights Movement.

Encourage them to display their reflections in an appropriate place in the classroom and/or online.

DEBRIEFING
Conclude the unit with a discussion of democratic citizenship and what it means to the students. Ask students to share ideas with each other in small groups. Let each group share one idea.

These responses were the homework assignment from the previous class session. Plan for a display space for student reflections and sharing.

HOMEWORK
None