



The Struggle for Equality

By Adell Treadwell, 2013 CTI Fellow
Bain Elementary

This curriculum unit is recommended for:
(Fifth Grade Social Studies, Literacy and Writing)

Keywords: (Civil Rights Movement, Citizenship, Jim Crow laws, Segregation, Integration, Rights, Responsibility,)

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: What does it mean to be equal and to have equality? Why does the color of your skin matter? What does it mean to have citizenship and to be a citizen? All of these questions make you wonder why any human being or group of people would have to go through so much heart ache and pain just to be considered an equal. From the time our country was created people of color particularly African Americans were treated so unfairly and not seen or considered to be a citizen of the United States. This unit will take your students on a historical journey. Students will learn about Jim Crow laws and segregation and learn how the African American population fought for their rights by having peaceful protest and sit-ins. Students will be able to not only learn about these topics but feel like they are apart of this era of time through novel reading, children's journal writings, reflections, and role playing some of the events that has transpired through the years. This unit includes strategies, lesson plans, and children's literature books to go along with the stated topics. If you teach social studies, literacy and writing this will be a great unit to experience and explore with your class.

I plan to teach this unit during the coming year to 25 students in Fifth Grade Social Studies integrating it with Literacy and Writing.

I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be created as the author of my work.

The Struggle for Equality: The True Meaning of Citizenship

Adell Treadwell

Overview

All my life I have been a social butterfly. I love to talk and find out the latest gossip from my friends. I remember getting in trouble with my teachers because I wanted to talk and laugh with friends during class time. Many teachers wanted their students to be silent mice in their classrooms, except for my history and civics teacher. He wanted us to talk in his class. The only catch was that all discussion had to be about the topic or concept we were studying. What could be better than being able to talk to my peers during class time about interesting historical events? My classmates and I had some deep, passionate discussions. I really loved and enjoyed learning about historical and current events.

As an elementary school teacher, I am always looking for a way to better myself. I want to stay abreast on current programs, strategies, and standards. I want to be the best teacher I can in order to shape the minds of my students. My Charlotte Teachers Institute seminar, "Charlotte as a New South City, Using the Collections of the Levine Museum of the New South," struck my interest because I am not from the South and I wanted to learn and become more familiar with the city I am residing and teaching in. I am not able to have great discussions and explain historical events to my students about Charlotte, North Carolina, if I don't have enough background information and knowledge about this historical city. Meeting every Thursday at The Levine Museum of the New South has been a great opportunity. We have been able to explore the Museum which is filled with interesting and jaw dropping artifacts. I love being able to read, converse with my peers, and hear their views and opinions about specific events in history that took place in this town. This allows for great discussion. I am truly gaining a better understanding of the city of Charlotte through our class discussions, book and article readings, as well as our upcoming field trips to the Loray/ Firestone Mill in Gastonia, North Carolina and the Mill Village in the NoDa section of Charlotte. This has truly been a great hands-on experience.

Content Objective

This unit of study will help focus on the struggles of our country. Students do not have an understanding of the pain, sweat, and tears that our ancestors went through to create the country we have today. My students read a story in our literature book called Miss Ida's Porch. In the story there is a quote that says the only way you will know where you are going is if you know where you have been.¹ History examines the forces of change and continuity. Its study enables us to understand the relationship between the present and the past, and mistakes and the triumphs that this world has made throughout time serve as a precedent for future behavior.² As a teacher it is my job to create and shape the young

minds of children. I want the students to know and understand that we don't live in a perfect world. The world that they know today had to overcome many hurdles to get where it is and there is still work to be done to continue to improve our country. My purpose is to create good citizens that will take ownership and want to be a participant in helping their community. Students have to know that problems will always occur but as a citizen of this country we have a job to do in order to keep the country at its best. Students will learn about citizenship, Jim Crow laws, segregation, civil rights movement, and integration. It is very important for student to not only know and understand the good our country but they have to see and learn about the bad of the country as well. This knowledge will not only create good citizen but they will also have the ability to problem solve.

Demographics

I am a fifth grade teacher at Bain Elementary in the Charlotte Suburb of Mint Hill, North Carolina. I have been teaching for 13 years. I taught second grade for 4 successful years and fifth grade for 9 years. I decided to move to a testing grade because I thought I wanted to pursue my master's degree in administration. I have since changed my mind; I am more a hands on person and would miss teaching and having a daily interaction with my students way too much. I work for Charlotte Mecklenburg school system which is the second largest school district in North Carolina. I teach on a team of seven fifth grade teachers, which are the best distinguished and accomplished teachers that any colleague could ask to work, plan, and collaborate with.

The demographics of Bain Elementary are 74% White, 14% Black, 7% Hispanic, 4% Asian, and <1 % Native Americans. There is a low percentage of free and reduced lunch and a very high percentage of parent volunteers at our school. You can find an ample amount of parent volunteers helping in any area of the school on any given day. Our PTA is highly functioning and is a very active group of parents that truly loves to participate and support their school and teachers. Bain Elementary is considered an Honor School of Excellence for high growth on standardized testing. Bain has grown to its current size of about 1,000 students. We were busting out at the seams in our old school. The school consisted of two main buildings one that housed grades Kindergarten, first grade, and part of second grade and the second building housed fourth grade and 6 fifth grade classes. We also had sixteen mobile learning cottages that housed all of third grade and one fifth grade classes. This current school year (2013-2014) we have successfully moved into our new state of the art building.

Technology is also a huge component to incorporate within our daily lessons in order to create 21st century learners. Now that we are in our new school we had to have the technology to go along with it. We have 10 iPads for each classroom along with Apple TV. We are currently faced with the tasked of learning to use these technology devices successfully and downloading free apps to go along with common core standards and

essential questions. Each teacher professional development plan states that the teacher will implement technology in their classroom and have the students create 3 products by the end of the school year.

The state of North Carolina was one out of the 45 states to adopt the common core standards. Common core emphasizes on higher and deeper comprehension skills, along with explanations of problem solving through writing across the curriculum and collaborating with peers. These new standards have made teachers think and plan differently. It has also scaled back on the required amount of content taught which allows for teachers to not just touch on a topic but really dig into it.

Rationale

My rationale for writing this unit is to help my students have a better understanding and the opportunity to explore the significant events that led to people being enslaved, protesting, marching, fighting, and pleading to be accepted as an equal citizen of the United States of America. We will focus on the history of African Americans and how they fought for equality, justice, and full citizenship since slavery and still today in the 21st century. Students will learn about a timeline of events that took place in the United States particularly in the Southern States. I want the children to have a connection with these events so we will zone in on what was happening right here in the city of Charlotte. Students will research, analyze, compare and contrast, summarize and ask well thought out questions about the events that took place nationally and locally.

I think this is a very important topic to go more in depth with because my school is 74% white and 14% black. My students are oblivious of this time period. They do not have a true understanding about this era of time and they have no idea that minorities are continuing to fight for equal rights in the 21st century. I want this unit to be very hands-on and interactive, which I feel will strengthen the students understanding of the concepts being taught. Students will have the opportunity to role play, draw conclusions, write opinions, showcase a real world performance task, and compare and contrast historical events. I truly want the students to embrace this experience and be able to have a good understanding about their country. Students need to be able to see how historical events have helped to shape this land.

This unit is made for fifth grade students. The main concepts from the fifth grade essential standards that will help me address this time period are: conflict, historical understanding, human activity, technology, immigration, government, choice, change, patterns, comparing primary and secondary documents, and leadership. Students will learn about the different interaction between cultural groups and critique the accuracy of historical sources, social and economical issues that were a source of conflict and how those issues impacted the development of the United States through Reconstruction and

migration. Migration can be forced or voluntary. The nation's trade with one another is based upon their need for resources.

Students will cite specific textual evidence when writing or speaking to support conclusions drawn from the text, integrate text and video determine central ideas or themes of a text as well as analyzing how two or more texts address similar themes and use the text to compare and contrast to build knowledge, summarize key supporting details and ideas, evaluate content presented in diverse media and formats including visually to produce and publish a product.

Critical Thinking/ Essential Questions

- What is citizenship?
- Explain why the Civil Rights Act in 1964 is an important law?
- How can you compare and contrast the primary source and secondary source?
- What are the 13th, 14th, 15th, Amendments to the U.S. Constitution?
- What does the Declaration of Independence say about equality?
- Who were the founding fathers talking about in the Constitution when they say "We the People"? How do we interpret it today?
- What are Jim Crow laws?
- What is the Civil Rights Movement?
- What is segregation?
- What is integration?

Content

What does it mean to be equal and to have equality? Why does the color of your skin matter? What does it mean to have citizenship and to be a citizen? All of these questions make you wonder why any human being or group of people would have to go through so much heart ache and pain just to be considered an equal. From the time our country was created people of color particularly African Americans were treated so unfairly and not seen or considered to be a citizen of the United States.

As I go back and read some of the most important and influential documents that made the United States the country that it is today, it makes you feel ashamed and embarrassed that as a country we would single out a race of people. Some of our nation's most important documents declare something very different.

- We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights that among these are life, liberty and the pursuit of happiness.³

- We the people of the United States, in order to form a more perfect union, establish justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.⁴
- Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.⁵
- All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the States wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person life, liberty, or property, with out due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.⁶
- The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous conditions of servitude.⁷

These famous and unforgettable quotes were written by the “great leaders” of this country. To read these quotes from over two hundred years ago and think what the words mean and how these words were only meant to speak for one class of people. It is very hard to grasp and understand why People of color were treated so unfairly. The Declaration of Independence was written because people wanted to be free, treated equal, and be able to vote and decide on specific topics and issues. People did not want to be dictated to and told what to do like they were under British rule. Americans wanted to create their own country and have a voice. The Constitution of the United States was a formal document which defines our nation’s rules, including the rights of citizens and the structure of the government. The constitution was created to put limits to the federal government’s powers.⁸

Students in the fifth grade learn what it is to be a good citizen. They learn about different character traits such as responsibility, respect, integrity, empathy, compassion, cooperation, etc. Students know that in order to be a good citizen they need to work with their community, take care of the world around them, be a good friend and neighbor, and treat everyone with respect. Once a month I tell the students the character trait and they think about a student who has demonstrated the qualities of that particular trait. Students write the name of the student on a sticky note and write a short paragraph to explain why the person they choose displays that character trait. Students are able to exercise their right to vote and have freedom of speech as they express why they choose a particular student that fits the criteria. Fifth graders love to have a say and make decisions about their classroom and school community.

African Americans worked very hard and put their blood, sweats, and tears into helping create and build this country. It is heart breaking to know that they were not considered citizens of the country. They were seen as slaves, property and treated as second class citizens. A second class citizen is a person who systematically is discriminated against within an area and to some extent, black Americans and other ethnic minorities were treated as second class citizens, not only socially but within politics, legislation and economically too.⁹ Blacks were viewed as lazy, less intelligent and as a lower class.¹⁰ It wasn't until after the Civil War between the North and South that slavery was abolished throughout the United States, however just because it was abolished it did not stop the South from finding other ways to control the black Population.¹¹

African Americans had been discriminated against, Even after the 13th, 14th, and 15th Amendment's were put in place to improve the rights of American citizens, the south still found ways to prevent African Americans from having such rights.¹² Jim Crow laws were state and local laws in the United States enacted between 1876 and 1965. They mandated racial segregation in all public facilities in the Southern states of the former Confederacy, and in 1896, the U.S. Supreme Court approved of, a separate but equal status for African Americans.¹³ The Jim Crow laws ensured that blacks were not seen as real Americans and were treated differently. Blacks were not denied the right to education or to vote, but the quality of education was much poorer for them, and of registering to vote was almost impossible.¹⁴

The passing of Jim Crow laws caused everything to be segregated. Blacks and whites were not allowed to sit and mingle together in restaurants, movies, bus stations, schools, restrooms, drinking fountains and neighborhoods and blacks did not get equal pay for doing the same jobs as white people. Blacks were segregated in hospital waiting areas, libraries, and lecture halls.¹⁵ . To pay property taxes at the courthouse blacks had to ride a separate elevator. Drinking fountains were segregated as were vending machines. Buses were the main means of transportation with Charlotte's whites sitting up front and blacks walking the long aisles to the back.¹⁶ These everyday needs and places are used on a daily basis and were a necessity. It is hard to image how much time and effort it took to make sure every establishment was segregated. Was segregation cost effective? To need a black and white section or entrance at each and every building seems absurd.

Schools in the North and South were segregated and the black schools were inferior, with usually about 5 times more money being spent on the white schools.¹⁷ These schools were poorly funded and the facilities and equipment were far below the standards of the white schools. There were costs associated with running two school systems. White children were bussed. Black children normally had to walk. This particular act brought forth the first Brown case in Clarendon County, SC. The buildings were inadequate even ramshackle buildings. There was a different pay scale for black teachers. Commonly the black children got used books that had first been used in the white schools. There were

variants from state to state. North Carolina and Florida actually segregated school books. All of this made the black schools and the children themselves have a stigma of inferiority and second-class citizenship.¹⁸

The landmark Supreme Court decision that turned the tide in the civil rights struggle was *Brown vs. Board of Education Topeka* (May 17, 1954). The court declared segregated education to be a violation of the equal protection clause of the 14th Amendment of the United States Constitution and thus, unconstitutional. The *Brown* case dealt with a little black girl in Topeka, Kansas.¹⁹ Later, there were four other cases that happened right here in Charlotte, North Carolina. Lawsuits were brought by black parents against Charlotte Mecklenburg schools. This placed the school board in federal court for ordering integration under U.S. district court judge James B. McMillan. The *Swann vs. CMS board of education* case made national headlines. He stated that the 107 Mecklenburg schools and 83,000 students (29 percent black 70 percent white) were not sufficiently integrated to fulfill court requirements. He recommended eliminating predominantly black schools and proposed a system wide racial balance. The racial balance would be 30 to 70 percent. This set up was racially discriminatory and makes quality education impossible.²⁰

The Little Rock Nine were the nine African Americans students involved in the desegregation of the Little Rock Central High School, in 1957. Arkansas governor Orval Faubus allowed officials at Little Rock's Central High School to block nine black students from entering. President Eisenhower sent troops so that the students, known as the "Little Rock Nine," could go to school. When the nine attempted to enter Central they were turned away. One of the nine students was confronted by an angry mob of segregationist protestors. Calling the mob's actions, "disgraceful" Eisenhower called out 1,200 members of the U.S. Army's 101st Airborne Division. On September 25, 1957, under federal troop escorts, the nine were escorted back into Central for their first full day of classes. They were not allowed to participate in extracurricular activities at Central. Nevertheless, they returned to school every day to persist in obtaining an equal education.²¹ In 1957 in Charlotte a woman named Dorothy Counts was one of the four students slated to integrate several of the Charlotte public schools. Dorothy encountered crazy mobs spitting, cursing, and saying offensive language (Nigger). There were no police escorts or teachers. There was no one to hold back the crowd because the administration wanted to stay neutral. Dorothy went to Northwest Jr. High. She was very active in basketball and Chorus. Her parents believed that the only way to get the best out of America was to step into the picture. Dorothy's experience at Harding only lasted four days. Her parents decided to pull her for safety reasons. She finished the rest of the school year in an integrated school in Philadelphia.²²

In 1960, in a Woolworth's store in Greensboro, four black college students sat at a segregated lunch counter. Their actions started many other nonviolent protests, called sit-ins. When blacks came into the town of Charlotte to shop, they could not eat at Kress

lunch counter or use restrooms. Not much really changed in Charlotte until 1960, when Johnson C. Smith University students sat down at a lunch counter at Kress's dime store on Charlotte's Independence Square. Sit-ins in restaurants and department stores were happening daily in Durham, Fayetteville and Wilmington, with marches in Highpoint and Chapel Hill. Soon lunch counters in Charlotte were integrated.²³ Money dominated over race because lunch counters were integrated but upscale restaurants and hotels in the city remained segregated until the "eat-ins" in 1963.²⁴

Strategies

KWL Chart

A **KWL Chart** will be used in cooperative groups. Students will record what they know and what they would like to know about Civil Rights.

Vocabulary

Students will take the **Vocabulary** words and look up the definition for each word. Create a sentence and leave a blank for each word as the students will choose a partner to switch papers. The students will fill in the blank with the appropriate vocabulary word. Students will use the vocabulary words from the chapter along with other words we come across in the teacher's background knowledge section that I will put together from online articles. Students will use a graphic organizer to complete a vocabulary chart by creating a definition and drawing an illustration that will help them remember the meaning of the word. If students cannot draw they can print off an image from the computer.

Students will play Pictionary with a partner. Partners will flash a vocabulary image/picture to their partner. Each partner will write the appropriate word on their blank paper. When all words have been used students will return papers back to their partner for their partner to check their answers.

Journaling

Students will **Journal** responses to critical thinking questions, text, role plays, images and video clips. Students will share their thoughts and feelings in their journal about each event.

Role Play

Students will participate in scenarios that reflect different historical events. Students will draw roles out of a hat. Students will draw colors for specific race. The color drawn will determine if the student will be treated like a first class citizen or a second class citizen. Students will follow through with their roles. After the role play ends students will journal about their thoughts and feelings. The students will switch their groups the

next day and journal their thoughts and feelings from that day on Kblog. Then students will compare and contrast their feelings from the two days of role play on Kblog.

BIO - Board

Students will read about historical figures from the civil rights era. The kids will use their ipads to gather more information about a historical figure and make a **bio-board**. Their bio-board should include things that impacted their lives and enriched our lives.

Novel

I will also add a reading component. The novel I'm suggesting is called *The Watson's Go to Birmingham-1963* by Mildred Taylor. This novel takes place during the time of the Civil Rights Movement in 1963. We will use our literature circles to help the student truly understand the novel. Within the literature circle you will have an illustrator, discussion director, vocabulary enhancer, and connector etc. I would like to extend this activity and allow the students to use the novel and write a poem that captured the emotion or characterization of the novel, they can also write a news article from one of the characters point of view, or write a letter to one of the characters or have a character write a letter set in the future to continue the story.

Technology

Technology will be included by allowing students to create a power point that consist of 4 slides. Students can choose to summarize specific events that they learned about Jim Crow Laws and Civil Rights Movement.

Story Me

Story Me is an app that is downloaded on our classroom ipads. Students will download pictures/ images on their camera roll to summarize events. Each picture on the layout will include a caption or text to tell why that particular picture was an important icon for the story.

Blogging

Students will answer questions and share their feelings from their role playing experiences and blog their responses on K Blog. K Blog is an app that we downloaded on our class ipads.

Field Trip to Washington DC in February

This field trip will be a culminating wrap up to the curriculum unit. This trip will be a great visual for the students. They will be able to make multiple connections with what they have learned in class through text book readings, class discussions, images, and video clips. Students will have true hands on experience. Here are many of the historical places and artifacts students will have a chance to visit and reflect on through essay and journal writings.

Archives

- Nation document examples (Declaration of Independence, Constitution, Bill of Rights)

Monuments

- Abraham Lincoln, Dr. Martin Luther King, Thomas Jefferson

Smithsonian American History Museum

- Greensboro lunch counter

Thomas Jefferson's Home (Monticello), George Washington's Home (Mount Vernon)

- Slave quarters to show case where slaves worked, ate, and slept

Lesson Plans and Activities

Lesson 1: Citizenship (Credit to icivics)²⁵

Time Needed: One Class Period

Purpose: Students will be able to create a list of classroom expectations and differentiate between rights and responsibilities in the classroom, Identify key rights and responsibilities held by U.S. Citizens, explore the conflict between some rights and responsibilities (i.e. freedom of speech and public safety), Create a Bill of Rights and list of responsibilities they think are important for a fictional country

Material: Can I? Student Worksheets, Power Point Presentation, Guided Notes (Double-sided, class set), Worksheet (Double-sided, class set)

Procedure: Distribute the "Can I?" Packet and begin the lesson by asking the following questions: "If I said that you had the right to do something or the responsibility to do something, is there a difference?" Record their answer in a visible place (board or chart paper) and have them record their answer in their packet. Show the "Can I?" Power Point, guide students as they work through their note sheet along with the power point. Give students 10 minutes to work with a partner to complete the "Can I?" packet. Review student's responses on the worksheet as a whole class check for understanding.

See all activities on icivics.org you will have to register as a free user.

Lesson 2: Citizenship (Credit to icivics)

Time Needed: One Class Period

Purpose: Students will be able to define citizenship on five levels (home, school, city, state, and nation), describe key rights and responsibilities of citizens, identify the source of rights and responsibilities at each level of citizenship, recognize conflict between rights and responsibilities, and suggest examples of the rights and responsibilities of citizenship in their own lives.

Material: Student worksheets: Citizenship Pyramid (1 page; class set), Instructional Reading (2 pages; class set), Story Activity (2 pages copied back to back to make a booklet; class set), Power Point w/projector (optional), scissors, tape or glue

Procedure: Introduce the lesson by asking the students what they think it means to be a citizen? Do Citizens have any rights? Do they have responsibilities? If so, where do those come from?

Distribute the Citizen Pyramid guided notes along with the reading page. Tell students that they will be building a Citizen Pyramid and will be adding notes to each side during the lesson.

Power Point Option

Show the Citizen Me PowerPoint Presentation, pausing to discuss each slide and help students fill in their Citizenship Pyramids.

Paper Copy Option

Teacher reads the reading page with the class. Pause to have them fill in the examples on each side of their Citizenship Pyramid. Use the Teacher's Guide to help you. Distribute scissors, tape or glue so that students can cut and assemble their pyramids, help students see where to cut and fold correctly. Pass out the "Ted's Big Day of Rights and Responsibilities" story. Read the story with the class. Ask students to listen for a right or responsibility Bob is exercising /fulfilling. Instruct students to use their pyramids to help them fill out the chart at the end of the story. Students should identify two rights or responsibilities (or one of each) for each level of citizenship. They should write what Ted did, and then put a check mark to indicate whether that action was a right or responsibility.

Close the lesson by asking students to silently think of one right or responsibility they will carry out before they go to bed tonight and what level of citizenship it falls under. Have students share what they thought of with a partner.

The Teacher will also ask a series of questions, the students will answer as a chorus True or False. Ask each question twice from Just the Facts. Call on students to explain why false is the wrong answer choices are incorrect.

See all activities on icivics.org you will have to register as a free user.

Lesson 3: Vocabulary Words

Time Needed: 1 class period add new words as discovered

Purpose: Students will determine the meaning of words and phrases as they are used in a text. Students will define these words and apply the words in writing reflections.

Material: construction paper folded and boxed off, computer, crayons or color pencils, glue or tape, printer to print pictures (optional)

Vocabulary Words: segregation, slaves, integration, share cropping, courage, taunt, offensive, labor, dignity, discrimination, grace, belittle, bravery, perseverance, oppression, solitude, inspire, bravery

Procedure: Students will use pictures or symbols to depict each vocabulary word. Students will write each vocabulary word on the back of each picture. Pictures are cut into flashcards. Students will pair off into partners to play Pictionary with their picture cards. Each person will show their picture to their partner. Partners will use their vocabulary list to decipher the correct vocabulary word. Partners will continue until all pictures have been shared and identified.

Lesson 4: Primary Sources

Time Needed: 1 class period

Purpose: Students will learn about primary sources. They will use and analyze a primary sources such as the Declaration of Independence, and The United States Constitution to analyze and understand that these important documents are the foundation of our country. Students will determine how these documents affected people of a different race and gender.

Material: Use the website archives.gov to view the Declaration of Independence, Bill of Rights, and the Constitution of Independence, discussion Questions

Procedure: Explain to students that a primary source is information that was created at the same time as an event or by a person directly involved in the event. Students will read, summarize, analyze the Declaration of Independence, and Constitution of United States. Students will answer discussion questions:

- What is equality?
- Interpret the phrase “All Men Are Created equal” in the context of the Declaration of Independence?
- What are rights?
- Did all men have the same rights?
- What types of issues were happening in the south during this time?
- What does the United States Constitution say about the 13th, 14th and 15th Amendments to the U.S. Constitution?
- What role did white men and women play at this time vs. black men and black women play during this time period?

Lesson 5: Jim Crow laws (credit to ehow.com)

Purpose: Students need to learn the good and bad parts of history. Students need to understand that Jim Crow laws did not create equal conditions for white and black people because of segregation.

Materials: Pictures (examples: separate restrooms, signs, drinking fountains, bus etc.) see picture diagrams below

Procedure: Explain that Jim Crow laws began in the south after the United States freed the slaves who were owned by Southern farmers. This law was passed in 1876; it legally separated African Americans in public and private places. For instance, in many places black people had to use separate restrooms than white people, separate drinking fountains and sit at the back of the bus if they were allowed on at all. Restaurants had to serve white people and black people in separate rooms, or could choose to serve only white or only black people. The separate conditions blacks were given often were not as nice as what white people received. Jim Crow laws were allowed because after slavery was outlawed some people in the South did not understand that blacks were people just like them and deserved equal rights. These laws were outlawed by the United States government in 1964 when President Lyndon Johnson and Congress passed what was called the Civil Rights Act. Students will write their reaction and feelings after viewing the pictures.

Lesson 6: Civil Rights Time Line

Time Needed: 4 class periods

Purpose: Students will track local events that happened in Charlotte, North Carolina, as well as, events that happened nationally during the Civil Rights Era on a time line. The time line will be a great visual for the students to have an understanding at when these events actually took place.

Material: Poster board, construction paper, computer to create time line, pictures for each event, crayons, and color ink in printer (optional), We Shall Overcome article (reproduce or use website nps.gov), children's literature, and newspaper/ online articles.

Procedure: During the four days students will learn about a national event and a similar local Event. The teacher will incorporate children's literature and newspaper articles to help foster a better understanding of the historical events. Each event will be placed on a time line. Students will create a timeline of events for the Civil Rights movement. This will help students have a sense of time and understanding at when these particular historical events took place. Students will view several images/video clips with each event. The images will be shown first so that students can form their own opinion about what they see in the picture. (See images below). Students will write their feelings and reflections in their journal.

- 1954 (National – Topeka, Kansas) Brown vs. Board of Education of Topeka Kansas – The Supreme Court unanimously agreeing that segregation in public schools is unconstitutional.

Children's Literature: Read the story about Ruby Bridges. Ruby Bridges was the first African American child to integrate a white Southern Elementary School. Show images (past and present) of Ruby Bridges from biography.com

- 1970 (Local- Charlotte) Swann vs. Charlotte Mecklenburg Schools- Important United States Supreme Court Case dealing with the busing of students to promote integration in the public school?

Questions: What does it mean to segregate and integrate?

Image: Show image of a school bus

- 1957 (National-Little Rock Arkansas) The Little Rock Nine were nine African American Students are blocked from entering the school by crowds organized by

Governor Orval Faubus. President Eisenhower sends federal troops and the National Guard to intervene on behalf of the students.

Children's Literature: Read the Time for Kids Reader called: A Certain Courage. Students will read in groups of 4. After students have read A Certain Courage they will Think and Respond to four questions. (Credit Time for Kids)²⁶

- What was the name given to the African American students who attend Central High School in Little Rock, Arkansas?
 - Explain why President Eisenhower became involved in the difficulties of Elizabeth Eckford and the Little Rock Nine?
 - What was the U.S. Supreme Court's 1954 ruling in the case of Brown v. Board of Education?
 - Why do you think it is important for all Americans to have equal access to education?
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- 1957 (Local- Charlotte) A young lady named Dorothy Counts was one of the four students slated to integrate several Charlotte public schools. She would be the first to integrate Harding High School. Dorothy encountered crazy mobs spitting, cursing, and saying offensive language.

Have students Read article from the website below about Dorothy counts. Then view the picture. Have students Express in their journals how they feel about the picture after they have read the article.

Go to website: <http://www.tommytomlinson.com/dcounts.html> (Tomlissen 2007)²⁷

- 1960 (National – Greensboro, NC) Four black students from North Carolina Agricultural and Technical College begin a sit-in at a segregated Woolworth's lunch counter. Although they are refused service, they are allowed to stay at the counter. The event triggers many similar nonviolent protests throughout the south.

Children's Literature: Read the children's book called, Sit –In. This book discusses how four friends stood up by sitting down.

- 1960 (local- Charlotte) When blacks came into town to shop, they could not eat at Kress lunch counter or use restrooms. Johnson C. Smith University students sat down at lunch counters at Kress dime store on Charlotte's Independence square. Sit-ins in restaurants were happening daily all over the state of North Carolina. Soon lunch counters in Charlotte were integrated.

View the image and describe the image? How does this image make you feel? What are the students in the image trying to accomplish? Is this a good tactic? Why? What

would you do if it was 1960 and you were not allowed to eat in a restaurant or use the restroom facilities?

Pictures (See description of Images after all images are displayed)
Jim Crow Images



"Cotton Fields to Skyscrapers"
Permanent exhibit, Levine Museum of the New South



"Cotton Fields to Skyscrapers"
Permanent exhibit, Levine Museum of the New South



"Cotton Fields to Skyscrapers"
Permanent exhibit, Levine Museum of the New South



"Cotton Fields to Skyscrapers"
Permanent exhibit, Levine Museum of the New South

Segregation



"Cotton Fields to Skyscrapers"
Permanent exhibit, Levine Museum of the New South

Integration



"Cotton Fields to Skyscrapers"
Permanent exhibit, Levine Museum of the New South

Greensboro Sit –in 1960



“Cotton Fields to Skyscrapers”
Permanent exhibit, Levine Museum of the New South

Charlotte Sit- in 1960



“Cotton Fields to Skyscrapers”
Permanent exhibit, Levine Museum of the New South

Picture Description:

Jim Crow Images: Top left images is a colored waiting room; Top right image is a colored water fountain; Bottom left image is a white water fountain; Bottom right image is a café, at the top of the door you can see the word white. This was the entrance for whites only.

Segregation: The image under segregation shows a school bus. School busses where for white children only. Black students walked to school.

Integration: The image under integration shows an African American girl named Dorothy Counts surrounded by a mob of white students as she is walking to her new school, Harding University. Dorothy was on of four black students to integrate a Charlotte Mecklenburg School.

Sit-ins: The picture on the left shows students from North Carolina A&T University taking a stand by using a nonviolent tactic called a sit-in. They protested on February 2, 1960 at the Woolworth lunch counter store in Greensboro, NC. The picture on the right shows students from Johnson C. Smith University in 1960 sitting down at the Kress lunch counter and dime store on Charlotte’s Independence square.

Appendix: Implementing Common Core Standards

Reading: Literature

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text - *Students will use this standard as they are addressing the critical thinking/ Essential Question.*

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. *Students will use this standard as they are reading the student resource children's literature books - Students will journal or blog their responses.*

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. *Students will use this standard as they are reading the student resource children's literature books - Students will journal or blog their responses.*

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes - *Students will identify figurative language and translate the meaning of the phrase as they are reading any of the children literature resources.*

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text - *Students will view photographs and create power point slides. Students will reflect, journal, and or blog their reflections about the images.*

RL.5.9 Compare and Contrast stories in the same genre on their approaches to similar themes and topics - *Students will compare and contrast the primary source to a secondary source. (Nonfiction text vs. Fiction text)*

Reading: Informational Text

RI.5.3 Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text -*Students will view national and local events. The events will be placed on a timeline*

RI.5.5 Compare and Contrast the overall structure of events, ideas, concepts, or information in two or more texts - *Students will use the timeline of events and research more information on a topic and compare and contrast information in both resource texts.*

Reading: Writing

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information -*Students will write an opinion piece on a topic about Jim Crow laws or a specific event that took place during the Civil Right Movements.*

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly -*Students will write an informative/ explanatory paper after reading about one of the event during the civil rights movement (The Little Rock 9, Dorothy Counts etc.)*

Speaking and Listening

SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners-*Students will be broken into small groups to discuss how they felt after their role play activity or an image/photograph they viewed.*

SL.5.2 Summarize a written text read aloud or information presents in diverse media and formats, including visually, quantitatively and orally rights movement-*Students will summarize the student resource books or the video clips viewed in class on the civil rights movement.*

Social Studies

5. H.1 Analyze the chronology of key events in the United States -*Students will create a timeline of events which will include national and local events.*

5. C&G.1 understand the development, structure and function of government in the United States (Declaration of Independence, Constitution, Bill of Rights) - *Students will review the primary resources and see them at the National Archives Museum in Washington DC.*

5. C&G.2 Analyze life in a democratic republic through rights and responsibilities of citizens - *Students will address this standard once they learn about citizenship, amendments, and The Constitution of the United States.*

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Kratt, Mary. *Charlotte North Carolina A Brief History*. Charleston: The History Press, 2009. *This book allows you to experience the history of Charlotte.*

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The Encyclopedia of Arkansas History Culture Little Rock Nine. September 9, 2010. www.encyclopediaofarkansas.net (accessed November 1, 2013). *This website gives a brief explanation about the Little Rock Nine.*

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iCivics supports teachers with effective and engaging digital resources for your classroom and students

Skelton, Renee "Time for Kids Readers: Certain Courage". February 26, 2011 (accessed October 30, 2013) *The Time for Kids books are a great resource to find out interesting facts about historical topics.*

Reading List for Students

- The Story of Ruby Bridges by: Robert Coles
- A Certain Courage Grade 5 - Time for Kids Readers: United States History from Civil War to Present by: Renee Skelton
- Rosa by: Nikki Giovanni
- The Land by: Mildred D. Taylor
- Roll of Thunder, Hear My Cry by: Mildred D. Taylor
- The Watson Go to Birmingham by: Christopher Paul Curtis
- One Crazy Summer by: Rita Williams- Garcia
- How Four Friends Stood Up By Sitting Down by: Brian Pickney

EndNotes

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