Introduction the American Civil Rights Movement

Grade 5

Michael Soares
Norman Rockwell, *The Problem We All Live With*, 1964
Introduction
Notes on “How to Find Your Way Around the Unit”

The unit is comprised of four lessons. Each lesson has an appendix which includes all materials, graphic organizers, etc. needed for that lesson. Each of the four lessons has a TAB and their respective appendices are also TABBED.

- **LESSON ONE**  
  *The African American Journey*  
  *For Freedom and Equality*  
  Page 7

- **LESSON TWO**  
  *Struggle for Civil Rights*  
  Page 46

- **LESSON THREE**  
  *Montgomery Bus Boycott*  
  Page 77

- **LESSON FOUR**  
  *Civil Rights in Education*  
  Page 105

Notes on Student Assessment

Each lesson in the unit has its own assessment piece in the lesson plan. ELL students are expected to complete the respective *Adapted Writing Prompt* that is found in the lesson appendix. Other students will complete the writing prompt as enclosed.
Michael Soares

1) **Title:** Civil Rights

2) **Grade level:** Fifth Grade

3) **Target group:** *Mainstream class with integrated ELL students

4) **Source of written reading materials:** Civil Rights "Celebrating our Heritage"
   Laura Shallop McGraw – Hill
   Children’s Publishing

5) **Source of Lessons:** Authentic lesson plans designed by Michael Soares

6) **3-4 Learning Goals**

   1) I want my students to know about the 13th, 14th, and 15th amendments to the constitution, *The Black Code and Segregation Laws*.
   2) I want my students to know about *Plessy v. Ferguson* and *Brown v. Board of Education*.
   3) I want my students to know about the *Montgomery Bus Boycott*.
   4) I want my students to know about *Civil Rights in Education*.
   5) I want my students to know and appreciate the sacrifices people made to achieve civil rights.

7) **Attitudes and Awareness**

   1) To teach students to empower themselves!
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>ESL Language</th>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><em>Key Vocabulary</em></td>
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<td>Achievement</td>
<td>1) Historical significance 13th, 14th, and 15th amendments.</td>
<td>1) Highlighting text while reading.</td>
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<td>Crusade</td>
<td>2) Historical significance of The Black Codes and Segregation Laws.</td>
<td>2) Using a straight edge to keep placement and pace while reading.</td>
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<td>Government</td>
<td>3) Historical significance of Plessy v. Ferguson and Brown v. Board of Education.</td>
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<td>Hardships</td>
<td>4) Events concerning the Montgomery Bus Boycott.</td>
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<td></td>
<td></td>
<td>Elected</td>
<td>5) Struggles regarding Civil Rights in Education.</td>
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# CIVIL RIGHTS UNIT
**MICHAEL SOARES**

**5th Grade Mainstream Classroom with Integrated ELL Students**

<table>
<thead>
<tr>
<th>Skills</th>
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| 1) Read and write statements about ideas and laws.  
2) Discuss and write about problems people faced during the civil rights movement.  
3) Draw conclusions from information given in written presentations.  
4) Write a journal entry.  
5) Explain in writing how he or she would respond to a problem or dangerous situation.  
6) Retell in information.  
7) Take a position and support it orally or in writing.  
8) Write a passage that summarizes a passage. | 1) Read and write statements concerning the 13th, 14th, and 15th amendments.  
2) Discuss and write about problems faced in regards to The Black Code and Segregation Laws.  
3) Draw conclusions from information given in reference to the court cases: *Plessy v. Ferguson* and *Brown v. Board of Education*.  
4) Write a journal entry as if the author was on the “Bus with Rosa Parks.”  
5) Explain in writing how the author would respond if “Facing the National Guard at Central High School.”  
6) Retell information concerning *Plessy v. Ferguson* and *Brown v. Board of Education*.  
7) In journal entry regarding Rosa Parks take a position on the event and support it orally and in writing.  
8) Write a passage that summarizes the “Struggle of Civil Rights in Education.” |

<table>
<thead>
<tr>
<th>Attitudes / Awareness</th>
<th></th>
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| 1) Aware of struggle and hardships encountered in the *American Civil Rights Movement*.  
2) Respect and appreciation for Civil Rights.  
3) Cultivate empowerment in students' lives. |  |
Lesson 1
Civil Rights

*The African American Journey for Freedom and Equality*
Civil Rights
Lesson #1 Narrative

In the Lesson #1 Civil Rights, I have incorporated many teaching strategies to facilitate ELL Students. As the author of this lesson, I considered many sheltered instructional strategies, strategies to adjust discourse and increase student interaction. I adapted text and other curriculum and placed a strong focus on strategies to address affective issues. In this short narrative, I will attempt to define each of these strategies as implemented in the lesson.

This lesson was adapted with sheltered instruction strategies as its core. I continually strived to keep students actively engaged by providing students with opportunities to participate in the lesson. In defining my objectives, I determined both the content and language objectives to be age appropriate. These objectives and or expectations are varied for diverse language levels. In the lesson, I have gathered supplementary materials to contextualize the lesson. Students are provided with visual reference index cards, four different styles of graphic organizers, time lines, internet sites, adapted text, and information summaries. The actual “African American Journey for Freedom and Equality” text has been modified for the ELL student. I provided highlighted and underlined copies with condensed notes in the margins. These text adaptations will make it easier for the student to locate significant information, thus completing the assignment. Because of the “Civil Rights” theme student activities lend themselves to be meaningful and “Real Life.” Students from all ethnic and socio economic backgrounds can make personal connections to the material. In the lesson students are asked to invite guest speakers to share their experiences during the Civil Rights Movement. Students are asked to make personal connections to the material and topics. During the lesson the teacher will aid students to develop key vocabulary through a Word Wall and constant repetition and reference of these key vocabulary words. The teacher reduces linguistic load to teacher speech by using simple terms, repetition, enunciating, and pausing during directions. Interaction between students is increased because students are working in small groups and are encouraged to work cooperatively.

In this lesson I utilize several strategies to adjust discourse and increase student involvement. The lesson demands that the teacher follow the principles of instructional conversation. This will limit the misunderstanding and increase student participation and success. Students will be working in groups to complete assignments, share thoughts and suggestions, and fill information gaps.
In adapting the curriculum and texts, I have incorporated several strategies to make the text more comprehensible. Students will attempt to contextualize information from visuals (photos of Civil Rights Movement on internet) and graphic organizers #1-3 and A + B (as shown is lesson appendix). These graphic organizers are designed to help students comprehend the most important information in the passage. In other words, to grasp on to the information needed to complete the lesson objectives. Students must understand the significance of the 13th, 14th, 15th Amendments and the “Black Codes” or Segregation Laws. These graphic organizers will be provided before hand for ELL students and they will be instructed to examine them BEFORE the lesson. Also provided is a useful Time Line which identifies the key information of the lesson. The teacher will then use these organizers on the overhead projector. Throughout the lesson the teacher will challenge students to activate background knowledge by thoughtful question and response sessions. Students will be provided with teacher made visual reference cards (in appendix) to serve as study aids.

Before the student reads the literacy passage I have made modifications to the text to help make the material more compressible. I have provided the ELL students with a brief synopsis of the passage to read beforehand. The teacher will provide assistance while the student reads the synopsis before the lesson. During the activity the text provided has marginal notes and highlights to aid the ELL student in locating the significant information. Again, vocabulary will be stressed throughout the lesson in repetition and reference to the Word Wall. During the writing prompt ELL student will be provided with a modified writing prompt designed to help them achieve success. This writing prompt requires that the student retrieve information; however he / she is required to fill in the blanks, using the subject material to complete the paragraph.

Included in the lesson are strategies to address affective issues. I have strived to create a lesson that provides native-language support by providing interaction between students and bilingual study materials (i.e. dictionaries.) Inviting guest speakers will create a role for the family and community to participate in the lesson. The language and content objectives of the lesson consider high expectations vital in the success of ALL students. Finally, a lesson on Civil Rights gives itself over to the concept of embracing cultural and personal diversity.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae</th>
<th>Vocabulary Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize</td>
<td>Ideas and laws regarding Civil Rights.</td>
<td>The 13&lt;sup&gt;th&lt;/sup&gt;, 14&lt;sup&gt;th&lt;/sup&gt;, and 15&lt;sup&gt;th&lt;/sup&gt; Amendments helped _______.</td>
<td>• Slaves • African Americans • Learning • Owning Guns • Traveling • Voting • Gathering</td>
<td>Verb + ing Nouns</td>
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<tr>
<td></td>
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<td>The Black Code prevented African Americans from _______.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Segregation Laws prevented African Americans from _______.</td>
<td></td>
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<tr>
<td>Describe</td>
<td>How ideas and laws regarding Civil Rights affected African Americans lives.</td>
<td>The 13&lt;sup&gt;th&lt;/sup&gt;, 14&lt;sup&gt;th&lt;/sup&gt;, and 15&lt;sup&gt;th&lt;/sup&gt; Amendments gave slaves _______.</td>
<td>• Rights • Freedom • Civil Rights</td>
<td>Nouns</td>
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<td></td>
<td></td>
<td>The Black Codes and Segregation Laws violated African Americans’</td>
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ELL ADAPTED LESSON*

Civil Rights
Lesson 1.

*Revised for Mainstream Classroom with integrated ELL Students.

Lesson Plan #1
Your Name Michael Soares
Part 1 of 4
School Hill Central

Content Area Social Studies / Language Arts
Time of Lesson 9:00am to 9:40
Length of Lesson 50 + - minutes
Grade 5 Size of Group: Large (30+)

M I Linguistic, Logical, Interpersonal, and Intrapersonal.

References: Civil Rights, Laura Shallop

GOALS

Students will be introduced to the early stages of the American Civil Rights Movement. Teacher will incorporate a variety of teaching strategies to facilitate ELL students.

- ALL ELL Students will be able to describe orally ideas and laws regarding Civil Rights
- MOST ELL Students will be able to complete fill in the blanks statements about ideas and laws concerning Civil Rights
- SOME ELL Students will be able to write complete sentences about laws and ideas regarding Civil Rights

Instructional Objectives

After reviewing the passage “The African-American Journey for Freedom and Equality” the 5th grade students will write statements about the 13th, 14th, 15th Amendments to the Constitution. Students will also write statements regarding “The Black Code” and Segregation Laws.

Instructional Language Objectives

Students will be able to summarize ideas and laws regarding civil rights. Students will be able to describe how ideas and laws regarding civil rights affected African American lives.
**Vocabulary**  
The teacher will create a WORD BANK on the wall. The teacher will refer to vocabulary in the Word bank frequently throughout the lesson. Throughout the lesson the teacher will exaggerate and self animate words to give them meaning. For example, **Hardships can be set to represent a teacher dragging his / her feet expressing a drawn out harrdships with a sigh.**

<table>
<thead>
<tr>
<th>Hardships</th>
<th>Civil War</th>
<th>Vote</th>
</tr>
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<tbody>
<tr>
<td>Citizenship</td>
<td>Government</td>
<td>Slaves</td>
</tr>
<tr>
<td>Discrimination</td>
<td>Segregation</td>
<td>Freedom</td>
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**Materials** (All Material is located in the Appendix)
2. Student copies of “Struggle for Freedom and Equality” Writing Prompt.
3. Internet Access Pictures from the Civil Rights Movement (to facilitate ELL and visual learners) Photo albums available at [www.americanhistory.si.edu/brown/](http://www.americanhistory.si.edu/brown/) and [www.picturehistory.com](http://www.picturehistory.com) (Print out of home pages are enclosed.)
4. English to First Language Dictionaries
5. Separate Is Not Equal Time Line. (*This Time Line will be available to all students. The teacher will highlight important information such as the Passage of the 13th, 14th, and 15th Amendments to the Constitution. This time line will be used as a reference throughout the unit and should prove helpful to ELL students.*
6. All Graphic Organizers (#1-3) + (A+B)
7. Synopsis of Text
8. Altered ELL Writing Prompt
9. Literacy Passage with UNDERLINES and MARGIN NOTES
10. Index Cards with visual references

**Procedure**

- **Introduction**- (10 minutes) *Introduce the Concept of Civil Rights W/ Instructional Conversation, Guest Speaker, and Visual Cards.*

The teacher will introduce the concept of “Civil Rights” by engaging the class in an instructional conversation. The teacher will ask students questions to stimulate interest such as, “What are your rights?” or “What does fair mean?” Other sample questions include the following:

*Sample questions are divided among Language Development Stages.*

**Pre-Production Stage**
- “Who has rights?”
- “Do you have rights?”

**Early Production Stage**
• “Are Civil Rights important?”
• “What are some examples of Civil rights?”
• “Who did not have Civil Rights?”

**Speech Emergence**

• “Why are Civil Rights important?”
• “Tell me about Civil Rights?”
• “Describe Civil Rights?”

**Intermediate Fluency**

• “What is your opinion on Civil Rights?”
• “Describe and compare the Civil Rights of African Americans and Anglo Americans after the American Civil War?”
• “What would happen if people still had unequal Civil Rights?”

The teacher will encourage students to share prior knowledge regarding the subject matter and make personal connections with the material. First, the teacher will ask the students if they are familiar with the term “Civil Rights.” The teacher will encourage students to contribute prior knowledge concerning “Civil Rights.” If possible the teacher will ask students to invite a guest speaker to discuss their experiences living during the Civil Rights movement. This will create significant roles in the classroom for family and community members. Keeping in consideration ELL students, the teacher will facilitate the instructional conversation by using gestures, pausing, speaking at a slow pace, and often referring to vocabulary found on the word bank. Teacher will engage students by again repeating questions such as “What are your rights?” The teacher will create a safe and comfortable learning environment by offering positive reinforcement to students’ responses. This will in turn, encourage students to participate and contribute in the lesson (take chances in learning). ELL students will have been provided with material prior to attempting the lesson. The teacher will provide each ELL student in the Early- Production and higher with a brief synopsis of the material. The teacher will have explained the synopsis with the ELL student. Also, the teacher will have provided all ELL students, regardless of Language Development Stages with a set of 3 Index cards, representing the 13th, 14th, and 15th Amendments respectively. These cards can also be used as excellent study tools for all students. (Cards are enclosed in lesson 1 appendix page # 45)

- **Content** - (20 Minutes) Students work in groups, review photos, graphic organizers, complete listening guide, and are introduced to the text.

(ELL Students will have read before hand the enclosed synopsis of text and introduced themselves to the Amendment index cards)

Students will be seated in small groups (2 or 3 per group) with ELL students integrated in with students considered “helpful and kind.” Once groups are established the teacher will present to the class, photos from the Civil Rights Movement (available from web pages stated in materials). Teacher will again lead an instructional conversation about the photos. The teacher will demonstrate “Separate Is Not Equal” by encouraging
students to comment after viewing and discussing four photos. The photo collection is comprised of two photos of a “white” school and two photos of a “black” school \( \text{(Photos are located in the lesson 1 appendix page #29-32).} \) The teacher will encourage students to participate by limiting lengthy explanations. After discussing the photos the teacher will begin to direct students to the text. At this time the teacher will provide the students with several materials. The teacher will first direct student attention to the Separate Is Not Equal Time Line of events \( \text{(Located in lesson 1 appendix page #33-35.)} \) The teacher will give short clear directions, while modeling student behavior and providing gestures and physical cues for students. For example, the teacher will walk around and show each student the Time Line to prevent confusion which may lead to further withdrawal from the lesson.

The teacher will then discuss the Time Line with ELL students, inviting special attention to the highlighted areas. Before referring to the text the teacher will present the students with graphic organizers A + B which sum up all vital information from the text. \( \text{(The graphic organizers are again provided in the lesson 1 appendix page #36-37.)} \) The graphic organizers cover the important who, what, where, when, how, and why of the material. These graphic organizers will help the students complete the writing prompt assignment.

The teacher will then instruct the students to listen to the passage as the teacher reads it aloud. During this time all students will complete a Listening Guide. \( \text{(Listening Guide is enclosed in lesson 1 appendix page #38.)} \) The Listening Guide is designed for ELL students however it will greatly benefit the entire class. The teacher will read slowly, enunciating and pausing at appropriate moments in the passage. After each passage the teacher will ask students questions to follow up on their listening guide activity. Once the complete passage has been read and the listening guide completed, the teacher will go over the listening guide with the class on the overhead projector. The students will be encouraged to participate and defend their answers with information retrieved from the text. At this time the teacher will lead an instructional conversation with the class. After reviewing the Listening Guide the teacher will hand out the Separate Is Not Equal handout that will provide the mainstream students with detailed information regarding the 13th, 14th, and 15th Amendments. Again, Graphic Organizers #1-3 will be available for ELL students before the lesson \( \text{(Graphic Organizers #1-3 are located in lesson 1 appendix page #41-43.)} \) The teacher will review the Graphic Organizers with ELL students prior to attempting the lesson. Graphic Organizers #1-3 will provide the same information in a condensed simplified form. These Graphic Organizers can be displayed on the overhead projector. The Graphic Organizers #1-3 will provide ELL students with an opportunity to succeed in the lesson objectives. The teacher will explain each Graphic Organizer with the students using direct and simple directions. The Graphic Organizers are designed to provide accurate information in a simplified format.

After reviewing Graphic Organizers #1-3 \( \text{(located in lesson 1 appendix page #41-43.)} \) the teacher will direct the students to focus on the text. At this time, the teacher will provide ELL students with copies of the text that have underlined text and notes in the margins \( \text{(Copy of text is included in lesson 1 appendix page #23-25.)} \) These adaptations will aid the ELL students to complete the lesson objectives.
• **Closure** - (Culminating Activity) (20 Minutes) Students complete writing prompt and share work

As the Language Arts / Social Studies component of the lesson, the students will follow the writing prompt provided to create a writing sample. The writing prompt will be altered for ELL students (If Necessary). The writing prompt will provide the ELL students with a topic sentence and a fill in the blank framework. (*Writing prompt is located in the lesson 1 appendix page # 26*) Students are required to write a statement about the 13th, 14th, 15th, Amendments to the Constitution and the “Black Codes” or Segregation Laws. Non ELL students will complete the writing prompt following the text. (*Non adapted writing prompt is found in the lesson 1 appendix page # 22*) Students must describe how these ideas or laws affected African American lives. During the writing activity students will be encouraged to help one another and first language literacy tools (i.e. dictionaries, translators) will be available.

In conclusion the teacher will ask for student volunteers to share what they have written during the writing exercise. The teacher will then ask that the students bring their work home and share them with friends or family members. Examples of student work will be posted in classroom.

**Lesson Adaptations for Diverse Learners** Students with physical impairments (visual / auditory) can be seated front row of discussion group. Students with difficulties remaining focused during the discussions may be invited and encouraged to actively participate with the class discussions. Because students are working collaboratively with peers, students suffering form difficulty will not be magnified. Students will be encouraged to aid one another during group participation. (*ALL ELL ADAPTIONS ARE INCLUDED IN LESSON*)

**Evaluation for Understanding** The students’ understanding of the material will be evaluated several ways. Through group discussion the teacher can evaluate general understanding of the material. Individually, student’s understanding will be evaluated through their performance on a writing sample regarding the “civil rights themes”. Follow up lessons will provide better assessment. Instructional Conversation techniques will help the teacher evaluate student understanding.
Appendix

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2. Visual Clues Index Cards Set of 3
   PAGE 45

3. Copies of Web Pages for online Photo Albums of Civil Rights Movement
   PAGE 27 + 28

4. Photo Collection (4 photos)
   PAGE 29 - 32

5. *Separate Is Not Equal* Time line
   PAGE 33 - 35

   PAGE 36

   PAGE 37

8. Check Off Listening Guide
   PAGE 38

9. *Separate Is Not Equal* Summaries
   PAGE 39 + 40

10. Graphic Organizer #1 "Black Codes" and Segregation Laws (Spider Web Visual)
    PAGE 41

11. Graphic Organizer #2 Amendments (*T-Chart*)
    PAGE 42

12. Graphic Organizer #3 Amendments (*Equals*)
    PAGE 43

13. ELL Adapted Writing Prompt
    PAGE 26
The African-American Journey for Freedom and Equality

THE HISTORY OF the African American is the story of a people’s struggle for freedom and equality. From the days of slavery to the civil rights movement in the 1950s and ’60s, black Americans blazed a path of courage and achievement.

The Life of a Slave

IN THE EARLY 1600s, America and other countries began a slave trade with western Africa. For the next 200 years, millions of black Africans were shipped against their will across the Atlantic Ocean to America. Most slaves were taken to the South to work on large cotton and tobacco plantations. In the North, where slavery was not as prevalent, slaves worked as carpenters, blacksmiths, and clerks on small farms and in factories.

The lives of most slaves were filled with terrible hardships. Often slave families were separated and sold as property to different slave masters. Forced to live in poverty, they worked from sunrise to sunset. Many did not survive the harsh treatment. Slaves did not have any rights as citizens, and U.S. laws did not protect them.

The Abolition Movement

BY THE TIME of the Revolutionary War in 1775, many Americans in the North had turned against slavery. They believed that all people in America should be treated with fairness and equality. By the early 1800s, these Americans had established an abolitionist movement. Abolitionists were people who wanted to abolish, or end, slavery. In 1831, William Lloyd Garrison began to publish his abolitionist newspaper, The Liberator. The American Anti-Slavery Society, founded in 1833, supported Garrison’s crusade.

Around this time, blacks who had managed to escape slavery joined...
forces with white abolitionists. Among the most famous of these were Frederick Douglass, a former slave from Maryland, and Sojourner Truth, a freed slave from New York. Working together, they spread their anti-slavery message throughout the northern states.

Many people in southern states were strongly opposed to the abolitionists. They depended on the free labor of slaves. The southern state governments believed they had the right to make their own decisions about slavery. Some southern states warned that if the U.S. government tried to force them to free their slaves, they would separate from the United States. The northern abolitionists, however, continued to demand the end of slavery. By the time Abraham Lincoln was elected president in 1861, conflict between the North and South, due in part to the slavery issue, was ready to explode into war.

**Slavery Is Defeated**

FROM 1861 TO 1865, the North and South battled in the Civil War. Thousands of lives were lost on both sides. In an effort to end the war, President Lincoln signed the Emancipation Proclamation on January 1, 1863. This important document declared slaves free in many parts of the South and helped to bring a final victory to the North. In 1865, the Thirteenth Amendment was added to the Constitution, abolishing slavery in the United States.

After the Civil War, the Freedman's Bureau of the U.S. government worked to help the newly freed slaves find jobs, housing, and education. Two new amendments were added to the Constitution to increase the social status of African Americans. The Fourteenth Amendment, passed in 1868, gave American citizenship to black people. It also gave them the full protection of American law. In 1870, the Fifteenth Amendment gave black men the right to vote.

**Segregation Means Separation**

AS EX-SLAVES STRUGGLED to fully join white society, racist policies worked against them. For example, many southern

continued...
states wanted to keep black people segregated, or separate, from whites. Since the new amendments to the Constitution made old discrimination laws illegal, legislators created a new set of segregation laws, called the Black Code. Under the Black Code, African Americans could not own weapons. They could not gather in large groups because whites feared they would conspire against them. Blacks were not always free to travel and were forbidden to learn to read and write. They could not sit with whites in public places, such as theaters and restaurants. They had to sit separately on buses and trains. Schools and hospitals were separate, too. With these laws of segregation in place, black Americans could not enjoy their newly won freedom. 

African Americans Organize

AT FIRST, THE U.S. GOVERNMENT did little to change the unfair segregation laws. African Americans, therefore, decided to establish their own organizations to challenge these laws. In 1909, W. E. B. Du Bois and other prominent leaders founded the National Association for the Advancement of Colored People (NAACP). The NAACP began to challenge segregation laws in court and grew to become a leading civil rights organization. It played an important role throughout the twentieth century in the black American struggle for equal rights and continues its work today.

Another organization, the National Urban League (NUL), was formed in 1911. This group helped blacks who were moving to northern cities find housing, jobs, and education. In 1942, James L. Farmer founded the Congress of Racial Equality (CORE). CORE led peaceful protests to win equality. Each of these organizations shared the same goal—to bring an end to all discrimination against African Americans.

With the support of these groups, the black community grew stronger. African Americans increased their education and gained better jobs. Black men served bravely in World War II. By 1951, the NAACP had convinced the courts to rule that black colleges had to be improved to offer an education of equal quality to that of white colleges. By the mid-1950s, African Americans were no longer simply waiting for equality. Their victories in the courts had encouraged them to take action. They were now seeking justice in all areas of life.
Struggle for Freedom and Equality

Write statements about the following ideas or laws. How did each of these affect lives of African Americans?

The Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution

The Black Code and Segregation Laws
The African-American Journey for Freedom and Equality

THE HISTORY OF the African American is the story of a people's struggle for freedom and equality. From the days of slavery to the civil rights movement in the 1950s and '60s, black Americans blazed a path of courage and achievement.

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### Segregation Means Separation

AS EX-SLAVES STRUGGLED to fully join white society, racist policies worked against them. For example, many southern
states wanted to keep black people segregated, or separate, from whites. Since the new amendments to the Constitution made old discrimination laws illegal, legislators created a new set of segregation laws, called the Black Code. Under the Black Code, African Americans could not own weapons. They could not gather in large groups because whites feared they would conspire against them. Blacks were not always free to travel and were forbidden to learn to read and write. They could not sit with whites in public places, such as theaters and restaurants. They had to sit separately on buses and trains. Schools and hospitals were separate, too. With these laws of segregation in place, black Americans could not enjoy their newly won freedom.

African Americans Organize

AT FIRST, THE U.S. GOVERNMENT did little to change the unfair segregation laws. African Americans, therefore, decided to establish their own organizations to challenge these laws. In 1909, W. E. B. Du Bois and other prominent leaders founded the National Association for the Advancement of Colored People (NAACP). The NAACP began to challenge segregation laws in court and grew to become a leading civil rights organization. It played an important role throughout the twentieth century in the black American struggle for equal rights and continues its work today.

Another organization, the National Urban League (NUL), was formed in 1911. This group helped blacks who were moving to northern cities find housing, jobs, and education. In 1942, James L. Farmer founded the Congress of Racial Equality (CORE). CORE led peaceful protests to win equality. Each of these organizations shared the same goal—to bring an end to all discrimination against African Americans.

With the support of these groups, the black community grew stronger. African Americans increased their education and gained better jobs. Black men served bravely in World War II. By 1951, the NAACP had convinced the courts to rule that black colleges had to be improved to offer an education of equal quality to that of white colleges. By the mid-1950s, African Americans were no longer simply waiting for equality. Their victories in the courts had encouraged them to take action. They were now seeking justice in all areas of life.

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IF2823 Civil Rights
Struggle for Freedom and Equality

Write statements about the following ideas or laws. How did each of these affect the lives of African Americans?

The Thirteenth (13th), Fourteenth (14th), and Fifteenth (15th) Amendments to the Constitution (Laws.)

The Thirteenth, Fourteenth, and Fifteenth Amendments gave African Americans more __________________________. The Thirteenth, Fourteenth, and Fifteenth Amendments affected African Americans in many ways. After the Thirteenth, Fourteenth, and Fifteenth Amendments were added to the Constitution African Americans could do many new things. African Americans could _____________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The Black Code and Segregation Laws

The Black Codes and Segregation Laws are almost the same. The Black Codes and Segregation Laws did not allow African Americans to __________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The Black Codes and the Segregation Laws made life very hard for African Americans.

The Segregation Law meant that African Americans could not __________________________

________________________________________________________________________
________________________________________________________________________
Keyword Search

Historic Eras & Events
Civil Rights

Items
Photos 178 items

Click image to see it enlarged, read a description, select for purchase or licensing, or see:

- Aerial View of Civil Rights March in Montgomery
- Aerial View of Civil Rights March in Montgomery
- African American Register in Tennessee
- Alabama Police Use Tear Gas on Civil Rights Marchers
- "A Man Was Lynched Yesterday"
- "America God Save Grace on"
- A. Philip Randolph (1889-1979)
- A. Philip Randolph (1889-1979)
- A. Philip (1889-1979)

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SEPARATE IS NOT EQUAL
BROWN v. BOARD OF EDUCATION

The Smithsonian's National Museum of American History is proud to present a special exhibition, Separate Is Not Equal: Brown v. Board of Education, to commemorate the 50th anniversary of this major turning point in American history. At fifty, its relevance shines on.

VIEW HISTORY

Reflections
How has your life been affected by the Brown v. Board of Education decision? Share your thoughts.

Public Programs
Past events include film screenings, gallery talks, and an online chat. Stay tuned for upcoming events.

Educational Materials
Materials for teachers, parents, and students include a bibliography, teacher guide, school tours, a digital library, and other resources.

http://www.americanhistory.si

7/17/2004
White School, Paxville, South Carolina
Fourth-grade class, Potwin School, Topeka, Kansas, 1950
Paxville Colored School, Paxville, South Carolina
One-teacher School, Vaezy, Greene County, Georgia, 1941
Timeline

1849  *Roberts v. the City of Boston*, 59 Mass. 198 (1849): The Massachusetts Supreme Court rules that the City of Boston has the right to establish segregated schools, and that they do not violate the state constitutional guarantee of equal rights to black people.

1857  *Dred Scott v. Sanford*, 60 U.S. 393 (1857): The U.S. Supreme Court rules that slaveholders have the right to carry their human property anywhere in the Union, and that African Americans have no citizenship rights anywhere in the Union.

1863  Emancipation Proclamation, freeing all slaves in the areas of rebellion

1866  Passage of the 13th Amendment, abolishing slavery in the United States

1868  Passage of the 14th Amendment, extending “equal protection of the laws” to all citizens

1870  Passage of the 15th Amendment, guaranteeing that the right to vote cannot be denied on account of race

1896  *Plessy v. Ferguson*, 163 U.S. 537 (1896): The U.S. Supreme Court rules, in a case concerning railroad passenger cars, that laws requiring segregated facilities do not violate the Constitution.

1909  Founding of the National Association for the Advancement of Colored People

1927  *Gong Lum v. Rice*, 275 U.S. 78 (1927): The U.S. Supreme Court rules that a state has the right to segregate Chinese Americans in public schools

1929  Charles Hamilton Houston is appointed vice dean of Howard University School of Law.

1936  *Pearson v. Murray*, 182 A. 590 (Md. 1936): The Maryland Supreme Court rules that the University of Maryland must admit African Americans to its law school if there is no other law school available to them.

1937  Thurgood Marshall takes over the NAACP legal team from Houston.
1938 *Missouri ex rel Gaines v. Canada*, 305 U.S. 337 (1938): U.S. Supreme Court rules that Missouri must educate African American law students within its state borders; out-of-state tuition is not equal.

1940 NAACP Legal and Educational Defense Fund established


1947 Jackie Robinson is the first African American to play Major League baseball.

1948 President Harry Truman orders desegregation of the U.S. armed forces.

1948 *Sipuel v. Board of Regents of Oklahoma*, 332 U.S. 631 (1948): U.S. Supreme Court rules that if a state does not have a law school for black people, it must admit them to its white law school.

1950 *McLaurin v. Board of Regents of Oklahoma*, 339 U.S. 637 (1950): U.S. Supreme Court rules that students in graduate schools of education must be treated equally, and separate seating cannot be assigned in classrooms, libraries, or other facilities.

1950 *Sweatt v. Painter*, 339 U.S. 629 (1950): U.S. Supreme Court rules that a legal education must be “substantially equal.” Because the separate law school of the University of Texas does not meet this standard, African Americans must be admitted to the white law school.

1952 *Brown v. Board of Education* is first filed with the U.S. Supreme Court.


1955 *Brown v. Board of Education*, 349 U.S. 294 (1955): Also known as Brown II: The Court rules that in implementing the first *Brown* decision, desegregation is to proceed with “all deliberate speed,” and each local school district can set its own timetable.

1963 Civil rights demonstrations in Birmingham, Alabama

1963 March on Washington for Jobs and Freedom

1964 Passage of Civil Rights Act establishing the Equal Employment Opportunity Commission and increasing the power of the federal government to intervene in civil rights violations

\[34\]
1967 Thurgood Marshall is the first African American appointed to the U.S. Supreme Court.

1973 *San Antonio Independent School District vs. Rodriguez*, 411 U.S. 1 (1973): U.S. Supreme Court rules that education is not a fundamental right under the Constitution and that the Constitution does not require egalitarian funding of schools by the state across local school district lines.


1978 *Bakke v. Regents of the University of California*, 483 U.S. 265 (1978): U.S. Supreme Court rules that schools can take race into account in admissions, but cannot use quotas.


1991 Clarence Thomas is the second African American appointed to the U.S. Supreme Court.

1991 *Board of Education of Oklahoma City v. Dowell*, 489 U.S. 237: U.S. Supreme Court rules that school districts can stop busing when they become resegregated because of private housing choices and when all practical steps have been taken to eliminate segregation.

2000 U.S. Census shows that Latinos are the fastest growing U.S. ethnic group.

2003 *Grutter v. Bollinger*, 123 S.Ct. 2325 (2003): U.S. Supreme Court upholds University of Michigan Law School affirmative action program based on race as part of overall purpose of obtaining a diverse student body and where selection is individualized but takes race into account.
The African American Journey for Freedom and Equality

**Who?**
African American Slaves

**Where?**
The United States of America

**Problem?**
African American Slaves have no rights or freedom

**Clues:**
The United States Government added three amendments to the constitution (laws) to give African American Slaves rights and freedoms

**Solution:**
The 13th, 14th, and 15th Amendments to the Constitution
The African American Journey for Freedom and Equality

Who?
African American Slaves

Where?
The United States of America

Problem?
African Americans do not have the same rights and freedoms of other Americans because of the "Black Codes" and Segregation Laws. African Americans cannot vote, own weapons, learn to read, travel or organize.

Solution:
African Americans get organized and oppose (fight against) the "Black Codes" or Segregation Laws
Check Off Listening Guide

Directions: As we listen to the passage, check off the correct answer.

*Example: In the early 1600’s, America and other countries began a slave trade with*
  a) Western Africa (Correct Answer)
  b) Canada

1) Most slaves were taken to
   a) the south to work on tobacco plantations
   b) the north to work in factories

2) Fredick Douglas was a famous
   a) former slave from Maryland
   b) a plantation owner

3) From 1861 to 1865 the Northern and Southern states fought in a
   a) civil war
   b) football game

4) The 13th, 14th, and 15th Amendments to the Constitution
   a) gave African Americans freedoms and rights
   b) made them slaves

5) The “Black Codes” or Segregation meant
   a) African Americans had the same rights and freedoms as whites
   b) African Americans had different freedoms and rights as whites

6) W. E. D. Du Bois helped create the
   a) National Association for the Advancement of Colored People (NAACP)
   b) Congress of Racial Equality (CORE)
The 13th Amendment to the U.S. Constitution

Article XIII.

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

Ratified December 6, 1865

The 14th Amendment to the U.S. Constitution

Article XIV.

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Section 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the
Article XIV, continued

Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

Ratified July 9, 1868

The 15th Amendment to the U.S. Constitution

Article XV.

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Ratified February 3, 1870
Under the "**Black Code**" or **Segregation Laws**
African Americans could not ...

Under the **Black Codes** and **Segregation Laws** African Americans did not have many RIGHTS and FREEDOMS
## Civil Rights

### Amendments to the Constitution ...

<table>
<thead>
<tr>
<th>Name of Amendment</th>
<th>Outcome &quot;What Happened&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>13(^{th}) Amendment</td>
<td>No slavery</td>
</tr>
<tr>
<td>14(^{th}) Amendment</td>
<td>African Americans are citizens</td>
</tr>
<tr>
<td>15(^{th}) Amendment</td>
<td>African Americans get the right to vote</td>
</tr>
</tbody>
</table>
13\textsuperscript{th} Amendment = No Slavery

14\textsuperscript{th} Amendment = African Americans are Citizens

15\textsuperscript{th} Amendment = African Americans have the right to vote
The fight for civil rights began after the American Civil War.

After the American Civil War African Americans received some Civil Rights because the 13th, 14th, and 15th amendments were added to the Constitution (laws). The 13th, 14th and 15th amendments gave African Americans more rights and freedoms.

Some people did not like that the African Americans had freedom and rights. They wanted to keep the African Americans and the white people separate or apart. This is called segregation. Some people called that laws that keep people apart the "Black Code" or Segregation Laws. With the "Black Code" or Segregation Laws, African Americans did not have the freedom to VOTE, own GUNS, ORGANIZE, LEARN to READ and WRITE, and TRAVEL.
NO

SLAVES!

CANT VOTE!

are Citizens.
15th Amendment
says . . .

13th Amendment
says . . .

14th Amendment
says . . .
Lesson 2
Civil Rights

The Struggle for Civil Rights
Lesson #2

The Struggle for Civil Rights

As the author of this lesson, I will attempt to briefly clarify the adaptations made to my original lesson plan. In contrast to my original lesson plan this lesson has been adapted for ELL students at various levels of language development. This lesson will also prove very helpful for all mainstream students whom struggle with grasping social studies concepts.

Throughout the lesson I have employed many teaching techniques designed to aid the ELL student. Among adaptations to the lesson, the reader will acknowledge that the revised lesson includes visual aids, adapted text, calls for guest speakers, utilizes listening guides and presents information in clear, simplified graphic organizers. The teacher is encouraged to facilitate instructional conversations, work off the overhead, develop a WORD BANK and activate students’ prior knowledge. Students are working collaboratively in groups and have reviewed important information prior to attempting the lesson.

In conclusion, after a careful comparison of the original and adapted lesson it should be apparent to the reader that significant changes have been made. These changes will allow the ELL student in your classroom to grow and take chances in learning. As a teacher we must provide ALL students will an opportunity to do their best!
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae</th>
<th>Vocabulary Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize</td>
<td>Court decisions regarding Civil Rights.</td>
<td>Plessy v. Ferguson, African American had to use different _______ than White Americans</td>
<td>• Schools&lt;br&gt;• Restaurants&lt;br&gt;• Stores&lt;br&gt;• Buses&lt;br&gt;• Trains&lt;br&gt;• Seats&lt;br&gt;• Theaters&lt;br&gt;• Drinking fountains</td>
<td>Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brown v. Board of Education said, African Americans could use the same _______ as White Americans.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe</td>
<td>How court decisions affected African Americans’ lives.</td>
<td>Plessy v. Ferguson did not allow African Americans equal _______. Brown v. Board of Education allowed African Americans more _______.</td>
<td>• Rights&lt;br&gt;• Freedoms&lt;br&gt;• Civil Rights</td>
<td>Nouns</td>
</tr>
</tbody>
</table>
ELL Adapted Lesson*

Civil Rights
Lesson 2

*Revised for Mainstream Classroom with integrated ELL Students.

Lesson Plan #2
Your Name Michael Soares
Part 2 of 4
School Hill Central

Content Area Social Studies / Language Arts
Time of Lesson 9:00am to 9:40
Length of Lesson 50 + - minutes
Grade 5 Size of Group: Large (30+)

M I Linguistic, Logical, Interpersonal, and Intrapersonal.

References: Civil Rights, Laura Shallop

GOALS

Students will be introduced to the early stages of the American Civil Rights Movement. Teacher will incorporate a variety of teaching strategies to facilitate ELL students.

- **ALL ELL Students** will be able to describe orally court decisions regarding Civil Rights

- **MOST ELL Students** will be able to complete fill in the blank statements About court decisions concerning Civil Rights

- **SOME ELL Students** will be able to write complete sentences about court decisions regarding Civil Rights

Instructional Objectives

After reviewing the passage “The Struggle for Civil Rights” the 5th grade students will write statements about Plessy v. Ferguson and Brown v. Board of Education.

Instructional Language Objectives

Students will be able to summarize court decisions regarding civil rights. Students will be able to describe how these court decisions affected African American lives.
Vocabulary. The teacher will create a WORD BANK on the wall. The teacher will refer to vocabulary in the Word bank frequently throughout the lesson. Throughout the lesson the teacher will exaggerate and self animate words to give them meaning.

- Court
- Constitution
- Segregation
- Minority
- Equal
- Violence

Materials (All Material is located in Lesson #2 Appendix)
1. Student copies of “The Struggle for Civil Rights.”
2. Student copies of “The Struggle for Civil Rights” Writing Prompt.
   ELL / Non ELL
3. Internet Access Pictures from the Civil Rights Movement (to facilitate ELL and visual learners) Photo albums available at www.americanhistory.si.edu/brown/ and www.picturehistory.com (Print out of home pages are enclosed.)
4. English to First Language Dictionaries
5. Separate Is Not Equal Time Line. (This Time Line will be available to all students. The teacher will highlight important information such as Plessy v. Ferguson and Brown v. Board of Education. This time line will be used as a reference throughout the unit and should prove helpful to ELL students.
6. All Graphic Organizers
7. Synopsis of Text
8. Altered ELL Writing Prompt
9. Literacy Passage with UNDERLINES and MARGIN NOTES
10. Index Cards with visual references

Procedure

- Introduction- (10 minutes) Introduce the concept of civil rights and facilitate class in instructional conversation. Activate prior knowledge and increase interest with visual cards and guest speaker.

The teacher will review the concept of “Civil Rights” by engaging the class in an instructional conversation. As in previous lessons, the teacher will ask students questions to stimulate interest such as, “What are your rights?” or “What does fair mean?” Other sample questions include the following:

Sample questions are divided among Language Development Stages.

Pre-Production Stage
- “Who has rights?”
- “Do you have rights?”

Early Production Stage
- “Are Civil Rights important?”
- “What are some examples of Civil rights?”
• “Who did not have Civil Rights?”

Speech Emergence
• “Why are Civil Rights important?”
• “Tell me about Civil Rights?”
• “Describe Civil Rights?”

Intermediate Fluency
• “What is your opinion on Civil Rights?”
• “Describe and compare the Civil Rights of African Americans and Anglo Americans after the American Civil War?”
• “What would happen if people still had unequal Civil Rights?”

These questions are vital to all four lessons and will be reviewed and reinforced w/ each lesson!

The teacher will encourage students to share prior knowledge regarding the subject matter and make personal connections with the material. First, the teacher will ask the students if they are familiar with the term “Civil Rights.” The teacher will encourage students to contribute prior knowledge concerning “Civil Rights.” If possible the teacher will again ask students to invite a “guest speaker” to discuss their experiences living during the Civil Rights movement. Guest speakers will be encourage to contribute information concerning the period of desegregation. This will create significant roles in the classroom for family and community members. Keeping in consideration ELL students, the teacher will facilitate the instructional conversation by using gestures, pausing, speaking at a slow pace, and often referring to vocabulary found on the word bank. Teacher will engage students by again repeating questions such as “What are your rights?” The teacher will create a safe and comfortable learning environment by offering positive reinforcement to students’ responses. This will in turn, encourage students to participate and contribute in the lesson (take chances in learning). ELL students will have been provided with material prior to attempting the lesson. The teacher will provide each ELL student in the Early- Production and higher with a brief synopsis of the material. The teacher will have explained the synopsis with the ELL student. Also, the teacher will have provided all ELL students, regardless of Language Development Stages with a set of 2 Index cards, representing Plessy v. Ferguson and Brown v. Board of Education respectively. These cards can also be used as excellent study tools for all students. (Cards are enclosed)

• Content- (20 Minutes) Students work in groups, review photos, graphic organizers, complete listening guide, and are introduced to the text

(ELL Students will have read before hand the enclosed synopsis of text and introduced themselves to the court decision index cards)

Students will be seated in small groups (2 or 3 per group) with ELL students integrated in with students considered “helpful and kind.” Once groups are established the teacher will present to the class, photos from the Civil Rights Movement (available from web pages stated in materials). As in lesson 1, the teacher will again lead an
instructional conversation about the photos. The teacher will review the significance of “Separate Is Not Equal” by encouraging students to comment after viewing and discussing 2 photos. The photo collection is comprised of two visuals. One is a photo of the NAACP lawyers that argued the Brown v. Board of Education and the other visual is a political cartoon representing the desegregation of schools, after Brown v. Board of Education. (The Photo / Political Cartoon are located in the lesson 2 Appendix page # 61 | ) The teacher will encourage students to participate by limiting lengthy explanations. After discussing the photos the teacher will begin to direct students to the text. At this time the teacher will provide the students with several materials. The teacher will first direct student attention to the Separate Is Not Equal Time Line of events. (Time line is located in the Lesson 2 Appendix page # 13-15) The teacher will give short clear directions, while modeling student behavior and providing gestures and physical cues for students. For example, the teacher will walk around and show each student the Time Line to prevent confusion which may lead to further withdrawal from the lesson. The Time Line will have highlighted text about the two court decisions being examined.

The teacher will then discuss the Time Line with ELL students, inviting special attention to the highlighted areas. Before referring to the text the teacher will present the students with graphic organizers which sum up all vital information from the text. (The graphic organizers are again provided in the lesson 2 appendix page 57-58-59.) The graphic organizers cover the important who, what, where, when, how, and why of the material. These graphic organizers will help the students complete the writing prompt assignment.

The teacher will then instruct the students to listen to the passage as the teacher reads it aloud. During this time all students will complete a Listening Guide. (Listening Guide is enclosed in lesson 2 appendix page # 64 | ) The Listening Guide is designed for ELL students however it will greatly benefit the entire class. The teacher will read slowly, enunciating and pausing at appropriate moments in the passage. After each passage the teacher will ask students questions to follow up on their listening guide activity. Once the complete passage has been read and the listening guide completed, the teacher will go over the listening guide with the class on the overhead projector. The students will be encouraged to participate and defend their answers with information retrieved from the text. At this time the teacher will lead an instructional conversation with the class. The teacher will encourage students to ask questions and explore the passage. Graphic Organizers #1-3 (Lesson 2 appendix page # 57, 58, 59) will be available for ELL students before the lesson. The teacher will review the Graphic Organizers with ELL students prior to attempting the lesson. Graphic Organizers #1-3 will provide the same information in a condensed simplified form. These Graphic Organizers can be displayed on the overhead projector. The Graphic Organizers #1-3 will provide ELL students with an opportunity to succeed in the lesson objectives. The teacher will explain each Graphic Organizer with the students using direct and simple directions. The Graphic Organizers are designed to provide accurate information in a simplified format.

After reviewing Graphic Organizers #1-3 the teacher will direct the students to focus on the text. At this time, the teacher will provide ELL students with copies of the text that have underlined text and notes in the margins. These adaptations will aid the ELL students to complete the lesson objectives. (Text located in lesson 2 appendix page # 61-71)
• **Closure- (Culminating Activity) (20 Minutes)** Students complete writing prompt and share work

As the Language Arts / Social Studies component of the lesson, the students will follow the writing prompt (Located in lesson 2 Appendix page # 72) provided to create a writing sample. The writing prompt will be altered for ELL students (If Necessary). The writing prompt will provide the ELL students with a topic sentence and a fill in the blank framework. Students are required to write statements about Plessy v. Ferguson and Brown v. Board of Education. Non ELL students will complete the writing prompt following the text. Students must describe how these ideas or laws affected African American lives. During the writing activity students will be encouraged to help one another and first language literacy tools (i.e. dictionaries, translators) will be available.

In conclusion the teacher will ask for student volunteers to share what they have written during the writing exercise. The teacher will then ask that the students bring their work home and share them with friends or family members. Examples of student work will be posted in classroom.

**Lesson Adaptations for Diverse Learners** Students with physical impairments (visual / auditory) can be seated front row of discussion group. Students with difficulties remaining focused during the discussions may be invited and encouraged to actively participate with the class discussions. Because students are working collaboratively with peers, students suffering form difficulty will not be magnified. Students will be encouraged to aid one another during group participation. **(ALL ELL ADAPTIONS ARE INCLUDED IN LESSON)**

**Evaluation for Understanding** The students’ understanding of the material will be evaluated several ways. Through group discussion the teacher can evaluate general understanding of the material. Individually, student’s understanding will be evaluated through their performance on a writing sample regarding the “civil rights themes”. Follow up lessons will provide better assessment. Instructional Conversation techniques will help the teacher evaluate student understanding.
Lesson #2 Appendix

The Struggle for Civil Rights

1) School Segregation Political Cartoon PAGE 61
2) NAACP Photo of Lawyers PAGE 62
3) The Struggle for Civil Rights Passage Synopsis 1 PAGE 63
4) “Separate” but Not Really “Equal” Writing Prompt PAGE 72
5) The Struggle for Civil Rights Passage Synopsis 2 PAGE 60
6) Plessy v Ferguson Graphic Organizer #3 PAGE 59
7) Court Decision in Civil Rights Graphic Organizer #2 PAGE 58
8) The Struggle for Civil Rights Graphic Organizer #3 PAGE 57
9) Civil Rights Time Line PAGE 73-75
10) Listening Guide for Text PAGE 64
11) The Struggle for Civil Rights Text w/ Notes and Highlights PAGE 69-71
12) Original Text The Struggle for Civil Rights PAGE 5-68
The Struggle for Civil Rights

Who? African Americans

Where? The United States of America

Problem? After the court case Plessy v. Ferguson the United States says that is "fair" for African Americans and Whites to have separate facilities (seats, schools, etc.)

Solution: Brown v. Board of Education overturns Plessy v. Ferguson and says that African Americans and Whites must share places and things.
Court Decisions in Civil Rights

Plessy v. Ferguson = African Americans and whites do not have to share the same places or things

Brown v. Board of Education = African Americans and whites have to share the same places and things
Plessy v. Ferguson says

"Blacks and whites should not go to the same schools."

Brown v. board of Education says

"Blacks and whites must go to the same schools."

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The Struggle for Civil Rights

After the American Civil War, some states made segregation laws. These laws kept black and white Americans separate. Blacks and whites had to go to different schools and stores and had to sit in separate seats on the bus.

Plessy v. Ferguson was a court case 1896. Plessy v. Ferguson said that white and black people could be keep separated. This was not fair, because the places that the black people could go were not as good as the places the white people could go. Black schools were not as nice as white schools. Many people knew that Plessy v. Ferguson was not fair and in 1954 the NAACP won a court case called Brown v. Board of Education. Brown v. Board of Education beat Plessy v Ferguson and said that black people and white people could not be keep separate. After Brown v. Board Education black people and white people went to the same schools and sat in the same seats on the bus.

v. = Versus or Against i.e. Plessy Versus (Against) Ferguson
The NAACP legal team who prepared or argued the *Brown* case: (L to R) John Scott, James Nabrit, Spottswood Robinson, Frank D. Reeves, Jack Greenberg, Thurgood Marshall, Louis L. Redding, U. Simpson Tate, and George E. C. Hayes
After the American Civil War the southern states created laws that keep black and white Americans separate (apart). In 1896, the courts said in *Plessy v. Ferguson* that blacks and whites could be separated. *Plessy v. Ferguson*, said blacks and whites could have separate places and things. This was not fair! It was not fair, because the places and things were not equal. Schools for black students were not as nice as schools for white students.

In 1954 the court case *Brown v. Board of Education* overturned *Plessy v. Ferguson*. This meant that black people and white people could no longer be keep separate. After *Brown v. Board of Education* black students and white students could study together.
Lesson 2
Listening Guide

The Struggle for Civil Rights

1) After the Civil Wars some states created segregation laws that...
   - Keep black and white people separate
   - Gave everyone equal rights

2) The segregation laws violated the...
   - Constitution
   - Black codes

3) What year was Plessy v. Ferguson?
   - 1892
   - 1954

4) What year was Brown v. Board of Education?
   - 1892
   - 1954

5) What did Plessy v. Ferguson say?
   - Black and white people could be separated
   - Black and white people should be together

6) What did Brown v. Board of Education do?
   - Overturned Plessy v. Ferguson
   - Made the slaves free
AFTER THE CIVIL WAR, southern states created segregation laws that kept black and white Americans separate. These laws violated the Fourteenth and Fifteenth amendments to the Constitution, which gave African Americans all the rights of U.S. citizenship. These segregation laws included blacks and whites attending separate schools, riding in separate sections of trains and buses, and drinking from separate water fountains.

"Separate" but Not Really "Equal"

THE STRUGGLE TO DEFEAT the new segregation laws began at the end of the nineteenth century. In 1892, Homer A. Plessy, a black shoemaker from Louisiana, was arrested for sitting in a "whites only" railroad car. He challenged this law in court. Plessy and his lawyer argued that the law requiring separate railroad cars violated the Fourteenth Amendment. John H. Ferguson, the court judge, overruled Plessy's plea. Plessy then brought his argument to the Supreme Court. In 1896, the Court decided in favor of Judge Ferguson and segregation. It ruled that "separate" facilities for blacks were legal, as long as they were "equal."

The _Plessy v. Ferguson_ decision gave a great deal of support to the segregation laws. For the next sixty years, the rule of "separate but equal" was used to block the progress of African Americans. The segregation laws were especially unfair in the area of education. While the majority of white students attended classes in up-to-date buildings, black students attended classes in run-down buildings, usually without a proper supply of books or school materials. The schools were separate, but they were not really equal. This kind of inequality made it impossible for most black children to get as good an education as most white children.∞

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IF2823 Civil Rights
The Case of Brown v. Board of Education

FROM ITS FOUNDING IN 1909, the NAACP fought against segregation. Over the years, the organization won several cases against these unfair laws. Its most important victory took place in 1954, in the case of Brown v. Board of Education.

This case was named for Linda Brown, a black third grader from Topeka, Kansas. Linda had to walk one mile through a railroad switchyard to get to her black elementary school, even though a white elementary school was only seven blocks away. Her father, Oliver Brown, tried to enroll her in the white school, but the principal refused. Mr. Brown went to the Topeka branch of the NAACP and asked for help.

The NAACP was eager to help. It had long wanted to challenge segregation in public schools. Other black parents from around the country joined Brown. In 1951, they filed a case against the Board of Education of Topeka. The NAACP decided to use this case as an opportunity to overturn the 1896 Plessy v. Ferguson “separate but equal” ruling. They planned to argue that this law violated the Fourteenth Amendment to the Constitution.

Thurgood Marshall: A Champion of Equal Rights

THURGOOD MARSHALL, the NAACP’s chief lawyer, presented the case before the Supreme Court. Marshall argued that segregation laws led to poorly equipped black schools. He skillfully showed how this harmed minority students by making them feel inferior. This feeling of inferiority made it difficult for black children to learn. Marshall explained that, under these conditions, a black child’s education could never be equal to that of a white child.

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continued...
In 1954, all nine justices of the Supreme Court voted to overturn the 1896 Plessy v. Ferguson decision. The judges ruled that "separate but equal" schools were unconstitutional. Chief Justice Earl Warren wrote that "separate" could never be "equal" in education or in any other aspect of public life. For the first time in America's history, the Court declared that African Americans must be admitted to white schools. Thurgood Marshall was praised as a champion of civil rights.

Segregationists Organize

THE BROWN V. BOARD OF EDUCATION ruling was a great victory for the NAACP and the black community. Many southern whites, however, were shocked and angered by the court's decision. They were determined to delay the enrollment of black students into white schools. They organized white citizens groups and became known as segregationists. These groups influenced their state governments to prevent black children from entering white schools. Some districts simply closed their schools to avoid admitting black students. Some groups supported acts of violence against black Americans.

The Brown v. Board of Education decision was a giant step toward the integration of public schools. For many years, however, black and white children continued to attend separate schools. After the Brown v. Board of Education decision, African Americans were inspired to end other types of discrimination. Black leaders began to focus on the segregation that existed in other public places, such as restaurants and buses. But the struggle for civil rights was becoming fiercer. Black Americans soon realized it would take more than laws to change the hearts and minds of segregationists.
Tell what the following court decisions stated. How did each of these laws affect the lives of African Americans?

<table>
<thead>
<tr>
<th>Plessy v. Ferguson</th>
<th>Results</th>
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Tell what the following court decisions stated. How did each of these laws affect the lives of African Americans? Complete the sentence and then rewrite it!

**Plessy v. Ferguson**

*Stated that black and white people should be__*

a) Together  
b) Separate

**Copy the complete sentence with your answer**

Plessy v. Ferguson stated__

**Results**

African Americans and whites are segregated

---

**Brown v. Board of Education**

*Stated that black and white people should be__*

a) Separate  
b) Together

**Copy the complete sentence with Your answer**

Brown v. Board of Education stated__

**Results**

African Americans and whites are together
Timeline

1849 Roberts v. the City of Boston, 59 Mass. 198 (1849): The Massachusetts Supreme Court rules that the City of Boston has the right to establish segregated schools, and that they do not violate the state constitutional guarantee of equal rights to black people.

1857 Dred Scott v. Sanford, 60 U.S. 393 (1857): The U.S. Supreme Court rules that slaveholders have the right to carry their human property anywhere in the Union, and that African Americans have no citizenship rights under the U.S. Constitution.

1863 Emancipation Proclamation, freeing all slaves in the areas of rebellion

1866 Passage of the 13th Amendment, abolishing slavery in the United States

1868 Passage of the 14th Amendment, extending “equal protection of the laws” to all citizens

1870 Passage of the 15th Amendment, guaranteeing that the right to vote cannot be denied on account of race

1896 Plessy v. Ferguson, 163 U.S. 537 (1896): U.S. Supreme Court rules, in a case concerning railroad passenger cars, that laws requiring segregated facilities do not violate the Constitution.

1909 Founding of the National Association for the Advancement of Colored People

1927 Gong Lum v. Rice, 275 U.S. 78 (1927): U.S. Supreme Court rules that a state has the right to segregate Chinese Americans in public schools

1929 Charles Hamilton Houston is appointed vice dean of Howard University School of Law.

1936 Pearson v. Murray, 182 A. 590 (Md. 1936): The Maryland Supreme Court rules that the University of Maryland must admit African Americans to its law school if there is no other law school available to them.

1937 Thurgood Marshall takes over the NAACP legal team from Houston.
1938 *Missouri ex rel Gaines v. Canada*, 305 U.S. 337 (1938): U.S. Supreme Court rules that Missouri must educate African American law students within its state borders; out-of-state tuition is not equal.

1940 NAACP Legal and Educational Defense Fund established


1947 Jackie Robinson is the first African American to play Major League baseball.

1948 President Harry Truman orders desegregation of the U.S. armed forces.

1948 *Sipuel v. Board of Regents of Oklahoma*, 332 U.S. 631 (1948): U.S. Supreme Court rules that if a state does not have a law school for black people, it must admit them to its white law school.

1948 *Mclaurin v. Board of Regents of Oklahoma*, 339 U.S. 637 (1950): U.S. Supreme Court rules that students in graduate schools of education must be treated equally, and separate seating cannot be assigned in classrooms, libraries, or other facilities.

1950 *Sweatt v. Painter*, 339 U.S. 629 (1950): U.S. Supreme Court rules that a legal education must be "substantially equal." Because the separate law school of the University of Texas does not meet this standard, African Americans must be admitted to the white law school.

1952 *Brown v. Board of Education* is first filed with the U.S. Supreme Court.


1955 *Brown v. Board of Education*, 349 U.S. 294 (1955): Also known as *Brown II*, the Court rules that in implementing the first *Brown* decision, desegregation is to proceed with "all deliberate speed," and each local school district can set its own timetable.

1963 Civil rights demonstrations in Birmingham, Alabama

1963 March on Washington for Jobs and Freedom

1964 Passage of Civil Rights Act establishing the Equal Employment Opportunity Commission and increasing the power of the federal government to intervene in civil rights violations
1967 Thurgood Marshall is the first African American appointed to the U.S. Supreme Court.

1973 San Antonio Independent School District vs. Rodriguez, 411 U.S. 1 (1973): U.S. Supreme Court rules that education is not a fundamental right under the Constitution and that the Constitution does not require egalitarian funding of schools by the state across local school district lines.


1978 Bakke v. Regents of the University of California, 483 U.S. 265 (1978): U.S. Supreme Court rules that schools can take race into account in admissions, but cannot use quotas.

1991 Death of Thurgood Marshall

1991 Clarence Thomas is the second African American appointed to the U.S. Supreme Court.

1991 Board of Education of Oklahoma City v. Dowell, 489 U.S. 237: U.S. Supreme Court rules that school districts can stop busing when they become resegregated because of private housing choices and when all practical steps have been taken to eliminate segregation.

2000 U.S. Census shows that Latinos are the fastest growing U.S. ethnic group.

2003 Grutter v. Bollinger, 123 S.Ct. 2325 (2003): U.S. Supreme Court upholds University of Michigan Law School affirmative action program based on race as part of overall purpose of obtaining a diverse student body and where selection is individualized but takes race into account.
Black and white people are together.

Black and white people are separate.
Plessy v. Ferguson says...

Brown v. Board of Education says...
Lesson 3
Civil Rights

*The Montgomery Bus Boycott*
Lesson #3
Narrative

The Montgomery Bus Boycott

As the author of lesson 3 *The Montgomery Bus Boycott*, I attempted to implement a large variety of sheltered instructional teaching techniques. The lesson is designed to facilitate learning in a mainstream classroom with integrated ELL students. The activities in the lesson will allow the ELL student the opportunity to experience success in the classroom.

Among adaptations to the lesson, I have included several graphic organizers, instructed the reader how to facilitate an instructional conversation, enclosed photos and visuals, requested the use of the internet, organized students in collaborative groups, and adapted text and writing prompts. Students will complete an Informational Gap Activity, a listening guide, and are encouraged to invite members of their community or family to participate as guest speakers.

In conclusion, after examining Lesson 3 *The Montgomery Bus Boycott* it should be apparent that many of these lesson adaptations will not only help the ELL student but aid all students to achieve success.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae</th>
<th>Vocabulary Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>The events leading up to the Montgomery Bus Boycott</td>
<td>Leading up to the Montgomery Bus Boycott, ________ was arrested.</td>
<td>• Rosa Parks</td>
<td>Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rosa Parks would not give up her ______ on the ______.</td>
<td>• Seat</td>
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<tr>
<td>Describe</td>
<td>What a Boycott is</td>
<td>When African Americans _______ ride the buses they were participating in a Boycott.</td>
<td>• Refused to</td>
<td>Verbs</td>
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<td></td>
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<td></td>
<td>• Did not</td>
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<td>• Would not</td>
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</table>
**REVISED LESSON**

**Civil Rights**

**Lesson 3**

*Revised for Mainstream Classroom with integrated ELL Students.*

Lesson Plan #3

Your Name Michael Soares

Part 3 of 4

School Hill Central

Content Area Social Studies / Language Arts

Time of Lesson 9:00am to 9:40

Length of Lesson 50 + - minutes

Grade 5 Size of Group: Large (30+)

**GOALS**

Students will be introduced to the early stages of the American Civil Rights Movement. Teacher will incorporate a variety of teaching strategies to facilitate ELL students.

- **ALL ELL Students** will be able to describe orally the Montgomery Bus Boycott
- **MOST ELL Students** will be able to complete fill in the blank statements about the Montgomery Bus Boycott
- **SOME ELL Students** will be able to write complete sentences about the Montgomery Bus Boycott

**Instructional Objectives**

After reviewing the passage “The Montgomery Bus Boycott” the 5th grade students will write a journal entry about the Montgomery Bus Boycott.

**Instructional Language Objectives**

Students will be able to summarize events concerning the Montgomery Bus Boycott. Students will present information in a journal format.

**Vocabulary.** The teacher will create a WORD BANK on the wall. The teacher will refer to vocabulary in the Word bank frequently throughout the lesson. Throughout the lesson the teacher will exaggerate and self animate words to give them meaning.

- Boycott
- Population
- Protest
- Passenger
- Support
- Victory
Materials (All Material is located in the Appendix)
1. Student copies of “The Montgomery Bus Boycott.”
2. Student copies of “The Montgomery Bus Boycott” Writing Prompt. ELL / Non ELL
3. Internet Access Pictures from the Civil Rights Movement (to facilitate ELL and visual learners) Photo albums available at www.americanhistory.si.edu/brown/ and www.picturehistory.com (Print out of home pages are enclosed.)
4. English to First Language Dictionary
5. All Graphic Organizers
6. Synopsis of Text
7. Altered ELL Writing Prompt
8. Literacy Passage with UNDERLINES and MARGIN NOTES
9. Index Cards with visual references

Procedure

• Introduction- (10 minutes) *Teacher will activate prior knowledge, facilitate a instructional conversation, and enhance student interest levels.*

As in previous lessons, the teacher will review the concept of “Civil Rights” by engaging the class in an instructional conversation. As in previous lessons, the teacher will ask students questions to stimulate interest such as, “What are your rights?” or “What does fair mean?” Students should become familiar with questions after lesson one and two. The teacher should challenge students to elaborate answers to the best of their abilities. Other sample questions include the following:

*Sample questions are divided among Language Development Stages.*

Pre-Production Stage
• “Who has rights?”
• “Do you have rights?”

Early Production Stage
• “Are Civil Rights important?”
• “What are some examples of Civil rights?”
• “Who did not have Civil Rights?”

Speech Emergence
• “Why are Civil Rights important?”
• “Tell me about Civil Rights?”
• “Describe Civil Rights?”

Intermediate Fluency
• “What is your opinion on Civil Rights?”
• “Describe and compare the Civil Rights of African Americans and Anglo Americans after the American Civil War?”
• “What would happen if people still had unequal Civil Rights?”
The teacher will encourage students to share prior knowledge regarding the subject matter and make personal connections with the material. First, the teacher will ask the students if they are familiar with the term “Civil Rights.” If possible, the teacher will encourage students to contribute prior knowledge concerning “Civil Rights.”

If possible, the teacher will ask students to invite a “guest speaker” to discuss their experiences living during the Civil Rights movement. This guest speaker may discuss the Montgomery Bus Boycott from memory or discuss how it affected their life. This will create significant roles in the classroom for family and community members. Keeping in consideration ELL students, the teacher will facilitate the instructional conversation by using gestures, pausing, speaking at a slow pace, and often referring to vocabulary found on the word bank. Teacher will engage students by again repeating questions such as “What are your rights?” The teacher will create a safe and comfortable learning environment by offering positive reinforcement to students’ responses. This will in turn, encourage students to participate and contribute in the lesson (take chances in learning). ELL students will have been provided with material prior to attempting the lesson. The teacher will provide each ELL student in the Early-Production and higher with a brief synopsis of the material. (Enclosed in Lesson 3 Appendix Page # 32) The teacher will have explained the synopsis with the ELL student. Also, the teacher will have provided all ELL students, regardless of Language Development Stages with an Index cards, visually representing the Montgomery Bus Boycott. These cards can also be used as an excellent study tool for all students. (Card are enclosed in Plastic) Page 102

- Content- (20 Minutes) Students will work in collaborative groups to complete information gap activity, review photos, examine graphic organizers, complete listening guide, and are introduced to the text.

(ELL Students will have read beforehand the enclosed synopsis of text and introduced themselves to the Montgomery Bus Boycott visual cards)

Students will be seated in small groups (2 or 3 per group) with ELL students integrated in with students considered “helpful and kind.” Once groups are established the teacher will present to the class, photos from the Montgomery Bus Boycott (available from web pages stated in materials). As in lesson one and two, the teacher will again lead an instructional conversation about the photos. The teacher will review the significance of “Separate Is Not Equal” by encouraging students to comment after viewing and discussing four photos. The photo collection is comprised of images from the Montgomery Bus Boycott. (Images are found in Lesson 3 Appendix Page # 104) The teacher will encourage students to participate by limiting lengthy explanations. After discussing the photos the teacher will begin to direct students to the text. The teacher will give short clear directions, while modeling student behavior and providing gestures and physical cues for students.

Staying in their groups students will complete an Information Gap activity. (Info Gap Activity is included in Lesson 3 Appendix Page # 91) Working in groups ELL students will be paired with helpful students as they complete the exercise. This mini-activity will allow students to examine information regarding the Montgomery Bus.
Boycott and encourage confidence in each student. Students will share information and the teacher will encourage students to participate in an instructional conversation concerning the Information Gap activity experience.

Before referring to the text the teacher will present the students with graphic organizers which sum up all vital information from the text. (The graphic organizers are again provided in the lesson 3 appendix page #88.) The graphic organizers simplify significant information regarding the Montgomery Bus Boycott. These graphic organizers will help the students complete the writing prompt assignment.

The teacher will then instruct the students to listen to the passage as the teacher reads it aloud. During this time all students will complete a Listening Guide. (Listening Guide is enclosed in lesson 3 appendix page #92.) The Listening Guide is designed for ELL students however it will greatly benefit the entire class. The teacher will read slowly, enunciating and pausing at appropriate moments in the passage. After each passage the teacher will ask students questions to follow up on their listening guide activity. Once the complete passage has been read and the listening guide completed, the teacher will go over the listening guide with the class on the overhead projector. The students will be encouraged to participate and defend their answers with information retrieved from the text. At this time the teacher will lead an instructional conversation with the class. After reviewing the Listening Guide the teacher will hand out “The Montgomery Bus Boycott” passage. Again, Graphic Organizers will be available for ELL students before the lesson. The teacher will review the Graphic Organizers with ELL students prior to attempting the lesson. (Graphic organizers are located in Lesson 3 appendix page #98.) Graphic Organizers will provide the same information in a condensed simplified form. These Graphic Organizers can be displayed on the overhead projector. The Graphic Organizers will provide ELL students with an opportunity to succeed in the lesson objectives. The teacher will explain each Graphic Organizer with the students using direct and simple directions. The Graphic Organizers are designed to provide accurate information in a simplified format.

After reviewing Graphic Organizers the teacher will direct the students to focus on the text. At this time, the teacher will provide ELL students with copies of the text that have underlined text and notes in the margins. These adaptations will aid the ELL students to complete the lesson objectives.

- **Closure- (Culminating Activity) (20 Minutes)** Students will complete writing prompt and share work.

As the Language Arts / Social Studies component of the lesson, the students will follow the writing prompt provided to create a writing sample. The writing prompt will be altered for ELL students (if necessary). The writing prompt will provide the ELL students with a topic sentence and a fill in the blank framework. Students are required to write a journal entry about The Montgomery Bus Boycott. Non ELL students will complete the writing prompt following the text. During the writing activity students will be encouraged to help one another and first language literacy tools (i.e. dictionaries, translators) will be available.

In conclusion the teacher will ask for student volunteers to share what they have written during the writing exercise. The teacher will then ask that the students bring their
work home and share them with friends or family members. Examples of student work will be posted in classroom.

**Lesson Adaptations for Diverse Learners** Students with physical impairments (visual / auditory) can be seated front row of discussion group. Students with difficulties remaining focused during the discussions may be invited and encouraged to actively participate with the class discussions. Because students are working collaboratively with peers, students suffering form difficulty will not be magnified. Students will be encouraged to aid one another during group participation. *(ALL ELL ADAPTIONS ARE INCLUDED IN LESSON)*

**Evaluation for Understanding** The students’ understanding of the material will be evaluated several ways. Through group discussion the teacher can evaluate general understanding of the material. Individually, student’s understanding will be evaluated through their performance on a writing sample regarding the “civil rights themes”. Follow up lessons will provide better assessment. Instructional Conversation techniques will help the teacher evaluate student understanding.
Lesson 3
The Montgomery Bus Boycott

Appendix

1) Adapted Writing Prompt -PAGE

2) Information Gap Activity Worksheet -PAGE

3) Synopsis of Text -PAGE

4) Graphic Organizer #1 -PAGE

5) Graphic Organizer #2 -PAGE

6) Graphic Organizer #3 -PAGE

7) Photo Collection -PAGE

8) Original Text The Montgomery Bus Boycott -PAGE

9) Adapted Text -Page

10) Listening Guide for Text -Page

87
Rosa Parks would not give up her seat on the bus. So they sent her to jail.
Lesson 3 Graphic Organizer

Rosa Parks would not give up her seat on the bus.
African Americans did not ride the... 

BUS 

...unless they were free to sit where they wanted.
# Montgomery Bus Boycott

## Info Gap #1

<table>
<thead>
<tr>
<th>Q: Who organized a boycott of the city buses?</th>
<th>A: Rosa Parks was arrested for not giving up her seat.</th>
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<tbody>
<tr>
<td>A: Rosa Parks is an African American.</td>
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<tr>
<td>Q: What day and year did Rosa Parks go to court?</td>
<td>A: Rosa Parks worked for the NAACP.</td>
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<tr>
<td>A: Rosa Parks grew up in Montgomery, Alabama.</td>
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<tr>
<td>Q: Who helped with the boycott?</td>
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<tr>
<td>Q: What was the Bus Boycott?</td>
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</table>
Lesson #3
Information Gap Task

Montgomery Bus Boycott
Info Gap #2

<table>
<thead>
<tr>
<th>Q: What race is Rosa Parks?</th>
<th>A: African Americans organized a boycott of the city buses.</th>
<th>Q: Why was Rosa Parks arrested?</th>
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A: Rosa Parks went to court on December 5\textsuperscript{th} 1955.

<table>
<thead>
<tr>
<th>Q: Who did Rosa Parks work for?</th>
<th>A: For 382 days African Americans refused to ride the bus.</th>
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Q: Where did Rosa Parks grow up?

<table>
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<tr>
<th>A: Martin Luther King helped with the boycott.</th>
<th>A: The Bus Boycott was a successful protest.</th>
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Lesson 3
Listening Guide

The Montgomery Bus Boycott

1) These laws keep white and black people separate?
   • Segregation Laws
   • Civil Laws

2) The City Montgomery is in what state?
   • Alabama
   • Kansas

3) Rosa Parks worked what group?
   • NAACP
   • CORE

4) What was Rosa Parks arrested for doing
   • Not giving up her seat on the bus
   • Not paying her bus pass

5) For how many days did the Montgomery Bus Boycott last?
   • 382 days
   • 14 days

6) What group did Martin Luther King Jr. help start?
   • The Southern Christian Leadership Conference
   • NAACP

7) What did The Southern Christian Leadership Conference help African Americans fight?
   • Slavery
   • Segregation
Rosa Parks lived in Montgomery, Alabama. She was an African American woman. In the early 1950’s, black people and white people had their own sections on the bus. Rosa Parks sat in the “white section.” Because Rosa Parks would not give up her seat she was arrested.

When Rosa Parks was arrested the African American people in community decided that they would boycott the buses. That means that they would not ride the buses. For 382 days the African Americans did not ride the buses. After the boycott the laws were changed and African American people could sit anywhere on the bus.
Montgomery Bus Boycott

IN THE 1950s, America's southern states had strict laws to keep black and white people separate in public places. These segregation laws, also called Jim Crow laws, required separate seating on buses and trains. Restaurants had "white only" and "black only" dining sections. Even restrooms and drinking fountains were separate. Many Americans were deeply offended by these laws, but few dared to challenge them.

The city of Montgomery, Alabama, was totally segregated at this time. It had a large African-American population. Black residents had their own businesses, schools, and churches.

Rosa Parks had grown up in Montgomery and was a well-respected member of the black community. She was a seamstress by trade. She also worked as the secretary of the local NAACP chapter and was active in the Montgomery Voters League. Rosa obeyed the segregation laws, even though she found them humiliating.

Rosa Parks's Heroic Bus Ride

ON DECEMBER 1, 1955, Rosa Parks boarded a city bus after a long day at work. She found a seat in the middle of the crowded bus. When a white man boarded and could not find a place to sit, he demanded that she give up her seat for him. The law ruled that if the white section in the front was full, black passengers had to give up their seats and move to the back of the bus or stand. This time, continued...
however, Rosa would not get up; she was just too tired. More than that, she was tired of giving in to segregation.

Rosa Parks was quickly arrested. When the NAACP learned of this, they organized a one-day bus boycott in protest. The group planned to hold the boycott on December 5, the day of Parks's court trial. On that day, black residents who usually used the buses would refuse to ride. Local political and religious leaders were asked to support the boycott. One of the pastors was a young minister named Martin Luther King, Jr.

On the morning of December 5, the black community filled the city's sidewalks. Some of them were walking. Some waited for rides from friends with cars. None of them boarded the buses. It was the first time in Montgomery's history that African Americans had protested with such unity. After this successful boycott, the Montgomery Improvement Association (MIA) was formed. Martin Luther King, Jr. was elected president of the association.

Organizing a Boycott

DR. KING'S FIRST ACTION as president of the MIA was to organize a permanent boycott of Montgomery's public buses. The group decided on three demands for the bus company. First, blacks had to be treated with respect on buses. Second, seating on buses should be on a first come, first served basis. Third, they demanded that black bus drivers be placed in black neighborhoods. When these demands were met, black residents would again ride the city's buses.

Montgomery's African-American population faced a difficult challenge in the months ahead. Since the bus system was their major form of transportation, they had to organize a system of carpools and taxis to transport people to and from work. Churches collected money to buy extra cars. Pickup and drop-off points were established in many locations around the city. Before long, those boycotting were able to transport

continued...
30,000 people every day, without using the city's buses.

After the first month, business owners in the downtown area began to feel the effect of the boycott. White residents became angry and began to punish the protesters for their actions. They threw bricks through the windows of African-American homes. Rosa Parks lost her job. Two months after the boycott, Martin Luther King, Jr.'s house was firebombed. Yet the protest continued.

For 382 days, blacks refused to ride the buses of Montgomery. During this time, the NAACP took the case of Rosa Parks all the way to the Supreme Court. They planned to prove that the segregated bus laws violated the constitutional rights of African Americans. Finally, on November 13, 1956, the court decided that Alabama's state and local bus segregation laws were unconstitutional. The activists in Montgomery had achieved a tremendous victory. Martin Luther King, Jr. was hailed as a great black leader. In the end, the Montgomery boycott cost the bus company two-thirds of its profits.

The Southern Christian Leadership Conference

WITH THE SUCCESS of the Montgomery bus boycott, black leaders began to chart a new path in the struggle for civil rights. They saw that when the black community joined together in peaceful protest, they had great power and could achieve justice and equality. In 1957, these leaders founded the Southern Christian Leadership Conference (SCLC). Martin Luther King, Jr. led this new civil rights group with the goal of setting up more nonviolent protests throughout the South.

Rosa Parks's courageous act of refusing to give up her seat had sparked a new movement. The events that followed would change American history forever.
Imagine you were on the bus with Rosa Parks when she refused to give up her seat. Write a journal entry that tells how you felt as you watched the event occur.

December 1, 1955

[Blank journal entry lines]
IN THE 1950s, America's southern states had strict laws to keep black and white people separate in public places. These laws, also called Jim Crow laws, required separate seating on buses and trains. Restaurants had "white only" and "black only" dining sections. Even restrooms and drinking fountains were separate. Many Americans were deeply offended by these laws, but few dared to challenge them.

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Rosa Parks’s courageous act of refusing to give up her seat had sparked a new movement. The events that followed would change American history forever.
Montgomery, Alabama: Journal Entry

Imagine you were on the bus with Rosa Parks when she refused to give up her seat. Write a journal entry that tells how you felt as you watched the event occur. Draw a picture to illustrate your feelings.

December 1, 1955

Dear Journal,

Today was a very exciting day. I saw a Rosa Parks on the bus. She would not give up her seat on the bus. I felt very (write words about how you felt and draw a picture to show these feelings)

Picture of my feelings:

I think that Rosa parks is (a Hero) or (a Coward). She was very (Brave) or (Timid). Watching the event I felt that Rosa Parks did the (right thing) or (wrong thing).
She is an African American woman who struggled for civil rights. She would not give up her seat on the bus.
This famous person helped with the Montgomery bus boycott. Who is Rosa Parks?
Black Section of Public Bus
Before the Montgomery Bus Boycott Black people could not sit with white people on the bus.
Photos from the **Montgomery Bus Boycott**
Lesson 4
Civil Rights

Civil Rights in Education
Civil Rights in Education

As the author of Lesson 4 *Civil Rights in Education*, I will attempt to briefly describe the sheltered instructional techniques I have implemented in the lesson. I have adapted the materials and added many tools to create a lesson appendix full of resources, which will increase student understanding.

The original text has been modified in several ways. Students may receive a brief synopsis of the passage or the original passage with highlights and helpful notes in the margins. In the content portion of the lesson you will see that many visual aids and graphic organizers will be utilized in the lesson. The teacher is directed to use graphic organizers and visual reference cards to facilitate ELL students. Also, the teacher is expected to provide the groundwork for instructional conversations and activate students’ prior knowledge concerning the material. Students will be working in collaborative groups to complete several activities. Students will be required to complete an Information Gap Activity in pairs. As a culminating activity students will complete a writing prompt. I have provided an adapted writing prompt to serve ELL students.

In conclusion, after reviewing the lesson it will be apparent that many teaching techniques are implemented in the lesson plan. I believe that these adaptations to the original lesson plan will prove significant in the success of all students in your classroom.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulae</th>
<th>Vocabulary Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>The feelings you might have if you were watching the “Little Rock Nine” enter Central High</td>
<td>Watching the National Guard I might feel</td>
<td>• Afraid • Scared • Nervous • Sad • Worried • Depressed • Happy • Glad • Excited • Angry • Anxious</td>
<td>Adjective</td>
</tr>
<tr>
<td></td>
<td>Watching the African American students enter the school, I might feel</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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REvised Lesson*

Civil Rights
Lesson 4

*Revised for Mainstream Classroom with integrated ELL Students.

Lesson Plan #4
Your Name Michael Soares
Part 4 of 4
School Hill Central

Content Area Social Studies / Language Arts
Time of Lesson 9:00am to 9:40
Length of Lesson 50 + - minutes
Grade 5 Size of Group: Large (30+)

M I Linguistic, Logical, Interpersonal, and Intrapersonal.

References: Civil Rights, Laura Shallop

GOALS

Students will be introduced to the early stages of the American Civil Rights Movement. Teacher will incorporate a variety of teaching strategies to facilitate ELL students.

- **ALL ELL Students** will be able to describe orally an event in the struggle for Civil Rights in Education

- **MOST ELL Students** will be able to complete a framework about an event concerning the struggle for Civil Rights in Education.

- **SOME ELL Students** will be able to write complete sentences about an event in the struggle for Civil Rights in Education

Instructional Objectives

After reviewing the passage "Civil Rights in Education" the 5th grade students will write statements about "Facing the National Guard at central High School".

Instructional Language Objectives

Students will be able describe details about "The Little Rock Nine, entering Central High School."
Vocabulary  The teacher will create a WORD BANK on the wall. The teacher will refer to vocabulary in the Word bank frequently throughout the lesson. Throughout the lesson the teacher will exaggerate and self-animate words to give them meaning.

Desegregate  National Guard
Barricades  Governor
Crisis  Hostile

Materials  (All Material is located in the Appendix)
1. Student copies of “Civil Rights in Education.”
2. Student copies of “Civil Rights in Education” Writing Prompt.
   ELL / Non ELL
3. Internet Access Pictures from the Civil Rights Movement (to facilitate ELL and visual learners) Photo albums available at www.americanhistory.si.edu/brown/ and www.picturehistory.com (Print out of home pages are enclosed.)
4. English to First Language Dictionaries
5. All Graphic Organizers
6. Synopsis of Text
7. Altered ELL Writing Prompt
8. Literacy Passage with UNDERLINES and MARGIN NOTES
9. Index Cards with visual references

Procedure

- **Introduction-** (10 minutes) Teacher will guide students through an introduction of new material and a review of previously covered material. The teacher will facilitate an instructional conversation, invite a guest speaker, and present information through visual references.

The teacher will review the concept of “Civil Rights” by engaging the class in an instructional conversation. As in previous lessons, the teacher will ask students questions to stimulate interest such as, “What are your rights?” or “What does fair mean?” Other sample questions include the following:

*Sample questions are divided among Language Development Stages.*

**Pre-Production Stage**
- “Who has rights?”
- “Do you have rights?”

**Early Production Stage**
- “Are Civil Rights important?”
- “What are some examples of Civil rights?”
- “Who did not have Civil Rights?”

**Speech Emergence**
- “Why are Civil Rights important?”
- “Tell me about Civil Rights?”
• "Describe Civil Rights?"

**Intermediate Fluency**
- "What is your opinion on Civil Rights?"
- "Describe and compare the Civil Rights of African Americans and Anglo Americans after the American Civil War?"
- "What would happen if people still had unequal Civil Rights?"

The teacher will encourage students to share prior knowledge regarding the subject matter and make personal connections with the material. First, the teacher will ask the students if they are familiar with the term "Civil Rights." The teacher will encourage students to contribute prior knowledge concerning "Civil Rights." If possible the teacher will ask students to invite a "guest speaker" to discuss their experiences living during the Civil Rights movement. In particular the guest speaker should address the issue of civil rights in education or desegregation of schools. This will create significant roles in the classroom for family and community members. Keeping in consideration ELL students, the teacher will facilitate the instructional conversation by using gestures, pausing, speaking at a slow pace, and often referring to vocabulary found on the word bank. Teacher will engage students by again repeating questions such as "What are your rights?" The teacher will create a safe and comfortable learning environment by offering positive reinforcement to students' responses. This will in turn, encourage students to participate and contribute in the lesson (take chances in learning). ELL students will have been provided with material prior to attempting the lesson. The teacher will provide each ELL student in the Early- Production and higher with a brief synopsis of the material. The teacher will have explained the synopsis with the ELL student. Also, the teacher will have provided all ELL students, regardless of Language Development Stages with a set of Index cards, representing details from the struggle for Civil Rights in Education. These cards can also be used as excellent study tools for all students. *(Cards are enclosed in Lesson 4 appendix)*

• **Content- (20 Minutes)** Students will work in collaborative groups to review images and graphic organizers, complete a listening guide, and participate in an Information Gap Activity.

*(ELL Students will have read beforehand the enclosed synopsis of text and introduced themselves to the visual reference cards)*

Students will be seated in small groups (2 or 3 per group) with ELL students integrated in with students considered "helpful and kind." Once groups are established the teacher will direct the class to examine photos on the internet, photos from the Civil Rights Movement (available from web pages stated in materials). As in lesson 1, the teacher will again lead an instructional conversation about the photos. The teacher will encourage students to participate by limiting lengthy explanations. After discussing the photos the teacher will begin to direct students to the text. The teacher will give short clear directions, while modeling student behavior and providing gestures and physical cues for students.
Before referring to the text the teacher will present the students with graphic organizers which sum up all vital information from the text. (The graphic organizers are again provided in the lesson appendix.) The graphic organizers cover the important who, what, where, when, how, and why of the material. These graphic organizers will help the students complete the writing prompt assignment. In pairs students will complete an Information Gap Activity that will present students with significant information regarding the reading passage. Students will work together to complete the Information Gap worksheet. (Provided in lesson 4 appendix page #). Once the worksheet is complete the teacher will guide the students through a grief discussion concerning the material.

The teacher will then instruct the students to listen to the passage as the teacher reads it aloud. During this time all students will complete a Listening Guide. (Listening Guide is enclosed in the lesson 4 appendix page #.) The entire class will participate in the listening Guide activity. The Listening Guide is designed for ELL students however it will greatly benefit the entire class. The teacher will read slowly, enunciating and pausing at appropriate moments in the passage. After each passage the teacher will ask students questions to follow up on their listening guide activity. Once the complete passage has been read and the listening guide completed, the teacher will go over the listening guide with the class on the overhead projector. The students will be encouraged to participate and defend their answers with information retrieved from the text. At this time the teacher will lead an instructional conversation with the class. Again, Graphic Organizers (enclosed in lesson 4 appendix page #) will be available for ELL students before the lesson. The teacher will review the Graphic Organizers with ELL students prior to attempting the lesson. Graphic Organizers will provide the same information in a condensed simplified form. These Graphic Organizers can be displayed on the overhead projector. The Graphic Organizers will provide ELL students with an opportunity to succeed in the lesson objectives. The teacher will explain each Graphic Organizer with the students using direct and simple directions. The Graphic Organizers are designed to provide accurate information in a simplified format.

After reviewing Graphic Organizers the teacher will direct the students to focus on the text. At this time, the teacher will provide ELL students with copies of the text that have underlined text and notes in the margins. These adaptations will aid the ELL students to complete the lesson objectives.

- **Closure- (Culminating Activity) (20 Minutes)** Students will complete writing prompt and share work.

As the Language Arts / Social Studies component of the lesson, the students will follow the writing prompt provided to create a writing sample. If necessary the writing prompt has been altered for ELL students (enclosed in lesson 4 appendix page #). The writing prompt will provide the ELL students with a framework to write a journal entry. The framework will require students to fill in the blanks, choose from multiply choices, and illustrate their text. Students are required to write statements about the integration of African American students into Central High School in Little Rock, Arkansas. Non ELL students will complete the writing prompt following the text. During
the writing activity students will be encourage to help one another and first language literacy tools (i.e. dictionaries, translators) will be available.

In conclusion the teacher will ask for student volunteers to share what they have written during the writing exercise. The teacher will then ask that the students bring their work home and share them with friends or family members. Examples of student work will be posted in classroom.

**Lesson Adaptations for Diverse Learners** Students with physical impairments (visual / auditory) can be seated front row of discussion group. Students with difficulties remaining focused during the discussions may be invited and encouraged to actively participate with the class discussions. Because students are working collaboratively with peers, students suffering form difficulty will not be magnified. Students will be encouraged to aid one another during group participation. (**ALL ELL ADAPTIONS ARE INCLUDED IN LESSON**)

**Evaluation for Understanding** The students’ understanding of the material will be evaluated several ways. Through group discussion the teacher can evaluate general understanding of the material. Individually, student’s understanding will be evaluated through their performance on a writing sample regarding the “civil rights themes”. Follow up lessons will provide better assessment. Instructional Conversation techniques will help the teacher evaluate student understanding.
Appendix

Civil Rights in Education

1) Graphic Organizer (Who, Where, Problem, Solution) – PAGE 120
2) Graphic Organizer “Who said what?” – PAGE 119
3) ELL Writing Prompt – PAGE 129
4) Class Writing Prompt – PAGE 124
5) Information Gap Activity – PAGE 118
6) Synopsis of Reading Passage – PAGE 116
7) Original Reading Passage – PAGE 121 - 124
8) Listening Guide – PAGE 117
9) Photos / Images – PAGE 132 - 133
Even through Brown v. Board of Education said that African American students and white students could study in the same schools, many schools still did not welcome African American students. The Governor of Arkansas name was Orval Faubus. Governor Faubus did not want the African American students to go to Central High School. Governor Faubus sent the National Guard to stop African American students from entering the school. After several weeks, the courts ordered the National Guard to let the students enter Central High School. Some white people were very mean to the African Students when they attempted to enter the school.

President Eisenhower stepped in to take control of the situation. He sent members of the Army to Central High School to protect the African American students. The African American students then entered the school with protection from the Army.
Civil Rights in Education

1) Brown v. Board of Education said ...
   - African American students can enter white schools
   - African American students cannot enter white schools

2) Central High School is in...
   - Little Rock, Arkansas
   - Austin, Texas

3) Governor Faubus said ______ to desegregation.
   - Yes
   - No

4) President Eisenhower sent __________ to protect African American students.
   - Teachers
   - The Army

5) Ernest Green was the first African American to...
   - Become a teacher at Central High School
   - To graduate from Central High School

6) Thurgood Marshall was a lawyer with which civil rights group?
   - NAACP
   - CORE
**Lesson #4**
Information Gap Task

**Civil Rights in Education**
Info Gap #1

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q: Who was the first black student to graduate from Central High School?</td>
<td>A: NAACP lawyer, Thurgood Marshall went to court to fight governor Faubus.</td>
</tr>
<tr>
<td>Q: What president sent in the Army to protect the black students?</td>
<td>A: Arkansas Governor Orval Faubus did not want black students to go to the white public schools.</td>
</tr>
<tr>
<td>Q: Who did not feel safe in Central High School?</td>
<td>A: Arkansas Governor Orval Faubus did not want black students to go to the white public schools.</td>
</tr>
<tr>
<td>Q: Why did many white families send their children to private schools?</td>
<td>A: Governor Faubus sent the Arkansas National Guard to keep black students out of Central High School.</td>
</tr>
</tbody>
</table>
Lesson #4
Information Gap Task

Civil Rights in Education
Info Gap #2

<table>
<thead>
<tr>
<th>Q: What meant that black students could go to white public schools?</th>
<th>A: Ernest Green was the first black student to graduate from Central High School.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A: President Eisenhower sent in the Army to protect the black students.

<table>
<thead>
<tr>
<th>Q: What did Arkansas Governor Orval Faubus not want to happen?</th>
<th>A: The black students at Central High School were very brave.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Q: Who did Governor Faubus send to keep black students out of Central High School?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

A: Black students did not feel safe in Central High School.

<table>
<thead>
<tr>
<th>A: Many white families sent their children to private schools, because they did not believe that white and black students should be together.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Who Said What?

Governor Faubus says....

African American students cannot go to Central High

President Eisenhower says...

African American students can go to Central High School
The Struggle for Civil Rights In Education

Who? __African Americans Students__

Where? __Little Rock, Arkansas__

Problem? __African American students are not allowed to enter Central High School.__

Solution: __President Eisenhower sends in the Army to protect African American students and escort them into the schools.__
Civil Rights in Education

AS THE CIVIL RIGHTS MOVEMENT gained increasing support, African Americans worked for equal rights in all areas of life. With the Supreme Court decision in the 1954 case of Brown v. Board of Education, black children finally would be admitted into white public schools. Many southern communities, however, did not want to desegregate their schools. Some cities delayed integration as long as possible. One of the most famous examples of this conflict took place at Central High School in the city of Little Rock, Arkansas.

Little Rock planned to desegregate its public schools gradually. In the fall of 1957, the senior high schools would begin to admit a few African-American students. After this was successfully accomplished, the junior high schools would be desegregated, followed by the elementary schools. As the school year drew near, the school board selected seventeen black students who had volunteered to attend Central High. By the end of August, eight students had backed out. Only nine students remained.

Governor Resists Integration

LITTLE ROCK'S CENTRAL HIGH SCHOOL was scheduled to open on September 3, 1957. The night before, Arkansas Governor Orval Faubus made a television announcement. He declared that because of rumors of violence, he was sending the National Guard to Central High School to prevent the nine black students from entering the school. Fearing for their safety, they did not attempt to go to school on the first day.

Early on Wednesday, September 4, Daisy Bates of the NAACP called eight of the nine black students. She told them of a plan to meet a few blocks away from the high school. In this way, they could safely walk together. Unfortunately, Elizabeth Eckford, one of the continued...
nine black students, did not have a phone and never received the message.

Without knowledge of the plan, Elizabeth bravely walked up to the front entrance of Central High alone. An angry mob of white residents shouted insults and tried to block her path. Under orders from the governor, the National Guard turned Elizabeth away. She had to walk back through the threatening crowd. Fortunately, two people stepped forward to help her escape. When the other eight students arrived, they too were turned away by the National Guard.

The “Little Rock Nine”
GOVERNOR FAUBUS kept Central High closed for almost a month. In the meantime, the NAACP lawyers, Thurgood Marshall and Wiley Branton, went to court to stop the governor’s actions. After several weeks, the courts ordered that the nine black students be allowed into the school.

On Monday, September 23, the “Little Rock Nine” set off again for Central High School. Again, a hostile mob was waiting for them. As police barricades kept the crowd away from the school, the black students entered the school through a side door. Once inside, white students spat on them, tripped them, and yelled insults. By 11:30, the police could barely control the angry mob outside. The black students had to flee the school through a rear entrance.

President Eisenhower Takes Control
THE CRISIS AT LITTLE ROCK was front page news around the country. President Eisenhower stepped in to take control of the situation. He told the American public, “Mob rule cannot be allowed to overrule the decisions of our courts.” To restore order, the President sent Federal troops to protect the black students at the school.
Armed soldiers patrolled the grounds of Central High School. Inside the school, each black student was assigned a personal armed guard. In spite of all this protection, they still faced insults in the halls and during class. White students destroyed their lockers and physically attacked them.

For the next few months, the black students were escorted to school. Each day they bravely entered Central High by the front door. With the support of their families and the African-American community, they had the courage to finish the school year. On graduation day, the Arkansas National Guard returned to keep order. Ernest Green became the first black student to graduate from Central High. He was the only minority student in a class of 602.

Public Schools Shut Down

IN SEPTEMBER, the remaining eight black students did not have a chance to return to Central High for their senior year. Governor Faubus shut down all of the Little Rock schools. Governors throughout the South had done the same. Many white students enrolled in private schools, but most black students had no choice but to wait or leave Little Rock to finish their education. In 1960, Central High School reopened with only two black students. They were both members of the original Little Rock Nine, and they both graduated.

Many Americans were deeply moved by the crisis in Little Rock. They saw how the South refused to integrate. African Americans saw that if they worked together in the courts and in their communities, they could win their equal rights. The courage of the Little Rock Nine inspired many other black students to claim their right to a quality education.
Imagine yourself at Central High School watching the "Little Rock Nine" try to enter the school. Describe how it feels to see your high school filled with armed soldiers.
Imagine you were on the bus with Rosa Parks when she refused to give up her seat. Write a journal entry that tells how you felt as you watched the event occur. Draw a picture to illustrate your feelings.

December 1, 1955

Dear Journal,

Today was a very exciting day. I saw a Rosa Parks on the bus. She would not give up her seat on the bus. I felt very (write words about how you felt and draw a picture to show these feelings)

I think that Rosa parks is (a Hero) or (a Coward). She was very (Brave) or (Timid).

Watching the event I felt that Rosa Parks did the (right thing) or (wrong thing).
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Little Rock planned to desegregate its public schools gradually. In the fall of 1957, the senior high schools would begin to admit a few African-American students. After this was successfully accomplished, the junior high schools would be desegregated, followed by the elementary schools. As the school year drew near, the school board selected seventeen black students who had volunteered to attend Central High. By the end of August, eight students had backed out. Only nine students remained.

**Governor Resists Integration**

Little Rock's Central High School was scheduled to open on September 3, 1957. The night before, Arkansas Governor Orval Faubus made a television announcement. He declared that because of rumors of violence, he was sending the National Guard to Central High School to prevent the nine black students from entering the school. Fearing for their safety, they did not attempt to go to school on the first day.

Early on Wednesday, September 4, Daisy Bates of the NAACP called eight of the nine black students. She told them of a plan to meet a few blocks away from the high school. In this way, they could safely walk together. Unfortunately, Elizabeth Eckford, one of the

continued...
nine black students, did not have a phone and never received the message.

Without knowledge of the plan, Elizabeth bravely walked up to the front entrance of Central High alone. An angry mob of white residents shouted insults and tried to block her path. Under orders from the governor, the National Guard turned Elizabeth away. She had to walk back through the threatening crowd. Fortunately, two people stepped forward to help her escape. When the other eight students arrived, they too were turned away by the National Guard.

The “Little Rock Nine”

GOVERNOR FAUBUS kept Central High closed for almost a month. In the meantime, the NAACP lawyers, Thurgood Marshall and Wiley Branton, went to court to stop the governor’s actions. After several weeks, the courts ordered that the nine black students be allowed into the school.

On Monday, September 23, the “Little Rock Nine” set off again for Central High School. Again, a hostile mob was waiting for them. As police barricades kept the crowd away from the school, the black students entered the school through a side door. Once inside, white students spat on them, tripped them, and yelled insults. By 11:30, the police could barely control the angry mob outside. The black students had to flee the school through a rear entrance.

President Eisenhower Takes Control

THE CRISIS AT LITTLE ROCK was front page news around the country. President Eisenhower stepped in to take control of the situation. He told the American public, “No one can be allowed to override the decisions of our courts.” To restore order, the President sent Federal troops to protect the black students at the school.
Armed soldiers patrolled the grounds of Central High School. Inside the school, each black student was assigned a personal armed guard. In spite of all this protection, they still faced insults in the halls and during class. White students destroyed their lockers and physically attacked them.

For the next few months, the black students were escorted to school. Each day they bravely entered Central High by the front door. With the support of their families and the African-American community, they had the courage to finish the school year. On graduation day, the Arkansas National Guard returned to keep order. Ernest Green became the first black student to graduate from Central High. He was the only minority student in a class of 602.

Public Schools Shut Down

IN SEPTEMBER, the remaining eight black students did not have a chance to return to Central High for their senior year. Governor Faubus shut down all of the Little Rock schools. Governors throughout the South had done the same. Many white students enrolled in private schools, but most black students had no choice but to wait or leave Little Rock to finish their education. In 1960, Central High School reopened with only two black students. They were both members of the original Little Rock Nine, and they both graduated.

Many Americans were deeply moved by the crisis in Little Rock. They saw how the South refused to integrate. African Americans saw that if they worked together in the courts and in their communities, they could win their equal rights. The courage of the Little Rock Nine inspired many other black students to claim their right to a quality education.
Montgomery, Alabama: Journal Entry

Imagine you were on the bus with Rosa Parks when she refused to give up her seat. Write a journal entry that tells how you felt as you watched the event occur. Draw a picture to illustrate your feelings.

December 1, 1955

Dear Journal,

Today was a very exciting day. I saw a Rosa Parks on the bus. She would not give up her seat on the bus. I felt very (write words about how you felt and draw a picture to show these feelings)

Picture of my feelings:

I think that Rosa parks is (a Hero) or (a Coward). She was very (Brave) or (Timid).

Watching the event I felt that Rosa Parks did the (right thing) or (wrong thing).
Black students to enter Central High School

Army

Army!

Page 130
The "Little Rock Nine" were the first students to be sent in the _______ to protect the African American students. President Eisenhower sent in the _______ to protect the African American students.
CENTRAL HIGH
GOVERNOR
FAUBUS WOULD
NOT LET BLACK
STUDENTS
ENTER.
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Unit: *Introduction to American Civil Rights Movement*

**Grammar and Functions Check List**

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<td>Summarize</td>
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Original Lessons
ORIGINAL LESSON PLAN

Civil Rights
Lesson 1.

Lesson Plan #1
Your Name Michael Soares
Part 1 of 4
School Hill Central

Content Area Social Studies / Language Arts
Time of Lesson 9:00am to 9:30
Length of Lesson 30 + - minutes
Grade 5 Size of Group: Large (30+)

MI Linguistic, Logical, Interpersonal, and Intrapersonal.

References: Civil Rights, Laura Shallop

GOALS
Students will be introduced to the early stages of the American Civil Rights Movement.

Instructional Objectives
After reviewing the passage “The African-American Journey for Freedom and Equality the 5th grade students will write statements about the 13th, 14th, 15th Amendments to the Constitution. Students will also write statements regarding “The Black Code” and Segregation Laws.

Vocabulary
Achievement Crusade Government
Hardships Elected Civil War
Abolish Citizenship Racist
Abolitionist Movement Discrimination Segregation

Materials
Student copies of “The African – American Journey for Freedom and Equality.”
Student copies of “Struggle for Freedom and Equality” Writing Prompt.

Procedure

Introduction-
The teacher will introduce the concept of “Civil Rights” by engaging the class in a group discussion. First, the teacher will ask the students if they are familiar with the term “Civil Rights.” The teacher will encourage students to contribute previous knowledge concerning “Civil Rights.”

Content-
Students will remain seated in their desks as the teacher passes out copies of
“The African – American Journey for Freedom and Equality.” Once all students have received a copy the teacher will direct students’ attention to the Passage. The teacher will read the passage and request that students read along silently.

During the discussion the teacher will encourage participation through active listening techniques and positive reinforcement. Once the class discussion has concluded, the teacher will ask that students to form groups in which they will reread and discuss the passage. The teacher should use creative strategies to from groups, depending on the classroom environment and student manageability. (An active grouping game is planned, however environmental or time restraints may not permit such an activity.)

Once groups have completed reading and discussing the passage the teacher will pass out the “Struggle for Freedom and Equality” writing prompt. The students will work cooperatively to complete the writing prompt. Students are asked to write about information from the passage.

**Closure**

In conclusion the teacher will ask for student volunteers to share what they have written during the writing exercise. The teacher will then ask that the students bring their work home and share them with friends or family members. Examples of student work will be posted in classroom.

**Lesson Adaptations for Diverse Learners** Students with physical impairments (visual / auditory) can be seated front row of discussion group. Students with difficulties remaining focused during the discussions may be invited and encouraged to actively participate with the class discussions. Because students are working collaboratively with peers, students suffering form difficulty will not be magnified. Students will be encouraged to aid one another during group participation.

**Evaluation for Understanding** The students’ understanding of the material will be evaluated several ways. Through group discussion the teacher can evaluate general understanding of the material. Individually, student’s understanding will be evaluated through their performance on a writing sample regarding the “civil rights themes”. Follow up lessons will provide better assessment.
Original Civil Rights
Lesson 2

Lesson Plan #2
Your Name Michael Soares
Part 2 of 4
School Hill Central

Content Area Social Studies / Language Arts
Time of Lesson 9:00am to 9:30
Length of Lesson 30 + - minutes
Grade 5 Size of Group: Large (30+)

M I Linguistic, Logical, Interpersonal, and Intrapersonal.

References: Civil Rights, Laura Shallop

GOALS
Students will be introduced to the early stages of the American Civil Rights Movement.

Instructional Objectives
After reviewing the passage “The Struggle for Civil Rights” the 5th grade students will write statements concerning the Plessy v. Ferguson and Brown v. Board of Education court decisions.

Vocabulary
Separate Equal Segregation NAACP
Violated Public Minority Inferiority

Materials
Student copies of “The Struggle for Civil Rights.”
Student copies of “Separate but Not Really Equal” Writing Prompt.

Procedure

Introduction-
The teacher will review the concept of “Civil Rights” by engaging the class in a group discussion. First, the teacher will ask the students if they are familiar with the term “Civil Rights.” The teacher will encourage students to contribute previous knowledge concerning “Civil Rights.”

Content-
Students will remain seated in their desks as the teacher passes out copies of “The Struggle for Civil Rights.” Once all students have received a copy the teacher will direct students’ attention to the Passage. The teacher will read the passage and request that students read along silently.
During the discussion the teacher will encourage participation through active
listening techniques and positive reinforcement. Once the class discussion has concluded, the teacher will ask that students to form groups in which they will reread and discuss the passage. The teacher should use creative strategies to from groups, depending on the classroom environment and student manageability. (An active grouping game is planned, however environmental or time restraints may not permit such an activity.)

Once groups have completed reading and discussing the passage the teacher will pass out the “Separate but Not Equal” writing prompt. The students will work cooperatively to complete the writing prompt. Students are asked to write about information from the passage.

Closure-
In conclusion the teacher will ask for student volunteers to share what they have written during the writing exercise. The teacher will then ask that the students bring their work home and share them with friends or family members. Examples of students’ work will be displayed in classroom.

**Lesson Adaptations for Diverse Learners** Students with physical impairments (visual / auditory) can be seated front row of discussion group. Students with difficulties remaining focused during the discussions may be invited and encouraged to actively participate with the class discussions. Because students are working collaboratively with peers, students suffering form difficulty will not be magnified. Students will be encouraged to aid one another during group participation.

**Evaluation for Understanding** The students’ understanding of the material will be evaluated several ways. Through group discussion the teacher can evaluate general understanding of the material. Individually, student’s understanding will be evaluated through their performance on a writing sample regarding the “civil rights themes”. Follow up lessons will provide better assessment.
Civil Rights
Lesson 3

Lesson Plan #3
Your Name Michael Soares
Part 3 of 4
School Hill Central

Content Area Social Studies / Language Arts
Time of Lesson 9:00am to 9:30
Length of Lesson 30 + - minutes
Grade 5 Size of Group: Large (30+)

M I Linguistic, Logical, Interpersonal, and Intrapersonal.

References: Civil Rights, Laura Shallop

GOALS
Students will be introduced to the early stages of the American Civil Rights Movement.

Instructional Objectives
After reviewing the passage “The Montgomery Bus Boycott” the 5th grade students will write a Journal Entry about the event.

Vocabulary
Boycott Population Humiliating Political Religious
Transportation Protesters Activists Nonviolent

Materials
Student copies of “The Montgomery Bus Boycott.”
Student copies of “Montgomery, Alabama: Journal Entry” Writing Prompt.

Procedure

Introduction-
The teacher will review the concept of “Civil Rights” by engaging the class in a group discussion. First, the teacher will ask the students if they are familiar with the term “Civil Rights.” The teacher will encourage students to contribute previous knowledge concerning “Civil Rights.”

Content-
Students will remain seated in their desks as the teacher passes out copies of “The Montgomery Bus Boycott.” Once all students have received a copy the teacher will direct students’ attention to the passage. The teacher will read the passage and request that students read along silently.

During the discussion the teacher will encourage participation through active listening techniques and positive reinforcement. Once the class discussion has concluded, the teacher will ask that students to form groups in which they will reread and discuss the passage. The teacher should use creative strategies to form groups, depending on the
classroom environment and student manageability. (An active grouping game is planned, however environmental or time restraints may not permit such an activity.)

Once groups have completed reading and discussing the passage the teacher will pass out the “Montgomery, Alabama: Journal Entry” writing prompt. The students will work cooperatively to complete the writing prompt. Students are asked to write about information from the passage.

Closure-
In conclusion the teacher will ask for student volunteers to share what they have written during the writing exercise. The teacher will then ask that the students bring their work home and share them with friends or family members. Examples of student work will be posted in classroom.

**Lesson Adaptations for Diverse Learners** Students with physical impairments (visual / auditory) can be seated front row of discussion group. Students with difficulties remaining focused during the discussions may be invited and encouraged to actively participate with the class discussions. Because students are working collaboratively with peers, students suffering form difficulty will not be magnified. Students will be encouraged to aid one another during group participation.

**Evaluation for Understanding** The students’ understanding of the material will be evaluated several ways. Through group discussion the teacher can evaluate general understanding of the material. Individually, student’s understanding will be evaluated through their performance on a writing sample regarding the “civil rights themes”. Follow up lessons will provide better assessment.
GOALS
Students will be introduced to the early stages of the American Civil Rights Movement.

Instructional Objectives
After reviewing the passage “Civil Rights in Education” the 5th grade students will write a personal response to their reading.

Vocabulary
- Integration
- National Guard
- Mob
- Barricades
- Courts
- Minority
- Governor
- Inspired

Materials
Student copies of “Civil Rights in Education.”
Student copies of “Facing the National Guard at Central High School” Writing Prompt.

Procedure
Introduction-
The teacher will review the concept of “Civil Rights” by engaging the class in a group discussion. First, the teacher will ask the students if they are familiar with the term “Civil Rights.” The teacher will encourage students to contribute previous knowledge concerning “Civil Rights.”

Content-
Students will remain seated in their desks as the teacher passes out copies of “Civil Rights in Education.” Once all students have received a copy the teacher will direct students’ attention to the passage. The teacher will read the passage and request that students read along silently.

During the discussion the teacher will encourage participation through active listening techniques and positive reinforcement. Once the class discussion has concluded, the teacher will ask that students to form groups in which they will reread and discuss the passage. The teacher should use creative strategies to from groups, depending on the
classroom environment and student manageability. (An active grouping game is planned, however environmental or time restraints may not permit such an activity.) Once groups have completed reading and discussing the passage the teacher will pass out the “Facing the National Guard at Central High School” writing prompt. The students will work cooperatively to complete the writing prompt. Students are asked to write about information from the passage.

Closure-
In conclusion the teacher will ask for student volunteers to share what they have written during the writing exercise. The teacher will then ask that the students bring their work home and share them with friends or family members. Examples of student work will then be posted in the classroom.

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Evaluation for Understanding The students’ understanding of the material will be evaluated several ways. Through group discussion the teacher can evaluate general understanding of the material. Individually, student’s understanding will be evaluated through their performance on a writing sample regarding the “civil rights themes”. Follow up lessons will provide better assessment.