

Two-Week Lesson Plan

Medgar Evers Makes a Difference in Mississippi

(Civic Action and Civil Rights)

Grade Level: 8th Grade Mississippi Studies

Length: 10 class periods (50 minutes each)

Mississippi Academic Standards

MS.8.1: Analyze the significant figures...of the Civil Rights Movement (e.g. Medgar Evers, Myrlie Evers)

MS.8.2: Discuss the significant strategies used within the Civil Rights Movement.

MS.8.3: Examine organized resistance to the CRM in MS and how it shaped the conflict between the State and Federal Governments.

MS.8.4: Evaluate the lasting impact of the Civil Rights movement on Mississippi.

Compelling Question

How can one individual influence social and political change?

Supporting Questions

1. Who was Medgar Evers and what motivated his activism?
2. What strategies did Medgar Evers use to challenge segregation in Mississippi?
3. Why did Medgar Evers' assassination have such a powerful national impact?

Day 1

Objective: Students will analyze the historical context of Mississippi during the Civil Rights era and begin exploring the role of Medgar Evers.

Film Clip: "Ghost of MS" (3:30 - 7:30) - Assassination of Evers and his last words.

Documentary Clip: Everlasting documentary (1:12:00 - 1:17:47) – (Kennedy speech and daughter's account)

Learning Activities:

- Bell ringer: What makes someone influential in history?

- Watch film clip and discuss first impressions.
- Introduce compelling question and class brainstorm.
- Watch documentary clip

Formative Assessment: Exit ticket: List two challenges the Evers' family faced during the Civil Rights movement.

Day 2

Objective: Students will explain how Medgar Evers' early experiences influenced his activism.

Documentary Clip: Everlasting documentary (2:00–08:04) – Early life and experiences with Jim Crow MS.

Learning Activities:

- Warm-up: How can childhood experiences shape beliefs?
- Brief lecture on primary and secondary sources.
- Watch documentary and complete biography worksheet.
- Create a timeline of key events in Evers' life.

Formative Assessment: Teacher review of timeline accuracy.

Day 3

Objective: Students will analyze how Medgar Evers began organizing communities through his work at Mound Bayou.

Documentary Clip: Everlasting documentary (16:43–21:13)

Learning Activities:

- Bell ringer: Where in MS is Mound Bayou? MS Cities Map quiz.
- Watch documentary clip
- Short lecture on Mound Bayou.
- Small group activity briefly describing and structuring a unique and ideal community.

Formative Assessment: Brief presentation by each group explaining their “ideal community.”

Day 4

Objective: Students will understand the impact Medgar Evers' military service had on his work in the Civil Rights Movement.

Documentary Clip: Everlasting documentary (9:44-12:27).

Learning Activities:

- Kahoot: Reviewing World War II

- View documentary clip.
- Edpuzzle review: identify primary and secondary sources in documentary clip.
- Short lecture on desegregation of U.S. military and its impact on Civil Rights

Formative Assessment: Results of Kahoot and Edpuzzle

Day 5

Objective: Students will examine the treatment of African American and other minorities in the Jim Crow south.

Documentary Clip: Everlasting documentary (33:10 - 34:24) “Back of the bus”

Documentary Clip: Everlasting documentary (25:12 - 28:21) “Till and lynching”

Learning Activities:

- Kahoot review: Rosa Parks, the Montgomery Bus Boycotts, and Plessy v. Ferguson
- View documentary clip (33:10 - 34:24)
- Class discussion: Why does treatment in public places matter?
- View documentary clip (25:12 - 28:21)
- Notebook reflection: What were some common struggles minorities faced under Jim Crow?

Formative Assessment: Kahoot review and notebook reflection check

Day 6

Objective: Students will evaluate strategies used by Evers and the Civil Rights Movement.

Documentary Clip: Everlasting documentary (39:01 - 43:10) “protest/integration”

Documentary Clip: Everlasting documentary (1:04:38 - 1:07:48) “Woolworth sit-in”

Learning Activities:

- Bell ringer: Why do people protest? Students “hot potato” share responses
- View documentary clip. (39:01-43:10)
- Edpuzzle review: Why were the people in the clips protesting?
- View documentary clip. (1:04:38 - 1:07:48)
- Strategy chart identifying problem, strategy, and result.
- Class debate on most effective civil rights strategies.

Formative Assessment: Edpuzzle results and completed strategy chart.

Day 7

Objective: Students will analyze resistance to the Civil Rights Movement in Mississippi.

Documentary clip: (28:21 - 31:20) “Citizen’s Council”

Learning Activities:

- Kahoot Presentation: Historical profile of Ross Barnett
- Watch documentary clip
- Primary source analysis of newspapers, footage, and photographs.
- Think-Pair-Share discussion: What reasons did people have for resisting civil rights for minorities?

Formative Assessment: Short written reflection on ideas expressed in Think-Pair-Share discussion.

Day 8

Objective: Students will examine the events surrounding Medgar Evers' assassination.

Documentary Clip: Everlasting documentary (1:07:49 - 1:23:25).

Learning Activities:

- Watch documentary clip.
- Discussion of assassination events.
- Teacher explanation of Byron De La Beckwith.

Formative Assessment: Students list three facts about the assassination.

Day 9

Objective: Students will begin planning their summative performance task.

Learning Activities:

- Students form small groups to complete a presentation on the life of Medgar Evers.
- Review documentary evidence and notes.
- Use Chromebooks to compile a visual presentation, short story, or essay.
- Teacher conferences with students.

Formative Assessment: Submission of project outline.

Day 10

Objective: Students present their summative performance tasks.

Learning Activities:

- Students complete summative essays, short stories or presentations.
- Peer discussion and reflection.

Formative Assessment: Summative performance task submission.

Summative Performance Task

Students respond to the prompt: 'How did Medgar Evers influence social and political change in Mississippi and the United States?' Students must construct a visual presentation, "based on a true story" short story, or collaborative essay on the life of Medgar Evers and his impact on the world around him.