

## **TAH Teacher Pre-Planning Form**

**Title: Life in the Segregated South**

**Prepared By: Tisa Lall**

**Grade Level: 4**

**Subjects: Social Studies/ Language Arts**

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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 nonviolent protest. This activity will also give the students the opportunity to analyze documents.

## **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Standard 2: Historical Comprehension skills: A. identify the author of source of the historical document or narrative and assess its credibility.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 related to Black History Month.

- Students will be pre-assessed on the vocabulary words.
- Students will read a variety of books related to black history and the civil rights movement.
- Students will create a timeline of events as they appear and occur in books read.
- Students will have the opportunity to analyze pictures in books to give them exposure to analyzing primary source documents.
- Students will watch the movie, My Brother Martin and will notice vocabulary words used in context in the movie.
- Students will be placed in groups of 3-4 to complete the document analysis and other activities. Students will have the opportunity to move from various stations where they will listen, read and examine materials.

Upon completion of the document analysis, students will circulate to talk about, compare and contrast responses from their classmates.

## **Assessment:**

321 exit slip – (follows this lesson plan)

Write 3 things you learned.

Two things you still have questions about.

One thing you would like to know more about. (Something you know more about now)

## **Essential Question:**

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, students will complete the post-assessment, the 321 exit slip.

## **Academic Vocabulary:**

**March on Washington**

**Violence vs. nonviolence**

**Segregation**

**Protest**

**Sit-ins**

## **Activities**

Working in 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 have an opportunity to share, compare and contrast their responses.

## **Materials Needed:**

- Assorted fiction and nonfiction books about Black History and Civil Rights
- Ruby Bridges Movie
- My Friend Martin Movie
- Timeline of events created by students from events taken from assorted books read (created to give a sense of chronology)
- Encarta for Kids - excerpt of MLK speech

## **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.

## **Assessment:**

3-2-1 Exit Slip

## **Inter-disciplinary Connections:**

Reading and Writing across the curriculum

## **Attachments follow this lesson plan**

- Station Activities
- Elizabeth Eckford Walking Away from Central High photo: Photographer: Francis Miller, Time Life Pictures [www.life.com/covers](http://www.life.com/covers)
- 100 Years of the New York Times Magazine, Woolworth sit-in photo
- 3-2-1 Exit Slip

### **Station A:**

#### **Encarta Kids: MLK Speech Excerpt.**

Listen to the excerpt called, "King at the March on Washington"

1. In a part of Martin Luther King's speech, he talks about his "four little children." Do you think that he talking about his four children or all children. Explain your thinking.
2. What does he mean when he says, "they will not be judged by the color of their skin, but by the content of their character?"

### **Station B;**

#### **Document B: Woolworth Sit-In**

1. Describe what is going on in this picture.
2. List three unusual things that you notice in the picture?
3. There is a man in the picture about to pour something. What do you think he is doing and why?

**Station C:**

**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. Read the graph and answer the questions.

Look at the book cover from The Story of Ruby Bridges.

How is this picture similar to the scene from the Ruby Bridges movie?	How is this picture different from the scene from the Ruby Bridges movie?
Similar	Different

**Station D: A Discussion Station**

The Civil Rights Movement Timeline (created by students):

Discuss with your group members which events would be examples of violence and which would be examples of non-violence. Discuss your thinking.

On index cards provided, write two events that you consider violent and two events that were non-violent.



Elizabeth Eckford Walking Away from Central High photo: Photographer: Francis Miller, Time Life Pictures [www.life.com/covers](http://www.life.com/covers)



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

Name: \_\_\_\_\_

3-2-1 Exit Slip

**3 New things you learned:**

- 1.
- 2.
- 3.

**2 Things you still want to know:**

- 1.
- 2.

**1 Clarifying Question:**

Name: \_\_\_\_\_

3-2-1 Exit Slip

**3 New things you learned:**

- 1.
- 2.
- 3.

**2 Things you still want to know:**

- 1.
- 2.

**1 Clarifying Question:**

- 1.