

Curriculum Unit Introduction

Title of Unit: Literature of the civil rights Movement

Vital Theme of the Unit: To understand the civil Rights Movement through Literature.

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Grade Level: Third through Fifth

Number of Lessons in the unit: Five

Time need to complete the unit: Five weeks

Curriculum standards addressed:

Social Studies spi's:

5.5.spi.1. Interpret sectional differences in the North and South in pre-Civil War (i.e., a map of Union, Confederate, and border-states, pictorial representations of crop production, reading timelines, and interpreting bar graphs showing human, natural, and manmade resources).

5.5.spi.3. Interpret timelines that depict major historical post-Civil War events.

5.5.spi.7. Interpret a primary reading sample.

5.6.spi.3. Recognize situations requiring conflict resolution.

Language Arts spi's:

5.1.spi.18. Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).

5.1.spi.10. Identify the sequence of events in fiction and non-fiction selections.

*5.2.spi.16. Write well-developed, organized, and coherent essays in response to narrative prompts.

Technology used: Computer
Internet
Cassette Player

Unit introduction and overview of instructional plan:

The students will learn about the Civil Rights Movement and the struggles of the many people involved. The students should have studied the Civil War and the Civil Rights Movement to understand the complex situation of the African Americans. The students will need to use their knowledge of these events to further their understanding of the time period. The activities will allow the students to gain more knowledge and understanding of the Civil Rights Movement through the people involved in the struggle. The instructor will be able to use this information in American History and Language Arts classes. It will lend itself to projects, essays, plays, and discussions. I have included guided questions for the reading materials that will help the students develop historical thinking skills. Each lesson in this unit takes five days to complete. You can extend or shorten the lessons to meet your needs.

As a result of our week spent studying the civil rights movement I feel that the greatest songs of the civil rights movement, in my opinion, are; “This Little Light of Mine, ” “We Shall Overcome,” “Keep Your Eyes on the Prize,” “I Woke up this Morning With my Mind Set on Freedom,” and “Blowing in the Wind.” From my research of the civil rights movement I found that there were many songs used. However, the songs I chose were songs that were widely used and also had meaning to me, as they are the songs that we heard about on the Civil Rights Summer Institute. In order to analyze and discuss the impact these songs had on the attempts to resist oppression, I must compare the religious or old African spiritual to the civil rights version of each song.

“This Little Light of Mine” comes from an old African Spiritual that became a Gospel song that is still used today. The song was used during the civil rights movement and was made popular during the civil rights marches by Fannie Lou Hamer. Fannie Lou Hamer worked with the Student Nonviolent Coordinating Committee in the voter registration drives of the 1960s. She was a preacher and singer during the civil rights movement and led people in spirituals like “This Little Light of Mine” (This Little Light of Mine).

The version that is still used in Church today is a simple song showing a child’s love for God. However, the version from the African Spirituals speaks of letting the light shine everywhere I go, all in my house, and out in the dark. The third verse speaks of not making the light shine but of letting it shine (This Little Light of Mine). This is saying that the person is peacefully allowing segregation to end, not forcing it down the people’s throats. The concept is to allow freedom to happen not to force it to happen with violence. My thought of the light shining is that the people will see the changes that need to be made, allow them to be made, and be seen in their daily walk of life.

Another important song of the Civil Rights Movement was “We Shall Overcome.” Joan Baez sang this song at the March on Washington, D.C. on August 28, 1963. It was used to express the desire for increased civil rights. Baez donated the proceeds of many of her concerts to the civil rights movement as well as many other causes. Baez traveled to troubled places in the world and used her thought-provoking songs to draw attention to human rights at the times they were at their most dangerous points of conflict (SBG Music).

“We Shall Overcome” is an old, southern church song that became the anthem for the civil rights movement on April 19, 1960. This historical event occurred outside the courthouse in Nashville, Tennessee. More than 3,000 people sang “We Shall Overcome” that morning in support of the leaders of the student sit-ins (Nashville Public Library).

Guy and Candice Carawan had taught the Nashville Quartet the song “We Shall Overcome” at a workshop at the Highlander Folk School a few weeks before the gathering at the Nashville Courthouse in April of 1960. Guy taught at the Highlander Folk School where he learned the song and started sharing it with other activists. Candice participated in the sit-ins and also wrote sit-in songs. Members of the Nashville Quartet sang on street corners, stages, and in jail during the civil rights movement (Nashville Public Library).

“We Shall Overcome” was adapted from an old hymn. It was used in the 1930s for coal miners in West Virginia who were struggling to get a decent standard of living and safe conditions in the mines. This song became prominent during the civil rights movement and became the unofficial anthem. The lyrics and music were adapted for the civil rights movement in 1960 by Zilphia Horton, Frank Hamilton, Guy Carawan, and Pete Seeger (Jochen, 7th grade).

The religious version of this song, “I’ll Overcome Someday,” was written by Charles Tindley in 1900. This song was derived from the 19th century spiritual “No More Auction Block for me” which dates to before the Civil War (Southern).

In comparison of the two versions, there is very little difference to note. The major difference is that the religious version has more verses and is very general in nature. The first two verses are the same with a major change in the third verse. The words, “The truth shall make us free,” are crucial to the civil rights movement in that they needed in order for the world to see that they were only working to get their true rights. The Emancipation Proclamation signed by President Abraham Lincoln promised these rights during the Civil War.

“Keep your eyes on the Prize” was another important song of the Civil Rights Movement. Pete Seeger sang the song during a concert at Carganie Hall in New York in 1963. Seeger was a folk singer that supported the civil rights movement. The concert at Cargenie Hall occurred prior to the Civil Rights Act of 1964 and the Voting Rights Act of 1965 (Keep Your Eyes on the Prize). This song was adapted from the spiritual, “Keep your hand on the Plough.” The lyrics have been attributed to Alice Wine and entitled “Paul and Silas, Bound in Jail” (Paul and Silas). The original song from the Antique Gospel Music of African Spirituals was entitled, “Hold On” (Hold On). “Keep your eyes on the Prize” as performed by Pete Seeger was the traditional song with new lyrics written by Alice Wine (Jothan, 6th grade).

A comparison of the two versions shows a distinct difference in the meaning of the words. The original version was speaking more about religion and how to keep your religion by not looking back into the world of sin. The civil rights movement version deals with what the African Americans had to do to gain the freedoms that they deserved. The line in the third stanza, “Only thing we wrong was stayin’(sic) in the wilderness too long, (sic)” means that they should have been freed from all aspects of slavery at the end of the Civil War. They should have been able to vote in elections, eat, shop, travel, and everything else that whites had access to. In the fourth stanza, the line, “The only thing we did right was the day we began to fight,” means the day they decided to do something about segregation became the turning point in their lives.

The lines states, “the only thing we did right”, but I believe that this was only the beginning. There were other things that they did right like the decision to use non-violent means to gain their freedoms, using churches as gathering places, and the use of religion as a method to gather recognition. Without non-violence and religion, I feel that there would have been more violence and killing that would have ended with the African Americans still not getting their freedom.

“I Woke Up This Morning With My Mind Set on Freedom,” was very important to the civil rights movement. This song came from the old African spiritual, “I Woke Up Dis Mornin’ Wid Mah Min’ Stayed on Jesus” (sic) (Woke up Dis Mornin’). This spiritual tells about keeping your mind on Jesus to prevent thoughts of hating your neighbor and keeping the devil out of your life. The civil rights version was used to unify people, lift spirits, and prepare people for directions. It was sung by Peter, Paul, and Mary. This version simply repeats the line, “I woke up this morning with my mind set on freedom,” then states, “before I’ll be a slave I’ll be buried in my grave” and “I’ll go home to my Lord and I’ll be free.” This basically means what it says. Before returning to slavery or not having freedom, they would rather be dead. I think that most African Americans felt this way. They wanted to be free to do all the things that the whites were able to do. I also feel that this was saying that they were tired of all the injustices they had to face and the only way to overcome these were to gain freedom or die (Peter, Paul, and Mary Freedom Medley).

The last song that I feel was important to the civil rights movement was “Blowin’ in the Wind” (sic). This song sung by Bob Dylan, deals with one of the most serious social issues of the early 1960s, the civil rights movement (Share the Music). The songs lyrics carry a powerful message of the roads (injustices) that must be overcome before an African American can be equal to a white man. The words “white dove” refer to the white people who were involved in the Civil Rights Movement who were also treated unfairly.

In the second verse, “how many ears must one man have before he can hear people cry,” refers to mankind hearing the cries of the African Americans struggling to overcome racial inequality. Of course the words, “how many deaths will it take till he knows that too many people have died,” refers to the number of blacks and whites that died during the Civil War and civil rights movement trying to gain freedom for African Americans.

In the third stanza, “how many years can some people exist before their allowed to be free,” refers to the number of years African Americans spent in slavery as well as the time they were not treated as equals. It is also raising the question as to how much longer will this have to go on before all people are treated equal. Finally the words, “how many times can a man turn his head and pretend that he just doesn’t see,” refers to the fact that many people do not want to see the problems that the African Americans were facing and therefore would go out of their way to not notice any injustice against African Americans (Peter, Paul, and Mary Freedom Medley).

In conclusion, I feel that the music of the civil rights movement was very important to the movement. The music was used to help the people of the movement endure the trials of the marches, jail time, and the verbal and physical abuse they were subjected to. The civil rights movement was a very important period of time, which did end with the African American’s gaining freedoms that are vital to our world today. Imagine a world in which some of the people are not allowed to drink at the same water fountains, eat at the same restaurants, sit anywhere they please on buses, or be able to vote. This is not the world in which I would like to live. I believe that all people are created equal and should be treated equal. I wish that African Americans had never had to endure this period of hate and injustice, but I know that they feel they did what was right and did not use violence against whites to gain their freedom.

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Keep Your Eyes on the Prize. Negrospirituals.com/news-song/keep_your_eyes_on_the_prize.htm. July 23, 2005.

Nashville Public Library. library.nashville.org/Newsevents/Press%20Releases/musicofcivilrights.html. Jan. 8, 2003. July 23, 2005.

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This Little Light of Mine. negrospirituals.com/news-song/this_little_light_of_mine.htm. Spiritual Workshop, Paris France. July 23, 2005.

Woke Up Dis Mornin' With Freedom on My Mind. negrospirituals.com/news-song/woke_up_dis_morin.htm. July 26, 2005.

Bibliography

Adler, David A. *A Picture Book of Sojourner Truth*. New York: Holiday House, 1994

This book tells the story of Sojourner Truth and her bravery during the struggle of the civil war. There are many ways this book can be used.

Adler, David A. *A Picture Book of Frederick Douglass*. New York: Holiday House, 1993.

This book tells the story of Frederick Douglass and his struggle to help blacks rise from slavery. This book can be used to demonstrate that slavery did exist in the north as well as in the south. This book can be used in a variety of ways.

Coles, Robert. *The Story of Ruby Bridges*. New York: Scholastic, 1995.

The Story of Ruby bridges tells of the struggle of a young black girl who is the first black student to attend William Franz Elementary School in New Orleans during the Civil Rights Movement. This story can be used in many ways to illustrate the struggles of blacks.

Frederick Douglass, *What to the Slave is the 4th of July?* 1852. Historical Document company, 1994.

This historical document talks about the sadness of the lack of freedom to the slave. It is a primary source. The entire speech is enlightening and will give the feel of the times and how the slaves felt about their lack of freedoms.

I Have a Dream” Martin Luther Kings, Jr. Historical Document Company. Atlanta: Intellectual Properties Management, 1994.

This historical document is a primary source that can be used in a variety of ways to teach about the famous speech given by King on August 28, 1963 during the March on Washington at the Lincoln Memorial.

I’ve Been to the Mountaintop, Martin Luther King, Jr. Historical Documents Company. Atlanta: Intellectual Properties Management, 1994.

“I’ve been to the Mountaintop” was the speech King delivered on April 3, 1968 in Memphis, Tennessee. The next day King was assassinated on the balcony of his hotel in Memphis. This speech has many informative passages that can be used in a variety of ways.

Parks, Rosa. *I Am Rosa Parks*. New York: Puffin Books, 1997.

This book tells the story of Rosa Parks and the struggle that all blacks endured during the Montgomery Bus Boycott. The story is told by Rosa Parks and gives many details that enlighten the reader to the civil rights movement.

Sojourner Truth, *Ain't I a Woman?* 1851. Historical Document Company, 1994.

This historical document is a primary source that will be helpful in teaching the civil rights movement. It also illustrates the language differences of the blacks during this time in history.

The King Center. *I Have a Dream* cassette.

This cassette provides the famous speech given by Dr. Martin Luther King, Jr. on August 28, 1963 during the March on Washington at the Lincoln Memorial.

The rich sound gives the listener a chilling feel of the comments of Dr. King.

Lesson Plan Outline

Unit: Literature of the Civil Rights Movement

Grade Level: Grades third through fifth

Lesson Title:

Lesson one: The Civil Rights Movement and Sojourner Truth.

Essential Question Related to Vital Theme:

Lesson one: What did Sojourner Truth do for African Americans?

Lesson Time: Five, forty-five minute classes

Curriculum Standards:

Social Studies spi's:

5.5.spi.1. Interpret sectional differences in the North and South in pre-Civil War (i.e., a map of Union, Confederate, and border-states, pictorial representations of crop production, reading timelines, and interpreting bar graphs showing human, natural, and manmade resources).

5.5.spi.3. Interpret timelines that depict major historical post-Civil War events.

5.5.spi.7. Interpret a primary reading sample.

5.6.spi.3. Recognize situations requiring conflict resolution.

Language Arts spi's:

5.1.spi.18. Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).

5.1.spi.10. Identify the sequence of events in fiction and non-fiction selections.

*5.2.spi.16. Write well-developed, organized, and coherent essays in response to narrative prompts.

*5.2.spi.19. Explain and/or illustrate key ideas when writing.

Technology used and how: None

Materials:

Adler, David A. A Picture Book of Sojourner Truth.

Historical Document Sojourner Truth, "Ain't I a Woman? 1851

Timeline of Sojourner Truth's life

Pre-Post Test

Questions for A Picture Book of Sojourner Truth

Rubric

Activity description and overview of instructional strategies:

Day one: Pre test

Read and Discuss David A. Adler's A Picture Book of Sojourner Truth.

Students answer questions from David A. Adler's A Picture Book of Sojourner Truth.

Day two: Create a timeline of Sojourner Truth's life.

Day three: Read Primary Document Ain't I a Woman? 1851

Discuss how her speech would affect (one) an abolitionist, (two) a slaveholder, (three) the government, and (four) women.

Day four: Create a poster of Sojourner Truth's life.

Day five: Post test

Write an essay on Sojourner Truth's life as a slave and as a free woman.

Supporting Assignments / homework:

Questions A Picture Book of Sojourner Truth
Timeline
Essay
Poster

Assessment:	Pre test	Test	
	Timeline	Rubric	ten percent
	Poster	Rubric	twenty percent
	Essay	Rubric	twenty percent
	Post Test	Test	fifty percent

Rubric for Timeline and Poster:

A= eight dates correctly used

B= six dates correctly used

C= four dates correctly used

D= two dates correctly used

F= off task

Rubric for Essay:

A= Less than five mistakes in capitalization, punctuation, format, and use of Sojourner Truth's life.

B= Less than ten but more than five mistakes in capitalization, punctuation, format and use of Sojourner Truth's life.

C= More than ten mistakes in capitalization, punctuation, format and use of Sojourner Truth's life.

D= Incomplete essay with many mistakes in capitalization, punctuation, and use of Sojourner Truth's life.

F= Incomplete essay, lack of format in writing.

Pre Test / Post Test

1. What was Sojourner Truth's real name?
2. Was she a slave or a white woman?
3. What did she do that was important to blacks?
4. What does Ain't I a Woman? mean in relation to Sojourner Truth?
5. Did Sojourner ever meet President Lincoln?

Answers:

1. Isabella
2. slave
3. Fought for freedom from slavery
4. famous speech by Sojourner Truth
5. yes

Questions for David A. Adler's A Picture Book of Sojourner Truth.

1. Where and when was Sojourner Truth born?
2. Her parents named her _____, but she changed it when she became a free woman.
3. Was Isabella beaten when she was young?
4. Isabella married and had _____ children.
5. In 1826 Isabella ran away from John Sumont, her owner. Isabella and her daughter Sophia were _____ by the Van Wagengers and freed.
6. In 1826 Isabella sued Solomon Gedney and was the _____ African American woman in the United States to win a lawsuit against a white man.
7. In 1827 Isabella found out that her 5-year-old son, Peter had been sold to an _____ planter.
8. In 1833 Isabella was wrongly accused of _____ the leader of the "Kingdom of God". She sued the New York Newspaper for hurting her good name and won.
9. In 1843 Isabella said, "The spirit called her to the West". And changed her name to _____.
10. Sojourner traveled thousands of miles, preaching and speaking against slavery and stood up for the rights of women.
11. In 1852 she gave the "Ain't I a Woman?" speech and showed her arm _____.
12. In 1864 Sojourner met President _____ and told him he was the, "best President who has ever taken the seat".
13. In 1864 Sojourner complained to the president of the streetcar company. This helped to _____ segregation on Streetcars.
14. After the Civil War ended she proposed to President Ulysses S. Grant that freed slaves be given western land, but this _____ happened.
15. Sojourner realized that _____ from slavery did not mean freedom from poverty, hatred, or discrimination.
16. When she _____ in 1883, her dream had not been fulfilled, but she was one of the brave people who began the struggle.

Answers to Questions for David A. Adler's, A Picture Book of Sojourner Truth.

1. Harley New York 1797
2. Isabella
3. yes
4. five
5. bought
6. Alabama
7. first
8. poisoning
9. Sojourner Truth
10. women
11. muscle
12. Lincoln
13. end
14. never
15. freedom
16. died

Lesson Plan Outline

Unit: Literature of the Civil Rights Movement

Grade Level: Third through fifth

Lesson Title:

Lesson two: The Civil Rights Movement and Frederick Douglas.

Essential Question Related to Vital Theme:

Lesson two: What did Frederick Douglas do for African Americans?

Lesson Time: Five, forty-five minute classes

Curriculum Standards:

Social Studies spi's:

5.5.spi.1. Interpret sectional differences in the North and South in pre-Civil War (i.e., a map of Union, Confederate, and border-states, pictorial representations of crop production, reading timelines, and interpreting bar graphs showing human, natural, and manmade resources).

5.5.spi.3. Interpret timelines that depict major historical post-Civil War events.

5.5.spi.7. Interpret a primary reading sample.

5.6.spi.3. Recognize situations requiring conflict resolution.

Language Arts spi's:

5.1.spi.18. Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).

5.1.spi.10. Identify the sequence of events in fiction and non-fiction selections.

*5.2.spi.16. Write well-developed, organized, and coherent essays in response to narrative prompts.

*5.2.spi.19. Explain and/or illustrate key ideas when writing.

Technology used and how: None

Materials:

Adler, David A. A Picture Book of Frederick Douglass.

Historical Document Frederick Douglass, "What to the Slave is the 4th of July?"

Question Sheet A Picture Book of Frederick Douglass.

Pre Test

Post Test

Rubric

Activity description and overview of instructional strategies:

Day one: Pre test

Read David A. Adler's A Picture Book of Frederick Douglass.

Answer questions for David A. Adler's A Picture Book of Frederick Douglass.

Day two: Create Timeline of Douglass' life.

Day three: Read Primary Document "What to the Slave is the 4th of July?

Discussion of the Primary Document.

Day four: Write a Newspaper article on the speech, "What to the Slave is the 4th of July?"

Day five: Post test

Make a poster on the changes in Frederick Douglass' life.

Supporting Assignments / homework:

Assessment:

Pre test	Test	
Timeline	Rubric	ten percent
Poster	Rubric	twenty percent
Newspaper article	Rubric	twenty percent
Post Test	Test	fifty percent

Pre / Post Test

1. Was Frederick Douglass's last name really Douglass at his birth?
2. Could Frederick Douglass read by the time he was fourteen?
3. Where did Frederick Douglass go to become free?
4. Why did Frederick to England?
5. What color was his second wife?
6. What did Frederick Douglas do to help blacks and whites?

Answers to Pre /Post Test

1. no
2. yes
3. New York City
4. So he would not be caught as a runaway slave.
5. White
6. Live together in peace.

Rubric for timeline and poster:

A= eight dates correctly used

B= six dates correctly used

C= four dates correctly used

D= two dates correctly used

F= off task

Rubric for Newspaper Article:

A= Less than five mistakes in capitalization, punctuation, format, and use of Frederick Douglass' life.

B= Less than ten but more than five mistakes in capitalization, punctuation, format and use of Frederick Douglass' life.

C= More than ten mistakes in capitalization, punctuation, format and use of Frederick Douglass' life.

D= Incomplete essay with many mistakes in capitalization, punctuation, and use of Frederick Douglass' life.

F= Incomplete essay, lack of format in writing.

Questions for David A. Adler's A Picture book of Frederick Douglass.

1. Frederick Douglass was born in 1818 as a _____ in Maryland.
2. Frederick's, mother was a slave, but his father was a _____ man.
3. Frederick lived with his _____.
4. In 1826 when he was 8 years old, he became the _____ of Sophia and Hugh Auld.
5. Sophia Auld taught Frederick the alphabet and how to _____.
6. When he was fourteen he _____ at the Church Sabbath School for black children.
7. In 1834 Frederick decided to _____ back when his owner beat him.
8. In 1835 he started a secret Sabbath School and taught slaves to _____.
9. Who helped Frederick plan to escape slavery?
10. When Frederick arrived in New York City he changed his name to Johnson, then to _____.
11. In 1838 he sent for Anna and they were _____.
12. In 1841 Frederick started reading "The Liberator" an anti-slavery newspaper and was hired to travel telling the horrors of _____ and selling subscriptions to the newspaper.
13. In 1845 he wrote his autobiography, which had his original name and the name of his _____, so he went to England to escape being caught as a runaway.
14. In 1847 he moved back to New York after some friends in England bought his papers allowing him to be _____.
15. He started his own paper, "Frederick Douglass' Paper," in which he spoke out about prejudices, women's rights, and "safe houses" for runaway _____.
16. In 1863 Frederick Douglass helped gather soldiers for the first black unit in the _____ army.
17. In 1864 the Thirteenth Amendment was passed and slavery was _____.
18. Two years after Anna died Frederick married a _____ woman.
19. Frederick Douglass spoke out against mob violence and lynchings of African Americans in the _____.
20. In 1895 he _____ without seeing black and whites living in peace together.

Answers for David A. Adler's A Picture book of Frederick Douglass.

1. slave
2. white
3. grandmother
4. slave
5. read
6. taught
7. fight
8. read
9. Anna Murray
10. Douglass
11. married
12. slavery
13. master
14. free
15. slaves
16. Union
17. outlawed
18. white
19. South
20. died

Lesson Plan Outline

Unit: Literature of the Civil Rights Movement

Grade Level: Third through Fifth

Lesson Title:

Lesson three: The Civil Rights Movement and Rosa Parks.

Essential Question Related to Vital Theme:

Lesson three: What did Rosa Parks do for African Americans?

Lesson Time: Five, forty-five classes

Curriculum Standards:

Social Studies spi's:

5.5.spi.1. Interpret sectional differences in the North and South in pre-Civil War (i.e., a map of Union, Confederate, and border-states, pictorial representations of crop production, reading timelines, and interpreting bar graphs showing human, natural, and manmade resources).

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5.1.spi.18. Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).

5.1.spi.10. Identify the sequence of events in fiction and non-fiction selections.

*5.2.spi.16. Write well-developed, organized, and coherent essays in response to narrative prompts.

*5.2.spi.19. Explain and/or illustrate key ideas when writing.

Materials:

Parks, Rosa I Am Rosa Parks.

Questions for I Am Rosa Parks

Pre Test

Post Test

Technology used and how: Computer connected to TV and Internet.

United Streaming site
-Watch video of Civil Rights Movement The Montgomery Bus Boycott
Internet access for all students – students to research the Montgomery bus boycott.

Activity description and overview of instructional strategies:

- Day one: Pre Test
Read Story Rosa Parks, I Am Rosa Parks.
- Day two: Answer questions for I Am Rosa Parks.
- Day three: Watch United Streaming Video for Civil Rights Movement The Montgomery Bus Boycott.
- Day four: Create a timeline of the events relating to Rosa Parks and the bus boycott.
- Day five: Post test
Research the Montgomery Bus Boycott find:
 - a) date boycott started
 - b) list at least 2 other places and dates of bus boycotts
 - c) find the date the bus boycott was taken to the Supreme Court.
 - d) date the decision was made to end segregation of buses.

Supporting Assignments / homework:

Assessment:

Pre test	Test	
Timeline	Rubric	twenty-five percent
Research	Rubric	twenty-five percent
Post Test	Test	fifty percent

Rubric for timeline and poster:

- A= eight dates correctly used
- B= six dates correctly used
- C= four dates correctly used
- D= two dates correctly used
- F= off task

Rubric for Research:

- A=Student must have all seven answers correctly.
- B= Students answer 6 questions correctly.
- C= Students answer only 5 questions correctly.
- D= Students answer only 4 questions correctly.
- F= Student only answer 1 question correctly.

Pre /Post Test

1. Keeping blacks and whites apart is called _____.
2. What city was Rosa in when she didn't give up her seat on the bus?
3. Two men helped Rosa end bus segregation one was E.D. Nixon. Who was the other man?
4. How long did the bus boycott last?
5. What did Rosa Parks help blacks to win?
6. Only blacks participated in the Civil Rights Movement?

Answers:

1. segregation
2. Montgomery
3. Rev. Martin Luther King, Jr.
4. 1 year
5. End segregation on buses
6. No

Questions for Rosa Parks, I Am Rosa Parks.

1. Years ago blacks and whites had to stay apart this was called _____.
2. On buses whites sat at the front and blacks at the _____.
3. If the _____ section was full blacks had to give up their seats for the extra white people.
4. One day the bus driver ordered Rosa to get up and give a white man her _____.
5. When the bus driver said he would have her arrested she answered, "You _____ do that".
6. When she was arrested they took her picture and got her _____ on a card.
7. Rosa was fined _____ dollars plus four dollars in court costs.
8. Where did Rosa Parks grow up?
9. Rosa family grew up in a small town that had a _____ room schoolhouse for black children.
10. Rosa and her husband lived in a city, _____ Alabama.
11. The real reason Rosa did not give up her seat on the bus was that she was _____ of blacks giving in to whites.
12. Staying off the buses by blacks was called a _____.
13. E.D. Nixon held a meeting of black people in a _____ and Dr. Martin Luther King, Jr. told all blacks to stay off the buses.
14. The blacks _____ or rode with others to town.
15. In the summer the buses _____ running because there were not enough people to ride.
16. Mr. Nixon and _____ took the case to the Supreme Court where segregation laws were changed so that blacks did not have to give up seats to whites.
17. Rosa Parks moved to _____ Michigan to be safe.
18. Dr. King led blacks to fight for the right to vote, and eat in restaurants called the _____ Movement.
19. _____ People from the North and South joined the fight.

20. People say _____ started the civil rights movement by not giving up her seat.

Answers to Rosa Parks, I am Rosa Parks.

1. segregation
2. back
3. white
4. seat
5. may
6. fingerprints
7. ten
8. Pine Level, AL
9. one
10. Montgomery
11. tired
12. boycott
13. church
14. walked
15. stopped
16. Dr. King
17. Detroit
18. Civil Rights
19. white
20. Rosa Parks

Lesson Plan Outline

Unit: Literature of the Civil Rights Movement

Grade: Third through Fifth

Lesson Title:

Lesson four: The Civil Rights Movement and Ruby Bridges.

Essential Question Related to Vital Theme:

Lesson four: What did Ruby Bridges do for African Americans?

Lesson Time: five, forty-five minute classes

Curriculum Standards:

Social Studies spi's:

5.6.spi.3. Recognize situations requiring conflict resolution.

Language Arts spi's:

5.1.spi.18. Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).

5.1.spi.10. Identify the sequence of events in fiction and non-fiction selections.

*5.2.spi.16. Write well-developed, organized, and coherent essays in response to narrative prompts.

*5.2.spi.19. Explain and/or illustrate key ideas when writing.

Technology used and how: Computer with Internet access for all students. This will be used to research and print information on segregation of schools.

Materials:

Coles, Robert The Story of Ruby Bridges.

Questions for The Story of Ruby Bridges.

Pre / Post Test

Rubric for Posters

Rubric for Site Search

Activity description and overview of instructional strategies:

Day one: Pre Test

Read Robert Coles' The Story of Ruby Bridges.

Day two: Answer questions for Robert Coles' The Story of Ruby Bridges.

Day three: Divide into groups to make posters for and against segregation of Schools.

Day four: Research School Segregation. Find at least three sites and answer these questions:

- 1) State and city of segregation.
- 2) State desegregation started at this school.
- 3) Number of black students involved.
- 4) Number of white students involved.
- 5) Any incidents of aggression towards the black population.

Day five: Post Test

Journal writing How do you feel about segregation of schools?

Supporting Assignments / homework:

Questions for The Story of ruby Bridges.

Assessment:

Pre test	Test	
Poster	Rubric	twenty-five percent
Essay	Rubric	twenty -five percent
Post Test	Test	fifty percent

Rubric for poster:

- A= All five questions answered.
- B= Four questions answered.
- C= Three questions answered.
- D= Two questions answered.
- F= off task

Rubric for Essay:

- A= Less than five mistakes in capitalization, punctuation, format, and use of Ruby Bridges' life.
- B= Less than ten but more than five mistakes in capitalization, punctuation, format and use of Ruby Bridges' life.
- C= More than ten mistakes in capitalization, punctuation, format and use of Ruby Bridges' life.
- D= Incomplete essay with many mistakes in capitalization, punctuation, and use of Ruby Bridges' life.
- F= Incomplete essay, lack of format in writing.

Pre/Post Test

1. Where did Ruby Bridges family move to when she was four?
2. Who told Ruby to go to William Frantz Elementary School?
3. Why did the President order Federal Marshals to walk Ruby to school?
4. How many children were in Ruby's class at the beginning of the year?
5. Why did Ruby stop one day on the street?

6. What did Ruby attending white school help to accomplish?

Answers:

1. New Orleans
2. A Judge
3. People were trying to keep her out of school.
4. None
5. To pray.
6. Desegregation of schools.

Questions for The Story of Ruby Bridges by Robert Coles.

1. Ruby Bridges was born in _____.
2. In 1957 her family moved to _____, Louisiana.
3. _____ and white children went to separate schools.
4. In 1960 a Judge ordered four _____ girls to go to two white schools.
5. Three black girls went to McDonough 19 and _____ year old Ruby Bridges went to William Frantz Elementary School.
6. On Ruby's first day of school _____ people carried sign, called her names, and wanted to hurt her.
7. The _____ of the United States ordered Federal Marshals to walk to school with Ruby to protect her.
8. For _____ weeks Ruby was surrounded by Marshals and kept safe.
9. The white people would not send their _____ to school with Ruby.
10. She was _____ in the school except for her teacher Mrs. Henry.
11. Ruby began to learn to read and write and was always calm and _____.
12. _____ always watched Ruby walk to school.
13. One day Ruby stopped in the street and _____ for the people who hated her.
14. Ruby prayed _____ a day once before school and once after school.
15. In her prayer she asked God to try to _____ the people like her did when they said bad things about him long ago.
16. Later that year _____ white boys came to school and finally the other children began to come back.
17. By the time Ruby was in the _____
18. grade the mobs had quit trying to defeat the Judge's order that New Orleans Schools would be desegregated.

Answers to The Story of Ruby Bridges.

1. Mississippi
2. New Orleans
3. Black
4. black
5. six
6. white
7. President

8. four
9. children
10. alone
11. confident
12. Mrs. Henry
13. prayed
14. twice
15. forgive
16. two
17. second

Lesson Plan Outline

Unit: Literature of the Civil Rights Movement

Grade: Third through fifth

Lesson Title:

Lesson five: The Civil Rights Movement and Martin Luther King, Jr.

Essential Question Related to Vital Theme:

Lesson five: What did Martin Luther King, Jr. do for African Americans during the Civil Rights Movement?

Lesson Time: Five, forty-five minute classes

Curriculum Standards:

Social Studies spi's:

5.5.spi.3. Interpret timelines that depict major historical post-Civil War events.

5.5.spi.7. Interpret a primary reading sample.

5.6.spi.3. Recognize situations requiring conflict resolution.

Language Arts spi's:

5.1.spi.18. Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).

5.1.spi.10. Identify the sequence of events in fiction and non-fiction selections.

*5.2.spi.16. Write well-developed, organized, and coherent essays in response to narrative prompts.

*5.2.spi.19. Explain and/or illustrate key ideas when writing.

Technology used and how: Tape player to listen to I Have a Dream Speech by Dr. Martin Luther King, Jr.

Materials:

Ellen Levine If You Lived at the Time of Martin Luther King, Jr.

Questions for If You Lived at the Time of Martin Luther King, Jr.

Pre / Post Test

I Have a Dream Speech Document (Primary Source)

I Have a Dream Tape recording
I've Been to the Mountaintop Speech document (Primary Source)

Activity description and overview of instructional strategies:

Day One: Pre test
Read Ellen Levine's If You Lived at the Time of Martin Luther King, Jr.
Day Two: Answer questions for Ellen Levine's If You Lived at the Time of Martin Luther King, Jr.
Day Three: Timeline of Martin Luther King and the Civil Rights Movement
Day Four: Read I Have a Dream Speech
Listen to I Have a Dream Speech
Day five: Read and discuss I've Been to the Mountain top Speech.
Essay How Martin Luther King, Jr. helped the Civil Rights Movement
Post Test

Supporting Assignments / homework:

Assessment:

Pre test	Test	
Questions	Daily work	ten percent
Timeline	Rubric	twenty percent
Essay	Rubric	twenty percent
Post Test	Test	fifty percent

Rubric for timeline :

A= eight dates correctly used
B= six dates correctly used
C= four dates correctly used
D= two dates correctly used
F= off task

Rubric for Essay:

A= Less than five mistakes in capitalization, punctuation, and format in Martin Luther King, Jr.'s life.
B= Less than ten but more than five mistakes in capitalization, punctuation, and format in Martin Luther King, Jr's life.
C= More than ten mistakes in capitalization, punctuation, and format in Martin Luther King, Jr.'s life.
D= Incomplete essay with many mistakes in capitalization, punctuation, and format in Martin Luther King, Jr's life.
F= Incomplete essay, lack of format in writing.

Pre / Post Test for Ellen Levine's If You Lived at the Time of Martin Luther King, Jr.

1. What did the segregation laws do to blacks?

2. What was segregated?
3. Did the government agree with segregation?
4. The Klu Klux Klan was a group that believed _____ were superior to blacks.
5. Who was the black woman that started the bus boycott in Montgomery, Alabama?
6. The sit ins were _____ actions that were used to allow blacks to sit at lunch counters with whites.
7. Who was the leader of the civil Rights Movement?

Answers to Pre / Post Test for Ellen Levine's If You Lived at the Time of Martin Luther King, Jr.

1. Kept them from being free to do things
2. Everything
3. yes
4. whites
5. Rosa Parks
6. nonviolent
7. Martin Luther King Jr.

Questions for Ellen Levine's If You Lived at the Time of Martin Luther King, Jr.

1. Where were the black people brought to America from?
2. The slaves were _____ at the end of the civil War.
3. In the 1950's and 1960's people began to fight for their freedom. _____ was one of the most famous leaders of the Civil Rights Movement.
4. _____ meant that blacks were not as good as white.
5. Did black and white children go to school together?
6. Blacks and whites were not allowed to do many things at the same places. There were _____ that said "Whites Only", "Colored Only", or "No Negroes".
7. One group that was formed to fight for segregation was called the _____.
8. The Montgomery bus boycott was the first time people all over the country heard about Dr. Martin Luther King, Jr., the most famous _____ leader.
9. The bus boycott started when _____ would not give up her seat on a bus to a white man.
10. On Feb. 1, 1960 there were _____ at the lunch counters to allow blacks to sit at the counters with whites to eat.
11. In 1961 The Congress of Racial Equality was formed and a plan called the _____ was designed to force the southern states to obey the court ruling that long-distance buses and stations could not be segregated.
12. President _____ had his brother Robert Kennedy work with the governor of Alabama to protect Dr. King and the people gathered in the Churches to support the Freedom Rides.
13. The Police commissioner Eugene "Bull" Connor decided to use attack _____ and fire hoses to fight the marchers.
14. President Kennedy said, "What has just happened in Birmingham makes me _____."

15. One of the best-known _____ of the Civil rights Movement was called, “We Shall Overcome”.
16. During the March on Washington, D.C. _____ made his “I have a Dream” speech.
17. The real reason blacks didn’t _____ in Mississippi was that whites had various laws to keep blacks from registering.
18. In 1965 in Selma Alabama, the people organized marches to Montgomery to get the governor to change the _____ laws. On the first day of the march the Sheriff had his police stop the marchers and beat them.
19. Dr. King believed all people should be treated _____ and fairly and that all protests should be nonviolent.
20. Dr. King was assassinated in _____, but the Civil Rights Movement continued on.

Answers to for Ellen Levine’s If You Lived at the Time of Martin Luther King, Jr.

8. Africa
9. freed
10. Martin Luther King, Jr.
11. Segregation
12. yes
13. signs
14. Ku Klux Klan
15. Civil Rights
16. Rosa Parks
17. sit-ins
18. Freedom Rides
19. John F. Kennedy
20. dogs
21. sick
22. songs
23. Dr. King or Martin Luther King, Jr.
24. vote
25. voting
26. equally
27. 1968