



**My Country, My Voice:
Teaching the Progression of the Concept of Citizenship from the Eras of Slavery,
Reconstruction, Jim Crow and the Civil Rights Movement**

by April Louzini, 2020 CTI Fellow
E.E. Waddell Language Academy

This curriculum unit is recommended for:
4th grade students for the subjects of Social Studies and English Language Arts

Keywords: Citizenship, slavery, abolition, emancipation, 13th, 14th, 15th Amendments, “Jim Crow”, segregation, “separate but equal”, the Reconstruction, the Civil Rights Movement.

Teaching Standards: See [Appendix 1](#)

Synopsis of Curriculum Unit: The goal of this curriculum unit is to show my students what true citizenship should be in terms of the full rights and responsibilities of an American citizen and how these full rights were denied to the African American community from the era of Slavery through to the era of the Civil Rights Movement. In addition, by showing the progression of the concept of citizenship in the African American community through these eras, this unit will illustrate to my students how citizenship evolved for our African American population in the United States from the beginning of Slavery to the era of the Civil Rights Movement. Equally, teaching this citizenship unit will also include showing my students that the responsibilities of citizenship include using one’s agency (one’s voice) to bring about meaningful change and that the ultimate goal of such meaningful change should be to make our country more inclusive (in both the societal and governmental guises) of our ever-changing and increasingly diverse population in the United States of America.

The curriculum unit that I am creating based on the seminar of “African-American Poetry”, is an integrated unit with both the subjects of English Language Arts and Social Studies having equal weight, as the two subjects will be taught concurrently. Furthermore, the concept of citizenship in the United States of America and what citizenship means in this country will be viewed through the “lens” of African-American poetry from and about these very important eras in the historical narrative of African-American history. Classroom discussions will focus on denied citizenship during the era of slavery and will equally highlight what the new fledgling citizenship for emancipated African-American peoples resembled during the Reconstruction era and also how those hard-won and minimal rights were quickly hacked away at by Southern lawmakers of the Jim Crow era. Finally, the last part of my curriculum unit will come full circle to the Civil Rights Movement era where the African-American community fights back for their lost rights in the previous eras.

Consequently, the discussions, focused on the concept of citizenship for the African-American peoples during these eras, will culminate in broader discussions on the progression (or lack thereof) and transformation of citizenship rights for the African-American people from the inception of slavery all the way through to the Civil Rights Movement. These class discussions, however, will not just occur within the vacuum of these eras. The poetry and historical eras important to the history of the African-American community will, hopefully, lead to meaningful classroom discussions about how far our nation has progressed or not progressed in the pursuit of full citizenship for all members of our nation.

Finally, I have chosen to explore and write my curriculum unit within the topic of my seminar “African-American Poetry”. My curriculum unit will focus on the idea and theme of citizenship in poetry written by African Americans during the four pivotal eras of the African American people’s history in the United States (the era of Slavery, the Reconstruction era, the Jim Crow era and finally, the Civil Rights Movement era). The poetry chosen for this unit will be from the perspectives of African-American poets some of whom were alive and writing during those eras and some who wrote about those eras after they had ended.

I plan to teach this unit during the spring semester of the 2020-2021 school year to approximately 22 4th grade students in my class for the subjects of Social Studies and English Language Arts.

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Introduction

By April Louzini

From the Declaration of Independence:

“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.”

From Martin Luther King’s “*I Have a Dream*” Speech:

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the [Declaration of Independence](#), they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." It is obvious today that America has defaulted on this promissory note, in so far as her citizens of color are concerned.

Rationale

There are many ways in which this topic is relevant to the group of students that I will be teaching for the 2020-2021 academic year. The most important way, however, in which this topic is relevant to my current and future students is best demonstrated by the most recent egregious event in our nation’s history; the brutal murder of George Floyd at the hands of some members of the metropolitan police force of Minneapolis, among many most recent police brutality and murder crimes. These calamitous events in our African American communities across our nation are not new and as such, I want to ensure in teaching this curriculum unit that my students are aware of the past transgressions against the African American community as well as, aware of what their role is in stopping the vicious cycle of discrimination, bigotry, prejudice and brutality exercised against our African American citizenry.

It is for this reason that it is important for all students in our country today to understand what citizenship means on all levels; be it in the social domains such as in classrooms, neighborhoods, sports teams, and houses of worship or be it in the most accepted meaning of citizenship; the legal meaning, a person’s country of birth or immigration status. It is our responsibility as educators to facilitate the learning process of what true citizenship should look like as well as what it has looked like in the past and in this country’s beginnings (as far back as the exploration age when Native Americans were the very first true citizens and stewards of our nation). To discuss, however, what true citizenship looks like, we, the educators, have to also provide the means to the students to research and see what citizenship has looked like in our country up until now. To that end, it is also our responsibility to foster these conversations and discussions to facilitate meaningful change via our most precious resource; the children of our nation.

Consequently, the topic of my curriculum unit relates to my future students’ lives in that it will help them to develop a sense of what it means to be a citizen of the various groups to

which they currently belong; not just in their nuclear communities but also in their larger communities. I am hoping that my curriculum unit will help my students to see their relevance to our nation's current situation and will provide them with the tools and skills to figure out how they belong and why their individual voices matter in creating a unified voice for change. It is equally important that today's students feel and experience their own relevance to what it means to be a citizen in our nation today.

Finally, the topic of my curriculum unit is most relevant to my future students' lives in that I am hoping it will help them to create an ongoing dialogue about tolerance and acceptance of others no matter a person's skin color. I want them to understand the role they play in creating a future where skin color should not and must not be used to marginalize and deny true and full citizenship rights to all people of color.

Demographics

As of 2019-2020 the demographics of my school, E.E. Waddell Language Academy stood at a total of one thousand three hundred forty-one (1,341) students. The female population equals seven hundred (700) (53.25%) students while there are six hundred and forty-one (641) (47%) male students. The African-American population equals two hundred and eighty-eight students (288) (21.5%) while the Hispanic population equals three hundred and eight students (308) (23%). The white student population stands at five hundred eighty-five students (585) (43.6%) while the Asian population stands at seventy-three students (73) (5.4%). In the category of two or more ethnicities there are eighty-four students (84) (6.3%) and in the category of American Indians there are two students (2) (.1%). In the category of Pacific Islander the population is one student (1) (.1%).

As for categories based on additional learning services provided, in the category of English Language Learners the population equals one hundred forty-five students (145) (10.8%) and the SWD (Students with Disabilities) students equal one hundred six students (106) (7.9%). The AIG (Academically Gifted Certified) students stand at three hundred and fifty-five students (355) (26.5%). Finally, the number of students who are McKinney-Vento equal three (3) (.2%) students (IEP students?)

Objectives for this Unit

This curriculum unit is a large unit divided into four subunits. The first unit is the introductory unit on slavery, the second unit is a unit on the Reconstruction era, the third unit is a unit on the "Jim Crow" era and finally, the largest subunit is the final unit on the Civil Rights Movement era. Each unit starts with lessons using informational texts on the era as the main sources of study and finishes with lessons on poetry written by African-Americans either during that era or at a time after that era. All classroom activities such as "Read Aloud" activities, text annotation, vocabulary study, Thinking Map activities, learning charts, group discussions and finally, writing activities will take place in two forty-five (45) blocks of time per day (one occurring during the Social Studies block and the second block occurring during the ELA block). This large unit in its entirety should take between six to eight weeks including about two weeks to complete the culminating project (the culminating project can be assigned using the last 20 to 25 minutes of an

ELA block and with the two weeks allotted for this project, this would be around 5-6 hours of class time to complete the project-which has an individual and group component).

After completing this unit, the students will be able to accomplish the following objectives consistent with the NCSCOS for the subject of Social Studies. Equally, the students will be able to accomplish the objectives consistent with the Common Core Standards for the subject of English Language Arts. Those objectives are listed after the NCSCOS objectives for Social Studies.

For the Era of Slavery, Students Will:

- Recognize the fundamental rights of a citizen
- Recount basic knowledge about the era of Slavery in the Southern States
- Discern how African-Americans were denied their basic rights of citizenship from the inception of slavery in this country and have meaningful and collaborative discussions about this subject.
- Recognize and discuss important figures from the era of Slavery in America; most notably Harriet Tubman and Frederick Douglass and have meaningful and collaborative discussions about these key figures and about their contributions to the movement of abolition.
- Recognize and discuss important institutions during the era of Slavery in America; most notably the Underground Railroad and have meaningful and collaborative discussions about how these key institutions contributed to the abolition movement.
- Discuss key vocabulary words from the study of this era such as *Slavery, Slave Codes, Underground Railroad, abolition, abolitionists* and *The North Star*.
- Students will be able to write opinion and discussion point products using the above vocabulary words, terms and institutions in their right context.

For the Era of Reconstruction, Students Will:

- Discuss key points of the Civil War and how the end of the Civil War led to the Reconstruction period.
- Discuss what the Reconstruction Era was and what the major accomplishments of this era were.
- Identify the progress that the freed slaves made towards gaining full citizenship during this era and the progress they made in terms of equal opportunities under the law (ie., Voting rights, African-Americans who were elected to offices of government, African-Americans who became business owners, etc.)
- Determine the cause/effect relationship of the failures of the Reconstruction Era that led to the backlash of white society against the African-American community in the South.
- Recognize and discuss how the failures of the Reconstruction era led to the Jim Crow era of segregation following the Reconstruction era and will be able to work in collaborative discussion groups to determine ways in which these failures could have been avoided.
- Discuss key vocabulary terms and concepts and events from the study of this era such as *the Civil War, reconstruction, Emancipation, the Emancipation Proclamation of Abraham Lincoln, racism and the Thirteenth, Fourteenth Amendments and Fifteenth Amendments*.

- Students will be able to write opinion and discussion point products using the above vocabulary terms, concepts and events in their right context.

For the Era of Jim Crow, Students Will:

- Identify what the Jim Crow era and Jim Crow laws were.
- Recount basic knowledge about this era in order to have meaningful and collaborative classroom discussions about this era of American history.
- Give examples of the Jim Crow laws and will be able to have meaningful and collaborative discussions about how these laws negatively impacted the lives of African-Americans.
- Recognize how the Jim Crow laws denied African-Americans full citizenship under the Constitution of the United States and how these laws contributed to perpetuating an unjust system rife with inequalities for the African-American community.
- Discuss key vocabulary terms, concepts and events associated with the Jim Crow era such as *Jim Crow*, *segregation*, “*separate but equal*”, “*Colored Only*”, “*Whites Only*”.
- Students will be able write opinion and discussion point products using the above vocabulary terms and concepts in their right context.

For the Era of the Civil Rights Movement, Students Will:

- Identify what led to the Civil Rights Movement and determine the cause/effect relationship between the eras of the “Jim Crow” laws and the Civil Rights Movement.
- Identify the key figures of the Civil Rights Movement and discuss their role in bringing about change.
- Discuss key vocabulary terms, concepts and events associated with the Civil Rights Movement era such as “*Jim Crow*” laws, *nonviolent*, *peaceful protest*, *civil disobedience*, *Brown vs. The Board of Education*, *lunch-counter sit-ins*, *Freedom Rides/Riders*, *police brutality*, *poll taxes*, *voting rights*, *The Civil Rights Act of 1964* and *the March on Washington*.
- Discuss and synthesize information researched on the main organizational groups who helped to bring about and sustain the Civil Rights Movement.

ELA Objectives to be accomplished for this unit, Students will be able to do the following:

- Annotate an informative text for details important in determining the main idea of the text.
- Annotate an informative text for the domain-specific vocabulary and use those words correctly, according to their context in the text, for discussions and writing products.
- Annotate the informative text for academic vocabulary and use it in writing products.
- Sequence important events and processes in the informative text and determine a cause/effect relationship.
- Annotate and analyze poetry according to the analytical elements of poetry such as determining rhyme scheme and theme and identifying poetry techniques used in the poem such as metaphor, imagery, etc.

- Work collaboratively in groups to research, discuss and create work products that represent what they have learned about the topics of the subject studied.
- Determine the point of view of the authors of the poems and identify the author's message of the poem.
- Create individual and group poetry that reflects individual point of view as well as the group's point of view.

Content Research

Terms/Phrases

Citizenship, engaged civil citizen, justice-oriented citizen, Slavery, Reconstruction, Jim Crow and Civil Rights Movement.

Teaching citizenship and all that this word infers is not an easy undertaking for any teacher at any level especially when using the context of the African-American experience from the eras of slavery all the way up through the era of the Civil Rights Movement. The traditional means of teaching these periods in the elementary classroom have been with textbooks and worksheets that make very little mention of the real struggles of the African American citizenry during these time periods. For example, the typical textbook at the fourth grade elementary level uses one to two paragraphs to encompass the events of these eras and their significance. It is not uncommon in these textbooks to see important phases of United States history such as slavery and the Reconstruction to be briefly detailed in as little as two paragraphs in a five to six page lesson in a text book.

The above instances are well evidenced in many classrooms across our nation. The website "tolerance.org/framework/teaching-hard-history" makes the point in their article "Teaching Hard History: A Framework for Teaching American Slavery" that when broaching subjects such as slavery in a social studies unit, the teacher "has to be ready to talk about race" but equally cannot simply make the teaching of difficult topics such as slavery about the "evils of slavery". The authors on this platform emphasize that when you create social studies lessons about such topics as slavery and you diminish it to just the "evils of slavery", you also "destroy their agency and culture" (tolerance.org/framework/teaching-hard-history). The site maintains that eras such as the era of slavery must be taught through the perspective of the African-American community's agency and culture. The educator must go all the way back to the roots of African culture to establish what that community has "accomplished in their own right" (tolerance.org/framework/teaching-hard-history).

In his article "Democracy Dies in Darkness" in the Washington Post, writer Avis Thomas-Lester posits that the Reconstruction era is a very significant era to focus on in social studies curriculum in all school districts as it was an era of immense progress for the African-American community. Between 1865 and 1877, all former slaves and even already free black people received full citizenship rights including the right to vote (men only)(Thomas-Lester). He equally maintains that the black people made more progress in the domains of education, business and political power of any other time period in American history (Thomas-Lester). It was also during the Reconstruction era that the African American community experienced a high

level of involvement as elected officials at the local, state and federal offices with around two thousand representatives in these various offices (Thomas-Lester).

Consequently, all of this progress towards full and equal citizenship under the law for the freed slaves and freed black people (with the exception of voting rights for African American women) was lost when the federal troops stationed in the South to ensure this smooth transition were removed from the South (Thomas-Lester). This removal primed the perfect vacuum for ready and willing racist legislators to swoop in and eliminate the African American community's hard-won rights by passing the Jim Crow laws that established segregation policy and virtually eliminated voting rights (Thomas-Lester).

Students cannot equally learn the significance of these eras for the African-American people and learn what it means to be an engaged civil citizen from the few paragraphs in a few lessons in a textbook. Consequently, teaching citizenship and how it was denied to the African American community during these eras involves a marked effort to choose various pieces of media (grade-level texts, books, videos, articles, artworks, etc.) to truly create an instructional unit that will inspire and accomplish more than a few paragraphs in a textbook.

In the article Contemporary Discourses of Citizenship, the authors discuss the many facets of citizenship but the one facet that is discussed in this work and the one that is most important to this curriculum unit is the facet of a citizenship that entails “membership, identity, values and rights of participation”, (Abowitz, Harnish, p. 653).

In the article “Powerful Social Studies; Teaching with Poetry and Primary Sources”, the authors stipulate that the central purpose of teaching social studies as an elementary subject is to educate our young students about the responsibilities of citizenship to ensure that our society is and remains a “culturally diverse and democratic society” (Sell, Griffin, p.1). Per their categories of citizenship, the one that is the most central to this curriculum unit and the one most relevant to teaching the concept of citizenship via the perspective of African Americans during the eras to be studied is the “justice-oriented citizen”, (Sell, Griffin, p.1). This citizen “seeks out and addresses injustice and has knowledge of societal change brought about by social movements”, (Sell, Griffin, p.1).

These authors go on to talk about how the subject of social studies is really the last subject to be broached in the elementary school arena and that it is important to find ways to include social studies subjects such as citizenship in text readings in the subject of English Language Arts. In addition, they say that the emphasis of these texts should be on historical context and to do so, the teacher must introduce civic role models who have taken on the struggle of social injustice. Equally, the essential question at the beginning of these units of study should be “What are the qualities of a good citizen?”, (Griffin, Sell, p.1).

In chapter 4 of the book A Case for Integrating Language Arts Methods with Social Studies Methods in a Teacher Preparation Program, authors Michael Smith and Debbie Irvine establish that the subject of social studies has been “doing a disappearing act” for many decades now in the public school system (Irvine, Smith p.25). The subject has taken a “backseat” to the subjects of math and reading ever since No Child Left Behind put more emphasis on standardized testing (Irvine, Smith p.25). A five-year study done by the Center of Education

Policy in 2008 found that sixty-two percent (62%) of the districts surveyed had scaled back significantly instruction of subjects such as science and social studies (Irvine, Smith p.25).

Smith and Irvine equally remarked in their work that it is for this reason that many students arrive in the higher grades (such as high school) without almost no knowledge of concepts like citizenship and what this broad term entails in its many facets (Irvine, Smith p.25). According to these authors, Gayle Thiemen, former president for the National Council for Social Studies once said (Irvine, Smith, p.25): Democracy is not a natural state, it has to be taught; it just doesn't happen. Just because you were born in a democracy doesn't mean you're going to die in a democracy."

Although NCLB was replaced with Common Core in the last decade, other subjects not deemed as important as the core subjects of reading and math, did not seem to make a significant come back. The push, however, has been to rather integrate the subjects of science and social studies into a traditional English Language Arts curriculum. The emphasis has been on using texts from these domains to teach the Common Core standards of ELA and to subsequently improve reading skills using this method (Irvine, Smith, p.26). Consequently, it is incumbent upon the elementary school teacher to make the most of the ELA standards of Common Core to accomplish teaching content in other subject areas like social studies and science. The standards of Common Core that are the most facilitating in this process with regards to social studies are the following (Irvine, Smith, p.26):

- Integrating and evaluating content presented from diverse media and formats.
- Reading and comprehending complex fictional and informative texts independently and proficiently.
- Determining central ideas/themes and analyzing how and why individual events and peoples interact.

The above standards are very integral to teaching a social studies unit in a successful way. Thus, to accomplish the successful teaching of a social studies unit focused on the concept of citizenship (no matter the strand whether it be the disenfranchisement of certain communities like the African-American community or the Native American community or the responsibilities of an informed citizen), the modern-day social studies teacher must also be an effective English Language arts instructor. The two subjects cannot be interpreted or taught exclusively of one another because if they remain separate, each respectively loses its importance and renders the efforts of the teacher and the students (in their learning) ineffective.

Additionally Irvine and Smith conclude that social studies is a central subject in our students' overall education because it "helps students recognize ethical responsibilities in groups" and "students should be capable of participating in the negotiating of conflicts and differences, maintaining an individual position because of its ethical bias and fulfilling responsibilities associated with citizenship in a democratic republic" (Irvine, Smith, p. 27). It is for this conclusion, that teaching the concept of citizenship in our modern-day classrooms must remain a focal point of current ELA curriculums.

Equally, the concept of citizenship taught in current social studies curriculums should not be restricted to just the concepts of citizenship in terms of the traditional definitions as it relates to government but should be expanded to include the various perspectives and concepts of what constitutes a true citizen of a nation with all of the rights and responsibilities therein; especially a nation such as the United States where equal rights are guaranteed by the Constitution. Consequently, social studies units on citizenship should also not focus solely on what is traditionally seen as the most important eras of African American history such as the Civil War. It is important that when teaching a social studies unit on citizenship based on the disenfranchisement of a people such as the African American community, that educators include all important eras illustrating the disenfranchisement of this people and that in teaching such social studies units, many important literary texts (poetry included) written by people in this group be used. For example, Deborah Menkart, the executive director of “Teaching for Change”, maintains that the Reconstruction era does not get the attention it should because teachers are much more focused on the Civil War era. She also maintains that social studies educators must give equal time to eras such as the Reconstruction period “because it was a time where people wanted to try and change” and that “it was an effort by the federal government and others to create a successful, biracial society, but it failed in the face of a white supremacist backlash” (Thomas-Lester).

Thus, even when social studies is given its due place in the traditional school curriculums, we educators are still “missing the mark” because we are focusing too heavily on what is traditionally taught with respect to these eras. If we, as educators, do not look for and find effective and engaging ways in which to teach eras as important as the Reconstruction, we risk conveying to our students that their agency (people of color) is not relevant and that they cannot be a force for change. We must illustrate for them in our created units on citizenship and on these eras how agency was won and lost in order to teach the concepts of how we move forward as a society full circle to get closer (and ultimately arrive at our destination) of full and equal citizenship under the law for all people of our nation.

Historical Eras of the Curriculum Unit

Slavery Era

Slavery in America started during the colonial period of our nation’s history and was practiced all the way through until the end of the Civil War. It is estimated that some twelve million (12,000,000) slaves brought from the Western shores of Africa were enslaved in America during this period. About half of these twelve million were enslaved in the eighteenth century. (history.com/topics/black-history/slavery).

The working and living conditions of these twelve million slaves were deplorable and subhuman. They worked from dawn until dusk (the field hands working the actual land of the plantations) and worked six of the seven weekdays. The food they had was very poor quality and their living quarters were subhuman as well consisting of small shacks with dirt floors and little to no furniture. Many historians have noted that while the quality of life for the domestic slaves (the ones who worked as servants in the homes of the plantation owners) was significantly better.

This created a class schism within the slave population often fostering resentment within the slave community and an inherent injustice in an already inherently unjust system. (history.com/topics/black-in-history/slavery).

When studying the era of slavery as it pertains denied citizenship in this country, it is equally important to have classroom instruction and discussions that treat the subject of the “Slave Codes”. The Slave Codes were laws created and passed in the Southern states during the time of slavery that ensured that slaves had no means of power or recourse of action. These “codes” were seen by the white man as “acceptable treatment and rules” by which to govern the slaves. These “codes” included treating the slaves as chattel in that they could be used as prizes in raffles, offered as wagers in gambling games and given as gifts. These laws also eliminated any risk of slaves being able to congregate and foment rebellion within their communities. The codes that prevented this were the following: no gun ownership, not being allowed to serve as witnesses against whites in legal proceedings and finally, not being allowed to assemble without the presence of a white person. Any disobedience therein, of course, was punishable by lashes with a whip. In addition, death was the punishment for those slaves who were accused of arson, rebellion or the rape of a white woman (history.com/topics/black-in-history/slavery).

The one law not mentioned in the information above, however, but the one that will be very central and the most relevant to the instruction of this curriculum unit is the law that applies to white people (slave owners) teaching slaves to read. If slave owners were caught teaching slaves to read and write, they could be jailed and fined. One must note the irony in the punishment for teaching slaves to read versus the punishments for slaves who could read or who were caught learning to read. Those punishments included a severe beating and or the amputation of bodily digits such as fingers and toes. (rnc.library.cornell.edu/abolitionist/narratives.htm#)

Reconstruction Era

Between 1865 and 1877, all former slaves and even already free black people received full citizenship rights including the right to vote (men only) (Thomas-Lester). He equally maintains that the black people made more progress in the domains of education, business and political power of any other time period in American history (Thomas-Lester). It was also during the Reconstruction era that the African American community experienced a high level of involvement as elected officials at the local, state and federal offices with around two thousand representatives in these various offices (Thomas-Lester).

Carol Anderson, in her book “White Rage” said of this era in American history that it was a period of “atonement”, or rather that is what it should have been: “Redemption for the country’s ‘sin’, therefore, would require not just the end of slavery but also the recognition of full citizenship for African Americans, the right to vote, and economic basis to ensure freedom, and high-quality schools to break the generational chains of enforced ignorance and subjugation. America was at the crossroads between its slaveholding past and the possibility of a truly inclusive, vibrant democracy.” (Anderson, pp.7-8)

Despite the many positive aspects and gains in terms of citizenship during the Reconstruction by the African American community, this “truly inclusive, vibrant democracy” was not to be completely accomplished despite the intents of the Thirteenth, Fourteenth and Fifteenth Amendments. Anderson equally points out that many federal lawmakers were naïve about how short the Thirteenth, Fourteenth and Fifteenth Amendments would fall in establishing a truly equal and just citizenship for all. One example of this as Anderson points out is one of the federal lawmakers of the time, James A. Garfield, who firmly believed that the Thirteenth Amendment would confer all of what it meant to be a citizen of this nation to the recently emancipated slaves. The divide, however, at the time between the intent of those laws and the actual practice and support of those laws was an immense gulf (Anderson, p.9). It would not be long after the Reconstruction era began that President Andrew Johnson’s flagrant racism would not whittle away gently but “hack” away violently at all rights promised by the Thirteenth Amendment (Anderson, p.31).

Consequently, one of the issues of this period and the one that will be focused on, as pertains to the social studies portion of this unit, will be the education of freed African-Americans during the Reconstruction era. Once again, the reality was far from the ideal. President Johnson did not believe in paying for schools for the children of the recently freed African-American slaves. He left them to fend for themselves when it came to education. As Anderson points out, however, now that they were free, African-Americans wasted no time in taking this responsibility on themselves for their children as well as for themselves. This had been a basic right denied to them for so long that it was not a right for which they were blithely willing to wait. (Anderson, p.28)

After enduring severe punishments for being able to read (if one had been taught) or for even attempting to learn from those African-Americans slaves who had been taught by a master or a white person on the plantation, the newly emancipated African-American population, in the South, wasted no time in setting up schools to educate their people. Anderson quotes a Freedmen’s Bureau official in her book “White Rage” as saying that “at least 500 schools” were built and led by African-Americans during this period (Anderson, p.29). Anderson also quotes Harriet Beecher Stowe in her book as saying, “They rushed not to the grog-shop but to the schoolroom—they cried for the spelling-book as bread, and pleaded for teachers as a necessity of life”. (Anderson, p.29)

Thus, although the period of Reconstruction was and still is an important era (for the purposes of including in a serious study of the progression of citizenship in our country) in which significant gains were made in the realm of true citizenship for the African American community and one in which their true and complete agency was burgeoning, it is still true, as evidenced by the examples above, that there was still much work to be done.

Jim Crow Era

All of the progress made towards full and equal citizenship under the law for the freed slaves and freed black people (with the exception of voting rights for African American women) during the Reconstruction era was lost when the federal troops, stationed in the South, to ensure a smooth transition from slavery to freedom were removed from the South (Thomas-Lester, Washington

Post). This removal primed the perfect vacuum for ready and willing racist legislators to swoop in and eliminate the African American community's hard-won rights by passing the Jim Crow laws that established segregation policies and virtually eliminated voting rights (Thomas-Lester). Consequently, the Jim Crow era was the ultimate result of the failures of the Reconstruction era. According to the website *Constitutional Rights Foundation*, the Jim Crow era was an era that extended twenty years plus after the last federal troops left the South at the end of the Reconstruction era (Constitutional Rights Foundation). All rights gained by the African American communities of the South during the Reconstruction were blatantly undone due to the "separate but equal" Jim Crow laws.

Many factors contributed to the white Southern community's fervor in turning back equal rights for African Americans and establishing the regressive Jim Crow laws. The depression of 1890 made white anger in the South even more prescient than before (website). White Americans were afraid of losing employment to African Americans and white politicians would use fear mongering tactics such as using local newspapers to exaggerate black-on-white crime to drum up votes from the poorer white voters (www.crf-usa.org).

The seed of the Jim Crow laws of "separate but equal" was planted by the Louisiana General Assembly when they passed a law saying that white and black people had to ride in separate railroad cars (www.crf-usa.org). Consequently, the case of *Plessy v. Ferguson* filed soon after challenged this concept of "separate but equal" but was unfortunately upheld by the Supreme Court in 1896 and would serve as a the "green light" for all Southern states to proceed with passing even more inane "separate but equal" laws (www.crf-usa.org). Many, but certainly not all, are listed below:

- Black people and white people were not allowed to work together in the same room.
- They were not allowed to enter at the same door of many buildings.
- Black people had to sit in the back of public transport (buses) and cede their seat to a white person if the bus was full to sitting capacity.
- No interracial neighborhoods
- No interracial marriages
- There were entire towns (like in Texas) where black people were not even permitted to live.
- Curfews restricting the movement of black people at night
- Separate dressing rooms in department stores
- Black people not permitted to dine in white-owned restaurants
- Separate public bathrooms
- Separate movie theatres
- Separate ticket windows
- Separate parks
- Separate prisons
- Separate hospitals
- Last but certainly not least, separate schools, colleges, universities ([Constitutional Rights Foundation-www.crf-usa.org](http://www.crf-usa.org))

Consequently, Anderson reminds us in her book “White Rage” that the Jim Crow laws were a central fact of life for African-Americans in the South from the 1890s until late in the twentieth century. Although Charles Hamilton Houston, a lawyer for the NAACP, during the 1930s, made it his mission to get *Plessy v. Ferguson* struck down, the Southern states would find every way imaginable to respect the facetious tenet “separate but equal” in order to placate federal lawmakers and maintain that they were providing equal protection under the law for their African-American communities (Anderson, p.67). The word “respect” being used here as a relative term as all “separate places, equipment and materials” provided to African-Americans during this period were anything but equal. As pertains to the tenet “separate but equal”, Anderson adds in her book that the South would separate everything from “phone booths to cemeteries” (Anderson, p.67). The part about the cemeteries is most ironic and poignant considering that, even though dead is dead, the separate cemeteries imply that even in death, skin color matters.

In his book, “The Retreats of Reconstruction: Race/Leisure and the Politics of Segregation at the New Jersey Shore”, 1865-1920, David E. Goldberg points out that the Jim Crow laws were an extension of the “Black Codes” created during the Slave Era and that these laws served to “legalize” racial segregation. He also goes on to explain how the name “Jim Crow” was assigned to these laws. They were named after a Black minstrel show made popular in the late 1800s where a white man would paint his face black and do vaudeville for audiences across the North and South (Goldberg, p.40).

Although this representation of the African-American during this time was meant for entertainment purposes, the effect was anything but innocuous and it would seem there was a double intent in representing the black man in this manner. These minstrel shows portrayed the black man as a lazy, unintelligent and sex-crazed creature. Thus, although African Americans were fully emancipated and citizens under the law, this characterization of the black man would lead to a stereotype that would help the Southern states’ lawmakers to completely justify their Jim Crow laws. The justification extended even so far as giving the name of the character of that famous minstrel show, “Jim Crow” to the laws themselves. (Cockrell, p. 458).

Civil Rights Era

Where the Reconstruction’s failures had led to the “Jim Crow” era, the abominable atrocities and inequality perpetrated during that same “Jim Crow” era would be the catalyst to inspire many African Americans in the South to come together in mass organized efforts to galvanize, not only African American communities in the South but also many groups of white people (on behalf of African-Americans) from the North, to fight for their equal rights under the law.

One such abominable atrocity (but, by no means, the only one) that would show the nation at large the brutality and injustice of the racist South was the cruel and violent murder of a fourteen year old boy from Chicago, Emmett Till, when he was on vacation in Mississippi with a great uncle (en.wikipedia.org/wiki/Emmett-Till). When his mother, Mamie Carthan, allowed the photographers at the morgue to take photos of her son’s ghastly brutalized body and to print those photos in newspapers and magazines that were read throughout the nation, the African American

communities knew they could no longer remain silent out of fear (en.wikipedia.org/wiki/Emmett-Till). They knew they had to start organizing for change and for their rightful agency.

Consequently, Anderson, in her book *White Rage*, talks of how when people think of the Civil Rights Movement, they automatically think of Rosa Parks and Martin Luther King and they look no further than these two examples (Anderson, p.98). Although Rosa Parks is credited with being the first person to stand up to the “Jim Crow” laws of the South, the fight and struggle for equal treatment under the law started way before Rosa Parks even refused to cede her seat on that bus.

Perhaps nowhere were the inequalities and injustices of “separate but equal” more blatant than in the segregation of schools. Anderson, in her book, points to one such example of the Prince Edward County school district in Prince Edward, Virginia. In her book she writes that the fifteen school buildings meant to accommodate the 2,000 African American students living there cost around 330,000 dollars whereas the facilities provided for the 1,400 white students in the district cost around 1.2 million dollars (Anderson, 69). With such blatant inequalities existing everywhere in the South, it was clear to everyone (at least to the African-American community) that the “separate but equal” narrative that the South had created was their way of denying people of color their full rights under the law.

The NAACP (National Association for the Advancement of Colored Peoples), started by W.E.B Dubois in 1905, and with Thurgood Marshall as the lead lawyer on the case, had already started fighting for equal rights under the law by filing lawsuits against several school districts to challenge “separate but equal” in South Carolina, Virginia and Delaware (history.com/topics/black-history).

The case, however, that would go all the way to the Supreme Court, with Thurgood Marshall at the helm, would be one that originated in the middle of the United States rather than in the South. A man named Oliver Brown in Topeka Kansas would challenge the Topeka school board as to why his daughter, Linda Brown, could not attend the all-white school in the district in 1951 with a lawsuit (history.com/topics/black-history). It would be Thurgood Marshall who would take it all the way to the Supreme Court where the decision was handed down by the court on May 17, 1954 that “separate but equal” violated the 14th Amendment (history.com/topics/black-history).

This would not be the end of the struggle, however. Many school districts, especially in the South, would “drag their feet” on desegregating schools and on desegregating many other aspects of life for African-Americans. There would be many key figures and organizations instrumental in the efforts of securing equal rights under the law for African Americans during this time such as the NAACP, the SCLC (Southern Christian Leadership Conference), CORE (Congress of Racial Equality) and SNCC (Student Nonviolent Coordinating Committee). The efforts of these groups would span many different sub-movements such as the Lunch-Counter Sit-in Movement which started at a Greensboro lunch counter in February of 1960 and lasted into 1961 and the Freedom Rides which started in May of 1961 (history.com/topics/black-history). The Freedom Rides effort started as an African-American led effort but soon garnered support and participation from many whites in the North (history.com/topics/black-history).

Perhaps the most important sub-movement, however, and the catalyst for the many sit-ins, Freedom rides, non-violent protests and marches was the Montgomery Bus Boycott that did start with Rosa Parks refusing to give up her seat to a white person on December 1, 1955 (courses.lumenlearning.com/boundless-ushistory.chapter/-emergence-of-the-civil-rights-movement).

This brave act of Rosa Parks would serve as the spark to galvanize the African-American community into organizing and taking action in ways that they would never have before that time. The non-violent approach of the African-American communities in the South of boycotting and protesting were unprecedented in the racist South. These communities were speaking up for their agency where doing so before then would have meant certain harm and in many cases, death by lynching and also by other brutal means.

The Civil Rights Movement would not only be a fight against “separate but equal” but a fight for agency denied to the African American community since the failure of the Reconstruction era where voting laws like the “Grandfather” clause (a law where an African-American man was only allowed to vote if his grandfather had had the right to vote) made it impossible for African-Americans to vote. The “Grandfather” clause, (put into effect from 1895-1910 by seven states in the South) made it virtually impossible for any African-American male to vote in any election in these seven states as the 15th amendment was not passed until 1870 ([Britannica.com/topic/grandfather-clause](https://www.britannica.com/topic/grandfather-clause)).

Consequently, this unjust disenfranchisement ensured that people of color, in the South, would never have a voice in government through means of representation. The voting rights marches led from Selma, Alabama to Montgomery, Alabama in 1965 (one of which would come to be known as “Bloody Sunday” due to the great violence shown by the police officers against the non-violent protesters) would once again be put on display by the media to show to the nation the horrors and injustices of “separate but equal” (en.wikipedia.org/wiki/selma_to_montgomery).

Subsequently, the Civil Rights Movement would culminate in the “March on Washington” on August 27, 1963 where many Civil Rights leaders such as John Lewis and certainly Martin Luther King, Jr. would give testament, in their speeches, (the most famously-known one being the “I Have a Dream” speech) to the urgency of equal protection, equal opportunity and equal rights for all people of color across the nation (www.history.com). The whole Civil Rights Movement would culminate in the signing of the Civil Rights Act of 1964 which would make it illegal to discriminate moving forward against anyone based on their race, color, religion, sex or national origin (www.eeoc.gov). The question remains, however, how far we have moved away from the ideal and tenets of this act with the current systemic racism that occurs still daily here in our country. The answer may be, however, that instead of moving farther away from the ideal of the 1964 Civil Rights Act, we, as a nation, just keep moving in full circles, finding ourselves always coming back to where we started; constantly working against our fellow citizens and failing to see their humanity at every turn.

Instructional Implementation

Teaching Strategies

Historical Thinking, Word Splash and Found Poetry

Griffin and Sell believe that when focusing on the concept of citizenship as a topic of study for a social studies unit, a teacher should start the unit of study with the historical research. This develops what they call “historical thinking” to culminate in a final project of a writing strategy called “found poetry”, (Griffin, Sell, pp.2-6). Developing historical thinking is a process that involves three elements, (1) perspective, (2) agency and (3) interpretation of evidence and lastly (4) development of background knowledge (Griffin, Sell, p.2).

This historical thinking component in my curriculum unit would thus be introduced in tandem with the introduction of the poems by African American authors (authors who were either living at the time of the period they were writing about in their poetry or African American authors who came after that time period and who were using their poetry as a means of commentary and reflection on the African American experience during that time period). Presenting these two strands of literary texts in tandem (informative (historical texts) and fictional (poetry)) will facilitate the instruction and understanding of the four elements listed in the paragraph above. Presenting the poems in tandem with the historical research will help students to better view the events of these time periods from the African American perspective and will equally help them to better understand how and to what extent cultural agency plays a role in a community’s struggle for citizenship.

In addition, Griffin and Sell suggest that after finishing the component of “historical thinking”, the instructor needs to do “Word Splash” and “Close Reading” activities before moving on to the creation of the “Found Poetry” phase of the lesson plan. The “Word Splash” strategy discussed by Griffin and Sell is a strategy where you take a question like “What are the qualities of a good citizen?” and you pose it to the students and the students come up with words that answer the question (Griffin, Sell, p.3).

I would use this “Word Splash” strategy to start my curriculum unit by asking the students to come up with adjectives that describe what the word “citizenship” means to them and then subsequently, use this strategy throughout the presentation of my unit at the introduction of each new lesson (including applying this “Word Splash” strategy to teaching the domain specific vocabulary of each lesson) to establish something akin to a KWL chart. However, instead of simply stopping at the “What I Learned” portion of the KWL, I would extend this further and ask my students how what they learned from the “historical thinking” portions of the lessons changed their knowledge and thinking of what they thought words like “citizenship” and “Jim Crow” meant before doing the historical research compared to their interpretation of the meanings of those words after having done the historical research.

Additionally, Griffin and Sell suggest transitioning from the “Word Splash” activity into a close reading activities where the teacher asks the students to find the words/phrases in the text or poem that relate to “a citizen’s fight against injustice” (Griffin, Sell, p.7). They also indicate

that it is best to get these words or phrases from the two different sources of literature of the lesson (the poem and the informational text) and then supplement with words or phrases from other sources such as nonfictional historical texts. I would also use this strategy in a method of going back between both forms of texts; the informative texts on the historical periods, events or people to the poems used to illustrate and supplement the informative texts. Additional close reading strategies that I would use would be annotating the historical texts and poetry for such concepts as main idea, details supporting the main idea, theme, character traits, etc.

Griffin and Sell's strategies for teaching citizenship using the subject of English Language Arts in the classroom culminates in the final activity of creating what they call a "Found Poem". A found poem is a poem where the writer takes words from "ordinary language" and puts them together in a way where the poem has meaning to the writer (Griffin, Sell, p.7). This found poem would resemble a collage but instead of being a bunch of images cut out from a magazine and glued to a piece of construction paper, it would be a collection of words from the writer that represent what or how he/she feels about the poems, articles or book they have read on citizenship and events in history that have been important to advancing the ideal and concept of true citizenship (Griffin, Sell, p.7).

Poetry Teaching Strategies

Poetry teaching strategies that are used for this unit are the following:

Found poetry

- This method focuses on using academic and domain-specific vocabulary from the historical texts and fictional texts studied (poems in this case) to create a "collage-like" poem that best reflects the students' feelings about the content of the studied texts.

Poetry Analysis Notebook

- This is a strategy where the students create and detail their annotations on the poems studied in the unit. In these notebooks, the students note important annotation on the poem such as the number of stanzas, verses, rhyme scheme (if there is any), theme, author's purpose, tone, poetry techniques such as using imagery, metaphor, simile, personification, etc. Academic and domain-specific vocabulary is also noted in this notebook.

"Mark Out" Poetry

- This strategy is similar to the strategy used to create "Found" poetry where the students take a non-fiction historical text and mark out all words not relevant to the study of the topic in the text and create a poem based on the most relevant words.
(justaddstudent.com/how-to-teach-blackoutpoetry/)

Strategies Most Used in this Curriculum Unit

Below are listed the most widely-used strategies in this curriculum unit and their corresponding abbreviations which are referenced hereafter in the subsequent lesson plans. Equally below are the ways, in general, that these strategies will be used in this unit.

Word Splash

- The “Word Splash” strategy detailed above is used in this unit at the beginning of each new subunit as a prior-knowledge method where the students are asked to write down what they know about the subject or the person. The students will write down all the words that come to mind after the introduction of the topic, key event or key figure. The words “Word Splash” will be referenced hereafter as a “WS”.

Historical Thinking Notebooks

- These notebooks will be created at the beginning of the unit and the students will divide the notebooks into two parts; one part for the WS and any charts and the other part for the annotation of the non-fictional historical texts used for the unit. They will also be used as the place where the students write their “Found” poems based on the informative historical texts read for the subunit. Additionally, these notebooks will be used heavily throughout the “Historical Thinking” portion of the subunits of study for analysis of the informative text portion of the lessons. The words “Historical Thinking” will be referenced hereafter as “HT”.

Know/What I Want to Know/What I Learned Chart

- This is a traditional chart used at the elementary school level and will be used in tandem with the “WS” prior-knowledge portion of the subunit as well as for the post-knowledge portion of the subunit. These charts will be referred to hereafter as “KWL” charts.

Thinking Map Charts

- These charts are innovative learning charts that help students to better define, categorize, sequence, organize, classify, describe and determine cause/effect relationships in informational and fictional texts. These “maps” include Circle Maps (defining), Flow Map (sequencing), Bubble Map (describing), Multi-Flow Map (cause/effect). The maps listed here are the ones that will be used the most in this unit. Abbreviations for these maps will not be used. They will be referenced using the full name.

Poetry Analysis Notebook

- This is a notebook where the students will note their annotation and literary analysis of poems studied in the unit. It is also the notebook where they will write their “Found” poems that they create based on the vocabulary studied in the poems. These notebooks will be referenced hereafter as the “PAN” notebook.

Found Poetry

- This strategy is detailed in the information above and will be used for both the Social Studies and ELA portions of this unit. The students will write “Found” poems based on informational historical texts and based on the poems that they read in the subunits. The strategy of “Found” Poetry will not be abbreviated.

Collaborative Learning Groups

- This strategy will be used for both components of the unit of study (Social Studies and ELA) and the groups will be called “Citizenship” groups. The students, at the beginning of the unit, will be assigned to a group of about four students (five groups total) but students will rotate at least four times among the groups so that all students have the opportunity to be a contributing member to each different group. The groups will function as “mini-democracies” where they decide unanimously on a leader, secretary, mediator, etc. They will also establish rules or “laws” so that everyone’s input is respected, responsibilities are evenly distributed, everyone is held accountable for their duties in the group and everyone has equal opportunity to have his/her voice heard. These groups will be referred to hereafter as the “Citizenship” groups and how these groups will function will be explained, practiced and determined before starting the unit.

Internet “Search and Grab”

- The purpose of this strategy is to incorporate 21st Century Technology Skills into the unit. It entails the students, either independently or in their “Citizenship” groups to do a quick five to ten minute “Search and Grab” research of domain-specific vocabulary words, key events or key figures or groups relevant to the study of the unit.

Reading Strategies

Close Reading

- This strategy will be alternated with other reading strategies of both the informative texts and fictional texts (poems) of this unit. It will also be used to accomplish the annotation of these two types of texts.

Read Aloud-Teacher Selected

- This is a traditional strategy where the teacher pulls names from a box for choosing students to read a text aloud. The purpose of this strategy is to ensure that the teacher give each student an opportunity to read aloud so that the teacher can assess each student’s reading fluency.

Read Aloud-Popcorn Method

- This is a strategy where the teacher chooses the first student to read and then that student chooses the next student to read. Hence, the term “Popcorn” because the choosing of students “pops” around the classroom.

Gist Logs

- This is a strategy where the students write down the main idea of a text or chunks of a text in their notebooks.

Main Take Away

- This strategy is used mostly for group discussion and teacher recap of a lesson. With this strategy, the teacher recaps the most important points from the previous day’s lesson and ask the student in classroom discussion to develop a main “Take Away” of that lesson.

Classroom Lesson/Activities and Assessments

Formal/Informal Assessments

Formal assessments will be in the form of comprehension reading tests that are included in the materials referenced in this unit from the site “Teachers Pay Teachers”.

Informal assessments will be based on work products accomplished by the students in their “HT” notebooks (the “WS”, the KWL and Thinking Map charts and “Found” poems). Informal assessments will equally be based on work products accomplished as a collaborative effort in the “Citizenship” groups. As for the poetry study portion of the unit, informal assessments will be based on the work products in the “PAN” notebooks, work products such as “Found” poetry created independently or created collaboratively in the “Citizenship” groups.

Equally, there will be an informal participation grade as well as a formal grade earned for the work accomplished in the Culminating Project detailed below.

Culminating Project:

Lesson/Unit Standard: CCSS.ELA-Literacy.RI.1, RI.2, RI.3, RI.4, W.1, W.3, SL.1, SL.3

See the rubric(s) for this project in [Appendix 2](#)

Project Focus:

The focus of the first half of this project is on synthesizing information learned and gathered from close reading and annotation of informative and fictional texts (poems) and classroom discussions to create a personal point-of-view narrative in the form of a poem to convey the student’s interpretation of citizenship. The focus of the second half of this project is on synthesizing the same information and material listed above in a collaborative effort to create a group point-of-view narrative in the form of a group poem to convey the group’s interpretation of citizenship.

The culminating project will consist of two components: an independent work product and a collaborative work product. In the first component, the students will take all of their own “Found” poems that they wrote for the unit, all of the texts studied, all of the information collected in their notebooks and charts and synthesize these poems into one poem that conveys what citizenship means to him/her. The students would be expected to include in their culminating independent poem various poetry techniques such as tone, imagery, metaphor, etc. These expectations are detailed in the rubric. Finally, the student would be expected to present his/her final poem to the class.

The poem would be a formal grade and the presentation of said poem would be an informal grade. The second writing assignment would be to write a poem collaboratively on what citizenship means to the collaborative learning group in which the student finds him/herself at the end of the unit. Once again, the students will use the information and work products done in their notebooks and charts and synthesize this information in a collaborative way to create a poem that represents the thoughts and point of view of everyone in the group. The students would also be expected to use various poetry writing techniques when creating their poems. These expectations are also detailed in the rubric. Equally, the groups would be expected to present (as a group) their poems to the class.

The poem would be counted as a formal grade for each student in the group and the role each student played in creating the group's poem would be counted as an informal individual participation grade.

Introduction Unit: Slavery

Focus

- The focus of this unit of introduction is to familiarize the students with the beginning and systematic application of slavery in the United States of America using informational texts and literary works (poetry written by African-American writers. This introductory unit will also focus on the main vocabulary associated with slavery during this time period. Additionally, emphasis will be put on important African American heroes of the slavery era such as Harriet Tubman and Frederick Douglass and institutions such as the Underground Railroad.

Lessons 1, 2, 3, 4 and 5: The Beginning of Slavery in the Colonies and How Slavery Worked- Study of poem "The North Star" by James Moore Whitfield.

NCSCOS-Social Studies: 4.H.1.4-CCSS.

CCSS-ELA: RF.4, R.1, RI.2, RI.3, RI.4, W.1 and SL.1

Texts to be used in this introductory unit are the following: *An Overview of Slavery in America, Who Was Harriet Tubman?, What Was the Underground Railroad?*, the poem *The North Star* by James Monroe Whitfield and excerpts from the poem *Slave Moth* by Thylia Moss.

Lesson 1-What Was Slavery?

Text to be used: An Overview of Slavery

- Pre-reading "WS"-Students will write in their "HT" notebooks what they think the word slavery means and create a KWL chart about slavery.
- Presentation of instructional video "*Overview of Slavery in America*".
- Students will create a "Gist Log" in the "Historical Thinking Notebook" and write the gist of the video.
- Students will read the informative text *An Overview of Slavery* and will do guided annotation to establish the main idea of each paragraph and to look for the key vocabulary words of the text which are **slave ships, slavery, abolitionist, Fugitive Slave Laws, plantations, prejudice, colony, cash crops, slave state, abolitionists.**
- Students will add to their "HT" notebooks the gist of the informative text.
- Students will add to the "WS" portion of their "HT" notebooks what they now think slavery means in their KWL chart.
- Students will meet in their "Citizenship Groups" and discuss their KWL charts and create a group KWL chart to be presented by each group at the end of the instructional period for a three-minute time span.

Lessons 2 and 3: The Underground Railroad and Harriet Tubman (to be completed over the course of 5 instructional days (2 days for the Underground Railroad and 3 days for Harriet Tubman)

Lesson 2: The Underground Railroad

Texts to be used for these lessons are *Who Was Harriet Tubman?* and *What Was the Underground Railroad?*

Day 1

- Students will go to their “HT” notebooks and do a pre-reading “WS” for who they think Harriet Tubman was and what they think the Underground Railroad is or was.
- Students will add to the “HT” notebook a KWL chart for Harriet Tubman and for the Underground Railroad.
- Presentation of Youtube video entitled “How the Underground Railroad Worked”
- Teacher will present (using document camera) pages 1-5 from the book *What Was the Underground Railroad?* for a “Popcorn” read aloud by students.
- Students will do guided annotation of pages 1-5 from book with teacher adding to the “HT” notebooks the main idea of these pages to their GL in the notebook.

Day 2

- Teacher will review main concepts from Lesson Day 1 and lead discussion about main “Take Away” from Day 1 material.
- Students will add the main vocabulary from pages 1-5 covered on Day 1 to the HT notebook. The main vocabulary being **conductor** and **capture**.
- Students will add to the “HT” notebook a Circle Map for defining the Underground Railroad.
- Students will convene in their “Citizenship” groups to discuss their conclusions of their KWL charts and Circle Maps. They will create a group Circle Map and present these to the class.

Lesson 3: Harriet Tubman-Master Conductor of the Underground Railroad

Day 1

- Students will add to their “HT” notebooks a pre-reading “WS” for who they think Harriet Tubman is and a KWL chart about her.
- Presentation of video entitled “*Harriet Tubman for Kids*”
- Teacher will present pages 1-2 and Chapter 2 of the book (using document camera) *Who Was Harriet Tubman?* using read aloud strategy (teacher calls on every student to read at least one paragraph aloud).
- Students will do guided annotation of pages 1-2 and Chapter 2 of text and add the main idea to their “GL” in their HT notebooks.
- Students will add post-reading ideas to the “WS” part of their “HT” notebooks.
- Students will add main vocabulary of pages 1-2 and Chapter 2 to their HT notebooks. The main vocabulary being **escape**, **freedom**, **North Star**, **chain gang**, and **overseer**.

Day 2

- Teacher will do a recap of Day 1 lesson with a five-minute “Take Away” discussion.
- Students will create a “Bubble Map” for describing Harriet Tubman but leave it blank until the end of the Day 3 lesson.

- Teacher will present Chapter 4 “*Free at Last*” of the book “*Who Was Harriet Tubman?*” using read aloud strategy (teacher calls on every student to read at least one paragraph).
- Students will do guided annotation of Chapter 5 of text and add the main idea to their “GL” in their HT notebooks.
- Students will add ideas to their “WS” portion of “HT” notebooks.
- Students will add main vocabulary for Chapter 4 of text to their “HT” notebooks: **Quaker, “stops” or “safe houses”, runaway slaves, code words, “bundles”/“parcels”/“packages”, vigilance committee, slave auction and auctioneer.**

Day 3

- Teacher will do a recap of Day 2 of lesson with a five-minute “Take Away” discussion.
- Teacher will present Chapter 5 entitled *The Great Conductor* of the book *What Was the Underground Railroad?* and students will do a “Popcorn” read aloud of chapter 2.
- Students will do teacher-guided annotation of Chapter 5 of text and will add the main idea to their “GL” in their HT notebooks.
- Students will add post-reading ideas to “WS” and KWL charts.
- Students will add main vocabulary of text to HT notebooks: **abolitionists, legend, Civil War, Northern States, Union, The Confederate States of America.**
- Students will complete “Bubble Map” describing Harriet Tubman.
- Students will convene in “Citizenship” groups to discuss their “WS”, KWL and “Bubble Map” conclusions and create a group “Bubble Map”.
- Students will present group “Bubble Maps” at end of instructional period.

Lessons 4 and 5: Understanding Slavery Using the Poems of “The North Star” and Excerpts from the Poem “Slave Moth”.

Texts for these lessons are given above. Lessons 4 and 5 will be carried out over a four-day period.

Day 1 of Lesson 4

- Presentation of parts of the video entitled “*America*” on James Monroe Whitfield
- Teacher will present and read aloud poem “*The North Star*”
- Students will do “Close Read” of poem hand-out and teacher-guided annotation of poem.
- Teacher will give guided instruction on how to create a PAN.
- Students will write main vocabulary from the poem in the vocabulary section of the PAN: **steadfast, pall, sable, hallowed, fugitive, dreary, dell, aegis, oppressed, comet, illumine.**

Day 2 of Lesson 4

- Teacher will do recap of previous day’s lesson and lead a five-minute discussion on main “take away” from introductory lesson of “*The North Star*.”
- Students will create PAN discussed in previous lesson and will add the following categories of poetical analysis: *stanza count, verse count, rhyme scheme (if any), main idea, author’s purpose, theme, metaphor, simile, tone and imagery.*
- Students will fill out the categories for the poem in their PAN after rereading poem as a class and according to previous day’s “Close Read” of poem.

- Students will convene in “Citizenship” groups and will discuss main vocabulary words and themes from the poem “*The North Star*” that are consistent with information already studied in this unit.
- Students will create in their groups a “Found” poem using the main vocabulary decided upon in their group discussions. The main vocabulary discussed will include the main vocabulary of the poem and the emotions that the poem evoked among the students.
- “Citizenship” groups will present their “Found” poems at the end period.

Lesson 5-Excerpts from pages 6-7 of Slave Moth

Day 1

- Presentation of background information on Thylias Moss and her work *Slave Moth*.
- Presentation of video “*The Laws of Slavery*”.
- Teacher will present and read aloud excerpts from pages 6-7 of *Slave Moth*.
- Students will do a “Close Read” of poem hand-out and will do a teacher-guided annotation of poem excerpts.
- Students will add poetry analysis to their PAN notebook from the “Close Read”.
- Students will also add main vocabulary words to the vocabulary section of the PAN notebook: **insectean, circumstances, exposed, benefitting, Chesapeake** and **inherited**.
- Students will convene in “Citizenship” groups and have student-led discussions on their thoughts the **Slave Codes** will create “Found Poem” on these codes.
- Students will present “Found Poem” on the codes to the class at the end of the instructional period.

Unit 2: The Reconstruction

Focus-

The focus of this unit is on what led to the end of the era of slavery and the transition from slavery to freedom for African Americans during the Reconstruction period of our nation. In addition, this unit will explore the main players, events and laws that facilitated freedom for the slaves and also will look at a cause/effect relationship for why the Reconstruction did not last or bring about long-term impactful change for the freed slaves.

Lessons 1, 2 and 3-The Civil War and the Reconstruction and the study of the poem “Learning How to Read” by Ellen Harper Watkins

NCSCOS-Social Studies: 4.H.1.1.3, 4.H.1.4

CCSS-ELA: RF.4, R.1, RI.2, RI.3, RI.4, W.1 and SL.1

- Texts to be used for this unit are *Reconstruction Post-Civil War America-Differentiated Reading Passages* (from Teachers Pay Teachers site) and *Learning How to Read* by Ellen Harper Watkins.

Lessons 1 and 2-The Civil War and the Reconstruction

- Lesson 1 will span two days and Lesson 2 will span three days

Lesson 1-The Civil War

Day 1

- Students will create new section in HT notebooks for a pre-lesson “WS” (what they think the Civil War was) and KWL chart for the Civil War.
- Presentation of video *Causes of the Civil War*.
- Teacher guided discussion on main points of the video presentation.
- Students will start new section in their HT notebooks for this unit and will copy main details and vocabulary from video.
- Students will work in “Citizenship” groups to create a “Multi-Flow” Cause/Effect Thinking Map for based on information learned from the video.
- Students will present their “Cause/Effect” Thinking Map to class.

Day 2

- Teacher will recap the main points of discussion of the introductory Civil War lesson and get a main “Take Away” from the students.
- Students will take “Cause/Effect” Thinking Maps and do post-lesson “WS” in HT notebooks.
- Students will complete KWL on the Civil War in HT notebook.
- Students will create “Found Poem” on the Civil War in “Citizenship” groups and present to the class.

Lesson 2-The Reconstruction

Day 1

- Students will create a pre-reading “WS” in their “HT” notebooks for the Reconstruction and will create a KWL chart about the Reconstruction.
- Presentation of instructional video “*Reconstruction in 6.5 Minutes*”.
- Students will create a “GL” in the “HT” notebook for the Reconstruction period and note the main idea of the video in the notebooks.
- Teacher will present the text “*Reconstruction Post-Civil War America*” and students will read aloud using the “PopCorn” read aloud method.
- Teacher-guided annotation to establish the main idea of each paragraph of the first half of the text.
- Teacher-led discussion of the first half of the domain-specific vocabulary words of the text. Those words are which are the following: **Union/Confederate troops, Confederacy, Atlanta Campaign, “March to the Sea”, General Sherman, Reconstruction.**
- Students will add to their “HT” notebooks the gist of the first half of the text and will add first half of vocabulary words to the notebook.
- Students will create a separate “Bubble Map” for each both of the following: *The Atlanta Campaign, March to the Sea.*
- Students will convene in “Citizenship” groups to discuss their two “Bubble Maps”.

Day 2

- Teacher-led student read-aloud of second half of the text.

- Teacher-guided annotation of all paragraphs of the second half of the text to determine the main ideas of each paragraph and discussion of the domain-specific vocabulary of the second half of the text.
- Those vocabulary words are the following: **Emancipation Proclamation, textiles, Abraham Lincoln, Freedman’s Bureau, sharecropping** and the **13th, 14th, 15th Amendments.**
- Students will add the gist of the second half of the text to their “HT” notebooks and the domain-specific vocabulary words to the same notebooks.

Day 3

- Teacher will lead a five-minute recap of the previous lesson.
- Students will do post reading “WS” of what they know think the Reconstruction was and will update the “L” part of their KWL chart.
- Students will do in their “Citizenship” groups a “Multi-Flow” Cause and Effect Thinking Map of the Civil War and how it led to the Reconstruction.
- Students will share the results of their “Multi-Flow” chart with the class.

Lesson 3- “Learning How to Read” by Ellen Harper Watkins

Lesson 3 will span 2 days.

- Presentation of video *“Columbus Neighborhoods: Frances Ellen Watkins Harper- Notable Women.*
- Teacher will present and read aloud poem *“Learning How to Read”*
- Presentation of video *“Learning to Read” with Frances Ellen Watkins Harper’s “Aunt Chloe”.*
- Students will do a “Close Read” of poem hand-out and teacher-guided annotation of poem using poetical analysis guide (*stanzas, verses, rhyme scheme, main idea, theme, tone, metaphor, imagery, etc.*).
- Students will note poetical analysis in their PAN.
- Students will write main vocabulary from the poem in the vocabulary section of the PAN: **“Rebs”, “Yankees”, “hook or crook”, “pot fat liquor”, sneer, hymns, Testament.**

Day 2 of Lesson 3- =

- Teacher will do recap of previous day’s lesson and lead a five-minute discussion on main “take away” from introductory lesson of *“Learning of How to Read”.*
- Students will convene in “Citizenship” groups and will discuss main vocabulary words and themes from the poem *“Learning How to Read”* that are consistent with information already studied in this unit.
- Students will create in their groups a “Found” poem using the main vocabulary decided upon in their group discussions. The main vocabulary discussed will include the main vocabulary of the poem and the emotions that the poem evoked among the students.
- “Citizenship” groups will present their “Found” poems at the end of the period.

Unit 3-The Jim Crow Era

Focus

This unit will focus on how the **Reconstruction** led to the **Jim Crow** era and how the “*Jim Crow*” laws denied the African American communities (particularly in the South) their basic citizenship rights under the law. There will be particular focus on how the “*Separate but Equal*” law established by *Plessy v. Ferguson* led to abysmal inequality and injustice in every aspect of the African American people’s lives.

Lessons 1 and 2-The Jim Crow Era and the study of the poem “Merry Go Round” by Langston Hughes.

NCSCOS: Social Studies- 4.H.1.1.3, Ex.4C&G2.4

CCSS : ELA- RF.4, R.1, RI.2, RI.3, RI.4, W.1 and SL.1

- Texts to be used for this unit are the following: “*Jim Crow Laws*”, a leveled reading passage from Teachers Pay Teachers and the poem “*Merry Go Round*” by Langston Hughes.

Lesson 1-The Jim Crow Era

Day 1

- Students will create new section in HT notebooks for a pre-lesson “WS” (what they think the Jim Crow laws were) and KWL chart for the Jim Crow era.
- Presentation of video “*Jim Crow Era and Racial Segregation*”.
- Student-centered discussion in “Citizenship” groups on the injustices of the Jim Crow era and creation of a “Bubble Map” describing the Jim Crow era.
- Presentation of “Bubble Maps” to class.

Day 2

- Teacher-directed student read aloud of text “*Jim Crow Laws*”.
- Teacher-directed annotation of the text ascertaining the main idea of each paragraph and the meaning of the vocabulary words and concepts of the text which are the following: **jurisdiction, segregation, vigilantes, barriers, “separate but equal” and “equal protection of the laws”**.
- Students will also add these definitions to their “HT” notebooks.
- Students will start in a mini-research project where each group will receive two of the following subjects to research: Group 1: The Constitution and equality and the Black Codes, Group 2: The Civil Rights Act of 1866 and the Grandfather Clause, Group 3: The Great Migration and *Plessy v. Ferguson*, Group 4: The Montgomery Bus Boycott and the Civil Rights Act of 1964.
- Students will do an “Internet Grab and Go” where they will start one of two sessions of ten minutes where they use their devices to search on the Internet for facts they can find on the first subject of the two subjects their group was given.

Day 3

- Teacher recaps the previous day lesson and leads a five-minute main “Take Away” discussion.

- Students reconvene in “Citizenship” groups and continue their “Internet Grab and Go” research of the second of two subjects assigned the previous day. Students have another ten minutes to research the topic on the Internet and gather as many facts as possible in a ten minute span.
- Students (in their groups) take the facts about the two topics and synthesize the information in a “Compare and Contrast” chart.
- Students share their charts with the class.
- Students return to “HT” notebooks and do post “WS” and finish the “L” part of their KWL chart on the “Jim Crow” laws and era.

Lesson 2- “Merry Go Round”

Lesson 2 will span two days

Day 1

- Presentation of video “*Langston Hughes: Leading Voice of the Harlem Renaissance*”
- Presentation of video “*Merry Go Round*” by Langston Hughes-Favorite Poem Project
- Teacher will present read aloud of poem “*Merry Go Round*”.
- Students will do a “Close Read” of hand-out of poem and teacher-guided annotation of poem using poetical analysis guide.
- Students will note poetical analysis in PAN.
- Students will write main vocabulary from the poem in the vocabulary section of the PAN which are: “**colored**” and “**Jim Crow**” **car**. Students will also add to the vocabulary list words from the editor’s note which are: **poverty**, **overturned** and **repealed**.
- Students will convene in “Citizenship” groups and will discuss main vocabulary words and themes from the poem “*Merry Go Round*” that are consistent with information already studied in this unit.

Day 2

- Teacher does five-minute recap for the main “Take Away” of the introductory lesson of “*Merry Go Round*”.
- Students will create individual “Found” poems using words of emotion that the poem “*Merry Go Round*” evoked for them on a personal level and using thoughts shared in “Citizenship” meetings from the previous day.
- Students will share their “Found” poems with the class.

Unit 4-The Civil Rights Movement

Focus

The focus of this unit will be on how the Civil Rights Movement started, how it was led, the main protests movements of this era and how these protests were carried out. An equal focus will be on the main players of this movement such as Rosa Parks (one of the catalysts) and on other main figures such as Martin Luther King, Jr.

Lessons 1, 2, 3, 4, 5-(1) How the Civil Rights Movement Started, (2) Rosa Parks-CRM Catalyst, (3) Martin Luther King, Jr., (4) The March on Washington, (5) "I Dream a World" by Langston Hughes

NCSCOS: Social Studies-4.H.1.1.3 and Ex.4&G2.4

CCSS: ELA- RF.4, R.I, RI.2, RI.3, RI.4, W.1 and SL.1

- *This unit will span two weeks because the Civil Rights Movement and what it symbolizes for the movement for equal citizenship rights is very involved. It will be divided into the informational text component lessons with the following timeline: 4 class periods (4 days) for the background information on the movement itself using important figure references such as Rosa Parks and Martin Luther King and 4 class periods (4 days) using background information on important events occurring during the Civil Rights Movement such as the lunch-counter sit-ins, The "Freedom Riders" movement and the March on Washington event. The unit will finish with the poetry study component to be done in two instructional periods (2 days).*
- *This unit will be taught using excerpts from the following informational texts: "Who Was Rosa Parks?", "Who Was Martin Luther King?" and finally, "What Was the March on Washington?". The poem that will be used for this unit is "I Dream a World" by Langston Hughes.*

Lessons 1-5-The Civil Rights Movement-Its Conception, Some Key Figures Involved and Main Events.

Lesson 1-How the Civil Rights Movement Started

Day 1

- Students will create a pre-reading WS and KWL chart in their HT notebooks for what they think the Civil Rights Movement was.
- Presentation of video *An Introduction to the Civil Rights Movement*.
- Students will create a GL in the HT notebook and write the gist of the video.
- Students will do a teacher-guided "Close Read" read of pages 1-3 in the book *What Was the March on Washington?*
- Students will formulate their own main idea of these pages in their HT notebooks.
- Teacher will lead classroom discussion of main ideas students have formulated and will do teacher-led annotation of main vocabulary words from these pages of the text which are the following: **gathering, racism, violence, speeches, protests, Congress, Lincoln Memorial.**
- Students will add main vocabulary to their HT notebooks.
- Students will convene in "Citizenship" groups to do "Internet Grab and Go" on the *Lincoln Memorial*.
- The groups will present their "Internet Grab and Go" findings and detail how the memorial relates to the Civil Rights Movement.

Day 2

- Teacher-led recap discussion of previous day’s lesson where students will decide upon the main “Take Away” of the video, text and classroom discussions from the previous day.
- Teacher-led read aloud (Popcorn method giving each student the opportunity to read aloud) of pages 5-25 in the text “*What was the March on Washington?*”
- Students will add to their HT notebooks a WS for these pages and will update the KWL chart on the Civil Rights Movement.
- Students will convene in “Citizenship” groups and will be assigned two words each group (from the main vocabulary words from the reading selection) to do an Internet search for 5 minutes to find out as much as possibly about their two assigned words. Those words are the following: “**blackface**” **make-up**, “**colored**”, **banned**, **integrating**, **lynching**, “**white supremacist**”, “**nonviolent civil disobedience**”, **boycott**, **Supreme Court**, **organize**, **recruit** and **broadcast**. Students will make a Bubble Map of the information they found on their group’s vocabulary words and then will present the Bubble Maps to the class.
- Students will note meanings of words from the vocabulary list in their HT notebooks.
- Students will do a post-reading WS and complete their KWL charts for the Civil Rights Movement.

Lesson 2-Rosa Parks-A CRM Catalyst

Day 1-Rosa Parks

- Students created a pre-reading WS for who they think Rosa Parks was and create a KWL in their HT notebooks for her and for the NAACP.
- Presentation of video *The Life of Rosa Parks*
- Teacher-led student read aloud (Popcorn method) of pages 1-4, pages 24-25 “*The Role of the Black Church*” page 30 *The National Association for the Advancement of Colored People (NAACP)*” and pages 33-41.
- Students will create a GL in their HT notebooks for each set of pages from the above read aloud note those main ideas in their notebooks.
- Students will also note in their HT notebook the main vocabulary word/concepts for pages 33-41 which are the following: “**working class**”, “**registering to vote**”, **poll tax**, **hurdles**, **determined**.
- Students will convene in their “Citizenship” groups and will research the NAACP. They will create a group KWL chart about the NAACP and will present those to the class.

Day 2

- Teacher-led recap of previous day’s lesson with main “Take Away” discussion.
- Teacher-guided read aloud of pages 57-70 in the book *Who Was Rosa Parks?*
- Students will add the three main ideas of these pages to their GL in their HT notebooks.
- Teacher-guided main-vocabulary annotation of the above pages in text. Those main vocabulary words are the following: **minister**, **congressman**, “**sit-ins**”, “**lunch counter**”, “**white section**”, “**complied**”, **ancestors**, “**fingerprinted**”, **trial**, **lawsuit**, **persecute**, **apartheid**, **resistance**, “**Nobel Peace Prize**”.

- Students will copy main vocabulary words in HT notebooks as teacher discusses those words in the annotation session.
- Students will create a Bubble Map on Rosa Parks and then will take those maps to create a “Found” poem describing Rosa Parks.
- Students will share their poems with the class.
- Students will create post-reading WS and complete KWL for Rosa Parks.

Lesson 3-Martin Luther King, Jr.

Day 1

- Students will create a WS for who they think Martin Luther King, Jr. was and a KWL for him.
- Presentation of video “*Dr. Martin Luther King, Jr.-Biography for Children, American History for Kids-FreeSchool*”
- Teacher-led read aloud (Popcorn method) of pages 1-3 and 12-20 of the text *Who Was Martin Luther King, Jr.?*

Teacher-led annotation of main idea for each section of text listed above and discussion of the main vocabulary words, concepts which are the following: **“system”, “peaceful/non-violent fight”, heartfelt, inspiring, congregation, theology. “second-class citizens”, discrimination.**
 *Students will convene in “Citizenship” groups to discuss main ideas and vocabulary in text and update their WS and KWL charts collaboratively.

Day 2

- Teacher-led recap of previous day’s lesson and main “Take Away” discussion.
- Teacher-led read aloud of page 25 (*Brown vs. Board of Education*) and pages 53-64 of text *Who Was Martin Luther King, Jr.?*
- Students will convene in “Citizenship” groups and collaborate on deciding upon main ideas of both above readings.
- Students will also remain in groups to do an “Internet Grab and Go” on main vocabulary words of the above readings. They will be assigned two to three words per group. Those words are the following: **defeat, police commissioner, pastors, hatred, “unjust laws”, march, demonstration, struggle, outraged, committee, tensions.**
- Students will share their findings on the words with the class.
- Students will add the vocabulary words and their meanings from discussions to their HT notebooks.
- Students will create individual Bubble Maps for MLK and will reconvene in groups to create a “Found Poem” on MLK based on Bubble Maps.
- Students will complete post-reading WS portion of their HT notebooks on MLK and will complete their KWL charts on him as well.
- Students will meet in their “Citizenship Groups” and discuss their KWL charts and create a group KWL chart to be presented by each group.

Lesson 4-The March on Washington

Day 1

- Students will do a pre-reading WS of what they think the March on Washington was and will create a KWL for the march.
- Presentation of video *The March on Washington-Smithsonian Institute*
- Close Read of half of Chapter 7 “*The Power of Words*” (pages 79-86) and 34-35 of the text *What Was the March on Washington?*
- Teacher-guided annotation of the main idea of the above pages and of the following vocabulary: **Lincoln Memorial, fulfillment, demonstration, revolution, Civil Rights Bill, brutality, and dignity.**
- Students will write the main ideas of the pages of the text in their Gist Logs in their HT notebooks and brief meanings of the main vocabulary words.
- Students will convene in “Citizenship” groups to discuss the four important Civil Rights groups discussed on pages 34 and 35 of the text: **NAACP, CORE, SCLC and SNCC.**
- Each group will be assigned one of the above organizations and will find two facts on the Internet about each organization to share with the class.

Day 2

- Teacher-led recap of the previous day’s lesson and discussion of the main “Take Away”.
- Teacher-led read aloud (Popcorn Method) of the rest of Chapter 7 (pages 87-92).
- Students will convene in Citizenship groups to annotate together the above pages of the text and will determine the main idea within their group discussions. Students will also discuss what they think the main vocabulary words from this second half of the text mean within the context of the text. Those words are the following: **activist, character, masterpiece, representative and notorious.**
- Students will write the main idea in their GL and will add the meanings of the vocabulary words in their HT notebooks after teacher-led class discussion about the vocabulary words’ meanings.
- Students will also do in their groups an “Internet Grab and Go” search on these two important items from the text: **Lincoln Memorial** and **Gettysburg Address.**
- Students will create Bubble Maps for both of the above items.
- Students will create a “Found Poem” using the vocabulary words from this half of the text.

Day 3

- Teacher-led recap of previous day’s lesson with main “Take Away” discussion. “Close Read” of Chapter 8 “*We Shall Overcome*” from the book *What Was the March on Washington?*
- Teacher-led annotation of the text read for main idea and main vocabulary words which are the following: **glorious, desegregate, resistance** and the song “**We Shall Overcome**”.
- Teacher will show video *Dr. Martin Luther King’s reading of “We Shall Overcome”.*
- Students will convene in “Citizenship” groups to work on a mini-project where they will use the main vocabulary studied from the *March on Washington* text to create a song that could have been sang at the *March on Washington.*
- Students will present song either in song form or poem form.
- Students will do post-reading WS for the *March on Washington* and will update and finish the KWL chart for the same event.

Lesson 5- “I Dream a World” by Langston Hughes

Day 1

- Presentation of video *Dr. Martin Luther King, Jr. 's Speech “I Have a Dream”*.
- Students will do a “Close-Read” of the poem “*I Dream a World*” handout.
- Teacher-led poetical annotation of poem.
- Students will research independently the main vocabulary words from the poem which are the following: **scorn, adorn, greed, saps, avarice, blights, bounties, wretchedness** and **mankind**.
- Students will convene in “Citizenship” groups to discuss their Internet findings on the vocabulary words.
- Teacher-led discussion on the meaning of the vocabulary words in the context of the poem.
- Students will add the annotation analysis to their PAN notebooks and the main vocabulary definitions.
- Students will convene in “Citizenship” groups and create collaboratively their own “*I Have a Dream*” speeches using the criteria of what equality and fairness should be in our country in modern day.
- Students will share their group’s speeches with the class.

Day 2

- Teacher-led recap of previous day’s lesson with main “Take Away” discussion.
- Students will convene in “Citizenship” groups and will take the vocabulary studied in the unit on Slavery to create a “Found” poem about slavery.
- Students, in their groups, will take the vocabulary studied from *The Civil Rights Movement* and create a “Found” poem about the *The Civil Rights Movement*.
- The “Citizenship” groups will present their two poems.
- Each group will be asked to analyze and compare both “Found” poems of at least one other group. Each group will share their analysis and comparison of the other group’s “Found” poems.

List of Materials for Classroom Use

Teacher Computer/Overhead Projector/Document Camera

- All videos presented in this unit will be done through the use of the teacher computer which is connected to the overhead projector. The document camera will be used to project passages from books, texts and poems used in this unit. The document camera will also be useful for projecting any and all work product examples for the students to see how to best complete an assignment.

Internet Connection/Zoom Access

- Dependable Internet connection will be needed to show videos relevant to this curriculum unit (in or outside of the school building) and for lessons of this curriculum unit that must be done remotely, Zoom access, as well as dependable Internet connection (for the teacher and the students) will be necessary for the teaching and completion of this unit.

Two-Subject Notebooks/Pencils

- The students will need a two-subject notebook; one section for the HT notebook and one section for the PAN notebook. Each separate notebook will have several pages designated for the “GL” and the main “Take Aways” for lesson recaps. Equally, it is in these notebooks that the students will copy all annotations, vocabulary lists and meanings of words, charts (KWL), Thinking Maps, WS (Word Splash), group work, notes, research, poetry analysis and group discussion points.

Student-Issued Devices such as Chromebooks

- The students will need devices for doing research on the various topics studied in class. The devices such as the Chromebooks will be very useful for the students when they are doing activities such as the Internet “Grab and Go”.

Large, lined poster paper/Sticky Notes/Markers

- The students will need, for group work, large, lined poster paper, sticky notes and markers for when their groups are asked to research topics (such as in an Internet “Grab and Go”). The sticky notes will serve the purpose of students writing one to two lines of a topic they have been assigned and then bringing it back to the group to either stick on the poster paper or to rewrite the information from the sticky note on the larger poster. The lined poster paper will serve the purpose of allowing group work to be presented to the whole class for group presentations.

Texts and Books

The students will need copies of the poems and texts (from “Teachers Pay Teachers) to be studied during this curriculum unit and access to the certain chapters and passages in the books (“What Was...?” series and “Who Was?” series) that are primarily used in this curriculum unit.

Teacher/Student Resources

Informational Text Resources:

- *Teachers Pay Teachers-Slavery, the Civil Rights Movement and Martin Luther King, Jr*
- *Teachers Pay Teachers-Slavery in America*
- *Teachers Pay Teachers-An Overview of Slavery*
- *Teachers Pay Teachers-Reconstruction Post-Civil War America*
- *Teachers Pay Teachers-Reconstruction and Life After*
- *Teachers Pay Teachers-Jim Crow Laws*
- *Who Was...? Series-Who Was Harriet Tubman?, Who Was Rosa Parks?,*
- *Who Was Martin Luther King, Jr.?*
- *What Was...? Series-What Was the Underground Railroad?, What Was the March on Washington?*

Fictional Texts (Poems)

- *The North Star by James Moore Whitfield*
- *The Slave Moth by Thylia Moss*
- *Learning How to Read by Ellen Watkins Harper*

- *Merry Go Round* by Langston Hughes
- *I Dream a World* by Langston Hughes
- Youtube Videos-Listed in Order Used in Lesson Plans
 - <https://www.youtube.com/watch?v=jkWRd3bTUfw&t=38s>
- *Overview of Slavery in America*
<https://youtu.be/beTd8RW0ozg>
- *How the Underground Railroad Worked*
https://youtu.be/_LjmMZUcqaU-
- *Bedtime Stories-Harriet Tubman*
- <https://youtu.be/eqm-itPk1iIhttps://www.youtube.com/watch?v=RzLkJ-rdoU0&t=156s>
- “America” by James Monroe Whitfield
- <https://www.youtube.com/watch?v=2sdaATkniKk&t=157s>
- *The Laws of slavery*
- <https://www.youtube.com/watch?v=USxFjU87BqE>
- *Causes of the American Civil War*
- <https://www.youtube.com/watch?v=eqm-itPk1iI&t=67s>
- *The Reconstruction in 6.5 Minute*
- <https://www.youtube.com/watch?v=6fmN7RHhEPk>
- *Columbus Neighborhoods: Francis Ellen Harper Watkins*
- https://www.youtube.com/watch?v=adKddL4_TWg&t=27s
- “Learning to Read” Ellen Harper Watkins Harper with “Aunt Chloe”
- <https://www.youtube.com/watch?v=UjI0otcAMxg>
- *Jim Crow Era and Racial Segregation*
- <https://www.youtube.com/watch?v=inP76rkYUso>
- *Langston Hughes: Leading Voice of the Harlem Renaissance*
- <https://www.youtube.com/watch?v=J95a7lFDjk>
- “Merry Go Round” by Langston Hughs
- <https://www.youtube.com/watch?v=Sqsb9FqdpVk>
- *An Introduction to the Civil Rights Movements*
- <https://www.youtube.com/watch?v=2o0iF7fnsDw>
- *The Life of Rosa Parks*
- <https://www.youtube.com/watch?v=pG8X0vOvi7Q>
- *We Shall Overcome, Dr. Martin Luther King, Jr.*
- <https://www.youtube.com/watch?v=vP4iY1TtS3s&t=220s>
- “I Have a Dream” Speech by Martin Luther King, Jr.
- *Dr. Martin Luther King, Jr. Biography, American History for Kids*
- https://www.youtube.com/watch?v=adKddL4_TWg_four.pdf
- *The March on Washington*
- <https://www.youtube.com/watch?v=VeHNbGE3tJw>

Additional Teacher Resources

- “Citizen” by Claudia Rankin
- “I Too Am America” by Langston Hughes, Simon and Schuster Edition

- *“Poetry for Young People-Langston Hughes”, edited by David Roessel and Arnold Rampersad*
- *“White Rage” by Carol Anderson*

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Appendix 1

Standards Covered in This Curriculum Unit NCSCOS-Social Studies

The following standards for the subject of Social Studies will be covered in this curriculum unit for the 4th grade:

History-4.H.1-Analyze the chronology of key historical events in North Carolina history:

*4.H.1.3-Explain how people, events and development brought changes to communities in North Carolina.

*4.H.1.4-Analyze North Carolina's role in major conflicts and wars from the pre-colonial era period through the Reconstruction.

Civics and Governance-Ex.4.C&G.2-Understand the rights and responsibilities of citizens:

*Ex.4.C&G.2.1-Identify the basic rights and responsibilities of citizens.

*Ex.4C&G.2.2-Apply knowledge of basic responsibilities of individuals in a groups.

*Ex.4.C&G.2.4-Actively engage in communicative exchanges by making comments that contribute to the discussion and link to the remarks of others.

CCSCOS-ELA

Reading Informational Text:

*RI.1-Refer to details and examples in a text when explaining what a text says explicitly and when making inferences from a text.

*RI.2-Determine the main idea of a text and explain how it is supported by key details; summarize the text.

*RI.3-Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why based on specific information in the text.

*RI.4-Determine the meaning of academic and domain-specific words.

Reading Literature (Poetry)

*RL.1-Refer to details and examples in a text when explaining what a text says explicitly and when making inferences from the text.

*RL-Determine the theme of a story, drama, or poem using text details; summarize for main idea.

*RL.3-Describe in depth a character, setting or event in a story or drama by drawing on specific details.

RL.4-Determine the meaning of words and phrases in a text.

Reading Foundations

*RF.4-Read with accuracy and fluency to show comprehension

Writing

*W.3-Write narratives to develop real or imagined events with descriptive details and clear sequence (poetry).

Speaking and Listening

SL.1-Engage in collaborative discussions; build on other's ideas and clearly express own ideas.

SL.2-Paraphrase portions of a text or information presented in diverse media.

SL.3-Identify the reasons and evidence provided by a speaker; point of view.

Appendix 2-Rubrics for Culminating Project

1st Part of Culminating Project Rubric-Individual Student Rubric

Category	3	2	1	0
Student wrote poem from a 1 st person point of view.	Student fulfilled the requirement.	Student fulfilled most of the requirement.	Student fulfilled the requirement somewhat.	Student did not fulfill the requirement at all.
Student referred to material used from fictional and non-fictional material read in unit.				
Student used some vocabulary learned during the unit of study.				
Student used at least three of the following poetry techniques: tone, imagery, metaphor, simile, rhyme scheme, alliteration or personification.				
Student conveys strongly what citizenship means to him/her.				
Students presented poem to whole class with prosody and conviction.				

Maximum Total of Points: 18 Student's Total Points: _____

Student's Grade: _____

Scale: 18=100, 16-17=95, 14-15=90, 12-14=88, 9-11=8

6-8=70, 5=60, below 5=50/F

2nd Half of Culminating Project-Group Poem Rubric

Category	3	2	1	0
Group wrote poem from the group's point of view.	Group fulfilled the requirement.	Group mostly fulfilled the requirement.	Group fulfilled some of the requirement.	Group did not fulfill the requirement at all.
The group referred to fictional/non-fictional material used during study of unit.				
Group used many vocabulary words/some vocabulary/none at all from material studied during unit.				
Group used at least three of the following poetry techniques: tone, imagery, metaphor, simile, rhyme scheme, alliteration or personification.				
Group conveyed strongly what citizenship means to him/her.				
Group presented poem to whole class with				

prosody and conviction.				
Student greatly contributed to the final work product of group.				

Maximum Total: 21 points Student's Total Points for Group Portion of Project: _____

Student's Grade: _____

Scale: 21=100, 18-20=95, 16-17=90, 14-15=88, 12-13=85, 11-12=75
 9-10=70, 7-8=60, below 7=50/F