



**The Civil Rights Movement:
Young Participants, Martyrs and Volunteers**

by Pia N. Townes, 2019 CTI Fellow
Wilson STEM Academy

This curriculum unit is recommended for North Carolina and United States History/ 8th Grade Social Studies

Keywords: segregation, Jim Crow, Civil Rights Movement, Civil Rights Act, Voting Rights Act, sit-in, Ku Klux Klan, Separate but Equal, acquit, double jeopardy, integration, Norman Rockwell, John Lewis

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

Synopsis: This unit helps students understand and gain content knowledge about the Civil Rights Movement with special attention on the role, motivation, and impact of children and young adults. As students learn about the heroic roles young people played in Civil Rights Movement as either martyrs or volunteers, they should be able to express how they relate to the individuals and events using the inquiry-based thinking graphic organizer (I SEE/ I THINK/ I WONDER) during DO NOW and post lesson reflections. At the beginning of each class, students analyze a photo from either my Civil Rights Equity tour, Norman Rockwell art, or newspaper photos during the Do Now. After each lesson, students reflect on the individual and or event by placing themselves in the action and identifying their response to the situation. As they complete daily lessons including readings, art, political cartoons, and primary source documents, students should show understanding of content through formative assessments. Lesson readings have short question and answer sheets while other presentations require student creativity. By acquiring both content knowledge and understanding of the nonviolent actions, students are then able to achieve a connection to self, text, and the world.

I plan to teach this unit during the coming year to 90 students in 8th grade Social Studies.

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by Pia N. Townes

Introduction

In this curriculum unit, scholars study the Civil Rights Movement. They identify, describe, and analyze the actions and reactions of those in power and those who seek equality. They also examine the outcomes to determine if the activities were a success or a failure. Each lesson follows the same format to help scholars organize, express, and build on their thoughts. The routine includes a DO NOW, warm-up video, guided practice, independent works, collaborative works, and reflection.

In the Civil Rights Movement, scholars observe art, historical pictures, and my personal photos from the Civil Rights Equity Trip June 2019 during the DO NOW. Pictures serve as a visual guide and a source of analysis through the movement revealing the participation of children and young adults. Within the lessons that follow the DO NOW, scholars complete assignments with guided practice and independent and collaborative works as they move through the Jim Crow South studying the geography, economics, culture, and history of the era. They learn how their historical peers took a stand and made a difference in society. Nevertheless, through those same travels, they also learn the injustice, setbacks, and horrors that accompanied child participation. At the end of each lesson, scholars have the opportunity to revisit the photos and reflect on their beliefs, stance, and possible actions in world of injustice.

Rationale

Within this unit, scholars explore the participation (martyr and volunteer) of children in the Civil Rights Movement to connect to self, text, and world. Scholars complete connect-to-self using the I SEE/I THINK/ I WONDER Visible Thinking Routine. First, with I SEE, they express their observation of a picture usually with a very basic answer. Then, scholars give more details with I THINK by relating the picture to an activity, usage, or event. Finally, in I WONDER, scholars provide evidence or examples giving the photo meaning. During the discussion, scholars express individual thoughts of the same picture. This supports scholars in their awareness of how their experiences, emotions, and background knowledge affects their perception and understanding of new subject matter. During the discussion, as scholars share out their thoughts, we all learn how we can see the same picture differently without being wrong.

As we study the Civil Rights unit, scholars connect-to-text using Quick Writes/ Reflection at the end of each lesson. In this connection, scholars study the youth participants in the movement and how they enact activities in an attempt to correct the wrongs conveyed with laws of Jim Crow throughout the southern United States. When grasping the concept of Injustice, scholars must show understanding of life will not always be fair or equal. Simultaneously, they must also decide if they agree or disagree with the motivation and actions of the Civil Rights youths and explain what they might have done in the situation.

Lastly, students must connect-to-world to show depth of understanding and social emotional growth leading to global citizenship. As we explore Constitutional, Civil, and Human Rights in the Civil Rights Unit, scholars must consider the geography, economics, social, political, religious, and military conflicts between individuals, groups, and races of people. Scholars must also understand the economic, social, and political power associated with exercising the right to vote, practice of the 1st Amendment, and usage of boycotts and sit-ins to gain access to rights denied.

Demographics

This 2019-20 academic year, Wilson STEM Academy enters its second year as one of Charlotte Mecklenburg Schools' newest technology schools. We reside on the west side of Charlotte and our affiliation is with the Northwest Learning Community. We continue as a fully inclusive computer science/engineering "partial magnet" immersion middle school. Computer Sciences/ Project Lead the Way (PLtW) courses offered include Computer Science for Innovators and Makers (required for 6th grade and offered to 7th), Flight and Space - 6th, 7th, and 8th grades, Science of Technology - 6th grade, App Creator and Automation and Robotics - 7th, 8th grades, and Design and Modeling - 8th only. Currently, we have 57 students identified as part of our Computer Science magnet. In 6th grade, we have 25, 7th grade has 28, and 8th grade has four seats.

Overall, enrollment sits at 509 scholars with 173 6th graders (34%), 163 7th graders (32%), and 173 8th graders (34%). Gender representation comprises 262 boys (51%) and 247 girls (49%). Our population is 74% African American, 17% Hispanics, 4% Asian, 2% Caucasian and less than 1% Native American. We have 2% Academically Intellectually Gifted (AIG), 9% English as Second Learners (ESL) and 11% Students with Disabilities (SWD)/Exceptional Children (EC). Last of all, 3% of our scholars are McKinney-Vento and 100% receive free breakfast and lunch.

I teach 8th Grade Social Studies, which includes North Carolina and United States History. My schedule is daily with four Social Studies classes. Scholars receive seats by academic performance leading to one Honors class (30 students), two regular classes (20 students each) and one ESL inclusion class (25 students). Social Studies is a core class, and scholars must pass it to fulfill their eighth-grade requirements. This course runs the entire academic year and ends with a North Carolina Final Examination (NCFE).

Goals

The Civil Rights Movement is a part of the sixth unit in the eighth-grade social studies curriculum. Students explore, create, and practice within the content in order to gain understanding and appreciation about individuals, groups, events, and primary source documents that encourage equality and usage of constitutional rights for African-Americans especially in the Jim Crow south. As scholars learn about the movement, they witness the practice and violations of the First Amendment – the right to assemble, right to protest, and freedom of speech. They also witness freedom of the press as the associations tell the stories of the movement using writing, photos, and video recordings to describe the events in America. Lastly, within this unit,

scholars study youth participants. They need to recognize and understand the contributions of children who are close to their age and how they make a difference.

The first main goal of this unit includes scholar understanding of how geography, economics, culture, and politics create similarities and differences amongst races and groups of people. Next, scholars apply knowledge from unit 2 – the Constitution, with interest in Amendments 1, 14, 15, 19, and 24. Last, scholars make connections to the youth participants by recognizing and reflecting their own values, beliefs, and course of action when faced with injustice.

At the completion of this unit, students need to show mastery of North Carolina Essential Standards leading to a successful outcome on the Unit 6 Civil Rights Summative and the North Carolina Final Exam (NCFE) at the end of the academic year. Within this unit, eighth grade students must identify, understand, and use mastery of standards when evaluating and explaining the development of North Carolina and the United States through history, geography, economics, civics and government, and culture.

Content Research

The Civil Rights Movement drew many young people into a turmoil of meetings, marches, imprisonment, and in some cases, death. Some were willing, active participants who took action for a cause they believed in and fought against segregation and discriminatory practices. Others were unsuspecting victims of an oppressive, racist culture determined to preserve a white supremacist society.ⁱ In the role of activist, these youth used the nonviolent methods of boycotting, marching, and staged sit-ins forcing the United States government to provide protection to all citizens with the Civil Rights and Voting Rights Acts.

Jim Crow

Jim Crow entered the lives of African Americans after the period of Reconstruction and the ratification of the Thirteenth, Fourteenth, and Fifteenth Amendments. This legal form of discrimination allowed unfair practices producing economic and civil rights restrictions. It affected the lives of African American by mandating segregation of schools, parks, libraries, cemeteries, restrooms, transportation, restaurants and other private and public institutions. Adding insult to injury, the United States upheld segregation in the Supreme Court case Plessy v. Ferguson - an 1896 ruling that stated “separate but equal” facilities for African Americans and whites are constitutional.ⁱⁱ

During this time of disenfranchisement, Southern states subjected African Americans to poll taxes, literacy tests, and other discriminatory policies that curbed voting rights. Whites also used tactics of intimidation, violence, and even lynching terrorizing and eroding the personal and constitutional freedoms of African Americans.ⁱⁱⁱ

May 17, 1954 – Brown v. the Board of Education, Topeka, Kansas

In 1951, Oliver Brown tried to enroll his nine years old daughter, Linda Brown, at Sumner Elementary School in Topeka, Kansas. Although the school was all white, it was closest

to her home. When the school blocked her enrollment, her father sued the Topeka Board of Education. Along with four similar cases, the combination became *Oliver L. Brown et al v. Board of Education of Topeka, Shawnee County, Kansas, et al.*^{iv}

In May 1954, the Supreme Courts ruled that "separate educational facilities were inherently unequal," a violation of the 14th Amendment of the US Constitution, which stated that no citizen could be denied equal protection under the law. The ruling overturned *Plessy v. Ferguson*. This mandate forced schools to desegregate. However, without an appropriate deadline, *Brown II* in 1955 outlined the process of school desegregation. It took years for schools across the nation to comply.^v

August, 1955 – Emmitt Till, Money MS

Emmitt Till, a Chicagoan, visited his cousins in Mississippi during the summer of 1955. The 14-year-old African American boy met an adult Caucasian woman, Mrs. Carolyn Bryant, in the Bryant Store. The results of their encounter led to the kidnapping, torture, and brutal murder of the youth. Days later, searchers pulled Till's body from the Tallahatchie River. Upon return to his mother, she decided to have an open-casket funeral so the world could witness what Mississippi did to her son.

The newspaper coverage and murder trial galvanized a generation of young African Americans to join the Civil Rights Movement out of fear that such an incident could happen to friends, family, or even themselves. Many interviewees in the Civil Rights History Project remembered how this case deeply affected their lives. Sisters Joyce and Dorie Ladner, who grew up in Mississippi, remembered keeping a scrapbook of every article about Till and their fear that their brothers could be killed too. Joyce Ladner discussed how she coined the term, "Emmett Till Generation," which she used to describe the African American baby boomers in the South who were inspired by Till's murder to join a burgeoning movement of mass meetings, sit-ins, and marches to demand their equal treatment under the law.^{vi}

Emmitt Till never chose to become a martyr. Yet, his death sparked a national Civil Rights Movement to end Jim Crow laws and allow African-Americans to exercise all of their constitutional rights.

September 4, 1957 – The Little Rock Nine

Following the 1954 and 1955 *Brown v. Board of Education of Topeka* Kansas decisions, Little Rock, Arkansas School District Superintendent Virgil Blossom devised a plan of gradual integration slated to begin at Central High School in 1957. The school board requested volunteers from all-black Dunbar Junior High and Horace Mann High School to attend Central. Extracurricular activities such as football basketball or choir were not available to those who transferred. Many of their parents received threats of losing their jobs leaving some students to remain at their own schools.^{vii}

On September 3, 1957, the Little Rock Nine arrived to Central High School. However, the Arkansas National Guard denied them entrance per request from Governor Orval Faubus. His decision was an effort to "maintain and restore order..."

By prior arrangement, the students gathered at the 16th Street entrance with several local ministers and later arrive at Central unaccompanied on the first day. Unaware, Elizabeth Eckford arrived alone at the other end of the block. There she met a mob screaming obscenities and threats, chanting, “Two, four, six, eight, we ain’t gonna integrate!”

It took two additional attempts before successful entry on September 25, 1957. President Dwight Eisenhower ordered the U.S. Army 101st Airborne Division – the Screaming Eagles and federalized Arkansas National Guard to escort the nine students inside for the first day. The Little Rock Nine entered the school. The 101st Airborne left in October and the federalized Arkansas National Guard troops remained throughout the year. Senior Ernest Green became the first African American student to graduate from Central High School.^{viii}

September 4, 1957 – The Integration of Charlotte Mecklenburg Schools

On September 4, 1957, four African American students integrated Charlotte Mecklenburg Schools. Gus Roberts attended Central High, his sister Girvaud attended Piedmont Junior High and Delois Huntley attended Alexander Graham Junior High. The most noted was 15-year-old Dorothy Counts.^{ix}

At age 15, Dorothy became the first black student to attend Charlotte's all-white Henry Harding High School. On that day, an angry crowd greeted her with rocks and screaming, "Go back where you came from!" Reporters and photographers witnessed and recorded the conflicts. Due to violence in other cities where black students tried to enter all-white schools, Counts' family concerns for her safety outweighed the mission and after 3 days, they sent her to Pennsylvania to finish high school.^x

September 1960 – Ruby Bridges

In the fall of 1960, 6-year-old Ruby Bridges drew national attention as she endured protests from angry mobs of white parents waiting outside screaming and threatening her during her walk to integrate the all-white Frantz Elementary School in New Orleans. For six months, four U.S. Marshals served as daily bodyguards for Ruby and escorted her two blocks to and from the school.

During this time, the school administration isolated her from the few students whose parents did not withdraw them. She ate alone at her desk every day and longed to play with the other students she sometimes heard but never saw. Instead, she spent all day with her sole teacher, Barbara Henry, whom she learned to love. “Today, I have to set the record straight,” Bridges, said. “I didn’t feel brave or courageous; I had no idea what was happening.”^{xi}

February 1, 1960 – The Greensboro Four

On February 1, 1960, David Richmond, Franklin McCain, Ezell Blair Jr. (Jibreel Khazan), and Joe McNeil staged a sit-in in Greensboro at Woolworth. History referred to these four African American students from North Carolina A&T State University as the Greensboro Four. While sitting at the "white only" counter of Woolworths, the staff denied them service. They called the police, but the Greensboro Four stayed until the store closed. As each day followed, more students joined the protest.^{xiii}

Participants of the Woolworth sit-ins suffered racial insults and water balloons from counter-protestors opposing racial integration. The Greensboro Four remained calm. As they sat at the counter, they read Goethe and textbooks. As a result, physical violence did not become a part of the protest.

After their protest, sit-ins began to occur across the South, including the North Carolina cities of Charlotte, Durham, and Winston-Salem. On July 26, five and a half months after the sit-in began local businesses agreed to serve African Americans alongside their white patrons. The Greensboro Four led the way for desegregation in North Carolina.^{xiii}

April 1960 – The Student National Coordinating Committee (SNCC)

The Student Non-Violent Coordinating Committee (SNCC), formed to give younger blacks more of a voice in the Civil Rights Movement. The SNCC soon became one of the movement's branches that was more radical. In the wake of the Greensboro sit-in at a lunch counter closed to blacks, Ella Baker, then, director of the Southern Christian Leadership Conference (SCLC), helped set up the first meeting of what became the SNCC. Out of concern, she believed Martin Luther King Jr. and the SCLC were out of touch with younger blacks who wanted the movement to make faster progress. Baker encouraged those who form SNCC to look beyond integration to broader social change and to view King's principle of nonviolence more as a political tactic than a way of life.^{xiv}

September 15, 1963 – 16th Street Baptist Church

In May of 1963, 16th Street Baptist Church along with others held meetings that resulted in marches and demonstrations. The majority of the marchers were schoolchildren. The media used national TV newscasts to report the thousands of arrests and the brutal retaliation from the police. Dr. Rev. Martin Luther King, Jr. and Rev. Fred L. Shuttlesworth provided inspirational leadership to the marchers during this chaotic time. The marches and demonstrations eventually broke the bonds of public segregation in Birmingham.

Conversely, on Sunday, September 15, 1963, at 10:22 a.m., 16th Street Baptist Church experienced violence and hatred. A bomb exploded and killed four young girls, Denise McNair, Cynthia Wesley, Carole Robertson, and Addie Mae Collins attending Sunday school. Later that same evening, in different parts of town, the police killed a black youth and a mob of white men killed another. After a shocking and terrifying day in Birmingham, AL, the white leaders came to grips with the city's bitter racist reputation.

March 7, 1965 – Selma to Montgomery

“To tell the truth, I just felt that once our parents got the right to vote, everything would be a whole lot better. There's power in the vote. For years, black people tried to register to vote, but they were mostly turned away. Just for trying to register, they could lose their jobs. That's why the civil rights leaders needed us children to march. After Dr. King's speech, our local leaders planned two or three marches for us every day.

On the day of the march, you would go to school for attendance, then slip out and make it down to Brown Chapel. Our teachers were the ones who unlocked the door and let us out of school. They supported us – they had our backs.”^{xv}

Too young to register themselves, the young activists took heart from their teachers' courage and determination. In general, "unexpected actors," dominated the Civil Rights Movement. However, the top-down approach to the Civil Rights Movement focused on King, presidents, and the Supreme Court, at the grassroots level, young people, women, and others led the Movement with limited formal education and scarce economic resources.^{xvi}

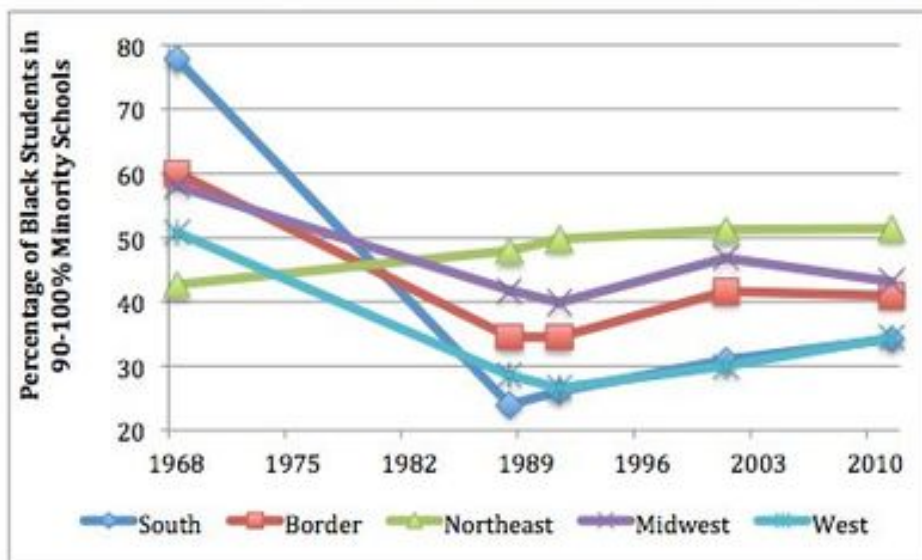
April 20, 1971 – Swann v. Charlotte Mecklenburg Schools

In 1969, the Honorable James McMillan, ruled in favor of the Swann family, ordering and then overseeing the implementation of a large-scale busing program for Charlotte Mecklenburg Schools. This made Charlotte and surrounding Mecklenburg County a case study in integration. In 1971, the Supreme Court upheld the decision, and Swann v. Charlotte-Mecklenburg Board of Education completed what Brown v. Board had put into motion more than a decade before. By 1980, the school district reached an unprecedented level of integration. In 1984, the Charlotte Observer editorial board stated, “Charlotte-Mecklenburg’s proudest achievement of the past 20 years is not the city’s impressive new skyline or its strong, growing economy. Its proudest achievement is its fully integrated schools.”^{xvii}

February 2007 – Closing Emmitt Till Murder Case, Department of Justice.

This research began with Brown v. The Board of Education, Topeka, Kansas in 1954. Many of the youth participants integrated schools in their fight for equality. From 1968-2010, The Department of Education reported a decline in the segregation of black students with its best results in 1989.

Figure 3: Percentage of Black Students in Intensely Segregated Minority Schools by Region



Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data. Data prior to 1991 obtained from the analysis of the Office of Civil Rights data in Orfield, G. (1983). *Public School Desegregation in the United States, 1968-1980*. Washington, D.C.: Joint Center for Political Studies.

Teaching Strategies

Vocabulary development

Vocabulary is essential for understanding and acquiring knowledge from this unit. Charlotte Mecklenburg Schools assign the United States History Guided Reading Workbook to each student. This book provides the vocabulary with definitions at the beginning of each lesson. English as a Second Language (ESL) students who maintain Spanish as their primary language, receive a workbook that provides the vocabulary and lesson in Spanish and English. Students develop vocabulary with the use of their workbook and Cornell Notes.

AVID

Wilson STEM Academy implemented AVID (Advancement Via Individual Determination) within our curriculum this academic year. We begin this year with WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) and plans to add a full AVID elective next year. Using WICOR, scholars have exercises in writing, inquiry, collaboration, organization, and reading daily.

Writing

Students use writing to display mastery of standards, content, and understanding. Using Cornell Notes, scholars organize, read, and answer questions during class. These notes cover content and become a part of their Interactive Notebook. In the summary section of Cornell

Notes, scholars must be able to voice an opinion on the culture, economics, politics, and military conflict of the Civil Rights Movement.

Also in writing, students share reflections by providing their opinions, concerns, and connections to the topic using reflection quick writes in their composition notebooks. Quick writes offer students a safe place to express themselves. Through this type of journaling, in social studies, it allows students to offer opinions or associations referring to the topic without having to provide a concrete answer that multiple-choice questions require. With quick writes, students learn to relate to history making it more understandable, personable, and easier to learn. It also allows the teacher to develop a personal relationship with students as they read their journal entries. Furthermore, quick writes help build character and self-confidence. Students write honestly about themselves and their lives. Through compare and contrast, they learn to take stands on issues forming opinions with support from readings. Research suggests quick writes have the ability to increase student's writing skills including grammar and spelling. Lastly, over the school year, students review their writings over time and can observe their growth as a student, citizen, and person.

Inquiry

We accomplish inquiry-based learning using I SEE/ I THINK/ I WONDER thinking routine in our daily Do Now at the beginning of class. This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.

Collaboration

Readlikeahistorian.com provides our scholars with collaborative works. The website delivers lessons, graphic organizers, and power points in world and United States History. These lessons involve compare and contrast maneuvers using primary source documents, which provoke critical and computational thinking.

Organization

Scholars exhibit organization using an AVID notebook, Cornell Notes, and graphic organizers for each lesson.

Reading

In Social Studies, we use a variety of websites for reading materials. Our selections include Achieve 3000 and readworks.org. Achieve 3000 allows the teacher to assign readings at different Lexile levels (differentiation) for students. These programs also have features that allows students to have the material read to them in English and Spanish. With readworks.org, students read assigned materials and take short quizzes within a selected period. I am able to use these reading for comprehension of knowledge. ESL students have access to Google Read, which can change the reading from English to their primary language.

Primary Source Documents

As we study the Civil Rights Movement, students examine Primary Source Documents within this period. This class discusses North Carolina and United States History. Students receive printed copies of each document for in-class analysis.

Technology Integration

We are a STEM school and therefore, we use technology as a part of our learning process. We are one-to-one with iPads (Verizon Initiative Learning School) and classroom chrome carts. Scholars navigate our Learning Management System, CANVAS, for daily lessons including this curriculum unit, which is located in the Social Studies Module. Scholars access [blendspace.com](https://www.blendspace.com) through CANVAS for daily lesson plans that include standards, objectives, essential questions, vocabulary, warm-up video, PowerPoint, guided practice, independent practice, collaborative work, reflection, and homework. Unit examinations happen in [masteryconnect.com](https://www.masteryconnect.com) where teachers and students can observe mastery of material (green), near mastery (yellow), and necessary remediation (red). Daily lessons may include the use of apps for note taking (Google slides), formative assessment (flipgrid), and virtual field trips (Google expedition).

Along with STEM, we are a Project Lead the Way (PLTW) school. Students receive monthly projects in in a hyperdoc format in CANVAS. They make a copy to their Google Drive for easier access. Projects are unit related and include research, readings, writing, and creating arts (maps, brochure, Google Interactive Story, etc.) to explain understanding of the subject. For this unit, scholars complete a technology project creating a Civil Rights lesson in [blendspace.com](https://www.blendspace.com) with QR code.

Daily Lessons and Activities

All lessons are in canvas and [blendspace.com](https://www.blendspace.com).

Lesson 1 – Brown v. Board of Education, Topeka, Kansas

For this lesson, the students complete a DO NOW at the beginning of class. They will view a picture of Linda Brown outside of a school in Topeka, Kansas. After our discussion, scholars will watch a short warm-up video on Brown v. Board of Education, Topeka, Kansas. Afterwards, we review the concept of Separate but Equal under Plessy v. Ferguson and how the Brown verdict overturns this decision. Then, using information from a PowerPoint, we begin a running chart for pivotal events of the Civil Rights Movement (guided practice).^{xviii} Student engagement includes independent and collaborative works. On Day 1, Independent works in this lesson includes (1) a reading “Key Excerpts from Majority Opinion, Brown v. Board of Education” with a 10-question assessment^{xix} and (2) Cornell Notes on Brown vs. Board of Education^{xx}. On Day 2, Collaborative works include scholars exploring the book, *Freedom’s Children*^{xxi}. Scholars then pretend they are a marcher in the Civil Rights Movement and create a sign for desegregation of schools. Scholars place work in their interactive notebook. At the end of each lesson, students reflect with the following quick write – “Is your school integrated? If yes, how? If not, are we separate but equal?” Students record writings in their composition notebooks. The homework assignment is *The Civil Rights Movement 1960-1980*.^{xxii} Scholars read and answer questions.

Lesson 2 – Emmitt Till

For this lesson, the students complete a DO NOW at the beginning of class. They will view a picture of the last standing wall of the Bryant Store (my photo). After our discussion, scholars will watch a short warm-up video on the murder of Emmitt Till. Afterwards, we review the concept of Double Jeopardy. We discuss how the acquittal of Bryant and Milam help spark the Civil Rights Movement. Then, using information from a PowerPoint, we continue our running chart for pivotal events of the Civil Rights Movement (guided practice). Student engagement includes independent and collaborative works. On Day 1, Independent works in this lesson includes Cornell Notes on Emmitt Till.^{xxiii} On Day 2, Collaborative works include scholars watch a short video about college students shooting Emmitt Till Sign. Scholars then pretend you are a student at the college. They have a group discussion and decide how to respond to the college, which took no action against the students. Scholars place work in their interactive notebook. At the end of each lesson, students reflect with the following quick write – "Like most of you, Emmett Till was 14 years old. What can you do to honor his legacy?" Students record writings in their composition notebooks. The homework assignment is Crash Course – The Civil Rights Movement Video.

Lesson 3 – The Little Rock Nine

For this lesson, the students complete a DO NOW at the beginning of class. They will view a picture of Elizabeth Eckford walking to school with hecklers following. After our discussion, scholars will watch a short warm-up video on the Little Rock Nine. Afterwards, we review the concept of Forgiveness. We watch the Little Rock Nine on the Oprah Winfrey Show and see them forgive those who tortured them. Then, using information from a PowerPoint, we continue our running chart for pivotal events of the Civil Rights Movement (guided practice). Student engagement includes independent and collaborative works. On Day 1, Independent works in this lesson includes (1) a reading, *School Colors*, with a 10 questions assessment.^{xxiv} On Day 2, Collaborative works include scholars read a primary source document (PSD) on the Little Rock Nine. As a group, they complete a graphic organizer answering questions. Scholars place work in their interactive notebook. At the end of each lesson, students reflect with the following quick write – "If you were asked to integrate a school, would you go? Why or why not?" Students record writings in their composition notebooks. The homework assignment – scholars read the article and answer questions about Dorothy Counts Scoggins and Charlotte Mecklenburg Schools.

Lesson 4 – Integrating Charlotte Mecklenburg Schools/ Dorothy Counts/ Swann v. CMS

For this lesson, the students complete a DO NOW at the beginning of class. They will view a famous photo of Dorothy Counts Scoggins walking to Harding High School in Charlotte Mecklenburg Schools (CMS). After our discussion, scholars will watch a short warm-up video on Dorothy Counts Scoggins and the integration of CMS. Afterwards, we review the concept of Integration and watch her give a speech about that time. Then, we will review the reading and homework. We continue our running chart for pivotal events of the Civil Rights Movement (guided practice). Student engagement includes independent and collaborative works. On Day 1, Independent works in this lesson includes (1) a reading, *Swann v. CMS*. Collaborative works include scholars reading a primary source document, Civil Rights Movement Photos. They identify and complete a graphic organizer. Scholars place work in their interactive notebook. At

the end of each lesson, students reflect with the following quick write – "If you wrote a letter to Dorothy Counts Scoggins, what would you say? Why?" The homework assignment – Scholars complete a Civil Rights Word Search.^{xxv}

Lesson 5 – Ruby Bridges

For this lesson, the students complete a DO NOW at the beginning of class. They will view a Norman Rockwell painting of Ruby Bridges walking to school with armed guards. After our discussion, scholars will watch a short warm-up video on Ruby Bridges and the integration of Louisiana Schools. Afterwards, we review the concept of Integration and watch her TedTalk. Then, using information from a PowerPoint, we continue begin a running chart for pivotal events of the Civil Rights Movement (guided practice). Student engagement includes independent and collaborative works. On Day 1, Independent works in this lesson includes (1) a reading, *Walking Tall*, with a 10 questions assessment^{xxvi} and (2) Cornell Notes on Ruby Bridges. On Day 2, Collaborative works include scholars watching a photo slideshow of Civil Rights activists. Together, they name the activists, groups, or events. Scholars place work in their interactive notebook. At the end of each lesson, students reflect with the following quick write – "If someone did a famous painting of you, what would it show?" The homework assignment – scholars read the Greensboro Four and answer questions.

Lesson 6 – The Greensboro Four and the SNCC

For this lesson, the students complete a DO NOW at the beginning of class. They will view a picture of the Greensboro Four sitting at the Woolworth counter. After our discussion, scholars will watch a short warm-up video on the Greensboro Sit-ins. Afterwards, we review the economics of a sit-in. Then, using information from a PowerPoint, we continue our running chart for pivotal events of the Civil Rights Movement (guided practice). Student engagement includes independent and collaborative works. On Day 1, Independent works in this lesson includes (1) a reading, *John Lewis*, with a 10 questions assessment^{xxvii} and (2) Cornell Notes on the SNCC and CORE.^{xxviii} Collaborative works include scholars reading a primary source document on the *Civil Rights Act 1964, President Kennedy v. John Lewis*.^{xxix} Working in groups, they will complete a graphic organizer. Scholars place work in their interactive notebook. At the end of each lesson, students reflect with the following quick write – "John Lewis has spent his life in politics and fighting for equal rights. Which of the Wilson values has he shown and how?" The homework assignment – US History Workbook pp. 355-358. This will be a review of previous lessons.

Lesson 7 – 16th Street Baptist Church/ 4 Little Girls

For this lesson, the students complete a DO NOW at the beginning of class. They will view a picture of the 16th Street Baptist Church (my photo). After our discussion, scholars will watch a short warm-up video on the 4 girls killed in the blast. Afterwards, we review the homework. Then, using information from a PowerPoint, we continue our running chart for pivotal events of

the Civil Rights Movement (guided practice). Student engagement includes independent and collaborative works. On Day 1, Independent works in this lesson includes (1) a reading, *Letters from the Birmingham Jail*, with a 10 questions assessment^{xxx} and (2) Cornell Notes on the Civil Rights Movement. Collaborative works include scholars reading, discussing, and answering the Women^{xxxii}, Native^{xxxiii}, and Latino^{xxxiii} Movements. Scholars place work in their interactive notebook. At the end of each lesson, students reflect with the following quick write – "Many children lost their lives in the Civil Rights Movement. How can we honor them today?" The homework assignment – US History Workbook pp. 359-361. This will be a review of previous lessons.

Lesson 8 – Selma to Montgomery/ Linda Blackmon Lowery

For this lesson, the students complete a DO NOW at the beginning of class. They will view a picture of the Brown's Chapel AME Church (my photo). After our discussion, scholars will watch the documentary, *Selma: The Bridge to the Ballot*.^{xxxiv} Afterwards, we continue our running chart for pivotal events of the Civil Rights Movement (guided practice). Student engagement includes independent and collaborative works. On Day 1, Independent works in this lesson includes (1) answering post questions for the video. Collaborative works include scholars reading and discussing Lynda Blackmon Lowery's book, *Turning 15 on the Road to Freedom*.^{xxxv} Scholars place work in their interactive notebook. At the end of each lesson, students reflect with the following quick write – " Which Wilson value did Lynda Blackmon Lowery and the other students show and how?" The homework assignment – US History Workbook pp. 362-364. This will be a review of previous lessons.

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Appendix I: Implementing Teaching Standards for North Carolina Standard Course of Study

Within this unit, students will review the following North Carolina Essential Standards:

History

8.H.1.3 – Use primary and secondary sources to interpret various historical perspectives

8.H.3.3 – Explain how individuals and groups have influenced economic, political, and social change in North Carolina and the United States

8.H.3.4 – Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States

8.H.2.1 Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states’ rights, and citizenship and immigration policies) on the development of North Carolina and the United States.

8.H.2.2 Summarize how leadership and citizen actions

8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States.

8.H.3.3 Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.

Geography

8.G.1.2 Understand the human and physical characteristics of regions in North Carolina and the United States

Civics and Government

8.C&G.1.1 – Summarize democratic ideals expressed in local, state, and national government

8.C&G.1.2 – Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States

8.C&G.2.3 – Explain the impact of human and civil rights issues throughout North Carolina and the United States

8.C&G.1.4 Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States

8.C&G.2.1 Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States

8.C&G.2.2 Analyze issues pursued through active citizen campaigns for change

8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.

Culture

8.C.1.3 – Summarize the contribution of particular groups to the development of North Carolina and the United States

Appendix II: Teacher's Resources (Annotated)

Websites:

www.blendspace.com

Website requires an account (free). It is a Learning Management System (LMS) for interactive lessons plans and professional presentations. It allows teachers to place information from Youtube, Google, etc. in one place. It also provides sharing in social media, Google Classroom, CANVAS, and QR codes for each lesson.

<https://k12database.unc.edu/>

Website does not require membership (free). It contains a lessons, PowerPoints, and activities for North Carolina history.

<http://www.K12reader.com>

Website does not require membership (free). It contains puzzles, readings, and activities for students.

www.hyperdoc.co

Website requires an account (partial free). It contains graphic organizers for teachers to present projects and assignments to students using 21st century learning strategies.

<https://www.mrnussbaum.com/history-2-2/historyactivities/>

Website requires an account (partial free). It contains engaging activities in United States history for k-12.

www.readlikeahistorian.org

Website requires an account (free). It contains a variety of lessons and activities for world and United States History.

www.readworks.org

Website requires an account (free). It contains a variety of readings for all core subjects with vocabulary, audio, and assessment.

www.studenthandouts.com

Website does not require membership (free). It contains reading and activities in all core subjects.

www.tolerance.org

Website does not require membership (free). It contains activities and film kits for teachers.

Video

Tedtalk, https://www.youtube.com/watch?v=lyRH_LK8v5c

This is a video with presentation/words from Ruby Bridges.

Student Resources

Books

Blackmon-Lowrey, Lynda. *Freedoms Children Young Civil Rights Activists Tell Their Own Stories*. Paw Prints, 2008.

This book is a personal account of Lynda Blackmon Lowery's march from Selma to Montgomery. She is the youngest person to have made the journey at 14 years old.

Levine, Ellen S. *Freedoms Children Young Civil Rights Activists Tell Their Own Stories*. Paw Prints, 2008.

This book is a collection of stories from the individuals who rode across the Jim Crow south reregistering African Americans to vote, partaking in marches, boycotts, and sit-ins.

Appendix III – Lesson Materials

1. iPad or Chrome notebook
2. Access to CANVAS – CMS Learning Management System
3. Access to Google Drive
4. Access to Google Slides
5. Access to Google Classroom
6. United States History Workbook
7. Composition Notebook – I SEE/ I THINK/ I WONDER and Reflection
8. 1 subject Notebook – Interactive Notebook with Cornell Notes
9. Access to masteryconnect.com – Civil Rights Unit Assessment

ⁱ Timmons, Greg. “Black History Month: How Black Youth Impacted the Civil Rights Movement.” Biography.com. A&E Networks Television, June 26, 2019.
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- xix “Key Excerpts from Majority Opinion, Brown v. Board of Education”, retrieved from www.readworks.org
- xx “Brown v. Board of Education”, retrieved from <https://www.khanacademy.org/humanities/us-history/postwarera/civil-rights-movement/a/brown-v-board-of-education>
- xxi Book Freedom’s Children
- xxii “The Civil Rights Movement 1960-1980”, retrieved from www.studenthandouts.com
- xxiii “Emmitt Till”, retrieved from <https://www.khanacademy.org/humanities/us-history/postwarera/civil-rights-movement/a/emmett-till>
- xxiv “School Colors”, retrieved from www.readworks.org
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