

# LESSON PLAN

## Equality and Freedom

**Level:** Low Intermediate, Intermediate

**Suggested Length:** 2 class periods

### Civics Test Questions

- #6 – What is one right or freedom from the First Amendment?
- #48 – There are four amendments to the Constitution about who can vote. Describe one of them.
- #60 – What group of people was taken to America and sold as slaves?
- #74 – Name one problem that led to the Civil War.
- #77 – What did Susan B. Anthony do?
- #84 – What movement tried to end racial discrimination?
- #85 – What did Martin Luther King, Jr. do?

### Key Vocabulary

equality, inequality, value, struggle  
minorities, decent, housing, gain,  
available, suffragette  
influential, campaign, advocate,  
treatment, organize, protest, arrest  
agricultural, plantation, personal  
property, disagree  
minister, racial discrimination,  
segregation, nonviolent protest,  
deserve, exist, Nobel Peace Prize

## Objectives:

Students will:

- discuss issues of inequality in the United States
- identify rights in the First Amendment
- explain the roles of Susan B. Anthony and Martin Luther King, Jr. in U.S. history
- explain the history of slavery in the United States
- understand racial discrimination and the civil rights movement in the United States
- identify Martin Luther King, Jr. Day as a national U.S. holiday

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## Materials:

U.S. and world maps

Handouts: *Equality and Inequality*, *Fighting for Our Rights in America*, *Susan B. Anthony and Her Contribution*, *From Slavery to Freedom*, and *Martin Luther King, Jr. and the Civil Rights Movement*

8.5" x 11" visuals

**Intermediate Level Equality and Freedom Lesson Answer Key**



## Lesson Overview and Notes to Teacher:

This lesson outlines the importance of Susan B. Anthony and Martin Luther King, Jr. in U.S. history, highlighting information about the civil rights movement and a review of the First Amendment and voting rights.

The lesson includes 8.5" x 11" images to display in class. Instructions for each handout are described below. The Key Vocabulary on the first page of the lesson plan is generally more advanced than the words in the vocabulary lists for the reading and writing portions of the test. However, learning these words will help the students develop a deeper understanding of the concepts in the lesson. Consider teaching these key words as part of your introduction to this lesson.

Throughout the lesson, there are readings to provide background on the various topics. Use the same process for reading each handout with your students. This process is described below in the instructions for the handout *Fighting for Our Rights*. At the end of each reading, students can practice the specific test items covered in that handout. There is a small-group activity at the beginning of the lesson using photo prompts to discuss issues of equality and inequality in U.S. history. For deeper exploration of the objectives, the lesson also offers activity ideas, such as researching a website, discussing a topic, and writing an essay. A suggested discussion activity about Dr. King's "I Have a Dream" speech will help students understand its relevance in their lives. The final handout is a summary of all the Civics Test items covered in the lesson.

**Equality and Inequality:** Write the words **equality** and **inequality** on the board and ask the students to give examples of each word from current and past events (voting rights, education, etc.) From the 8.5" x 11" images, display the three photos from this handout on the board. Read over the paragraphs together and discuss the activity. Have the students form pairs or

small groups, and choose one image to discuss. As a group, they should list five things they notice about the image. Circulate and provide guidance as they work. Once they finish, discuss each image as a whole class, highlighting the issues of equality and inequality.

**Fighting for Our Rights:** Display the 8.5" x 11" images that support this handout and discuss them with the class before reading the text. To begin the reading, have the students silently read the paragraphs on the handout. Tell them to underline any new words while they read. When they finish, read the paragraphs aloud while they listen silently. As you read each phrase or sentence, pause to ask if there are any words they do not know. Read the paragraphs aloud again, this time without stopping. As a final step, go back to the beginning of the reading and model each sentence

one at a time with the students repeating after you. If you wish, call on volunteers to take turns reading each sentence aloud. Then have the students fill in the answers to the Civics Test items at the bottom of the handout. Review them together, modeling the pronunciation of each question and answer.

For further practice, use the activity "Reflect on the Reading" for a small-group discussion topic or for a writing assignment.

**Susan B. Anthony and Her Contribution:** Display and discuss the 8.5" x 11" images that support this handout. Ask the students about how rights for men and women in their native countries compare with

those in the United States. Review the reading as previously described in the instructions for the handout *Fighting for Our Rights*.

**From Slavery to Freedom:** Display and discuss the 8.5" x 11" images that support this handout. Refer to world and U.S. maps to give an overview of the history of slavery in the United States. Draw a timeline on

the board so that students can follow the historical points discussed in the reading. Review the reading as previously described.

**Martin Luther King, Jr. and the Civil Rights**

**Movement:** Display and discuss the 8.5” x 11” images that support this handout. Review the reading as previously described.

Discuss the meaning of the word “dream” as used in Dr. King’s “I Have a Dream” speech. Ask the students what dreams they have. Depending on your class’ interest and available technology, your students can view the speech together in class. It may be found online, on DVD, or on video from your local public library. When introducing Dr. King’s speech, reassure

the students that even though they may not understand every word, there are important words that they will be able to recognize such as free, freedom, and dream. Tell them to listen for these words during the speech. The original speech is 17 minutes long so you can either show it in its entirety or view the final 6 minutes of the speech that are most commonly recognized and quoted. It would be advisable to preview the speech before sharing it with your class to decide how best to present it to your students.

**Civics Test Questions—Equality and Freedom:**

This handout lists the seven Civics Test items in this lesson. You can use this exercise for pair work where

the students take turns interviewing each other, or you can assign it for homework.



*Susan B. Anthony*  
*Courtesy of the Library of Congress, LC-DIG-ggbain-30125.*

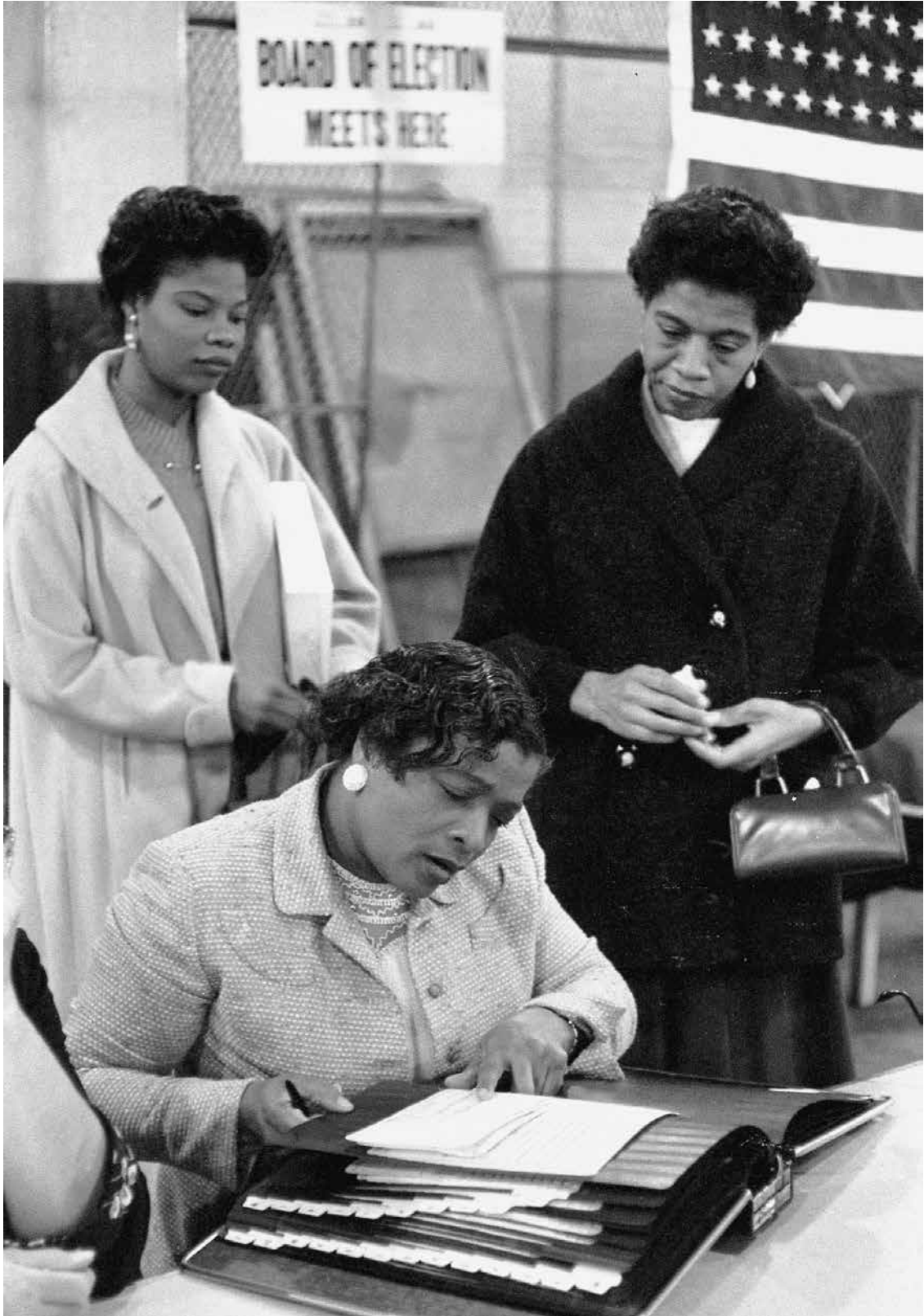


*Women petitioning for the right to vote in New York State, ca. 1917.  
Courtesy of the Library of Congress, LC-USZ62-53202.*

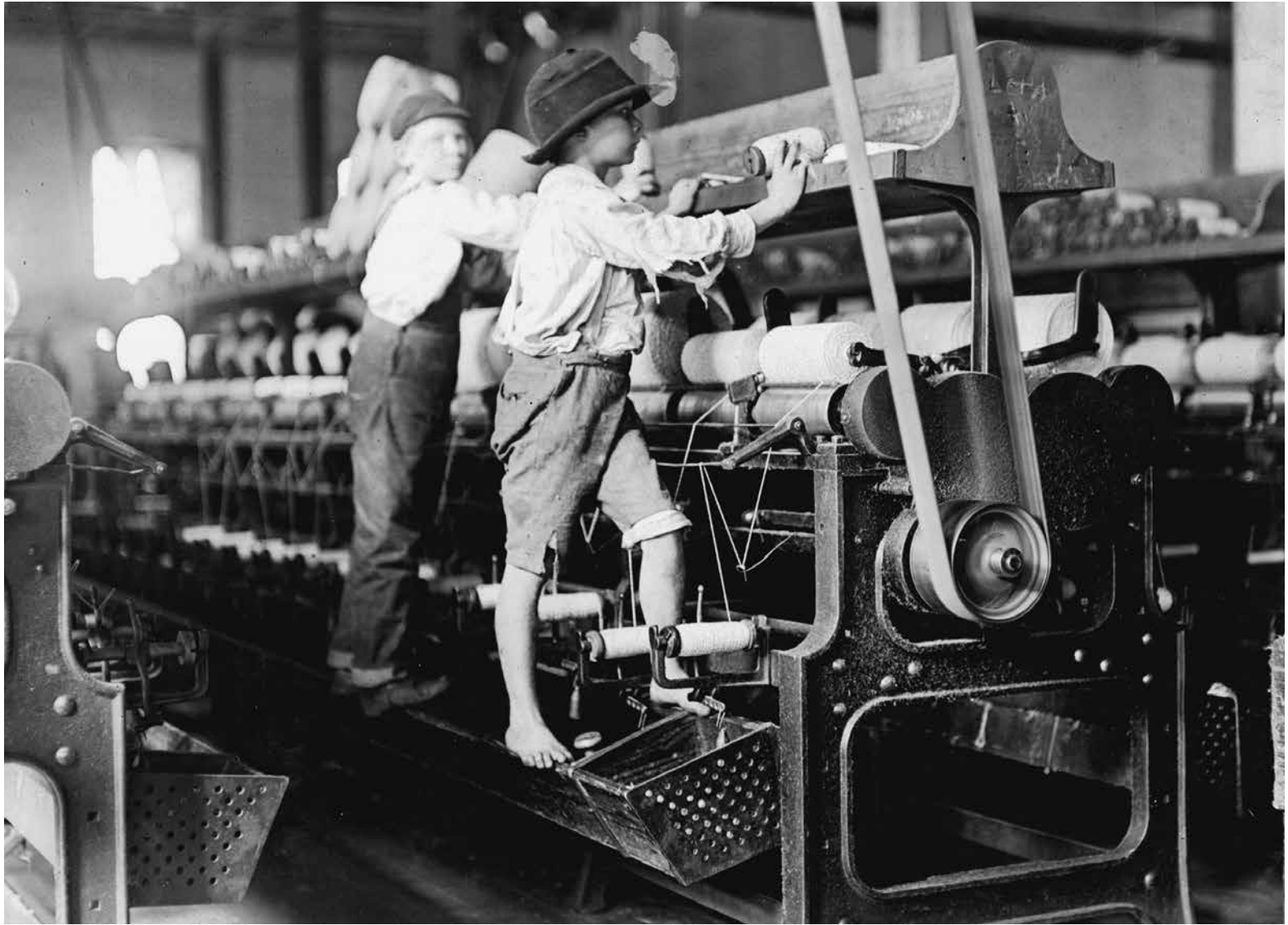


*Until 1920, women were not allowed to vote in political elections. This image shows women, known as suffragettes, petitioning for the right to vote in Washington, D.C., February 1917.*

*Courtesy of the Library of Congress, LC-USZ62-31799.*

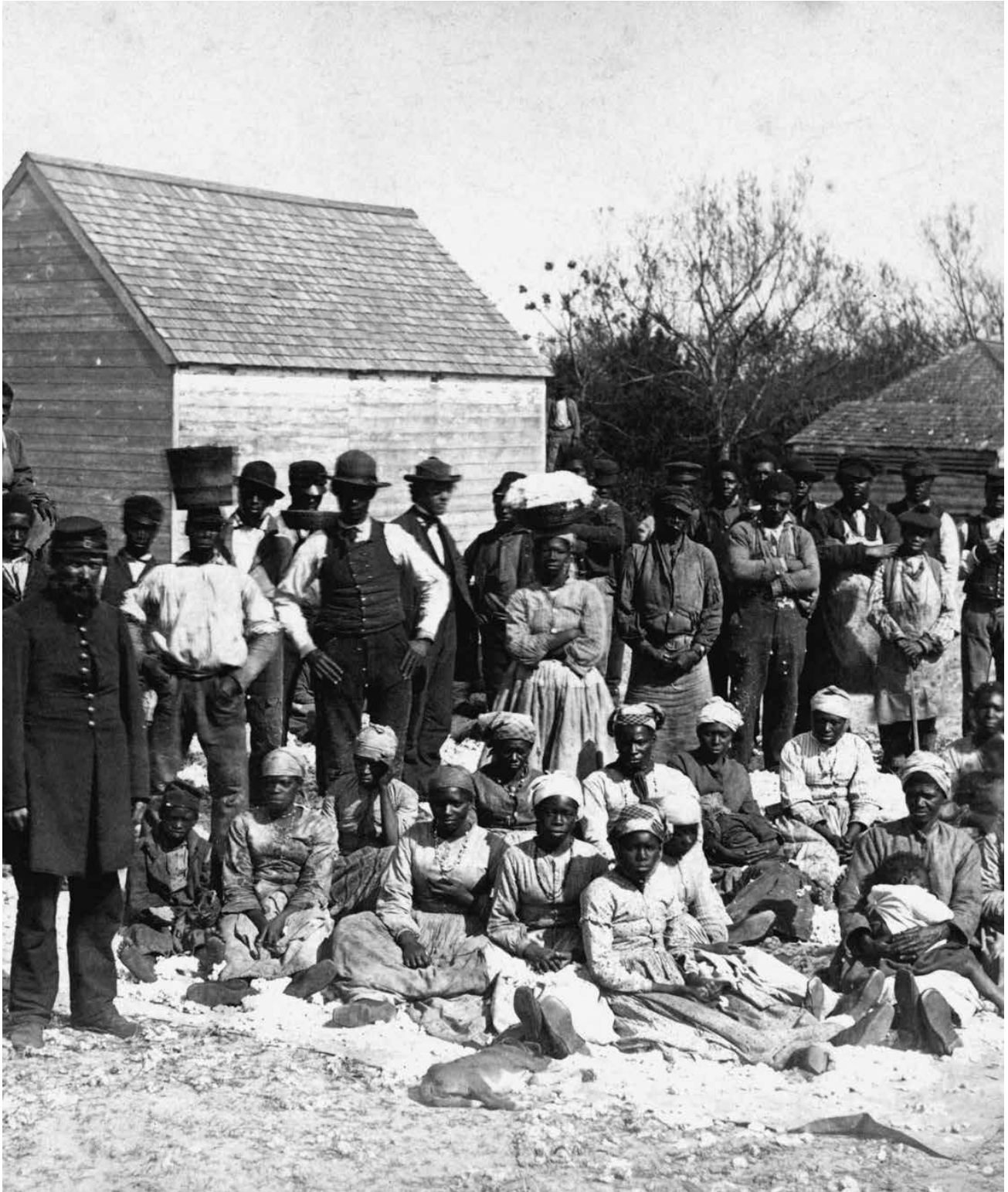


*Women at a polling place in 1957.  
Courtesy of the Library of Congress, LC-DIG-ds-08063.*



*Boys working in Bibb Mill 1, Macon, Georgia, January 1909.  
Courtesy of the Library of Congress, LC-DIG-nclc-01581.*





*Slaves on a Southern plantation in May 1862.  
Courtesy of the Library of Congress, LC-DIG-ppmsca-04324.*



*Water fountain at a streetcar terminal in Oklahoma City, Oklahoma, 1939.  
Courtesy of the Library of Congress, LC-DIG-fsa-8a26761a.*



*Dr. Martin Luther King, Jr.  
Courtesy of the Library of Congress, LC-USZ62-116775.*



*The March on Washington in 1963.  
Courtesy of the Library of Congress, LC-DIG-ppmsa-37229.*