

Unit Title: Deepen and Broaden African Studies in the Classroom

Grade Level: Third

Subject / Topic Area: Reading / English Language Arts and Social Studies

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The rationale for developing this unit is to lead elementary age students to a deeper understanding of the struggle for equal rights. The exposure to the Civil Rights Era through literature will make students aware of the struggles of the past, and remind them that in many ways, the struggle continues. It is the objective to not only remind the students of sadness, but also of happiness, triumph, and most of all, bravery. At the completion of the unit, students will be able to explain the history of the Civil Rights Movement in the United States, describe historic heroes that have helped the country grow and change, connect the Civil Rights Movement to their own lives through writing, and connect with poetry through writing and drawing.

Deepen and Broaden African Studies in the Classroom

Robin McLennon

Background

Deepening and broadening African American studies in the classroom would give all students a clearer and more extensive understanding of African Americans' journey, especially through the lens of The Civil Rights Movement. It would also bring an awareness of the African American students' personal history as Americans.

Based on a current elementary school population of 5% African-American, 2% Asian, 3% Hispanic, 4% Multi-Racial, and 86% Caucasian, typically, students are only exposed to African American history during Black History Month. Students are usually required to conduct research and complete a report on an African American inventor, scientist, leader, athlete, poet, or author. With the age of technology, they Google on the Internet and obtain the information that they need to complete their report. However, students frequently gravitate to the people who have been written about or talked about frequently such as the Rev. Dr. Martin Luther King Jr., Rosa Parks, and Jackie Robinson. They might also read a non-fiction book to obtain some additional facts. However, their limited research on Dr. Martin Luther King Jr., Rosa Parks and Jackie Robinson does not always provide an adequate chronology of The Civil Rights Movement, its struggles, and the subsequent personal achievements of African Americans and their contribution to our society.

Although African Americans have made and continues to make a vast contribution of historical importance in shaping the successes and values of our society, many elementary age students' knowledge is extremely limited to the historical struggles and contributions. Elementary age students have limited or no knowledge about segregation. Understandably, it is hard for them to see America as a place where schools were once segregated, where blacks and whites were not allowed to drink from the same water fountains, eat at the same restaurants, use the same toilets, or stay at the same hotels. It is hard for them because they are living in a largely desegregated world. Yet, segregation persists, and much work still needs to be done to correct it. Hence, students need this unit to bridge the past to the present, and perhaps to understand how they may play a role in effecting change for a better America.

Introduction

The rationale for developing this unit is to not only deepen African American studies in the classroom, but to also broaden that study. This would lead elementary age students to

a deeper understanding of the Civil Rights struggles. The exposure to the Civil Rights Era through literature will make students aware of the struggles of the past and remind them that the struggle continues for equal rights for all. It is the objective to not only remind students of sadness, the unnecessary killings of countless innocent people, and failures, but also of happiness, triumph, and most of all, bravery.

What is the Civil Rights Movement, and how can it be taught and understood by eight to ten year old students? What political, social, and historical circumstances preceded the Civil Rights Movement? The modern Civil Rights Movement spanned from the 1950s through the 1970s. This was the time when blacks were fighting for their Constitutional rights, many of which they were being deprived. It included all of the reform movements that occurred in the United States to outlaw segregation and inequality between the races and end racial discrimination. This movement was also intended to restore African American voting in the South as well as to restore racial dignity, economic and political self-sufficiency, and freedom from oppression by whites. These are some of the same issues for which many African Americans continue to fight .

Why did African Americans experience racial discrimination in a country where all people should share in life, liberty and the pursuit of happiness? This unit will answer this question. Students will learn about The Civil Rights Movement and the various historic heroes and heroines who were instrumental in bringing about the change the Movement stood for.

Objective

This unit is closely aligned with the North Carolina Standard Course of Study for Reading, Writing, Speaking, Listening as well as the standards for Social Studies. The focus for the third grade North Carolina Standard Course of study for Social Studies is *People Who Make a Difference: People, Events, and Ideas Over Time*. It is designed to expand students' concept of how individuals, events, and ideas can change over time. These individuals who have caused historic change are real American heroes and heroines.

What are the qualities of a hero? A *hero* is a person who does what he or she knows is right, even if everyone else ridicules him or her. He or she stands up for what he or she believes. He or she sacrifices personal comfort and gain for others. He or she would give his or her life for others (1). Did Rosa Parks, the Rev. Dr. Martin Luther King, Jr., Jackie Robinson, and all those who faced racial discrimination daily, and fought against it set out to be heroes?

This unit will explore topics like racial bias, respectfulness, social conflict, and resolution. An integral part of the unit will be to incorporate children's literature to help students understand the Civil Rights Era. Students will read historical fiction, and realistic fiction to better comprehend what it was like to live in that era. Students will explore various poems to understand that people write poetry for various reasons such as to describe and share their feelings, and to create compelling images. They will also learn

that based on a person's life experiences, certain events can be interpreted differently. Through poetry, students will be able to celebrate their differences and similarities.

Students will write opinion pieces on topics, or text and support their points of view with reasons. Narratives will be written to develop real or imagined experiences or events. Research will be conducted to build more knowledge about the Civil Rights Era.

At the completion of this unit students will be able to:

- * Explain the history of the Civil Rights Movement in the United States.
- * Describe historic heroes who have helped the country grow and change.
- * Connect the Civil Rights Movement to their own lives through writing.
- * Connect with poetry through writing and drawing.

Rational

As young children, elementary age students can better relate to the some of these individuals' lives when they too, were young. Like them, as a boy, Dr. King enjoyed sports and liked to read. Jackie Robinson loved to play baseball. Rosa Parks loved school, and enjoyed Mother Goose nursery rhymes, playing hide-and-seek, and exploring the woods, creeks and ponds (2).

How and why were the lives of African Americans changed? The Civil Rights Movement changed the lives of African Americans in the United States. As a result of this Movement many Blacks are better off today than they were before. Race relations in America began more than 400 years ago, when African men, women and children were forcibly brought to America and enslaved. The Civil War (1861- 1865) ended this horrible, inhumane practice for which slavery was a central issue. Civil War.

As freed men and women, these former slaves attended school for the first time, voted, and held local, state and federal offices. Many of the whites who were used to controlling the slaves did not like that they were freed. From the 1880s to the 1960s, The United States had laws that were know as Segregation Laws. These laws did not give people equal rights. African Americans were not allowed to drink from the same water fountain as whites, or eat at the same lunch counters as white people. African American children were not allowed to go to school with white children. In libraries, African American and white visitors could not read together. African American and white passengers could not sit together on buses or trains.

Imagine, for a moment, how it would make you feel if you could not sit beside your friend of a different race for lunch everyday. After coming in from recess daily, longing for a drink from the water fountain, you could not get a drink because that fountain was only for your friend of a different race. Your only mode of transportation to school is the bus. You get on the bus and the seat beside your friend is empty, but you cannot sit beside your friend. You have to sit at a designated seat. You have a school project to do that requires using the library. You cannot get it done because a group of people that's of

a different race from you are using the area of the library that you need. Now, imagine for a moment that you had to suffer through these terrible injustices every day of your life. Now, think about this: all of those terrible injustices have happened and some continue to happen to real people, young and old.

Heroes like the Rev Dr. Martin Luther King Jr., Rosa Parks, Jackie Robinson and countless others who have helped shape America's history believed that all people should have the same rights. More importantly, dealing with discrimination and segregation was a part of everyday life. It touched places like, schools, movie theaters, jobs, buses, stores, parks, churches, restaurants, and yes, cemeteries. Some segregationists didn't stop with rules that favored whites. They supported the use of violence against blacks, young and old. These countless heroes wanted those unfair treatment stopped, so they set out to see what they could do to bring about positive change.

Segregation and discrimination are difficult concepts for some elementary age students to understand. Therefore, by looking at them through a variety of African American fiction and non-fiction literature involving children, and poetry, students will be able to develop a more in-depth understanding of the importance of equality for all individuals, no matter the race.

Strategies

Strategy one: *K -W- L charts*

A K-W-L chart is a great tool to help students activate prior knowledge of a topic. It also helps to keep them engaged in exploring a new topic. It can also be used as an assessment of what students have learned during a unit of study. "K" stands for what do you know about the topic, "W" stands for what you want to know or learn about the topic, and "L" stands for what you learn during and after completing the unit. The KWL chart should be in the classroom throughout the unit, so students can use it as a resource. Since the word "Civil" is in the topic, we will be exploring Civil Rights. This unit will begin by asking students: What images and words come to mind when they hear the word civil? Where does that knowledge come from? Are there any names that come to mind? Responses made during discussions will be posted. As students progress through the unit, they will add new ideas to the KWL chart or they will revise their old ideas.

Strategy two: *An introduction to the "notebook"*.

Students will each have a notebook for the unit with the unit's title. They will be asked to bring in pictures of African American inventors, scientist, leaders, athletes, poets, or authors to decorate their notebooks. The notebook will be divided into the following sections: vocabulary words and definitions, heroes of the Civil Rights Movement, and how has learning about the Civil Rights Movement change your thoughts and behavior towards African Americans.

Students will continually add information, facts, pictures, or ideas to their notebooks as

the unit progresses to better comprehend various selections being read. Information is learned through on-line resources, discussions, Discovery Education website, through historical fiction and non-fiction books, and poetry. Students will read and or listen to selections and poetry and tell how that event relates to Civil Rights.

Strategy three: *Word -Learning using The Vocabulary Strategy.*

The Vocabulary Strategy is a strategy that students can use to figure out the meaning of an unfamiliar word that they encounter while reading. This strategy allows them to know contextual analysis (context clues), when to use morphemic analysis (word part clues), and when to use both strategies in combination (3). ,In The Vocabulary Strategy, students will:

1. Look for context clues in the words, phrases, and sentences surrounding the unfamiliar word.
2. Look for word-part clues within the unfamiliar word.
 - a. Try to break the word into parts. (If you can't, skip to step 3.)
 - b. Look at the root word. Determine its meaning.
 - c. Look at the prefix. Determine its meaning.
 - d. Look at the suffix. Determine its meaning.
 - e. Put the meanings of the word parts together. What is the meaning of the whole word?
3. Using steps 1 and 2, guess the word's meaning.
4. Try out your meaning in the original sentence to check whether or not it makes sense in context
5. Confirm your meaning by using the dictionary.

In order to better understand the direction and purpose of the unit, it is important to have an in-depth vocabulary word study done at the beginning of the unit. It is helpful to think of the vocabulary instruction that students may need before, during, and after reading. This will help students understand the concepts essential to comprehending a selection (4).

Using The Vocabulary Strategy, students will explore the definitions for words that are essential to understanding the unit. Examples of such words are, *racism, freedom, segregated, leader, courageous, pioneer, prejudice, discrimination, integrate, and equality.*

Strategy four: *Comparing and contrasting different Civil Rights Heroes.*

A look at these heroes will help students understand their struggles and triumph over time. Although their struggles and sacrifices have been different, their fights were important and were focused on one goal: Equality for all. Each hero and heroine will be studied separately, and information will be written into a student's notebooks. Comparing and contrasting will be completed using graphic organizers.

Strategy five: *Students will learn about the Civil Rights Era through guided reading groups.*

Students will learn and discuss new information by reading books in small groups. They will interpret texts by looking at context clues, cause and effect relationship, comparing and contrasting, drawing conclusions, and making connections to self, to text, and to the world.

Small, guided reading groups, allow the teachers to read and discuss important events, and people, and the impact they had on America. The teacher also facilitates the correct use of comprehension strategies and reading skills because, instruction is differentiated based on student's reading fluency and comprehension levels.

Strategy Six: *Students will learn about the Civil Rights Era through exploring poems.*

Students will read and explore poems in small groups. Through discussions they will determine the meaning of each poem, why the poems were written, what kinds of images and items such as special foods, meaningful objects or symbols, important people and places, and special memories are included in the poems and why.

Lessons and Activities

Lesson 1: Objectives: Third Grade CCSS: RL. 3.4, W.3.2

- *Define "rights". Discuss what is "civil" on KWL chart.
- *Explain and write, "What is Civil Rights?" on KWL chart.
- *Write about an event and explain it's impact on the United States citizens.

Full Group Activity

Day 1. Tell students that they are going to be learning about a specific time in the United States, The Civil Rights Era. The Civil Rights Era is defined as a time in history where a Movement was formed in the United States, led primarily by Blacks, in an effort to obtain the Civil Rights for Black citizens.

Say, "What does the word "rights" mean? Write student responses under the "K" "What you know" column on the KWL chart. Next, ask students, "What does it mean to be civil?" Write student responses under the "K" section on the KWL chart. Tell students that we are going to find out more about civil and rights throughout the unit.

Ask, "Do you think you can put the definition of what you wrote for civil and the definition of what you wrote for rights together to predict what you think the definition for "Civil Rights" is?"

Next, students will write their definitions in their notebooks, then they will share.

Civil Rights has been defined as, the legal, social, and economic rights that guarantee freedom and equality for all citizens (5).

To demonstrate understanding ask students these questions:

1. How would you compare your definition to the legal definition?
2. Can you explain your understanding of the legal definition?
3. Next, have students decorate their notebooks with the African American pictures they collected. Students will then share and discuss their selection of pictures.

Lesson 2: Objective: Third Grade CCSS: RL. 3.2, SL.3.1d.

*Read historical fiction and discuss the time period in American History.

*Visualize, predict, and evaluate text.

Whole Group Activity

Day 2: Students will make mental pictures and draw them after listening to the book The Other Side, a picture story book by Jacqueline Woodson. This book is a great tool to have students engage in critical discussion about complex issues of race and class. It also brings to light American History during The Civil Rights Movement when all people of color longed for the fence that divided them from the wealthy and the privileged, white-Americans to be torn down.

This story is told from the viewpoint of Clover, an African American girl who lives in a town with a fence that separates the black side of town from the white side. Clover tells the story of the summer she becomes friends with Annie, a white girl who lives on the other side of the fence.

Visualization helps students create a mental picture of what they are reading or listening to. Students learn to identify adjectives, nouns, and verbs to help them “see” the details in the story.

1. Cover the front and back of the book. Say, “Today I am going to read you a book that is great for visualizing (making mental pictures).” Say, “As I read you can make a mental picture, then you can draw it, or you can wait until I am finish reading the book before you draw your mental picture. After your picture is completed, look back at it and give it a title. This visualization can be used to assess two things. Which student is effectively able to make mental pictures and which are not, and you are able to see their thinking based on the title and the pictures.

2. When students have completed visualization. Have them share and explain their picture, and title with the class.

Day 3: 1. Re-read the story as an interactive read aloud. Model reading the cover and the title. Before reading the book for a second time. Say, “Today I am going to re-read the story I read to you during your visualization activity.” This is realistic fiction. Realistic fiction involves stories about people and events that are true to life and that could really happen. It allows you to explore real problems and situations through a made up story.

Next, have students respond to and discuss the following prompts in their notebook: What do you think makes a good friend? Are you a good friend? How do you know you are a good friend? Students will share their thoughts about good friendship with the entire group.

2. After reading page 2, say, “Why do you think the other side is not safe?”
3. After reading page 5, say, “What would you have said if you were one of the girls with the jump rope?”
4. After reading page 8, say, “Why do you think the girl on the fence looks sad?”
5. After reading page 13, say, “What do you think the little girl is going to do now that she feels brave?”
6. After reading page 19, say, “Would you have joined Annie on the fence?”
7. Ask students, “What examples can you find to explain how the white girl and the black girls are feeling?”
8. Ask students, “Can you connect to the two girls in this book?”

As you re-read the selection show the students the illustrations. After reading the book for a second time have students compare their visualization to the illustrations in the book to see if they were on target, or off target in visualizing. Have students share their thoughts.

Activity:

Say to students, “Can you recall and write about a time you felt different or left out of something?” “When you wanted to play with someone but you couldn’t, how did that make them feel?” This activity will be completed in their notebook.

As a group, discuss the central message of the story, and how it relates to Civil Rights. Ask, “What lessons were learned, and how can you make sure that people who look different from you can still be your friend?”

Central Message: There is a fence that divides the town by race. This fence was brought down by two very courageous girls who wanted to be friends, and were accepting of others who are different.

Lesson 3: Objectives: Third Grade CCSS: RL.3.4

* Use context clues to comprehend vocabulary

To help students understand the concepts essential to comprehending the various selections they will be reading, listening, and responding to, relevant vocabulary instruction is necessary.

Whole Group Activity

Day 4 and 5: Read parts of the book, The Civil Rights Movement for Kids by Mary C. Turck

Next, have students respond to the following prompt in their notebook:

Say, "What do you think each word means based on how it is used in the sentence, or how it is discussed?" Students will use The Vocabulary Strategy for each word.

Page 2. *segregated* _____

Page 2. *racism* _____

Page 2. *prejudice* _____

Page 5. *discrimination* _____

Page 6. *equality* _____

Page 6. *integrate* _____

Page 9. *courageous* _____

Page 9. *leader* _____

Page 11 and 12. *pioneer* _____

Page 13 and 14. *Freedom* _____

Next, have students share their definitions.

Lesson 4: Objective: North Carolina Essential Standards Third Grade Social Studies:

*3.H.1. Understand how events, individuals and ideas have influenced the history of local and regional communities.

*3.H.2. Use historical thinking skills to understand the context of events, people and places.

Whole Group Activity

Day 6 and 7. 1. Tell students that they are going to be learning about the Civil Rights Era. This is a time when Blacks and Whites were separated, and where Blacks were treated unfairly. They went to separate schools than white students. Say, "What do you

know about segregated schools and how black and white students came to go to school together?”

Students will write their response in their notebooks.

2. Tell students we are going to learn more about the Civil Rights Movement and some of the heroes throughout this unit. Ask students, “What are the qualities of a hero?” Write student responses under the “K” section on the KWL chart.

3. Students are introduced to Ruby Bridges by listening to her story. Ruby Bridges’ story is a great autobiography to share with elementary age students to show how Blacks were treated unfairly in a variety of situations; more specifically they were denied equality in education due to race.

4. Before reading Through My Eyes by Ruby Bridges. Say, “Many years ago, a young girl wanted to attend the school close to her house, but she was denied entrance because she was black, and the school was an all white school.” Her case was argued in court. The court ruled that it was illegal to make students go to different schools because of the color of their skin (6).

5. Students will write in their notebooks all the differences they observe among their classmates, eye color, skin color, hair color, shape, height, size, and any others that are noticeable. Class will list all the differences, and then students will share their thoughts.

Activity

Next, have students respond to and then discuss the following prompts on paper provided. Outline with answers to questions should be in the classroom through out the unit.

Draw an outline of yourself. Give yourself a title: Mr. Sport or Miss Sensitive to best describe yourself. Make a thought bubble and list words that describe how you feel when someone has made fun of you or has bullied you. Draw pictures and write words that describe what makes you UNIQUE and SPECIAL from others. Share and engage in discussion.

Day 8. After reading Through My Eye, students will discuss the difficulties Ruby experienced in entering her school. Students will share what they learn about Ruby from her actions.

Students will evaluate the way Ruby was treated by answering these questions:

*“Do you agree with the actions of the protestors?” Explain.

*“Do you agree with the outcome of the situation?” Explain.

*“Do you feel you have been treated unfairly.” “Why do you think that?” “What did you do?”

*”What would you do if someone was being treated unfairly because of their race, or

other differences?”

Ruby had to be brave in the face of extraordinary racism. Do you think that the same kind of racism exists today? Explain your thoughts in your notebook.

Activity

Next, have students compare and contrast their lives as children to that of Ruby. This activity will be completed in their notebooks using a graphic organizer.

Lesson 5: Objectives: Third Grade CCSS: SL3.1, W.3.1, RL. 3.7.

- *Read fiction text and discuss the time period in American history and its relevance today.
- *Interpret events and how they impacted America.
- *Write about an event and explain its impact on America.
- *Review timeline between 1941 - 1989 (school segregation - school integration)

Whole Group Activity

Day 9. Review the meaning of the word segregated and the meaning of the word integrated. Have students write and illustrate sentences to show their understanding of the words. Students will share their sentences.

Next, show students the cover of the book, Remember, The Journey to School Integration by Toni Morrison. Say, “What do you predict this book is going to be about?”

Read the book, Remember, The Journey to School Integration by Toni Morrison. Remember is a fictional account of the dialogue and emotions of the students who lived during the era of change in separate-but-equal schooling (7).

Next, have students respond to and then discuss the following prompt in their notebook:

Do you agree with school segregation, or with school integration? Write an opinion piece supporting your point of view with reasons. Use information from the book, Remember, or from the book Through My Eyes.

Next, have students select a photograph that interests them, write about what is happening in the photograph, and why does that photograph interest them.

Lesson 6: Objective: Third Grade CCSS: RL.3.2, R1.3.9

- *Read non-fiction text and discuss.
- *Compare and Contrast two non-fiction stories

Whole Group Activity

Day 10. 1. Read non-fiction story, The School Is Not White by Doreen Rapport. In 1965, the schools in Mississippi were still segregated and unequal. The Carter family wanted their children to get the best possible education, so they sent them to the “all white” schools. Every day for five years, they suffered humiliations, name calling, and death threats (8).

2. After reading page 1, say, “Why do the children’s parents want them to attend the all white school?”

3. After reading page 3, say, “Why doesn’t the plantation owner want the black children to go to the white school?”

4. After reading page 7, say, “What do you think we have to show others it can be done, and maybe they will stop being afraid means?”

5. After reading page 9, ask, “What do you think the sentence, Mae Bertha and Matthew Carter watched their seven children go off to war?” means. Explain in your notebooks.

After reading the book, have students respond to prompt in their notebook:

**How did the Carter children affect what schools are like today?*

**Have you ever felt excluded from something for any reason? Explain.*

**How would you feel if you had to face a group of people who were different from you and who were preventing you from getting what you legally deserved? Explain.*

Compare and contrast Ruby’s experience in Through My Eyes, to the Carter children’s experience in The School Is Not White. Next, students will share their comparisons.

Lesson 7: Objective: Third Grade CCSS: RL.3.2, W.3.2, W.3.3.

- *Read fiction text and discuss.
- *Compare what it is like to be able to shop and play where ever you would like, to what it is like to have restrictions on where to shop and play.

Whole Group Activity

Day 11. Before reading the book, Freedom Summer by Deborah Wiles, say, “What do you think it would feel like to have laws that kept you from doing certain things or going certain places. Have students respond in their notebooks.

Say, “Think about the pool in your neighborhood. Where is it located? What is its history? Who had the right to swim in it for years, and who did not?”

Say, “Now think about all the shops and stores located in your neighborhood. Can you go in and shop at anytime, even when your parents are not around? Can you take a friend, even if the friend looks different from you?”

Activity

Students will write about the history of their neighborhood pool in one to two paragraphs.

Day 12. 1. Read Freedom Summer. Set in the 1960s, this historical-fiction book is about two best friends, one black and one white. The boys spend their summer days doing a lot of fun things together, but there were some things they could not do together. However, they came up with creative ways to solve those limitations.

2. After reading page 3, say, “Why do you think the boys always swam in the creek?”

3. After reading page 9, say, “Why do you think John Henry did not go into the general store to buy ice pops with his friend? Share your thinking by providing evidence.

4. After reading page 16, say, “Why was the pool paved over?”

5. After reading page 21, say, “Why was John Henry’s eyes filled with angry tears?”

Small Group Activity (4 to 5 students).

Next, students will compare their experiences about doing fun things with their best friend to the experiences of Joe and John Henry.

Small Group Activity (4 to 5 students).

Say, “Imagine that you are Joe or John Henry. Write about your experience inside the country store as you enter with your best friend.

Small Group Activity (4 to 5 students).

Have students write a happy ending to the story.

Lesson 8: Objectives: Third Grade CCSS: RL.3.2, R1. 3.3, RL. 3.4.

- * Read historical fiction and discuss the time period in American history.
- * Analyze cause and effect relationship in text.
- * Determine the meaning of words and phrases as they are used in a text.

Small Group Activity (4 to 5 students).

Day 13: Read the book, Sit In, How Four Friends Stood Up By Sitting Down by Andrea Davis Pinkney. This is a story about four very courageous young black men who took a stand against the injustice of segregation by sitting down at a white only lunch counter.

Before reading, say, “Can you recall a time when you were not served at a restaurant?” How did that make you feel?

While reading story stop to ask students their understanding of these phrases (9):

Page 1. “We must meet hate with love.”

Page 6. “Combine black with white to make sweet justice.”

Page 8. “Be loving enough to absorb evil.”

Page 17. “If black people and white people could break bread together, everyone would pass the test.”

Page 20. “Practicing peace while others showed hatred was tougher than any school test.”

Page 30. “A double dose of peace with nonviolence on top. Hold the hate. Leave off the injustice.”

Page 32. “And oh, integration sure tasted good.”

Page 33. “A doughnut and coffee, with cream on the side, is not about food, is about pride.

Activity

Students will re-create the drama of the lunch counter sit-in. This will allow them to not only see, but hear and feel what happened in the sit-in.

Students will compose a diary entry from one of the character’s point of view to express the point of the sit-ins, or the theme of the story.

Lunch Counter Play found on page 47 of The Civil Rights Movement for Kids by Mary C. Turck

Lesson 8. Objective: Third Grade CCSS: RI.3.5, RL. 3.3 RL.3.7.

*Refer to parts of stories, and poems when writing about a text.

*Describe characters in a story and explain how their actions contribute to the sequence of events.

*Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in the story.

Whole Group Activity

Day 14. Say, “Think about the streets on which you live.” “Who are your neighbors?” Why do so many people who look like you live in your neighborhood, while many people who look different live elsewhere?”

Have students share their responses. Engage in a discussion.

Small Group Activity (4 to 5 students).

Next, read the poem, “For Sandra” by Nikki Giovanni. Have students look outside of their classroom window, or their window at home. Say, “What do you see?” Engage in a discussion about different types of neighborhood.

Activity

Students will write and illustrate poems about trees. Students will share poems.

Day 15. Read Something Beautiful by Sharon Dennis Wyeth as an interactive read aloud.

1. Have students predict what the book is going to be about based on the cover.
2. After reading page 4, say, “When you look through your window from home, what do you see? How do you feel about what you see?”
3. After reading page 5, say, “How would you feel if you saw someone sleeping in a cardboard box wrapped in plastic on the sidewalk in front of your house? “What would you do?”
4. After reading page 8, say, “Where is your something beautiful? Write about it.
5. After reading page 24, say, “What are some things the little girl could do to better her neighborhood?”
6. Say, “After listening to Something Beautiful, did your something beautiful change?”

Activity

Students will write and illustrate poems about something beautiful they saw when they through their favorite window.

Lesson 9: Objective: Third Grade CCSS: RL. 3.5, RL. 3.7.

- * Refers to parts of poems when writing about a text
- * Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words.

Day 16 and 17. Say, “People write poems for different reasons, to describe feelings, to

create pictures, and to share themselves.

Small Group Activity (4 to 5 students)

Next, have students predict why they think Dr. Maya Angelou wrote the poem “Forgive”. Students share their predictions.

“Forgive” is a poem about torn memories of Virginia, memories of its racist history and memories of its beauty.

In pairs students will take turns reading the different stanzas of the poem. Next, they will engage in a discussion about the targeted words, *Jamestown, pregnant, cargo, Richmond, turban, epaulettes*.

Activity

Students will illustrate poem based on their understanding of the poem.

Small Group Activity (4 to 5 students)

Have students predict why Langston Hughes wrote the poem “To You”. Have students engage in a discussion.

Activity

Students will illustrate poem based on their understanding of the poem.

After Reading

Choose a final product to create that represents important ideas from the unit. Create a product you are proud to share. The product must reflect your understanding of the unit and commitment to learning at school. You may present your finished product to class.

1. Make a picture-book telling what you learned as a short story. (Include just the most important parts and appropriate illustrations.)
2. Create puppets for the important people in the unit and act out at least 3 important scenes.
3. Create a poster with pictures and interesting facts from the unit as an advertisement to make other people interested.
4. Select an important hero from the unit who you admire, and design a tribute to that person. Students can draw a picture of their hero, write a poem, or story about their hero, or write an essay.

Scoring Rubric

A....All work is completed on time and demonstrates outstanding quality.

B....The work is completed on time.

C....The work is missing some parts or is of poor quality.

D....The work needs much improvement.

Annotated Bibliography

Bridges, Ruby. *Through My Eyes*. New York: Scholastic Press, 1999. Print.

This is a great autobiography to share with elementary age students about discrimination and courage. Ruby Bridges was a pioneer in school integration because she was the first African American student to attend an all white public school in New Orleans.

Diamond, Linda, and Linda Gutlohn. *Vocabulary Handbook*. Baltimore, MD: Brooks Publishing, 2009.

This is a great resource to use to improve reading achievement. It introduces you to a variety of ways to get students engaged for learning new words.

Morrison, Toni. *Remember: The Journey to School Integration*. Boston: Houghton Mifflin, 2004.

On May 17, 1954, the Supreme Court declared segregated schools unconstitutional. Toni Morrison had done a wonderful job recalling the events of that time in America with excellent photographs.

Pinkney, Andrea Davis. *Sit-in: How Four Friends Stood Up By Sitting Down*. New York: Little, Brown, 2010.

This is a great resource to use to show how four young black men showed courage by sitting down at a white only lunch counter to protest the injustice of segregation in America.

Rappaport, Doreen. *The School Is Not White: A True Story of The Civil Rights Movement*. New York: Hyperion Books for Children, 2005.

This is a great non-fiction resource to use to show the horrible treatment endured by African-American children attending an all white school in the hopes of getting a good education. This book shows you that with faith, determination, and strength you can persevere.

Turck, Mary. *The Civil Rights Movement for Kids: A History with 21 Activities*. Chicago, IL: Chicago Review Press, 2000.

This book is a great resource to use to educate students about civil rights. There are great hands-on activities included.

Van, Zile Susan., Mary Napoli, and Emily Ritholz. *Using Picture Books to Teach 8 Essential Literary Elements*. New York: Scholastic, 2012.

This is a great resource with more than 100 books with model lessons to deepen students' comprehension.

Wiles, Deborah. *Freedom Summer*. New York: Aladdin Paperbacks. An imprint of Simon

and Schuster Children's Publishing, 2001.

This is a great book to use to show the prejudice experienced by many Americans. It also teaches that with courage, good friendships, and creativity obstacles can be overcome.
Woodson, Jacqueline. *The Other Side*. New York: Putnam's Sons, 2001.

This book is a great resource to use to have students engage in critical discussion about complex issues of race and class. It also teaches of the power of friendship.

Wyeth, Sharon Dennis. *Something Beautiful*. New York: Dragonfly Books, 1998.

This very moving story is a great resource to use to show that in spite of your circumstances you have the ability to see the beauty in everything.

Thomas, Joyce Carol. *Linda Brown, You Are Not Alone: The Brown v. Board of Education Decision : A Collection*. New York: Jump at the Sun/Hyperion for Children, 2003.

A young girl wanted to go to school close to her house, but she wasn't allowed to because she was black and it was an all white school. The court ruled that segregation was illegal.

This is a great resource to show how legal segregation ended.

Wilson, Edwin Graves. *Poetry for Young People: Maya Angelou*. New York: Sterling Publishing, 2007.

A collection of poems paired with beautiful and colorful illustrations.

Feelings, Tom. *Soul Looks Back In Wonder*. New York: Puffin Books, 1993.

A collection of poems with compelling words and pictures.

Appendix

Implementing Common Core State Standards

Third Grade Reading for Literature

Key Ideas and Details

- RL.3.2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

- RL.3.4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- RL.3.5.** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive parts builds on earlier sections.
- RL.3.6.** Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

- RL.3.7.** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in the story (e.g., create mood, emphasize aspect of a character or setting).

Reading Standards for Informational Text

Integration of Knowledge and Ideas

- RI.3.9.** Compare and contrast the most important points and key details presented in two texts on the same topic.

Third Grade Writing

Text Types and Purposes

- W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - Provide reasons that support the opinion.
 - Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
 - Provide a concluding statement or section.

Research to Build and Present Knowledge

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Third Grade Social Studies

3.H.1 Understand how events, individuals and ideas have influenced the history of local and regional communities.

3.H.1.1 Explain key historical events that occurred in the local community and regions over time.

3.H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.

3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions.

3.H.2 Use historical thinking skills to understand the context of events, people and places.

3.H.2.1 Explain change over time through historical narratives (events, people and places).

3.H.2.2 Explain how multiple perspectives are portrayed through historical narratives.

End Notes

1. David B. Guralnik, Webster's New World Dictionary, New York: Simon and Schuster, 1982
2. Yona Zeldis McDonough, Who Was Rosa Parks?, New York: Penguin Group, 2010.
3. Linda Diamond and Linda Gutlohn, Vocabulary Handbook, Baltimore, MD: Brooks Publishing, 2009.
4. Camille L.Z. Blachowicz and Peter Fisher, Vocabulary Lessons, Educational Leadership, Volume 61, Number 6, 2004.
5. Nancy I. Sanders, A Kid's Guide to African American History, Chicago: Chicago Review Press, 2007.
6. Ruby Bridges, Through My Eyes, New York: Scholastic Press, 1999.
7. Toni Morrison, Remember: The Journey to School Integration, Boston: Houghton Mifflin, 2004
8. Doreen Rappaport, The School Is Not White: A True Story of the Civil Rights Movement, New York: Hyperion Book for Children, 2005.
9. Andrea Davis Pinkney, Sit-in: How Four Friends Stood Up By Sitting Down, New York: Little Brown and Company, 2010.