

# Waynesburg University TPS Unit Outline



## TEACHING *with* PRIMARY SOURCES

**Title of Learning Unit:** March of the Civil Rights (The African American Experience)

**Subject(s):** Music, Social Studies, and Reading/Language Arts

**Grade Level/Range:** Grades 5 or 6

**Overarching Goal/Concept/Skill:** Students will learn about the Civil Rights Movement and its affects on the people during that time.

**Overview:** In this unit, students will gain an understanding of the African American experience during the Civil Rights Movement with a specific focus on the struggles of the people involved.

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**Date:** 28 September 2010

### Pre-Instruction Assessment

Teacher will distribute a KWL chart to the students prior to discussing the Civil Rights Movement. The teacher will ask students to come up with ideas for the K and W columns on the chart. Both teacher and students will write down responses (on board and on chart). The L column will be completed at the end of the unit.

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## Lesson #1

**Title of Lesson:** Let Freedom Ring

**Overview of Lesson:** Students will learn about the impact music had during the Civil Rights Movement and the messages and feelings conveyed in the songs.

### PRE-INSTRUCTIONAL PLANNING

#### **PA Standards:**

- 9.1.5 E. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
- 9.2.5. A. Explain the historical, cultural and social context of an individual work in the arts.
- 9.2.5. E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.

#### **Investigative Question/Overall Goal:**

Students will understand that music can send powerful messages

#### **Objective(s):**

- Given appropriate resources, the students will be able to interpret the meaning of a song.
- After looking at resources, the students will be able to create their own poems to express how an individual during the Civil Rights Movement felt.

#### **Materials**

##### **Print Sources:**

- a) Mahalia Jackson, half-length portrait - [http://memory.loc.gov/cgi-bin/query/r?ammem/aaodysey:@field\(NUMBER+@band\(cph+3c19977\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/aaodysey:@field(NUMBER+@band(cph+3c19977)))
- b) We Insist! Max Roach's Freedom Now Suite - <http://memory.loc.gov/ammem/aahtml/exhibit/aopart9.html#0906>

##### **Online Collections/Exhibits/Websites:**

- a) Max Roach – Freedom Day: <http://www.youtube.com/watch?v=NI7WPkcjzsk>
- b) Mahalia Jackson – How I Got Over (Live): <http://www.youtube.com/watch?v=l49N8U3d0Bw>

##### **Other:**

- a) Paper/ journals for poem

### DURING INSTRUCTION

#### **Motivator/Anticipatory Set:**

Students will be shown primary source images from the Civil Rights Movement. Sources will be passed around so each student can analyze each image. After students have had time to view the images ask students what they believe the images depict and the time period the images were taken.

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## Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
Ask the class how music affects them. Students will take turns sharing with the class how music personally affects them.	How does it make you feel? What type of music do you listen to? When do you listen to music?	Connect
Discuss the meaning behind the primary resources that the students looked over at the beginning of class. Write down student answers on the board/overhead. At this time, explain that the sources occurred during the Civil Rights Movement.	What do you notice? (What's similar? Different?) (What powerful words are expressed?) Do you think there is an intended audience?	Wonder
Play the videos of each singer from the primary resources and have the students listen closely to the songs. Students should pay close attention to the singers tone, tempo etc.	(Students can write down their thoughts while listening.)	Investigate
As a class, discuss what the students thought about the songs. Write down the student answers on the board/overhead. Are their answers similar to the responses recorded after looking at the primary sources?	What message do you think the singers were trying to convey? How do you think they were feeling? Are your answers similar to the responses we recorded after looking at the primary sources? (What do you notice that you didn't earlier?)	Wonder
Have the students put themselves in the shoes of the singers they viewed in the primary sources images and write a poem about one/both singers.	How are the singers feeling? What message are they trying to convey?	Construct/Express
Students can share their poems with the class	Is anyone willing to share their poem with the rest of the class? Is it possible to put these words to song? What emotions do you hear and feel as you listen to the poem being read?	Express/Reflect

### Closure:

To close the lesson, students will share their poems with the class and share the message they are trying to send through their words.

### Inclusion Techniques for Students with Special Needs:

### Enrichment:

- Students can bring in an appropriate song that expresses a person's feelings about a particular issue and explain to the class the message behind the songs lyrics. (teacher will approve all songs before they are played or discussed in the classroom)

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- Students develop a PowerPoint presentation on a musician including musicals and genres of music that influenced them and their career.

### **Modifications/Accommodations:**

Students will be able to write a journal entry about how they think the individuals from the primary sources felt during this time.

### **Assessment of Student Learning**

#### **Formal Assessment:**

- Poems (or journals)

#### **Informal Assessment:**

- Verbal participation
- Attentiveness
- Student observation

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## Lesson #2

**Title of Lesson:** Black, White, or Gray

### **Overview of Lesson:**

During this lesson the students will gain an understanding of segregation and the impact it had on American citizens. The students will also learn about Martin Luther King, Jr.'s contributions to the Civil Rights Movement.

## PRE-INSTRUCTIONAL PLANNING

### **PA Standards:**

8.3.5.D. Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

### **Investigative Question/Overall Goal:**

Students will learn about the Civil Rights Movement through the use of primary sources and make connections with the feelings people may have had during that time.

### **Objective(s):**

- The students will provide a written description of their feelings towards discrimination and segregation in their learning logs.
- The students will formulate questions about the Civil Rights Movement and use critical thinking skills to answer the questions during group discussion.
- The students will learn how to analyze primary sources to determine important facts about the sources and the people involved.
- The students will demonstrate understanding of Martin Luther King, Jr.'s contributions to the Civil Rights Movement by writing a speech and presenting it to the class.

### **Materials**

### **Print Sources:**

- a) Governor George Wallace attempting to block integration at the University of Alabama, 1963-  
<http://www.loc.gov/exhibits/brown/brown-aftermath.html>
- b) University of Alabama Students burn desegregation literature, 1956-  
<http://www.loc.gov/exhibits/brown/brown-overview.html>
- c) Negro demonstration in Washington, D.C. Justice Dept. Bobby Kennedy speaking to crowd-

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<http://hdl.loc.gov/loc.pnp/ppmsca.04295>

- d) Oliver W. Harrington. Dark Laughter. "My Daddy said they didn't seem to mind servin' him on the Anzio beach head..."  
<http://memory.loc.gov/ammem/aahtml/exhibit/aopart9.html#0928>

## Online Collections/Exhibits/Websites:

- a) YouTube video- Martin Luther King, Jr.'s "I Had a Dream" Speech  
[http://www.youtube.com/watch?v=PbUtl\\_0vAJk](http://www.youtube.com/watch?v=PbUtl_0vAJk)

## DURING INSTRUCTION

### Motivator/Anticipatory Set:

As the students enter the classroom, segregate them into two different groups using two different color pieces of paper (Pink and Blue). Give special treatment to one group and not to the other. (Have the group answer all the questions, allow this group to sit in their chairs while the other group sits on the floor, give them a special treat while the other side of the class gets nothing)his will continue throughout the beginning of class. The goal of this activity is to get the students thinking about how it feels to be discriminated against

### Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
The students will be separated into different groups based on the colored sheet of paper thy selected at the start of class.		
The students will then participate in a classroom discussion about discrimination and how each group felt about their treatment as they entered the classroom. During this discussion, the students will think about how their thoughts on discrimination have changed because of the activity.	<ul style="list-style-type: none"> <li>• What did you think when you first walked into the classroom?</li> <li>• How did you feel when I was treating the groups differently?</li> <li>• How do you feel now after the activity?</li> <li>• Did your thoughts or feelings change?</li> </ul>	Express/Connect
After the discussion, the students will have the opportunity to write a response on the segregation activity in their learning logs.		
The students will then be given primary source images from the Library of Congress to analyze in small groups Students will appoint a recorder to write the answers to the following questions. Once each group has had time to analyze their image each group will share their findings with the class.	<p>What do you notice?</p> <p>How does this source make you feel?</p> <p>Why do you think this source is important?</p>	Construct

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When each group is done presenting, the students will watch a portion of Martin Luther King, Jr.'s "I Have a Dream" speech. After watching the video, the students will research Martin Luther King, Jr. in class and at home as a homework assignment. The students will then create a speech outline and orally give their own speech about one of MLK's contributions during the Civil Rights Movement.		Investigate
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## **Closure:**

The students will present their speech to the class. Once all presentations are completed have a class discussion about all of MLK Jr's contributions during the Civil Rights Movement.

## **Inclusion Techniques for Students with Special Needs:**

### **Enrichment:**

The students can write about their own dreams using Martin Luther King, Jr. speech as an example.

### **Modifications/Accommodations:**

Students will meet with the teacher and orally express their thoughts about MLK Jr's contributions during the Civil Rights Movement!

## **Assessment of Student Learning**

### **Formal Assessment:**

- Learning logs
- Written speech outline

### **Informal Assessment:**

- Student observation
- Group cooperation

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## Lesson #3

**Title of Lesson:** Civil Rights Unit Personal Interview

### **Overview of Lesson:**

After learning about the Civil Rights Movement, students will be asked to interview a family member or adult who lived through this time period in history. Students will develop a list of questions to ask the person and record their responses. Students will then use this information to write a paper explaining that individuals experiences and perspective.

## PRE-INSTRUCTIONAL PLANNING

### **PA Standards:**

8.1.5.B. Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.

8.1.5.C. Locate primary and secondary sources for the research topic and summarize in writing the findings.

### **Investigative Question/Overall Goal:**

Students will learn more about the Civil Rights Movement from an individual that lived during that time period.

### **Objective(s):**

- After conducting a personal interview, students will learn how an individual was affected during the Civil Rights Movement.

### **Materials:**

### **Print Sources:**

- a) Marchers Crossing the Edmund-Pettus Bridge, 1965-  
<http://www.loc.gov/exhibits/civilrights/cr-exhibit.html>
- b) Background Map: 1961 Freedom Rides-  
<http://lcweb2.loc.gov/ammem/aahtml/exhibit/0904001.html>
- c) [Ronald Martin, Robert Patterson, and Mark Martin stage sit-down strike after being refused service at a F.W. Woolworth luncheon counter, Greensboro, N.C.].  
[http://memory.loc.gov/cgi-bin/query/r?ammem/aaodyssey:@field\(NUMBER+@band\(cph+3c14749\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/aaodyssey:@field(NUMBER+@band(cph+3c14749)))
- d) [Mrs. Nettie Hunt, sitting on steps of Supreme Court, holding newspaper, explaining to her daughter Nikie the meaning of the Supreme Court's decision banning school segregation]  
<http://hdl.loc.gov/loc.pnp/cph.3c27042>
- e) "5,000 at Meeting Outline Boycott; Bullet Clips Bus." Montgomery, Alabama, Bus Boycott. Montgomery Advertiser, December 6, 1955.  
<http://memory.loc.gov/ammem/aahtml/exhibit/aopart9.html#0903>



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## DURING INSTRUCTION

### Motivator/Anticipatory Set:

Show students primary source images from the Library of Congress..Ask students guiding questions about the images. After a few minutes, explain that they will be conducting an interview with an individual that lived through this time and is old enough to remember these events taking place.

### Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
Discuss and model how to properly interview an individual about an event that took place in history.	What questions are important?  What are you most interested in learning?	Wonder
When the modeling is completed, have the students brainstorm questions they can use during the interview. Record these questions on the board for students to copy so they have an idea of what they should ask during the interview.		
Students will then select an individual to interview about the Civil Rights movement. If they are not able to interview a family member the teacher will assist them in finding someone they will be able to interview.  Students will record the individuals responses in a notebook or journal and bring it to class the following day	Did they answer everything that you wanted to know?	Investigate
When students arrive in the classroom they will write a rough draft to summarize what they learned. The rough draft will allow students to bring to the information they gathered together to form a paper that communicated the experiences and emotions of the individuals they interviewed.		Construct
Students will then conference with the students reviewing students' rough drafts..	How has this experience affected you?  Was there anything that stood out?	Reflect
After the students teacher conference. Students will make a final copy of their paper and turn it in.		

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## **Closure:**

Ask students what they learned from this experience and if there was anything that they found to be really interesting. Then have students share their papers with the class and compare and contrast the similarities and differences of their experiences. Students work will then be put on display.

## **Inclusion Techniques for Students with Special Needs:**

### **Enrichment:**

Have students use additional resources to research information about the Civil Rights Movement and develop a presentation for the class.

### **Modifications/Accommodations:**

Students will have the interview questions typed up in advance

## **Assessment of Student Learning**

### **Formal Assessment:**

Students will be assessed on their rough drafts and final papers

### **Informal Assessment:**

Monitor the student's progress (turn in sections at a time)

## **Post-Instruction Assessment**

Students will complete the L column on their KWL charts individually and then discuss their charts as a class. Then the students will be asked to demonstrate content knowledge of the Civil Rights Movement by working in small groups to either give an oral presentation or to create an activity (i.e. poster, games, media, etc.). Small groups will then re-teach information from the unit that they thought was most important. (See included rubric.)

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## Civil Rights Movement Pre-Assessment

	<b>K</b> What do you Know?	<b>W</b> What do you Want to learn?	<b>L</b> What have you Learned?
<b>Important People</b>			
<b>Important Events</b>			
<b>Important Locations</b>			






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## Post-Assessment Civil Rights Movement Rubric







	Category	4 Excellent	3 Satisfactory	2 Average	1 Poor
<b>Oral Presentation</b>	Important Points	Each student provides an important point and detailed explanation for why point was chosen.	Each student provides an important point but does not include specific explanations for why point was chosen.	Each student provides an important point but explanations were brief and not specific.	Not all students provided important points and did not give specific explanations.
	Time Limit	Students met the required time limit (5 minutes per student, maximum).	Students went over the time limit (by no more than 5 minutes).	Students went under the time limit (by no more than 2 minutes).	Students either exceeded or did not meet the required time limit.
<b>Activity</b>	Creativity	Students created a unique activity that demonstrated understanding of important points. (Use teacher discretion.)	Students created a unique activity but did not fully demonstrate understanding of important points.	Students created an activity that demonstrated understanding of important points, but the activity was not unique.	Students created an activity that was not unique and did not demonstrate understanding of important points.
	Important Points	Students effectively explained their activity to the class. (i.e. Provided an example and included description of why they thought it was important.)	Students effectively explained their activity to the class but did not adequately explain why they thought it was important.	Students gave a brief explanation of their activity but did not give reasoning to why it was important.	Students presented the activity with no explanation.
	Student Involvement	Students were actively involved and all group members participated.	Most students were actively involved and all group members participated.	Some students were actively involved and some group members participated.	Students were involved but not all group members actively participated. (i.e. One group member did all the work.)

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## Bibliographic Organizer of Library of Congress Sources

Name of Learning Unit: March of the Civil Rights		
Created by: Heather Flower, Abby Brooks, & Allison Baker		
Date: 28 September 2010		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: Let Freedom Ring		
	[Mahalia Jackson, half-length portrait, facing left, standing at podium, singing]. CREATED/PUBLISHED 1957 May 17. SUMMARY Accompanying caption reads: Gospel singer Mahalia Jackson was the featured artist at the May 17 Prayer Pilgrimage for Freedom in Washington, D.C. She appeared twice on the program. Some 27,000 persons from 36 states attended the event. REPOSITORY Library of Congress Prints and Photographs	<a href="http://memory.loc.gov/cgi-bin/query/r?ammem/aaodyssey:@field(NUMBER+@band(cph+3c19977))">http://memory.loc.gov/cgi-bin/query/r?ammem/aaodyssey:@field(NUMBER+@band(cph+3c19977))</a>
	We Insist! Max Roach's Freedom Now Suite. Max Roach. CREATED/PUBLISHED New York: Candid Records, 1960. REPOSITORY Library of Congress Motion Picture, Broadcasting, and Recorded Sound Division. Washington, D.C. 20540	<a href="http://memory.loc.gov/ammem/aaohhtml/exhibit/aopart9.html#0906">http://memory.loc.gov/ammem/aaohhtml/exhibit/aopart9.html#0906</a>
Lesson #2: Black, White, or Gray		
	Warren K. Leffler, photographer. <a href="#">Governor George Wallace attempting to block integration at the University of Alabama, 1963.</a> Gelatin silver print. U.S. News & World Report Magazine Collection, <a href="#">Prints and Photographs Division</a> (174A) Digital ID # ppmsca 04294	<a href="http://www.loc.gov/exhibits/brown/brown-aftermath.html">http://www.loc.gov/exhibits/brown/brown-aftermath.html</a>
	<a href="#">University of Alabama Students burn desegregation literature</a> , 1956. Gelatin silver print. <a href="#">Prints and Photographs Division</a> (121A)	<a href="http://www.loc.gov/exhibits/brown/brown-overview.html">http://www.loc.gov/exhibits/brown/brown-overview.html</a>
	Oliver W. Harrington. Dark Laughter. "My Daddy said they didn't seem to mind servin' him on the Anzio beach head. . ." Published in the Pittsburgh Courier, April 2, 1960. Crayon, ink, blue pencil, and pencil on paper. <a href="#">Prints and Photographs Division</a> . (9-28) Courtesy of Dr. Helma Harrington	<a href="http://memory.loc.gov/ammem/aaohhtml/exhibit/aopart9.html#0928">http://memory.loc.gov/ammem/aaohhtml/exhibit/aopart9.html#0928</a>

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	<p>TITLE: Negro demonstration in Washington, D.C. Justice Dept. Bobby Kennedy speaking to crowd  SUMMARY: Photograph showing Attorney General Robert F. Kennedy speaking to a crowd of African Americans and whites through a megaphone outside the Justice Department; sign for Congress of Racial Equality is prominently displayed.  CREATED/PUBLISHED: 1963 Jun. 14.  CREATOR: Leffler, Warren K., photographer.  REPOSITORY: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA</p>	<p><a href="http://hdl.loc.gov/loc.pnp/ppms.ca.04295">http://hdl.loc.gov/loc.pnp/ppms.ca.04295</a></p>
<b>Lesson #3: Civil Rights Unit Personal Interview</b>		
	<p>Marchers Crossing the Edmund-Pettus Bridge, 1965  Aerial view of marchers crossing the Edmund-Pettus Bridge during the march from Selma to Montgomery, Alabama in 1965. Gelatin silver print. New York World-Telegram and Sun Collection, Prints and Photographs Division (28)</p>	<p><a href="http://www.loc.gov/exhibits/civilrights/cr-exhibit.html">http://www.loc.gov/exhibits/civilrights/cr-exhibit.html</a></p>
	<p>Background Map: 1961 Freedom Rides. [New York]: Associated Press News feature, [1962]. Printed map and text. <a href="#">Geography and Map Division</a>. (9-4)</p>	<p><a href="http://lcweb2.loc.gov/ammem/aa/html/exhibit/0904001.html">http://lcweb2.loc.gov/ammem/aa/html/exhibit/0904001.html</a></p>
	<p>[Ronald Martin, Robert Patterson, and Mark Martin stage sit-down strike after being refused service at a F.W. Woolworth luncheon counter, Greensboro, N.C.].  CREATED/PUBLISHED 1960.</p>	<p><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/aaodyssey:@field(NUMBER+@band(cph+3c1474)9)9">http://memory.loc.gov/cgi-bin/query/r?ammem/aaodyssey:@field(NUMBER+@band(cph+3c1474)9)9</a></p>
	<p>TITLE: [Mrs. Nettie Hunt, sitting on steps of Supreme Court, holding newspaper, explaining to her daughter Niki the meaning of the Supreme Court's decision banning school segregation] CREATED/PUBLISHED: 1954. REPOSITORY: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA</p>	<p><a href="http://hdl.loc.gov/loc.pnp/cph.3c27042">http://hdl.loc.gov/loc.pnp/cph.3c27042</a></p>
	<p>"5,000 at Meeting Outline Boycott; Bullet Clips Bus." Montgomery, Alabama, Bus Boycott.  Montgomery Advertiser, December 6, 1955. Copyprint from microfilm. <a href="#">Serial and Government Publications Division</a>. (9-3)  Courtesy of the Montgomery Advertiser.</p>	<p><a href="http://memory.loc.gov/ammem/aa/html/exhibit/aopart9.html#0903">http://memory.loc.gov/ammem/aa/html/exhibit/aopart9.html#0903</a></p>