

TAH Teacher Pre-Planning Form

Title: Life in the Segregated South

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Grade Level: 6-8

Subjects: Social Studies/ Language Arts

1. **TEACHER QUESTION:** What question about teaching and learning history (pedagogy) will you investigate through this lesson?

How can we stimulate interest in the civil right's movement in our studies during Black History Month? What challenges did civil rights activists encounter? What strategies did they adopt?

What do we need to do to introduce document analysis skills in interdisciplinary activities?

2. **BACKGROUND QUESTION:** What do students currently understand about this topic? What misunderstandings or misconceptions might students have? How does this lesson tie to past learning and how will it connect to future learning? Students have an awareness of Martin Luther King and the Civil Rights Movement, yet they have not developed a clear understanding of the concept of nonviolent resistance. They may not understand the best means of securing civil rights either through the legal justice system. Through this document analysis activity students will further enhance their understanding of the role of the justice system and the purpose of nonviolent protest. This activity will also give the students the opportunity to further enhance their document analysis skills.

TAH Lesson Plan Form

Historical Thinking Standard/Skill(s):

Standard 2: Historical Comprehension skills: A. identify the author of source of the historical document or narrative and assess its credibility. C. Identify the central question (s) the historical narrative addresses. F. Appreciate historical perspective.

Lesson Abstract:

This lesson will encompass 3-4 days of instructional activities during instructional activities related to Black History Month. Students will receive prior practice related to the analysis of sound recordings, visuals and written records. The instructor will introduce the lesson with a brief description of the segregated south prior to the Supreme Court ruling in Brown vs. Board of Education. Students will be placed in groups of 3-4 to complete the document analysis activity. Students will have the opportunity to move from various stations where they will listen, read and examine photographs related to life in the segregated south. Upon completion of the document

analysis questions the students will complete a written response to this prompt: Is violence or non-violence the most effective means to achieve social change?

Essential Question:

Did the civil rights movement of the 1960's effectively change the nation? Is violence or non-violence the most effective means to achieve social change?

Objective/Learner Outcome:

Students will analyze a variety of primary source documents related to the events throughout the Civil Rights Movement. Upon completing the document analysis form the students will write a persuasive response.

Academic Vocabulary:

Civil Rights Act
March on Washington
Violence vs. nonviolence
Segregation
Brown vs. Board of Education
Protest
Sit-ins
Ordinance

Activity:

Working in cooperative groups of 3-4 students will have the opportunity to examine a series of primary source documents related to the civil rights movement and life in the segregated south. The document analysis questions will generate discussion related to these concepts and give the students the opportunity to examine the life in a segregated society. Students will share their analysis as a large group and complete the assignment with a written persuasive response.

Materials Needed:

<http://www.americanrhetoric.com/top100speechesall.html>: I Have a Dream Speech

I have a Dream Speech from DE

<http://player.discoveryeducation.com/index.cfm?guidAssetId=ff9f13aa-18c5-4d63-9a13-b9a591b06542>

I have a Dream March on Washington from DE

<http://player.discoveryeducation.com/index.cfm?guidAssetId=EC33D018-670E-49B6-967E-557B1FA5EE7D&blnFromSearch=1&productcode=US>

100 Years of the New York Times Magazine, Woolworth sit-in photo

Elizabeth Eckford Waling Away from Central High photo: Photographer: Francis Miller, Time Life Pictures www.life.com/covers

Birmingham's Racial Segregation Ordinances

<http://www.teachersdomain.org/resource/iml04.soc.ush.civil.bhamseg/>

Jackdaw Photo Collection – Segregation: Before Civil Rights

Adaptations (grouping for instruction, differentiation, ESE/ESOL Modification):

Students will be placed in heterogeneous groups, where appropriate reading levels with mixed abilities will be taken into account. Two instructors will co-teach to further assist the ESE and ELL students. Vocabulary will be reviewed from the I Have a Dream Speech to check for comprehension concerns.

Assessment:

The written document analysis questions and the written response will be collected and reviewed to check for student learning.

Inter-disciplinary Connections:

Reading and Writing across the curriculum

Attachments:

Document A: I Have a Dream Speech

1. Dr. King uses part of the Declaration of Independence, “We hold these truths to be self-evident: that all men are created equal.” Why do you think it took from 1776 until 1964 for this actually to happen? Were black people considered “men”?
2. What was Dr. King’s dream for his own children? Do you think he wished it for them alone or all black children?
3. Why do you think he kept repeating, “I have a dream”?
4. For what other groups did Dr. King dream of freedom?

Document B: Woolworth Sit-In

1. What do you see in this picture?
2. What is happening?
3. What emotions do you see represented and in whom?
4. What are the people sitting at the lunch counter risking?
5. Why do you think those sitting at the counter are not responding violently?
6. If you were one of the people sitting at the lunch counter, would you respond differently

Document C: Elizabeth Eckford Walking away from Central High School

1. Describe exactly what you see in the photograph so that someone who has not seen the photo can visualize it.
2. How do you think different kinds of people responded to this image when it first appeared?
3. What questions does the image raise?

Document D: Birmingham’s Racial Segregation Ordinances

1. What is the range of activities covered by the ordinances?
2. These rules were initiated in this year:
3. Why do you think the Birmingham Commission felt it was necessary to write these laws?

4. What was the purpose of racial segregation?

Document E: Jackdaw Photo of cross burning

1. How would you explain the purpose of this cross burning in Swainsboro?
2. How do you think different kinds of people responded to this image when it first appeared?
3. What questions does this image raise?

Document F: Jackdaw Photo of movie theatre entrance

1. How do you think white people justified segregation to their children?
2. What do you think black people told their children about it?
3. How do you think the man going up the stairs felt about being restricted to sitting in the balcony?

Document G: Jackdaw photo of school at Gees Bend

1. From looking at this picture, what impediments to learning do you think existed at this school at Gees Bend?
2. What do you notice about the children?
3. What do you think it would be like to attend a school similar to this one in the photo?

Teacher Lesson Plan Reflection Form

1. What answers do you now have for your Teacher Question?

2. Do you have a new Teacher Question?

3. How effective was this lesson in addressing the essential question?

4. IMPLICATIONS: How will this lesson influence how you will develop and teach future lessons?