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Unit on Civil Rights/Segregation

Class: 6th grade Social Studies

John C. Daniels, New Haven: Dual Language School

Overview: Background Information

John C. Daniels School is a dual language (Spanish/English) international magnet school. Next year, students will come from surrounding New Haven suburbs to participate in our special programs. In addition to offering content material in Spanish, our academic program will also include Chinese.

My role as the ESL teacher is to make the content of the social studies lessons, as well as material in the textbook, accessible to ELLs (English Language Learners). In the unit outlined below, students will learn about the basics of the civil rights movement. The textbook *Growth of a Nation* (Scott Foresman) serves as a baseline, especially for major events of the era and for vocabulary for the content.

Although I do not normally design or plan complete units, in this instance I am working with the sixth grade classroom teacher, Carroll Ryan, to coordinate activities for these units to better integrate the material and meet the needs of the ELLs. The lessons outline and incorporate strategies used to supplement and shelter the material using the SIOP (Sheltered Instruction Observation Protocol), an approach that uses hands-on activities, pictures and photographs, specific academic vocabulary pre-taught, graphic organizers, and supplementary background information to enhance learning for the ELLs. Therefore, DIFFERENTIATED INSTRUCTION is used for the main content of the unit and its important concepts. Often, ELLs need additional vocabulary to be able to talk *about* a subject; supplying them with content vocabulary is often not enough.

Essential Understandings:

- It is wrong to *own* another human being.
- All Men are Created Equal.

Essential Questions:

- What is segregation?
- How are all men created equal?
- What does it mean to live in a *Jim Crow* society?

CT Content Standards

- Gather historical data from multiple primary and secondary sources.
- Write short statements and narratives presenting historical ideas in context.
- Demonstrate understanding through written, verbal, and/or technological formats.
- Formulate questions and hypotheses from multiple perspectives, using multiple sources.

Language Objectives

- Students will learn and use *specific* academic content language to express their ideas—orally and in writing—and what they have learned.
- Teacher will provide sentence starters to teach vocabulary and expressions:

Examples of sentence starters:

1. This primary source is important because...
 2. Segregation is against the law because...
- Students will understand and be able to use the language of cause and effect to discuss civil rights concepts.

Content Objectives

- Students are introduced to the concept of slavery through the Amistad field trip to the New Haven Museum and Historical Society.
- Students will learn the history of African Americans and Civil Rights by reading about specific places, people, and events.
- Students will learn the concept of segregation and civil rights:
- Using *A Civil Rights Webquest* as a research project and becoming an expert on an event or ONE of the concepts, related events and people; AND using specific academic vocabulary in discussing their chosen concept.
- Students will demonstrate knowledge of their expertise by completing a project using at least ONE primary document.

The project will be presented to the class orally

The students will prepare a poster highlighting the main points of the presentation and include the primary source document.

The Pre-Assessment will determine what students know (and how well they can express their knowledge) about the civil rights era. Students will do a quick-write. (Some ELLs will give me this information orally.)

Students will also be given the same brief Pre/Post Assessment. Please see the last page of this document.

Activities and Procedures

Day 1

Introduction to concept of abolishing slavery with trip to the New Haven Museum and Historical Society. Students will first examine primary documents. This introductory portion of the program is designed to provide them with background for the second part in which they learn the history of the Amistad and then take part in a debate. The Amistad program introduces/reviews the concept of slavery, how people became slaves, their treatment while being transported in the ship, and how the captives of the Amistad ended up in New Haven. Students are introduced to key players in the Amistad story.

- Students will learn the importance of primary sources—documents and artifacts, part of the Historical Museum’s collection.
- Students will examine them on the trip to the historical society.
- Students will respond in writing to questions pertaining to the documents.
- Students will review, in detail, specific vocabulary related to a discussion of slavery (machetes and abolitionists, for example).
- Students will be the key players in the drama.

For the debate, the students are divided into TWO groups. Each student receives a card with a biography and a photo and plays the part of an actual historical participant. In addition, the biography includes WHY that historical figure is at the trial, that is, what he/she stands to gain or lose. Each participant, using the information on the card, has to lobby for what he wants in order to convince the judge of the strength of his position. It is all about the personal interests of the players.

One group represents their own interests, that is, they want the slaves to be returned to them as their property. The other group represents the rights of the slaves—and their position as free men who have been captured illegally and enslaved. The two groups take turns debating the opposing positions.

Days 2 and 3 TEXTBOOK-ALIGNED ACTIVITIES

Students will take a short **PRETEST** to determine their knowledge of the Civil Rights Movement and key academic vocabulary.

- Students will learn the background and history of *African Americans and Civil Rights* (chapter title) by reading about specific places, people, and events.
- The students will learn to be historical thinkers by researching a minimum of THREE people, events, and important concepts related to the Civil Rights Movement.

Procedure:

1. In small groups, using Chapter 10, African Americans and Civil Rights, students will identify PLACES, PEOPLE, AND VOCABULARY by skimming the texts.
2. For each required piece of information, students will write on a sticky note a sentence defining or explaining the person or word and place it on the page where the information was found.
 - PLACES: Montgomery, Alabama, Greensboro, North Carolina, etc.
 - PEOPLE: Emmett Till, Jackie Robinson, Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., Malcolm X, etc.
 - VOCABULARY: civil rights, passive resistance, boycott, segregation, injustice, cause and effect, etc.
3. Students will organize the information in a Study Folder with topics as described above. Students are responsible for maintaining and adding to the information and will receive a grade (Rubric: neatness, completion, and organization.) for their folder.

4. Students will explain the EFFECT of the following three events in a short but detailed paragraph:
 - NAACP challenges school segregation
 - Montgomery bus boycott
 - Voting Rights Act of 1965
5. Homework/Computer Lab:
 - Students will pick a product or service to be boycotted and write the story behind the boycott in one or two paragraphs.
 - Students will research online a product or service that actually has been boycotted and write the story behind the boycott in one or two paragraphs.

Day 4

Visiting Professor Thomas Thurston presents the links between three primary documents and how they are used as the argument that *fundamental rights are a given* for all human beings. The documents to be used are:

- The Declaration of Independence, July 4, 1776
- Petition of New Hampshire Slaves, 12 Novemeber 1779
- Martin Luther King, "I Have a Dream," August 28, 1963

These documents contain key concepts and vocabulary that will provide a foundation for further discussion of the Essential Question and the Essential Understanding throughout the unit. The language of the documents is examined and discussed.

Extension Activity: Students are given a *cause* (such as more frequent recess time, for example), and in small groups they map out a PETITION of their own to present to the class.

Days 5 and 6 Civil Rights Webquest

http://www.okcps.org/hs/John_Marshall/Webquests/civil%20rights%20webquest.htm

NOTE: Previous to the *Webquest* activity, student pairs will have obtained permission from their teacher for their specific research project so that all significant events are covered.

Objectives:

Students will research civil rights further through an interactive WebQuest; they will become “experts” on a specific event or important figure of the era. Students will report their findings.

- Students will research significant events of the 1960’s Civil Rights Movement.
- Students will teach the class about their area of expertise.
- Students will use PRIMARY DOCUMENTS related to their topic and MUST use one in their presentation.
- Presentation includes poster depicting highlights of event/influential participants, leaders.

Research Procedure:

Students will work in pairs in the computer lab to research a topic (listed in the WebQuest) and carry out the task(s) required for completion.

Additional Topics Include:

1. Little Rock Central High: The “Little Rock Nine”
2. Rosa Parks’ Arrest
3. Bloody Sunday
4. March on Washington
5. Greensboro Sit-ins
6. Birmingham, 1963
7. Selma, Alabama

ORAL PRESENTATION TO CLASS in which students demonstrate their knowledge of one specific and important event or person (outlined above) in the Civil Rights Movement.

THE STUDENTS ARE THE TEACHERS: The rest of the students will take notes!

- Students will identify and print ONE primary document that pertains to their topic and write a clear explanation of WHY or HOW it is important.
- Sentence starters/paragraph frames to be provided for ESL students as needed.
- Students will reconstruct the events researched and post on chart paper posted around the classroom, thus retelling the story of the Civil Rights Movement.

Examples include why/how/what changed as a result of this event or person.

The Rubric

Rubric for Oral Presentation to Class

Communication	Topic clearly outlined/explained. Includes: introduction, main points, dates, cause and effect. 5 points (all elements)	4 points (4 elements)	3 points (3 elements)	2 points (2 elements)
Vocabulary: 3-5 new SPECIFIC CONTENT terms written on board and explained	5 points (all elements)	4 points (4 elements)	3 points (3 elements)	2 points (2 elements)
Primary Document	Document clearly explained 5 points	4 points	3 points	2 points
Importance of Event/Person	Knowledge and expertise clearly evident: significance of event/person to civil rights movement demonstrated. 5 points	Somewhat unclear presentation 4 points	Very unclear presentation 3 points	Presentation confusing 2 points

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FINAL EXERCISE: A Civil Rights Jeopardy Game

- Students will write all questions/answers.
- Students will form three teams.
- Students will determine rewards for the winners.
- Teachers to supervise and run game.

Assessments

- Students will do the same *quick-write* as a post assessment to measure their progress in expressing themselves academically and to determine their knowledge of the civil rights movement after studying and researching the era.
- Students will be assessed on their responses to the primary source documents completed at the New Haven Museum and Historical Society.
- Students will be asked to explain the importance of the particular events and influential people they have encountered in the unit. (See Post Assessment, last page of this document.)
- New Haven Museum and Historical Society: students are assessed orally for participation in *debate* activity.
- Students will be assessed for the oral presentation according to the RUBRIC.
- Jeopardy Game: Students are assessed on participation and behavior during game.

Materials

1. Textbook *Growth of a Nation*
2. Permission Forms for New Haven Museum and Historical Society trip
3. Computer Lab time (to be arranged)
4. Poster boards for presentation

PRE/Post Assessment (to be administered AFTER studying the unit)

What do the following expressions mean? Write 1-2 sentences to explain.

- 1. abolitionist**
- 2. civil rights**
- 3. “All men are created equal.”**
- 4. segregation**
- 5. primary source**
- 6. boycott**
- 7. Brown v. the Board of Education**
- 8. The Supreme Court**
- 9. The “color line”**
- 10. passive resistance**

What was the importance of the Civil Rights Act of 1965? Write as much as you can.