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## Lesson Overview

### Lesson Photo



**Title:** Good Trouble: US Civil Rights (29)

**Short Description** Good Trouble: US Civil Rights Movement

**Introduction** (up to 150 Characters) - Join activists of the US Civil Rights Movement as they march, ride, sit, and stand while being catalysts for Good Trouble, racial justice, and equality.

**Student Ages** (select up to three choices)

8-10, 11-13, 14-18

**Subjects** (select up to three choices)

History, Service Learning & Social Good, Leadership

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**Skills** (select up to three choices)

Character, Citizenship, Critical Thinking

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## Lesson Plan

This is the third lesson in the series “Good Trouble”. In this lesson, students will learn about the Civil Rights Movement in America and its impact on the African-American community and their fight for racial justice and equality in the United States.

**Learning Objectives** (recommend between two and five, each up to 150 characters)

SIGNIFICANT CONTEXT: Students will develop an understanding of the U.S. Civil Rights Movement.

HEROIC CONTEXT: Students will identify important people and events of the U.S. Civil Rights Movement and their role within this movement.

HISTORICAL/POLITICAL AWARENESS: Students will develop a better understanding of how the activists of the Civil Rights Movement challenged the norms, policies, and legislation that existed to lead to a change in society.

SOCIAL JUSTICE MOVEMENT: Students will develop a better understanding of how to make meaningful choices to influence positive changes for others.

### Essential Question

*What impacts did the Civil Rights Movement’s fight for racial justice and equality have on U.S. Society and the Black Community?*

### Guiding Ideas and Questions (up to 3,000 Characters)

- What was the context in which the U.S. Civil Rights Movement occurred?
- What were some of the different types of non-violent protests used during the Civil Rights Movement?
- Who were some of the key figures of the Civil Rights Movement?
- What were some civil rights organizations and what role did they play in the movement?
- What were some of the major events/locations of the Civil Rights Movement?
  - Who were the Freedom Riders/Greensboro Four and what impact did they have on the Civil Rights Movement?
  - Why were sit-ins popular during the Civil Rights Movement?

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- What were Jim Crow Laws and what impact did they have on the black community and society in the south?
- How did segregation impact society during the 1950s-1960s (e.g., education, business, etc.)?
- What were some of the rights the Civil Rights Protestors were fighting for?
- How did activists of the Civil Rights Movement influence the government and impact change?
- What important legislation was passed as a result of the activists' protests and good trouble?

### **Teacher Preparation for Lesson:**

- Select the video from the Teacher Resources section below that is appropriate for the grade level that you teach.
- Pre-teach - racial injustice, sit-ins, boycotts, segregation, discrimination, integration, Jim Crow
- Research other resources and videos that include the role of children in the Civil Rights Movement.
- Select images to print or share digitally for the photo analysis activity.
- Print/digitally share the photo analysis document.
- Create a class Wakelet for students to add to their Sway.

### **Differentiation:**

- Use the Immersive Reader to support students
- Allow students to work with partners or in groups as they work through the student activities.
- Allow students to use the extension activities to go deeper with the content.

### **Teacher Resources**

A short list of external resources can include:

- [Civil Rights Timeline](#)
- [Claudette Colvin The Girl that Came Before Rosa Parks](#) Montgomery (video)
- [Bet You Didn't Know: Rosa Parks/History Channel](#) Montgomery(video)
- [Bet You Didn't Know: March on Washington/History Channel](#) (video)
- [John Lewis' This is It Moment at the March on Washington](#) (video)
- [Bombing of the 16<sup>th</sup> Street Baptist Church](#) (Birmingham)
- [Congressman John Lewis' Firsthand Account of Bloody Sunday](#) (Selma)
- [John Lewis Reflects on Selma](#)
- [March from Selma to Montgomery](#)
- [Reflections on the Greensboro Lunch Counter](#)
- [Who were the Freedom Riders: The Civil Rights Movement](#)

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- [BrainPOP Civil Rights Movement](#)

### Virtual Field Trips/Interactive Trails

- [United States Civil Rights Trail](#)
- [Civil Rights Trail Interactive Map](#)
- [Discover the U.S. Civil Rights Trail](#)

**Note:** Encourage students to curate their own *reliable* sources of information as well.

Applications to consider for content curation include Wakelet, OneNote, or Microsoft Word.

**Lesson Details:** Suggested lesson times are included. This lesson is designed to take place over the course of one or two class periods. Portions of the lesson could be assigned to be completed at home (i.e., watch video, complete research, student reflection, extension activities).

### Student Activities (up to 3,000 Characters)

#### Whole Class Activity

##### 1. Photo Analysis

The teacher will begin the lesson by **posting four** of the following pictures (**grade level appropriate**) for a Gallery Walk:

- [Ruby Bridges School Integration](#)
- [John Lewis Edmund Pettus Bridge](#)
- [John Lewis Bloody Sunday](#)
- [Lunch Counter Sit-in](#)
- [March on Washington](#)
- [March on Washington 2](#)
- [Protest in front of Woolworth](#)
- [Selma to Montgomery March](#)
- [Students Attached by Police Dogs- Birmingham](#)
- [Fire Hoses used against Protesters](#)

Working in groups, students will analyze these images from the Civil Rights Movement:

- Make observations
- Use evidence from the images to support inferences they make
- Use one of the Photo Analysis documents (located in the external resources) to complete this assignment.
- The teacher will then show one of the following videos:

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- [Congressman John Lewis' Firsthand Account of Bloody Sunday](#) (Selma)
- [John Lewis Reflects on Selma](#)

## **2. Minecraft Good Trouble: Civil Rights Movement (60 minutes)**

- Have students enter the Minecraft Education Edition Good Trouble World and, in the lobby, click on Dr. Martin Luther King Jr. to teleport to the Civil Rights Movement. Here they will join Congressman John Lewis, Dr. Martin Luther King, Jr., Rosa Parks, and many activists of the Civil Rights Movement as they march, ride, sit, and stand together against racial injustice while acting as catalysts for Good Trouble, positive change, racial justice, and equality for the Black Community.
- Students will meet Dr. Martin Luther King Jr. in front of the Woolworth's store in Greensboro, NC where they will also meet the Greensboro Four and learn about the Good Trouble they caused as they staged a sit-in at a segregated lunch counter.
- Students reflect on what they learned about the Greensboro Four and think about a time they (or a friend) were excluded because of their identity. How did you feel? Write your reflection using the Minecraft Book and Quill.
- Students will continue to explore the Civil Rights Movement World as an investigative reporter.
  - Document what you see by taking pictures of the various scenes using the Minecraft camera. Be sure to include a couple of selfies as well. (4-5 pictures)
  - Describe in detail the scenes by answering the following questions:
    1. What do you see?
    2. Describe the people?
    3. What are they doing?
    4. Is the scene inside/outside
  - Be sure to include Young John Lewis at the Edmund Pettus Bridge (Selma, AL).
  - Be sure to include Rosa Parks (Montgomery, AL)
  - Be sure to include the Greensboro Four (Greensboro, NC)
- Research some of the scenes to have an accurate account of the event for your investigative report (videos, images, text)
- Use the Minecraft book and quill to document your investigation.

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- g. Export your Minecraft book and quill to share your report with your audience.

### 3. Reflection

Now that you have learned about the Civil Rights Movement in the United States and had a chance to meet Young John Lewis and many of the other activists of this movement and learned how they got into Good Trouble, reflect on what you learned and explain why Good Trouble is sometime necessary. Also include an example of how you have gotten into Good Trouble by standing up for someone else.

#### Extension Activities:

- **Virtual Field Trip along the Civil Rights Trail:** Working in small groups (3-4) have students participate in an **interactive field trip** to learn more about the Civil Rights Movement. Use the [Civil Rights Trail Interactive Map](#)
  - Students select a state from the map to learn more about the Civil Rights Movement in that State [Discover the U.S. Civil Rights Trail](#)
  - Document what you discovered (text, images, video)
  - Create a Sway to present your information
  - Each group adds their Sway to a class Wakelet created by the teacher
- **Making Connections** Compare/Contrast the Civil Rights Movement and the Black Lives Matter Movement
  - How are they alike?
  - How are they different?
    - Use text, videos, images to support your answers
- **More than a Hamburger** (Lunch Counter Sit-ins) - Ella Baker repeatedly tried to explain that the sit-ins of the 1960s were about “more than a hamburger,” despite the immediate goal of being served at lunch counters. Explain what she meant and what strategies she and other college students used to achieve their goals. [More than a Hamburger](#)

#### Performance Expectations (up to 3,000 Characters)

At the end of this lesson:

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- Students will understand how the fight to end racial injustices and the implementation of Jim Crow laws led to the Civil Rights Movement
  - Students will understand the different forms of protests that were used during the Civil Rights Movement.
  - Students will understand the terminology associated with racial injustice and discrimination as it pertains to the Civil Rights Movement.
  - Students will understand how a variety of people displayed empathy and understanding and protested alongside African-Americans during the Civil Rights Movement
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## External References

External Reference (recommend no more than five, for each external reference you need a URL and a description under 50 characters)

1. [Civil Rights Timeline](#)
  2. [Good Trouble Lesson Photo Analysis Document](#)
  3. [Photo Analysis Doc for Young Students](#)
  4. [Photo Analysis Doc for Intermediate Students](#)
  5. [Picture This!](#)
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## Supporting Files

Supporting File (recommend no more than five, file formats supported are DOC/DOCX, GIF, JPG, MP3, PDF, PNG, PPT, PPTX, TXT, WMA, XLS/XLSX, XPS, and ZIP)