

Title

Civil Rights Connection

Overview

In this lesson, students will unknowingly participate in a “socially unjust” activity for one day. The following day the students participate in a teacher guided inquiry based activity exploring their thoughts, feelings and questions in regards to the previous day’s activity. To further develop the concepts of social injustice, negativity towards others, civil rights, bullying and segregation students will analyze primary sources of the civil rights movement. After comparing and contrasting between the experiences, feelings and thoughts of the civil rights leader’s students will produce a presentation briefly outlining the work of an assigned civil rights leader. To conclude, the lesson groups will create an anti-bullying plan that promotes peaceful actions to bring about change.

Objectives

- Using the primary sources, students will be able to observe and develop questions about the Civil Rights Movement.
- Students will be able to identify three similarities or differences between their experiences and those of the people involved in Civil Rights through class activities and discussion.
- Students will be able to develop a written anti-bullying plan using background knowledge and concept knowledge discussed and developed through class and group interactions.

Time Required

Approximately 6 to 7 days

- 1 full day (Activating activity)
- 5 to 6 days (35 to 50 minutes each)

Recommended Grade Range

Grades 3 - 5

Subject / Sub-Subject

Social Studies / Civil rights and social injustice

Standards

National Council for the Social Studies Themes

- People, place and environment
- Individuals, groups and institutions
- Power, authority and governance
- Civic ideals and practices

PA State Standards

- 8.1.3.C - Conduct teacher guided inquiry on assigned topics using historical sources. (Reference RWSL Standard 1.8.3 Research)
- 8.3.3.A - Identify and describe the social, political, cultural and economic contributions of individuals and groups in the United States history.
- 8.3.3.D - Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US.
 - Ethnicity and race
 - Working conditions
 - Immigration
 - Economic stability

- 5.2.3.B - Identify the sources of conflict and disagreement and different ways conflict can be resolved.
- 1.5.3.A - Write with a focus with an understanding of topic, task, and audience.
- 1.5.3.F - Use grade appropriate conventions of language when writing and editing.
 - Spell common, frequently used words correctly.
 - Use capital letters correctly.
 - Punctuate correctly.
 - Use correct grammar and sentence formation.

Credits

Robert Bucks

Materials Used

- Rosa's Bus (appendix A)
- Butcher paper
- Scrap paper
- Rubric (from <http://rubistar.4teachers.org/>) (see Appendix B)
- Primary source analysis tool

Resources Used

See appendix A for book information and primary sources used in the lesson.

- *Note - you should contact the Library of Congress to request the primary resource photos because the originals are not viewable online in a large format.*

Description of Procedure

Day 1-Activating activity and Connection

1. Pass out blue index cards to half of the class and orange index cards to the other half. Up until lunch, treat the blue index card students with special privileges (such as front of the line, answering in class, getting drinks from the water fountain, etc.)
2. After lunch, switch and give special privileges to the orange index card students. The purpose of this activity is to demonstrate the idea of social injustice or segregation.

Day 2- Wonder

1. Begin a class discussion about yesterday's activities allowing students to provide their thoughts and feelings about the activating activity. The teacher will write down information provided by the students on a piece of butcher paper.
2. Students will then be separated into groups of three or four students
3. Students will then analyze a primary source (*use pictures 8, 9 and 10 in appendix A. More than one group can analyze the same picture*) related to Civil Rights protests, demonstrations and segregation.
4. During their analysis, the students will record observations onto the primary source analysis tool (appendix C), and the teacher will use guiding questions (*i.e. - What do their surroundings look like? What kind of things might they be feeling? Look at their clothing. How does the source relate to the title.*)
5. After several minutes the teacher will call on each group, before opening up whole class discussion, to share their analysis of these photos.
6. The teacher will record these observations on another piece of butcher paper and hang this beside the previous one.
7. When the butcher papers are displayed begin a whole class discussion comparing the two charts.

Day 3-Investigate and Construct

1. Introduce the theme of Civil Rights and social injustice by reviewing the previous two days of activities.
2. Students will then be asked to record any questions they have about this time period.
3. The teacher should then do a read aloud of the book *Rosa's Bus*, including the author's note at the end. The teacher should also review, introduce and discuss some of the following vocabulary before or during the

reading: segregation, boycott, Civil Rights, Supreme Court, and desegregation. Also the primary source photos of Rosa Parks' arrest (*number 2, appendix A*), Martin Luther King Jr. (*number 3, appendix A*), and a crowd celebrating the boycott victory (*number 5, appendix A*) can be used to enrich the read aloud and allow discussion.

4. After reading, allow students to pair-share asking them guiding questions (what did you notice about Rosa Parks and Martin Luther King Jr.'s actions? What surprised you? Think about mistreatment that you see in schools or in the community.)
5. After students have had time to discuss, the teacher will play two audio clips. The first clip is of Rosa Parks (*number 4, appendix A*) explaining why she refused to move, the second clip is a brief clip of the March on Washington (*number 11, appendix A*).
6. After listening to both clips students will again pair-share to discuss their thoughts and opinions
7. When the students are finished discussing in pairs begin a class discussion. The teacher can use such questions as (If Martin Luther King were alive today, what do you think he would have to say about the way we treat others in society?) to help students. * This is the time to guide students to the fact that during the Civil Rights the people seeking equality used peace and non-violence to accomplish a task.*

Day 4- Express and Reflect

1. Continue the discussion from the previous day until students seem to have an understanding that the Montgomery Bus Boycott and March on Washington was a success because of their non-violent approach to change.
2. Guide students to the understanding that bullying shares similarities to being mistreated socially.
3. Break the students into groups of three or four to construct an anti-bullying plan for the school inform them that this plan will be submitted to the principal.
4. Review with the students that the plan must include examples of non-violence to achieve change in bullying at their school, or in their community.
5. Students will be provided time to research in order for students to assess what works, or has been tried. Assessment of the plan will be done through the use of a rubric (*Appendix B*), but must be non-violent.

Extensions

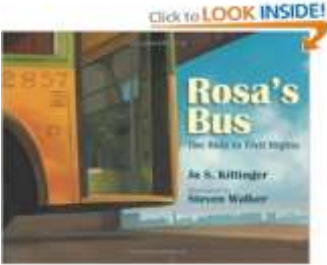



- In groups of three or four, students will create a digital story report of events throughout the Civil Rights movement of the 1950's and 1960's. As events are presented to the class the teacher will create a timeline as a visual representation of this period in history.
- Students will complete an oral history interview with people, preferably family members who lived through the Civil Rights Movement of the 1950's and 1960's and compare and contrast these opinions to what they've learned in class using a Venn Diagram.
- Students will create a timeline of a Civil Rights leader to share with the class and display upon completion.




Evaluation

- The teacher will use anecdotal notes, class discussion, and circulating the classroom as informal assessments of student understanding.
- The anti-bullying plan will be a formal assessment of student understanding and will be assessed through a rubric (*Appendix B*).
- The Primary Source Analysis Tool will also act as a formative assessment of student understanding of primary sources, and questions that they have about the lesson's material.

Appendix A

Book Backdrop: Connecting Literature and Primary Sources

<p style="text-align: center;">Cover Image</p> 	<p>Title: Rosa's Bus</p> <p>Author: Jo S. Kitting</p> <p>Illustrator: Steven Walker</p> <p>Grade Level(s): 1st to 3rd</p> <p>Topic/Theme: Civil rights, segregation, social injustice</p> <p>Setting and Time Period: Montgomery, Alabama during the 1955 bus boycotts</p> <p>Subjects: Rosa Parks, civil rights, segregation, Martin Luther King, Jr., Jim Crow Laws</p> <p>Brief overview: The book explores the Montgomery Bus Boycott by taking on the role of bus #2857. While exploring the book readers see the actions of Rosa Parks, a women who refused to be segregated, Martin Luther King, Jr., and the African American citizens of Montgomery, Alabama, and how they worked in order to end bus segregation in their town.</p>
<p>Primary Sources Thumbnail</p>	<p>Library of Congress Bibliographic Information and Book Notes</p>
	<p>Title: [Rosa Parks, three-quarter length portrait, seated toward front of bus, facing right, Montgomery, Alabama]</p> <p>Reproduction Number: LC-USZ62-111235 (b&w film copy neg.)</p> <p>Creator(s): New York World-Telegram & the Sun Newspaper Photograph Collection</p> <p>Date Created / Published: 1956</p> <p>URL: http://www.loc.gov/pictures/item/94505572/</p> <p>Book Notes: This picture shows Rosa Parks sitting on the front of a bus after the Montgomery Bus Boycott ended. This relates to the book Rosa's bus because it deals with segregation being deemed unconstitutional by the Supreme Court on December 20th, 1956.</p>
	<p>Title: Rosa Parks's Arrest</p> <p>Creator(s): New York World-Telegram and Sun Collection</p> <p>Date Created / Published: 1956</p> <p>URL: http://www.loc.gov/pictures/item/94500293/</p> <p>Book Notes: Rosa Parks was arrested for not moving seats for a white person after being asked to do so by a Montgomery bus driver.</p>
	<p>Title: Martin Luther King press conference</p> <p>Creator(s): Marion S. Trikosko</p> <p>Date Created / Published: March 26th, 1964</p> <p>URL: http://www.loc.gov/pictures/item/2003688129/</p> <p>Book Notes: Martin Luther King, Jr. appears in the book as the leader of the bus boycott in Montgomery, AL. He is considered the greatest advocate for civil rights and especially notable because of his pacifist approach to social justice.</p>
	<p>Title: Main reason for keeping her seat</p>

<p>Audio Clip of Rosa Parks provided through NPR</p>	<p>Creator: Lynn Neary Date Created / Published: 1992 URL: http://www.npr.org/templates/story/story.php?storyId=4973548</p> <p>Book Notes: This recording recounts the true reason why Rosa Parks did not give up her seat. The book <i>Rosa's Bus</i> gives a simple part of her reason, but this audio clip outlines more of the social injustices felt by Rosa herself.</p>
	<p>Title: [Audience at the First Baptist Church during a standing ovation for leaders of the bus boycott] (Devised by Library Staff) Creator: United Press International Date Created / Published: February 23rd, 1956 URL: http://www.loc.gov/pictures/item/2005676950/</p> <p>Book Notes: This photo shows people in a church celebrating the leaders of the Bus Boycott. In the book the author presents that the ideas and word of the Bus Boycott began in churches in the Montgomery area.</p>
	<p>Title: "Tote dat barge! Lift dat Boycott! Ride dat bus!" Creator: Herbert Block Date Created / Published: Published in the Washington Post on March 25th 1956 URL: http://www.loc.gov/pictures/item/00652205/</p> <p>Book Notes: This editorial cartoon shows a White man telling an African-American man to ride the bus. This is important because the book <i>Rosa's Bus</i> states that the city of Montgomery, especially the bus company, needed African-Americans to ride the buses to provide money for the community.</p>
	<p>Title: Civil Rights March on Washington, D.C.: Dr. Martin Luther King, Jr., President of the Southern Christian Leadership Conference, and Mathew Ahmann, Executive Director of the National Catholic Conference for Interracial Justice, in a Crowd Creator: Staff and Stringer Photographs Date Created / Published: August 28th, 1963 URL: http://www.wdl.org/en/item/2738/#ddc=323&search_page=1&view_type=gallery</p> <p>Book Notes: Martin Luther King, Jr. is shown here on the day of the March on Washington. This peaceful demonstration is when King delivered his "I Have A Dream" speech. This event is considered to be a great stepping stone, if not the turning point, in getting equality for blacks through the civil rights legislation signed in 1964 and 1965.</p>

Appendix B

Public Awareness Campaign : anti-bullying

CATEGORY	4	3	2	1
Brainstorming - Problems	Students identify more than 4 reasonable, insightful barriers/problems that need to change.	Students identify at least 4 reasonable, insightful barriers/problems that need to change.	Students identify at least 3 reasonable, insightful barriers/problems that need to change.	Students identify fewer than 3 reasonable, insightful barriers/problems that need to change.
Brainstorming - Solutions	Students identify more than 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage change.	Students identify fewer than 3 reasonable, insightful possible solutions/strategies to encourage change.
Research/Statistical Data	Students include 4 or more high-quality examples or pieces of data to support their campaign.	Students include at least 3 high-quality examples or pieces of data to support their campaign.	Students include at least 2 high-quality examples or pieces of data to support their campaign.	Students include fewer than 2 high-quality examples or pieces of data to support their campaign.
Campaign/Product	Students create an original, accurate and interesting product that adequately addresses the issue.	Students create an accurate product that adequately addresses the issue.	Students create an accurate product but it does not adequately address the issue.	The product is not accurate.
Sources - Quality	Students include 4 or more high quality sources.	Students include 2-3 high quality sources .	Students include 2-3 sources but some of are questionable quality.	Students include fewer than 2 sources.
Sources-Citation	Information in all source citations is correct and in the format assigned.	Information in all source citations is correct but there are minor errors in formatting.	Information in almost all source citations is correct AND there are minor errors in formatting.	The information is often incorrect OR there are major errors in formatting.
Time and Effort	Class time was used wisely. Much time and effort went into the lanning and design of the project. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort outside of class.	Class time was not always used wisely, but student did do some additional work outside of class.	Class time was not used wisely and the student put in no additional effort.

Appendix C

PRIMARY SOURCE ANALYSIS TOOL



OBSERVE

REFLECT

QUESTION

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FURTHER INVESTIGATION