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EDU 6710 C15

Title The Enduring Legacy of the American Revolution: Heroes of Equality, the Social Change in the Women's, African American and Labor Movements in the 20th Century**Date** April 2010**Grade Level:** third and fourth grade

First Milestones- Submitting this “barebones” proposal. It’s my brainstorming list that I know needs a lot of work- especially in explanations, details, central and challenging questions, revising, and editing. **Second Milestone** – Selecting, ordering, and reading children’s books for my unit of study. **Third Milestone-** completing the unit of study. **Fourth Milestone-** finalizing the proposal. **Fifth Milestone-** revising, editing, resubmitting proposal

Proposal - Happy Birthday Dr. King!

Students will learn about African American struggles for civil rights, with a special focus on Martin Luther King- his life and achievements. It will culminate with a birthday party celebration in January.

Seminar Impact

Even though I grew up during this time period, I really have a very limited understanding of the key players, events, and legislation that brought about change in racial relations in the 20th century. Through the readings and presentations I increased my own background knowledge. I enjoyed a lot of “Oh, yeah...I remember that” moments when the information presented triggered memories from newscasts that I remember seeing during this time period. The resources we were given were extensive and very valuable- i.e., the TCM Primary Sources materials and especially Lauren Olewnik’s presentation on TAH Resources in the Library. What a gold mine!

Central Questions

1. When was the 20th century and what was life like for an African American back then?
2. What are civil rights?
3. What were Jim Crow laws?
4. Who was Martin Luther King?
5. What characteristics must a good leader have?
6. How did primary sources help you understand this time period?

Challenge Questions

1. How is the study of civil rights relevant today?
2. How would the world be different today if integration never took place?
3. What side (segregation vs. desegregation) would YOU have supported? Why?

Lesson length

This unit of study began on Monday, Jan. 4th and ended Friday, Jan. 15th. It was taught five days per week for a total of 10 days. The average time was 60 minutes each day. Martin Luther King’s birthday party was held on Friday, Jan. 15th and lasted one hour

and a half. Students read Martin Luther/Civil Rights themed books as a Book It! goal.

Key Ideas

1. Whites and African Americans were not treated equally.
2. People can work together to change laws that are not fair.

Intended Learning Outcomes

1. Students will use primary sources as a way to learn about the past.
2. Students will increase their background knowledge and vocabulary.
3. Student will learn that Martin Luther King was one (of many) leaders of the Civil Rights Movement.
4. Students will learn that through hard work, sacrifice, and strength of conviction freedoms can be achieved.
5. Students will make connections between the past and the present, and themselves and historical figures.

National History Standards

The History of the United States: Democratic Principles and Values and the Peoples from Many Cultures Who Contributed to Its Cultural, Economic and Political Heritage

- 1 Standard 4 : How Democratic Values Came to Be, and How They Have Been Exemplified by People, Events, and Symbols
- 2 Standard 6: Regional Folklore and Cultural Contributions That Helped to Form Our National Heritage

Vermont G.E.(Grade Equivalent)

H&SS3-4:1 *Students initiate an inquiry by...*

- 2 Asking relevant and focusing questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched

H&SS3-4:9 *Students show understanding of how humans interpret history by...*

- 3 Identifying and using various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others
- 4 Differentiating among fact, opinion, and interpretation in various events

Preparation for Teaching

- 1 Obtain a collection of civil rights themed nonfiction books and biographies for the classroom library
- 2 Scan illustrations from teacher read aloud picture books to be used as pre-reading activities and later, to be shown on Smart Board during teacher read alouds.
- 3 Create study guide and end of the unit assessment
- 4 Prepare readers theater and choral reading scripts
- 5 Gather primary documents such as photographs, political cartoons, letters, and famous speeches from the 20th Century Civil Rights Movement
- 6 Display pictures of famous people such as Martin Luther King and Rosa Parks
- 7 Obtain topic videos/DVDs/CD-ROMs
- 8 Gather a variety of role-playing activities that expose the students to prejudicial

experiences

9 Video clips from American History in Video for Smart Board presentations

Activities

Classroom activities that can be used to teach about prejudice, and the problem with preconceived notions about people

- **Potatoes** (*Goal- to show children that despite outside appearances, people are often similar on the inside*). Divide class into small groups. Give each group a potato (or lemon or apple). Tell them to “get to know their potato”. After they have examined it and noticed surface features, everyone puts the potato back in a basket. Then call groups to find their potato in the pile. Most will be able to. Then collect the potatoes again. Peel the potatoes and put them back in the basket. Identification is difficult now “They all look the same.” Class discussion includes commonalities despite appearance. <http://www.understandingprejudice.org/teach/elemact.htm>
- **People Tags*** (*Goal- to show how labels can influence our judgments about people and to recognize how important it is to get to know someone before making judgments about them*). Print 1 copy of [People Tags](#) page for every four students. Cut up the page so that there are 4 people cards (Uncle Frederick, Aunt Mina, etc.), 8 object cards (dictionary, clock, etc.), and 4 fact cards in each set. Divide students into groups of 4. Give each group a set of people and object cards. Do not give out the fact cards yet. Tell students to imagine they are holiday shopping for each relative: Uncle Frederick the motorcycle rider, Aunt Mina the librarian, Cousin Wei a Navy recruit, and Great Aunt Keesha a senior citizen. Children make their decisions and then discuss gift choices. The discussion will include how labels such as motorcycle rider and senior citizen influence gift choice. Then pass out fact cards which give information about each person- likes, dislikes, and ambitions. Students quickly learn that their first gift choice wasn't the best gift choice. <http://www.understandingprejudice.org/teach/elemact.htm>

Primary Source Wall (*Goal-to understand that historians use primary sources to learn about the past*)

Students bring in personal primary sources to share with class. Discussion includes what we can learn about the person, as well as possible misconceptions (child in a dance costume might be interpreted as common clothing of the period). Interesting new primary source is in-uterine sonograms! Display on classroom bulletin board.

Picture Books & Primary Sources (*Goal-To read aloud historical fiction stories and then introduce a primary source of the historical event depicted in the story*).

I would first read aloud one of the picture books listed below and follow it up with a primary source.

Delivering Justice, W.W. Law and the Fight for Civil Rights

John Lewis in the Lead-A Story of the Civil Rights Movement

Riding to Washington,

The Watson's go to Birmingham-1963

If You Lived in the Time of Martin Luther King

I Have a Dream (artist's rendition of key events in M.L.K.'s life)

March On! The Day My Brother Martin Changed the World

The Story of Ruby Bridges

Photographs included: North Carolina Sit-in, March on Washington, Freedom Riders Bus Fire Bomb, Governor Wallace at the University of Alabama, Waiting room for White Only, Rosa Parks Being Fingerprinted, and Ku Klux Klan. Posters: NAACP membership drive and Integrated Bus Suggestions. Letter: Jackie Robinson's letter to the President. These sources all came from the *Exploring History-Civil Rights Movement* kit. Interviews were also re-enacted using *Oh, Freedom! Kids Talk about the Civil Rights Movement with the People Who Made it Happen* (see

bibliography)

Building Vocabulary (i.e. civil rights, prejudice, segregation, desegregation, sit in, boycott, protest). In lieu of a pre-test, I gave each child a study guide.** I knew most children would have little knowledge of the people and key events that I would be covering. I had a classroom chart with the same words as the study guide. When I passed out the guides, I told the class that they probably wouldn't know most of the people, events, and vocabulary words listed. That was OK, because by the end of the unit, they would! Whenever I introduced a new word, person, or phrase I would always ask, "What is your knowledge level?" Students would respond with thumbs up if they knew the meaning and could tell about it. Thumb down meant they never heard it before. Thumb sideways meant they had heard it before but weren't sure what it meant. Students would take notes on their study guide and I would write notes on the classroom chart as a term was introduced or a person and event discussed. It was the students' responsibility to complete their study guide and keep it safe on their clipboard. At the end of the unit, an assessment of those terms was given. The classroom chart was taken down, but students could use their study guide to help them during the test.

Reader's Theater Script

Martin Luther King, Jr. The Story of a Dream by June Behrens
http://www.grandviewlibrary.org/pdfs/MLKPlay_Script.pdf

Video clips

The Long Walk to Freedom (Oley, PA: Bullfrog Films, 2004) 29:18.
Martin Luther King, I Have A Dream (You-Tube)

Videos

Ruby Bridges
Heroes of Freedom

Role Play: Stand Up Against Injustice***

MLK said in his famous "I Have a Dream" speech that he hoped his children would be judged by their character. "Best Friends", "Math Class", and "Kid Brother" are situations that pose a test of character. Students are asked "What would you do?" "What would Martin Luther King, Jr. do?"

Martin Luther King, Jr. Birthday Party Celebration

- Create a Multicultural Banquet (One of MLK's achievements was his ability to appreciate diversity) You can celebrate his birthday with a meal featuring foods from different ethnic groups or region. <http://fun.familyeducation.com/martin-luther-king-jr/black-history-month/35249.html> That was my original plan, but the cost made me change direction. Instead we had "decorate your own" cupcakes. Children could choose a chocolate, white, or yellow cupcake, then select from variety of flavored and colored frostings, and finally choose a decorative topping. They loved this activity!

- **A Seat on the Bus: Reversing Musical Chairs** (*Goal- to show children how they can change an exclusive situation into an inclusive one*) Begin with a classical game of musical chairs. Place chairs in a circle with one less than the number of children. Play music and have children walk around the chairs. When music stops, children try to find a seat. One student will remain standing. This is when the game changes. Challenge the group to find a way for everyone to have a seat. Children can share chairs, sit on laps, stand on rungs of connecting chairs, squeeze in, etc. Play continues with the removal of chairs. Praise kids for being creative and inclusive. Make the connection to Rosa Parks and the importance of having “a seat on the bus”. <http://www.understandingprejudice.org/teach/elemact.htm>
- **Create MLK birthday cards**
Children design a card with MLK’s picture on the front and some poetic phrase inside i.e.-“Let us dance, Let us sing, In praise of Martin Luther King, A man of peace, Who stood up tall, And fought for freedom for us all!”

Assessment

- 1 Study Guide & end of the unit assessment of key vocabulary, people, and ideas of the period being studied
- 2 Participation in classroom activities and discussions
- 3 Constructed response/rubric

Annotated Bibliography

Scholarship

Chafe, William. *Civilities and Civil Rights-Greensboro, North Carolina, and the Black Struggle for Freedom*. New York: Oxford University Press, 1981.

William Chafe decided that the story of the civil rights movement though well researched and documented, lacked the community perspective where the action played out. It did not answer his questions about social control and social change. What role did family, school, and church have in social acceptance? The author/historian pens an in-depth account of the sit ins at the lunch counter at Woolworths in Greensboro, North Carolina in 1960. It begins five years before the peaceful boycott and continues past it into the 1980s. Readers enjoy a sense of “being there” as we learn about key community and school personnel who had differing perspectives of the issues and how that affected their decisions. It is written for an adult audience and was an enjoyable and comprehensive narrative of a thirty year period of time. *Civilities...* was the first assigned read for the TAH class whose purpose (I believe) was to build background knowledge for the reader. It certainly did that for me and I would recommend it.

Levine, Susan Braun & Mary Thom. *Bella Abzug: How One Tough Broad From the Bronx Fought Jim Crow and Joe McCarthy, Pissed Off Jimmy Carter, Battled for the Rights of Women and Workers, Rallied Against War and for the Planet, and Shook Up Politics Along the Way*.

Each chapter in this biography was a chronology of both Bella Abzug's personal life as well as historical events that happened both here and abroad, beginning with her birth in 1920 and ending with her death in 1998. I thought the author's craft- both format and style- was innovative and made it a very enjoyable read.

Miller, Calvin Craig. *No Easy Answers: Bayard Rustin and the Civil Rights Movement*. Greensboro, NC: Morgan Reynolds Publishing, 2005.

Bayard Rustin's name came up when I did a random search for key players in the civil rights movement. I had never heard of him before so ordered this book through SALS (Southern Adirondack Library System). The biography was written for upper elementary and junior high readers. I learned that Rustin was a Pennsylvanian who moved to NYC to go to college. He was a talented musician and singer and a tireless, behind the scenes worker for the civil rights movement. He was an important organizer of the 1963 March on Washington. He was a firm

believer that economic equality and civil equality went hand in hand. Unfortunately, Bayard Rustin was gay and at this time that was considered worse than being black. Political leaders tried to distance themselves from him and that is why he isn't mentioned in any of the other juvenile books I've read. I won't include this book in my unit of study, but it was a valuable resource for my own professional learning.

Powers, Ron. *Mark Twain: A Life*. New York: Free Press, 2006.

This 600 plus page biography was a bit daunting at first glance- by sheer volume; but it is very readable. The six page prologue transports the reader back to 1869 Boston, where Samuel Clemens (pen name Mark Twain) meets William Dean Howells. The partnership and friendship that develops, benefits both men for the rest of their lives. The reader needs to have read Mark Twain novels, Huckleberry Finn in particular, in order to appreciate the comparisons between the literary characters and Sam Clemens himself. The real strength of this biography is not found in its literary comparison, however. Instead the strength lies in the glimpse it affords the reader of life in this period of history. Ron Powers has the ability to transcend time and place to make the reader feel like he is playing on the shores of the Mississippi or walking the bustling streets of Boston and Philadelphia. I would recommend it.

Hakim, Joy. *A History of US- All the People since 1945*. New York: Oxford University Press, 2006.

When I first leafed through this book, I thought "This is a reader friendly resource". But I wasn't sure I would even use it. However, I did use it to look up information on Jackie Robinson. That's when I really saw the value of this tome. I was quickly hooked and read the sections before and after my topic. It is very informative and it has thumbnail sketches of key information. The primary sources are excellent and varied. I especially loved the political cartoons. Even though I grew up during this time period, I evidently didn't pay much attention to the world. I learned a lot by reading this book. It's also nice to know that it is part of a series that covers the entire history of the US.

Primary Sources

Adler, David. *Heroes for Civil Rights*. New York: Holiday House, 2008

This picture book is organized with one page biographies of important civil rights activists. The color portraits are breathtakingly beautiful. I especially like the fact that it included The Greensboro Four - Blair, McCain, McNeil, and Richmond; and The Little Rock Nine - Brown, Eckford, Green, Mothershed, Pattillo, Ray, Roberts, Thomas, and Walls. Also included were some other lesser publicized activists such as Medgar Evers, Fannie Lou Hamer, and Fred Shuttlesworth. This is one book that I will definitely have available for my students. It is written for elementary and middle school students.

Haskins, Jim. *Delivering Justice, W.W. Law and the Fight for Civil Rights*. Cambridge, MA: Candlewick Press, 2005.

Jim Haskins pairs up with illustrator Benny Andrews to create a beautifully written picture book that tells the story of W.W. Law, another important leader in the civil rights movement. Westley Wallace Law grew up in Savannah, Georgia in the 1930s. He spent most of his time with his grandmother who encouraged him to "be somebody." As a member of the NAACP he helped organize the Great Savannah Boycott, and also set up a teaching center that helped blacks pass the voting exam. This heartwarming story of a quiet but great leader was one of my class read alouds.

Haskins, J. & Benson K. *John Lewis in the Lead - A Story of the Civil Rights Movement*. New York: Lee & Lowe Books Inc., 2006.

Jim Haskins partners up once again with illustrator Benny Andrews to create a remarkable picture book. This time his wife Kathleen Benson co-authors this biography of civil rights champion John Lewis. The tale begins with John Lewis growing up as the son of an Alabama sharecropper through present day as a US Congressman from Georgia. I used this book as a teacher read aloud and then made it available for students to peruse themselves. It's a class favorite.

Hill, Christine M. *John Lewis From Freedom Rider to Congressman.* Berkeley Heights, NJ: Enslow Publishers, Inc., 2002.

This book is part of a series called "African-American Biographies" written for elementary aged readers. The very first page was extremely helpful with its list of 45 other biographies in the series. John Lewis was a key player in the civil rights movement but one who most students are unfamiliar with. His story needs to be told and this book did it well. The very first page created an author's hook that caught your attention and made you want to read on. It describes the plan of John Lewis and Albert Bigelow (a white man) to break the state law in the Rock Hill, South Carolina bus terminal. It will be one of the independent reading choices for my classroom.

King, Casey & Osborne, Linda Barrett. *Oh, Freedom! Kids Talk About the Civil Rights Movement With the People Who Made It Happen.* New York: Alfred A. Knopf, 1997.

This is a fantastic book that conveys important information in an unusual format- a mix of basic information and personal interviews conducted by children. Each interviewer asks simple, straightforward questions to individuals who lived through this time period and were a part of the history that they read in text books. It's the personal experience of the common man. It is very inviting and educational. The Forward is written by Rosa Parks. I used this book almost every day when teaching my unit.

Medearis, Angela Shelf. *Dare to Dream - Coretta Scott King and the Civil Rights Movement.* New York: Lodestar Books, 1994.

Angela Medearis, in addition to being an author, is director of a reading motivation program for young readers called Book Boosters. It is obvious that she had that audience in mind while writing this tribute to Coretta Scott King. The 53 page biography contains wonderful illustrations and pictures. It will be one of the independent reading choices for my classroom.

Myers, Walter Dean. *I've Seen the Promise Land.* New York: Harper Collins Publishers, 2004.

This is a Coretta Scott King award winning picture book. It is written for elementary aged children. This biography highlights the key events in the life of Martin Luther King, Jr. and his profound impact on the world. Illustrator Leonard Jenkins' artwork adds stunning and dramatic visuals that make this a book people of all ages could appreciate.

Young, Andrew. *Martin Luther King, Jr.- The Dream of Peaceful Revolution.* New York: Silver Burdett Press, 1990.

This book is part of a series called "The History of the Civil Rights Movement" written for middle and upper elementary aged children. Its 15 chapters cover Martin Luther King, Jr.'s life from childhood through the 1983 congressional act that made January 15th a federal holiday. It includes a timeline of the Civil Right Movement from 1954-1968. Each chapter began with a Martin Luther King, Jr. quote which I really liked. Although it contains some photographs (which are the common ones you see in most books) it has mostly written text, which is usually a turn off for kids.

Secondary Sources

Bullard, Sara. *Free At Last-A History of the Civil Rights Movement and Those Who Died in the Struggle.* New York: Oxford University Press, 1993.

This was a very useful resource book for upper elementary through adult readers. Its organization made it reader friendly. The first half of the book was divided into five topics: Early Struggles, Movement of the People, Confrontations, Fighting for the Ballot, and Days of Rage. The second half includes profiles of forty people who gave their lives to the cause. It also had abundance for visuals that depicted important events in the civil rights movement. I think this resource book should be a part of a school's library collection.

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

Picture book that I used as a teacher read aloud, but it could also be an independent reading book for children in grades2-4. It made a good lead in to the discussion about segregation/desegregation in schools. It

introduced the children to another civil rights heroine in the form of a brave, six year old girl who is the first black to attend an all white elementary school.

Curtis, Christopher Paul. *The Watsons Go to Birmingham-1963*. New York: Scholastic, 1995.

This historical fiction book is written at a 6th grade reading level, but the story would be enjoyed by a much larger audience. I will read it to my third and fourth graders and they loved. "Don't stop!" is the ultimate accolade. I have recommended it to many adults to enjoy themselves. It is told from the perspective of ten year old Kenny Watson. His family consists of a mother, father, brother, and sister who live in Flint, Michigan. The family dynamics is true to life and written with great humor. When the family takes a trip to visit relatives in Birmingham, Alabama they experience a very different set of social norms. They are witness to a tragic event in American history.

Dunn, John M. *The Civil Rights Movement*. San Diego, CA: Lucent Books, 1998.

This book is part of the World History series that focuses on documentation and primary source quotations. It is a resource book for elementary and junior high students. It is well organized and user friendly. It includes many black and white photographs and excerpts from other important publications such as newspapers, narratives, and speeches. I would recommend it.

Levine, Ellen. *...If You Lived in the Time of Martin Luther King*. New York: Scholastic, 1990.

I am a huge fan of these *If You Lived in the Time of...* books. They are great builders of background knowledge for elementary aged through adult readers. This one was no exception. It is written in a clear concise manner and offers many interesting facts that catch the readers' attention. The information is very basic but it a start for further exploration. It was an important part of my unit of study.

Swain, Gwenyth. *Riding to Washington*. Chelsea, MI: Sleeping Bear Press, 2008.

This historical fiction picture book is a personal story for the author as her own father and grandfather rode to Washington D.C. to participate in the 1963 civil rights march and hear Dr. Martin Luther King, Jr. speak. This beautifully illustrated and simple text tells about the story of a young **white** girl's experience with the Jim Crow laws when she rides a bus to Washington to hear Martin Luther King speak. She is sent to go with her father on the bus because she is a "trouble maker" and her mother insists that she is too much to handle at home alone. The story is told from her perspective and it is one that I believe the students can really relate to. This is a must have for my collection.

Turck, Mary C. *The Civil Rights Movement for Kids*. Chicago: Chicago Review Press, 2000.

This book was subtitled "A History with 21 Activities". The book was well organized. It was divided into eleven sections that included a theme (I.E.-Let the Children Lead-Early Days-the 1950s , Tired of Being Mistreated-Montgomery Bus Boycott, 1955-56, You May Be Killed-Freedom Summer, 1964), historical summary, and activities. The activities included songs, plays, recipes, marches, petitions, surveys and ideas for fundraising to support civil right causes. I was hoping to find additional activities for my proposed unit but I ended up not using any of them because they were too advanced for my third-fourth grade class. I would recommend it however for grades 5-8.

Videos

***Citizen King*. DVD. Social Studies School Service (2004).**

Maybe it was a mistake to watch this after I watched Iron Jawed Angels, but I thought it was a big snooze. Was it informative? Yes. Was it compelling storytelling? I think not.

***Heroes of Freedom: Harriet Tubman and Rosa Parks*. DVD. Mazzarella Media, LLC (2008).**

This is one of the Lesson Booster series that is especially designed for grades 3-6. It is divided into 6 chapters and can be played by select topics or in its entirety. It was a very good video and the script was age appropriate. I especially liked the way that important vocabulary words were flashed across the screen. The kids were very attentive and that's a good recommendation!

Iron Jawed Angels. DVD. HBO Films, Home Box Office Inc. (2004).

This true story follows the brilliant and defiant activists Alice Paul and Lucy Burns as they lead the fight for women's rights. They take on President Wilson and put their lives at risk to help American women win the right to vote. The prison scenes are especially powerful. Not only would I recommend this video to others, I forced family members and friends to watch it. Everyone was moved.

Ruby Bridges. DVD. Walt Disney Home Video, Buena Vista Home Entertainment, Inc. (2004)

This docu-drama is the story of Ruby Bridges, who at the age of six was chosen to be the first African American girl to attend the all white William Franz Elementary School in New Orleans. The time is the 1960s when racism is at its ugliest. This is a great movie for all ages.

Activities/Primary Sources

Norris, Betsy & Brock, Donna. Exploring History Through Primary Sources Civil Rights Movement. Huntington Beach, CA: Teacher Created Materials, Inc. (2009).

Attachments

- **People Tags ***
- **Vocabulary Study Guide ****
- **Stand Up for Injustice Role Play*****

Accommodations

While guided learning and teacher directed instruction would be whole class, small group instruction and support by teacher, teacher assistant or student peers is also necessary. The level of support would depend on the activity. Reading materials must be provided for all reading levels and adult monitoring of independent reading is necessary to ensure that all students have “just right” books. Books on tape should also be available if possible. There will be opportunities for cooperative group, partner, and independent work.



ANSWER **ONE** OF THE FOLLOWING QUESTIONS IN PARAGRAPH FORM
(topic sentence, supporting details, and conclusion):

Why was Martin Luther King, Jr. such a good leader and how did he help African Americans get their civil rights?

How would the United States be different today if African Americans had not gained civil rights?

Martin Luther King Jr. Day: Activities for Celebrating with Your Kids

Stand Up Against Injustice

Celebrate at home

Teaching a Lesson

Take it to the streets

Acting Responsibly

Stand Up Against Injustice

by Katy Abel

In the famous "I Have a Dream" speech, Dr. King told the nation he dreamed of a day when his four little children would "not be judged by the color of their skin but by the content of their character." As a family, consider these three situations, each of which poses a test of character. Try to guess how Dr. King would have chosen to act, then consider what your own response might be.

Best Friends

Joe, Tim, and Gregory were best friends who played on the same hockey team, hung out at each other's houses, and always ate lunch together in the school cafeteria. One day on the playground, they started playing fireball with a new kid named Josh. Josh was pretty good at the game, but he moved more gracefully than the other boys, and Joe thought he looked like a girl, darting across the playground. Josh also wore a silver bracelet, and Joe thought that was weird. He whispered to Gregory and Tim, then yelled over to Josh:

"Hey, are we playing fireball or having a ballet lesson here? I didn't know you were gay, Josh."

Josh looked surprised and hurt. Tim was holding the ball, and everyone looked at him to make the next move.

If you were Tim, what would you do or say? What would Dr. King do?

Math Class

Every Friday afternoon, Ms. Parker handed back the Thursday math quizzes done by the fifth-graders at the Martin Luther King Jr elementary school. She'd make some general comments about how the class did, and then stroll the aisles of the classroom picking up individual students' work.

"This is a good example of a bad calculation right here," she said, pointing to Jennifer's paper. "What Jennifer should have done, and hopefully will do correctly next week..."

As she spoke, Jennifer lowered her head in shame. Some of the other students snickered. Sarah passed a note to her friend Amy.

"I am so sick of her picking on kids," Sarah wrote. "Ms. Parker shouldn't call attention to people's mistakes in front of everybody. I'm going to talk to her. It's not fair!"

"Aren't we brave," Amy wrote back. "And stupid, too. Don't say anything or she'll give you a bad grade. You can't change a teacher; you're just a kid!"

If you were Sarah, what would you do? What would Dr. King do?

Kid Brother

Seven-year-old Derek sits down on the couch to watch his favorite cartoon. His two-year-old brother Garvin wanders into the room and starts crying that he wants to watch *Teletubbies*.

"You watched TV all morning and now it's my turn," says Derek. But Garvin stands in front of the screen and won't move.

"Get out of the way!" yells Derek. His brother yells back: "No!"

"If you don't get out of the way, I'll make you move and you won't like it!" warns Derek. But his brother won't budge. Derek gets off the couch. His mother is upstairs working on her computer. She told Derek to stay out of her office, that she was busy and he was in charge.

If you were Derek, what would you do? What would Dr. King do?

by Katy Abel



Walk the Walk

Most children learn about Dr. King as an individual, but the changes that came about during the [Civil Rights era of the 1950s and 1960s](#) were the result of a massive social movement, not the actions of one man. A good way to press home that point with kids is to "just take it to the streets" as a group of family and friends. Plan a walk to raise money for a local charity or nonprofit organization that your children care about. Ask relatives and neighbors to sponsor your family for a certain amount of money per mile (or block). Although the cause may be different than those Dr. King fought for, the message to children will

be the same: "When we all march together, we can change things."

School-aged children will enjoy helping to identify a worthy cause; they can also chart your trek on a local map. Make sure the distance you choose is realistic for younger children, but also long enough so they appreciate that old saying of the Civil Rights era: "My feet is tired but my soul is rested." Finally, when it's time to send in your donation, make sure you note that it is made in honor of King's memory.

Visit Another House of Worship

Many children think Dr. King was a physician; they have no idea that he was a minister who preached regularly. Celebrate his birthday weekend and promote religious tolerance by taking children to a church, temple, or synagogue other than your own. If you're Roman Catholic, visit a Baptist Church so your children can hear a gospel choir like the one at Ebenezer Baptist Church in Atlanta, where both Dr. King and his father preached. If you're Methodist, attend Saturday morning Shabbat services at a local synagogue. Share your thoughts and feelings with kids about the unfamiliar prayers and rituals, while promoting the common threads: "Even though we sing different hymns, we all believe in the same God."

<http://www.understandingprejudice.org/teach/elemact.htm>

A Seat on the Bus: Reversing Musical Chairs

Goal

To show children how they can turn exclusive situations in inclusive ones.

Activity

Begin with a classic game of "Musical Chairs":

1. Place chairs in a circle with one fewer chair than there are students.
2. Play music and have the children walk around the chairs.
3. Tell students that when the music stops, they should quickly find a seat.

Once they have done this and one person has nowhere to sit, challenge the group to find a way for everyone to have a seat. Children can sit on each other's laps, stand on the rungs connecting chair legs, or squeeze next to someone else on the same seat.

Continue with a few successive rounds in which an additional chair is removed each time. Every time the group accommodates someone who would normally be excluded in a traditional game of Musical Chairs, compliment the students on their creativity.

With each new round, the students will have more contact with each other and will be challenged to work even harder to find ways to be inclusive. You may also wish to connect this activity with historical information about Rosa Parks and the importance, literally and figuratively, of everyone having "a seat on the bus."

Source

Adapted from Activity #17 of [Partners Against Hate Program Activity Guide](#), Ant-Defamation League.

Color Matching

Goal

To show every child that their skin color is unique and beautiful.

Activity

Have the children paint self-portraits, mixing colors to match their skin tone as closely as they can. When they are finished, ask them to think of a name for their color, such as "coffee," "peaches," or "olive."

What they will see is that everyone has a unique color, and that no one is truly "black" or "white." Then make a rainbow of colors drawn from everyone in the class. Emphasize that there is nothing wrong with noticing someone else's color, because everyone's color is unique and beautiful.

Point out that color is a good thing, because it makes life interesting and fun to look at. Without color, we wouldn't have as much fun watching the leaves change during autumn, and all our cartoons and paintings and TV shows would be in black and white.

Source

Adapted from [What Makes People Different Colors?](#), Teaching Tolerance.

People Tags

Goal

To show how labels can influence our judgments about people, and to recognize the importance of getting to know people before making judgments about them.

Background

Labels are a useful way to organize information about people and events, but they all too often become substitutes for thought and experience. When labels are used as the sole source of information about other people, they limit our understanding and describe only one aspect of a person. "People Tags" is an activity that illustrates how misleading labels can be when applied to people.

Activity

1. Prepare the lesson by printing one copy of the [People Tags](#) page for every four students. Cut up the page so that there are 4 people cards (Uncle Frederick, Aunt Mina, etc.), 8 object cards (dictionary, clock, etc.), and 4 fact cards in each set.
2. Divide students into groups of four. Give each group a set of 4 people cards and 8 object cards. Do not give out the fact cards yet.
3. Tell students to imagine they are doing holiday shopping for 4 relatives:
 - o Uncle Frederick, a motorcycle rider
 - o Aunt Mina, a librarian
 - o Cousin Wei, a Navy recruit
 - o Great-Aunt Keesha, a senior citizen
4. Ask students to choose a gift for each relative from the 8 object cards.
5. Then, after a few minutes, ask students:
 - o Who gave Uncle Frederick the leather jacket? Cousin Wei the tattoo? Great-Aunt Keesha the rocking chair?
 - o How did you decide who would get each gift?
 - o How did labels like "motorcycle rider" and "senior citizen" influence your choices?
6. Pass out the fact cards and give students time to use this information in making their final gift choices.

Discussion

After students have finished deciding on gifts, ask the following questions:

1. What were the final gift choices you made, and why?
2. How did the new information change your gift choices?
3. What happens when we rely too much on labels?
4. If you had to choose a gift for someone you didn't know well, what could you do to make a good choice?
5. If someone new joined our class and we wanted to make that person feel welcome, what could we do?
6. Are there any other times when it would help to learn more about someone before making a judgment?

Sources

Adapted from [Looking at Ourselves and Others](#), U.S. Peace Corps, and [Common Threads](#) (International Solidarity Program of the Ontario Secondary School Teachers' Federation).

Study Guide for Civil Rights Unit

Segregation

Boycott

Westley Law

NAACP

KKK

Great Savannah Boycott

Jim Crow

Birmingham 1963

Freedom Riders

Martin Luther King, Jr.

Rosa Parks

Picket

Sit-ins

March on Washington

Name:

CIVIL RIGHTS UNIT QUIZ

Directions: Choose the correct term/event from your list and write it next to the clue that describes it best.

1. The huge gathering in our capital city where thousand of supporters of civil rights met to hear Dr. Martin Luther King, Jr. speak.

2. A civil rights leader who helped Blacks by organizing boycotts and peaceful sit-ins. He was also a mailman. _____

3. National Association for the Advancement of Colored People

4. A nonviolent demonstration that was held at lunch counters that would not serve black people. _____

5. A nonviolent way to demonstrate that involved marching and carrying signs. _____

6. A term used for people who rode buses to civil rights rallies.

7. The name of a violent group who terrorized blacks and black supporters.

8. The name of a minstrel character that was played by a white actor who painted his face black and acted stupid and lazy. It also refers to any law that made it illegal for blacks to use white facilities.

9. A civil rights leader who refused to give up her seat on the bus to a white man. _____
10. You refuse to give your business to a certain place because you are unhappy about its policies. _____
11. Laws that make it illegal for blacks and whites to be together in the same place. _____
12. Customers at Levy's Department Store tore up their credit cards and refused to go to any store in the city that did not treat blacks and whites equally. It lasted a year and a half.

13. Civil rights leader who preached nonviolence and won the Nobel Peace Prize. _____

What is something that you learned in this unit of study that impressed you most?
(You'll probably remember it for the rest of your life)!