

# LESSON PLAN

## Fighting for Our Rights

**Level:** Literacy, Low Beginning

**Suggested Length:** 1 class period

### Civics Test Questions

#77—What did Susan B. Anthony do?

#84—What movement tried to end racial discrimination?

#85—What did Martin Luther King, Jr. do?

#100—Name two national U.S. holidays.

Related Test Item:

#6—What is one right or freedom from the First Amendment?

### Reading Test Vocabulary

Congress, country, government, right

U.S.

What

do

have, was, name, vote

a, for, in, of, on, the, to

one, people

### Writing Test Vocabulary

Civil War, Congress, free, freedom of speech, right

was, vote

and, for, in, of, on, the, to

one, people

## Objectives:

Students will:

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

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## Materials:

Handouts: **Fighting for Our Rights**, **Susan B. Anthony**, **Martin Luther King, Jr. and the Civil Rights Movement**, and **Matching—Susan B. Anthony and Martin Luther King, Jr.**

8 ½" x 11" visuals

Optional handout (Literacy Level Writing Practice): **January**

**Fighting for Our Rights 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. It also presents information about the civil rights movement and reviews the First Amendment rights. Prior to teaching *Fighting for Our Rights*, we recommend covering two other USCIS civics lessons first: Benjamin Franklin and the U.S. Constitution, and Bill of Rights and Other Amendments. Depending on your schedule, you may also want to cover the lessons on Abraham Lincoln and the Civil War as there is related historical information that

would help your students better understand the current lesson. Additional 8 ½" x 11" visuals are included to help reinforce the readings on these historical figures. There is also a matching activity to identify the First Amendment rights they exercised. A suggested discussion activity about Dr. King's "I Have a Dream" speech will help students understand its relevance in their lives. The Literacy Level Writing Practice handout **January** reviews a Civics Test item on national U.S. holidays.

**Introduction:** Write **rights** on the board. Ask the students **What does rights mean? (something you can do because it is allowed by law)**. Review with the students

what they learned about rights in the lessons on the Constitution and the Bill of Rights. Write key words from their answers on the board.

**Guided Practice:** Distribute the handout **Fighting for Our Rights**. Read each sentence 2-3 times out loud for students to hear. Have the students repeat each line after you. Use the photos to discuss the points made in the paragraph. Explain any new vocabulary (**values=ideas about what is right or wrong, discriminated against=treated unfairly**

**or not equally, etc.**). Ask the students if discrimination against a group of people exists in their native country. Ask how this was handled and if there have been any social movements or civil rights leaders in their country to address it. Compare the roles of their leaders to those of Susan B. Anthony and Martin Luther King, Jr.

**Practice:** Distribute the handout **Susan B. Anthony**. Have the students examine the pictures and continue reading the paragraph in the same manner as above. Use the 8 ½" x 11" visuals when appropriate to illustrate the reading. Discuss voting rights for women in the students' native countries. Point out that **What did Susan B. Anthony do?** is an item on the Civics Test.

his "I Have a Dream" speech. Ask them **What dreams do you have? (buy a house, open a business, go to college/help my children go to college, etc.)**. Write the students' answers on the board and give them time to copy the responses on their paper.

Distribute the handout **Martin Luther King, Jr. and the Civil Rights Movement**. Discuss the photos with the students. Ask your students what they may know about Dr. King. Write key words from their answers on the board. Review the sentences as previously described, using the 8 ½" x 11" visuals as appropriate. Point out that **What movement tried to end racial discrimination?, What did Martin Luther King, Jr. do?, and Name two national U.S. holidays** are items on the Civics Test.

Depending on your class' interest and available technology in your classroom or computer lab, your students can view Dr. King's "I Have a Dream" speech in class. Dr. King's speech may be found online, on DVD or video from your local public library. When introducing Dr. King's speech, reassure the students that even though they will 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 prior to sharing it with your class to decide how best to present it to your students.

Write **dream** on the board and explain to the students that this word can have two meanings (**a story in your mind while you sleep or hopes for your future.**) Ask your students which meaning Dr. King talked about in

**Evaluation:** Distribute **Matching—Susan B. Anthony and Martin Luther King, Jr.** Review the rights covered in the First Amendment. Then have the students read each statement about these American leaders and decide which

First Amendment rights they were exercising. There may possibly be more than one correct answer for these items. Point out that **What is one right or freedom from the First Amendment?** is on the Civics Test.

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### **Writing Practice for Literacy/Low Beginning**

**Students:** The handout **January** is included for optional copy work about Martin Luther King, Jr. Day.

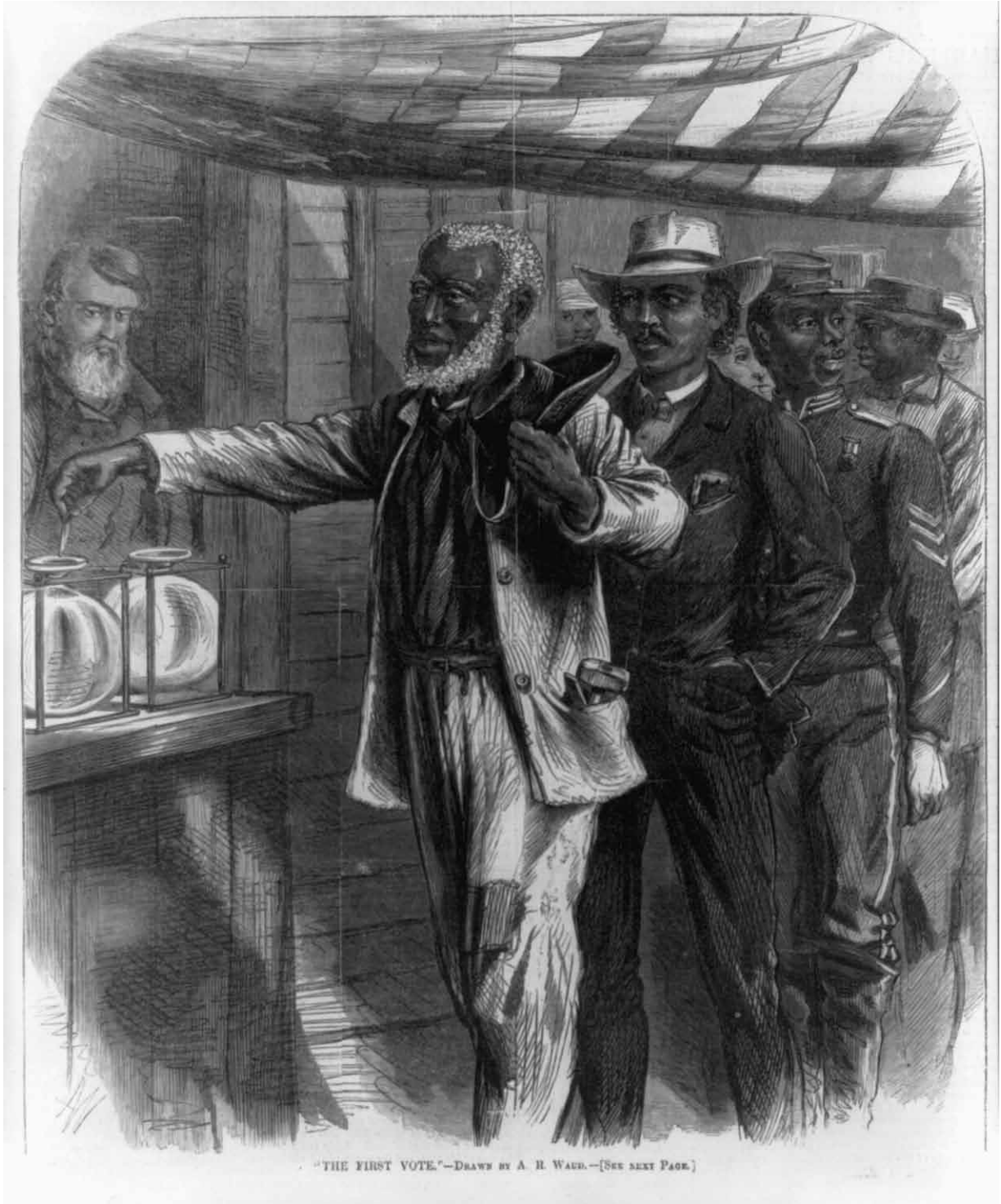
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*Suffragettes demonstrating for the right to vote in New York in 1908.  
Courtesy of the Library of Congress, LC-DIG-ggbain-02466.*



*Susan B. Anthony one dollar coin.  
Courtesy of the U.S. Mint.*



*"The First Vote," by A.R. Waud.  
Courtesy of the Library of Congress, LC-USZ62-19234.*

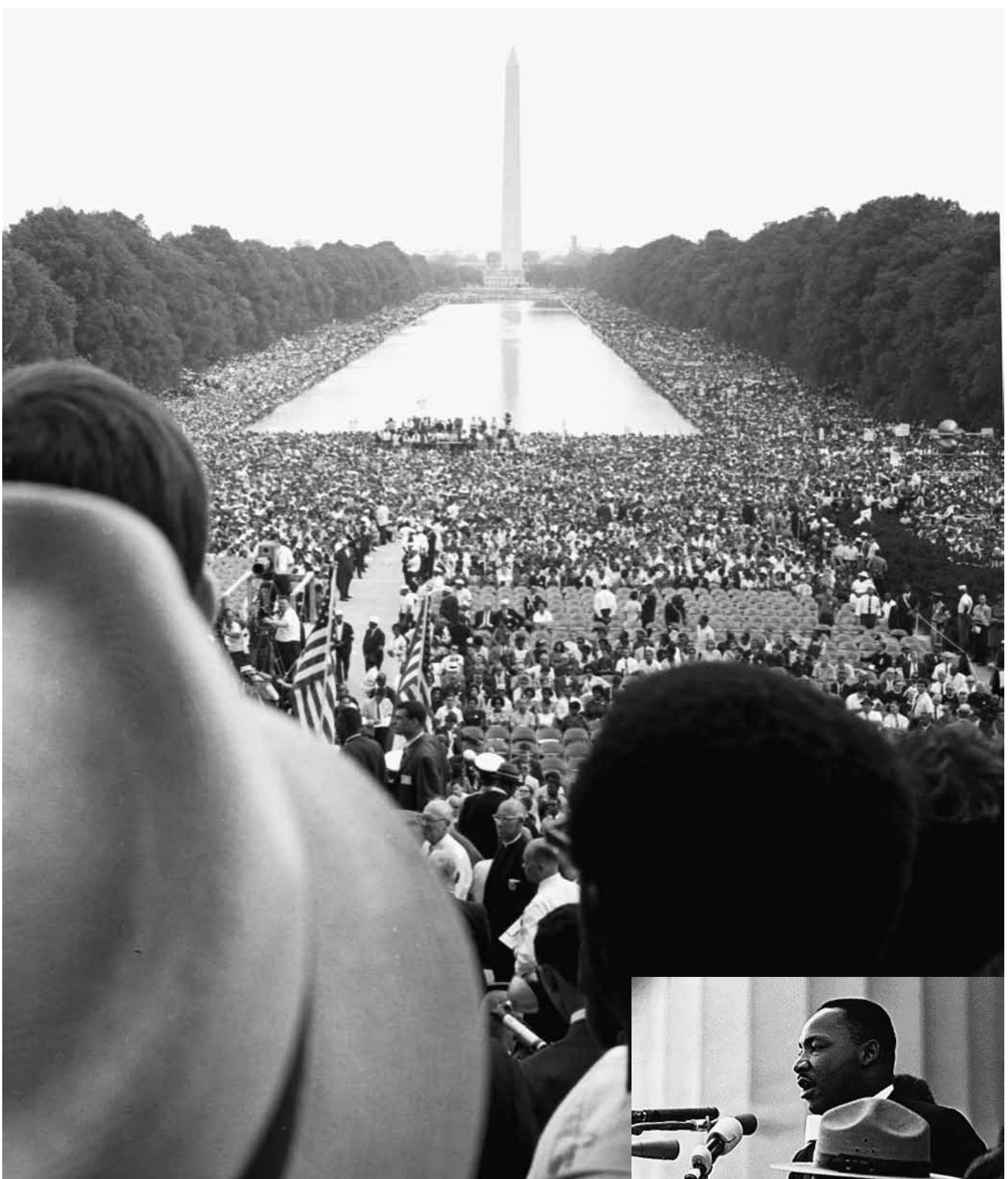


An African American man drinking at a colored water cooler in Oklahoma City, OK, 1939.  
Courtesy of the Library of Congress, LC-DIG-fsa-8a26761.



Demonstrators at the March on Washington for Jobs and Freedom in Washington, D.C., August 28, 1963. Courtesy of the Library of Congress, LC-DIG-ppmsca-03128.





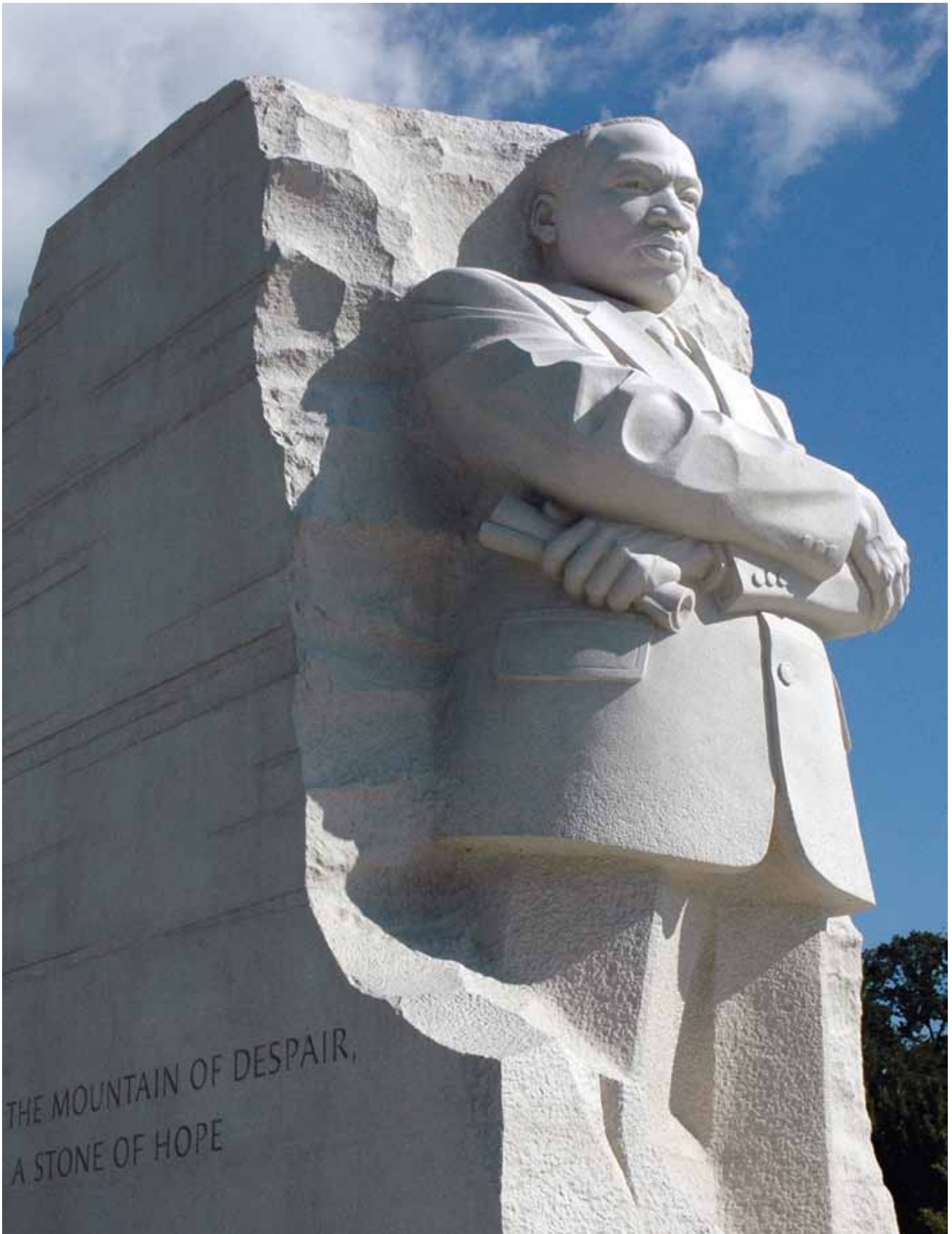
*March on Washington for Jobs and Freedom in Washington, D.C., on August 28, 1963.*

*Courtesy of the Library of Congress, LC-U9-10363-5.*

*Dr. Martin Luther King, Jr., speaking at the March on Washington for Jobs and Freedom in Washington, D.C., on August 28, 1963.*

*Courtesy of the National Archives.*





*The Martin Luther King, Jr. Memorial in Washington, D.C.  
Courtesy of the National Park Service.*