



Civil Rights Movement

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Hilltop Elementary - District U-46

6th Grade

A study of the Civil Rights Movement and
some of the “Unsung Heroes”

This learning activity was developed as part of the requirements for the Aurora University / District U-46 graduate credit course *Online Resources to Enhance Learning: OEDP-5029*, Summer 2006, under the guidance of instructor Richard Levine

Description of Activity

This activity is for sixth grade students. It begins with a study of the Civil Rights Movement and some of the most famous Civil Rights leaders including Martin Luther King, Jr. and Rosa Parks. Students will discuss and reflect on what discrimination and segregation mean, and how it would feel to be discriminated against.

The second part of the activity focuses on Civil Rights Leaders and participants that are less well-known, such as Ralph Abernathy, Oliver Brown, Medgar Evers, Thurgood Marshall and more. Students will watch a video about the “Unsung” Heroes of the Civil Rights Movement, and then will be asked to select one of those heroes to research in collaborative groups.

The final product will be for each group to plan and present a news presentation highlighting the life, accomplishments and involvement in the Civil Rights Movement of the person they chose to research.

Goals and Curriculum Fit

❑ SOCIAL STUDIES GOALS:

18.B.2a Describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g., local response to state and national reforms).

16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.

❑ LANGUAGE ARTS GOALS:

5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web- sites, CD-ROMs).

3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).

3.B.2b Establish central idea, organization, elaboration and unity in relation to purpose and audience.

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

4.A.2b Ask and respond to questions related to oral presentations and messages in small and large group settings .

Project Level

- Knowledge-** Students will answer recall questions after watching videos about the Civil Rights Movement.
- Comprehension-** Students will summarize what they learned after watching each video, and describe their reactions to each clip. They will also summarize the results of their group research. Finally, they will be involved in several discussions about civil rights and discrimination throughout the unit.
- Analysis-** Students will compare and contrast civil rights leaders using a Venn Diagram, and analyze why some leaders are remembered better than others.
- Synthesis-** In cooperative groups, students will take on the roles of reporters to write a review of a less famous Civil Rights leader. They will research the life of the leader, and then prepare a collaborative news report to present the leader to the class.
- Evaluation-** Students will determine why they think the civil rights leader they chose is not as well-remembered as other civil rights leaders.

Engaged Learning Indicators

INDICATOR	EXAMPLE
Authentic, multidisciplinary tasks	Students will design their own news reports. They will study U.S History through a study of the Civil Rights Movement, and use language skills to research and write responses.
Interactive Participation	Students will participate in discussions, and will learn more about Civil Rights leaders through their group research.
Collaborative Work	Students work in groups to research and prepare their news reports.
Grouped Heterogeneously	Students will be grouped heterogeneously.
Teacher is the facilitator	The teacher will facilitate the unit, but it is student-centered.
Assessment Based on Real Tasks	Assessment will be based on Students' Final Product- the news report.

Learning Activity

PART ONE- INTRODUCING THE CIVIL RIGHTS MOVEMENT

❑ Discrimination Activity-

The unit will start with an activity to get kids thinking about what it means to discriminate. A group of students will be secretly selected by the teacher to be segregated from the rest of the class (For example, students whose names start with “J”). When students come in to school in the morning, their desks will be separated into groups. Some groups will have a treat on their desks, while the students from the selected group do not. No explanation will be given immediately for why some have a treat and others don't. This kind of treatment will go on for about half an hour, and will be followed by a discussion about discrimination. The next slide shows questions that will be addressed during the discussion.



Learning Activity Cont'd

QUESTIONS FOR DISCUSSION:

How did it feel to be treated differently?

Why were some students treated differently?

How did the students who were **NOT** in the selected group feel about the way the other students were being treated?

What did you think was fair? Unfair?

Why do we treat people differently sometimes?

What is discrimination? Segregation? Prejudice?

Why do you think some people are prejudiced against other groups?

What would you do if you noticed someone being treated unfairly?

Learning Activity Cont'd

- ❑ Civil Rights Movement Introduction

Next a discussion will be held about what students already know about the Civil Rights Movement, and their ideas will be recorded. They will be asked to list any people they think of when they think of the Civil Rights Movement.

- ❑ The United Streaming Video, “The Civil Rights Movement: The Long Road to Equality” will be shown over several sessions, with class discussions throughout. Students will also be asked to respond to video segments in various ways.



Learning Activity Cont'd

PART TWO: THE “LESS REMEMBERED” HEROES

- ❑ A discussion will be held about why the civil rights leaders we’ve discussed so far are remembered so well. This will lead into a discussion about significant civil rights leaders that we don’t remember as well. Students will speculate on why they may not have heard of some of the “less remembered” heroes of the civil rights movement. Students will be asked if they have heard of any of the following names:

Ralph Abernathy

Oliver Brown

James Chaney

Eldridge Cleaver

Medgar Evers

Andrew Goodman

Fannie Lou Hamer

Viola Greg Liuzzo

Thurgood Marshall

James Meredith

Huey P. Newton

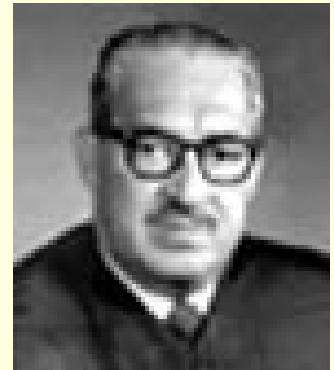
A. Philip Randolph

Michael Schwerner

- ❑ The United Streaming Video, “Free at Last” will be shown over several sessions, with class discussions throughout. Students will also be asked to respond to video segments in various ways.

Learning Activity Cont'd

- ❑ Another discussion about why these heroes are not remembered as well as others will follow the video.
- ❑ Students will then fill in a Comparison Chart showing the similarities and differences between the heroes that are remembered well and those that are not remembered as well.
- ❑ Next students will write a summary on their thoughts about why some civil rights leaders have been remembered better than others, using their Comparison chart as a guide for their writing.
- ❑ For the final student product, students will work in groups to select on “less-remembered” leader of the Civil Rights Movement. They will research that person, and prepare and present a news presentation about that leader’s life and achievements.



Use of Online Resources

❑ United Streaming

❑ Research Links:

<http://library.thinkquest.org/J0112391/>

<http://sunsite.berkeley.edu/KidsClick!/>

<http://memory.loc.gov/ammem/index.html>

<http://www.spartacus.schoolnet.co.uk/USAcivilrights.htm>

Level of Technology Use

- ❑ **Adaptive-** Portions of this unit will be at the adaptive level, where it is teacher-centered, direct instruction.
 - ❑ Students will gather information while watching videos, reading teacher-selected texts, and teacher lectures.
 - ❑ Students will record their information by taking notes and writing response entries to readings, video segments and teacher lectures.

- ❑ **Transforming-** Other portions of this unit will be more student-centered, problem-based learning.
 - ❑ Students will gather more information by selecting a civil rights leader, and using online resources to gather information.
 - ❑ Students will organize their information into a group presentation in the format of a news cast. They will present their news presentation to the class at the end of the unit.

How Students will use technology to...

- **Gather information:** Students will gather information while watching videos from United Streaming. They will also gather information through the use of online research sites.
- **Record information:** Students will record information in pencil-paper notes first, then they will transfer their notes to the computer using a PowerPoint outline.
- **Rearrange information:** Student groups will outline and rearrange the information for their news presentation using PowerPoint.
- **Make the Product:** Students will be asked to turn in the outline of their news presentation with the final product. They will videotape their presentation to be shown to the class.
- **Present the Product:** Students' videotaped presentations will be shown to the entire class at the end of the unit.

Student Product

- ❑ The final product of this unit will be presented to students as a RAFT (a task prompt that follows the pattern role, audience, format, topic).
- ❑ **ROLE-** A group of TV news reporters
- ❑ **AUDIENCE-** The American Public
- ❑ **FORMAT-** A news presentation
- ❑ **TOPIC-** Select one less-famous leader of the Civil Rights Movement. As a group, research that person's life and accomplishments. Then prepare a 6-minute news presentation to tell the American public why this person should be better remembered. Why is that person a hero?