

**UofSC TPS Project  
Lesson Plan**

<b>School:</b>	Bethel Elementary	<b>Author(s):</b> Kathryn Blair
<b>Courses:</b> Social Studies, Library Media, Music, Art, Technology		<b>Grade Level(s):</b> 5
<b>Length of Class:</b> 50 minutes / 40 minutes for each related arts class	<b>Number of Students:</b> Varies by Class Size	



<b>Lesson Title:</b>	Working Together for Equality: A Cross-Curricular Introduction to the Civil Rights Movement
<b>Overview:</b>	The social studies teacher will collaborate with the special area team to teach about the effectiveness of nonviolent tactics used by Civil Rights leaders utilizing primary sources,

	literature, music, art and technology. The social studies teacher will introduce the topic through primary sources and the special area teachers will expand upon the topics discussed with their social studies teacher to demonstrate the effectiveness of working together, to bring the subject to life and to appeal to different learning styles.
<b>Learning Objective:</b>	Students will be able to analyze primary sources and utilize critical thinking skills to discern the effectiveness of nonviolent tactics used by Civil Rights groups and leaders to ascertain civil liberties and promote racial equality throughout the United States.
<b>SC Social Studies College and Career-Ready Standards:</b>	<p>5.4.CE Analyze the causes and impacts of social movements in the U. S. and South Carolina.</p> <p>This indicator was developed to promote inquiry into growth and influence of the various modern civil rights movements including, but not limited to, African Americans, Chicano, Native Americans, and women.</p> <p>5.4.CC Analyze the continuities and changes of race relations in the United States and South Carolina following the Supreme Court decisions of Briggs v. Elliott and Brown v. Board of Education.</p> <p>This indicator was developed to promote inquiry into how race relations in the U. S. changed due to the ruling of Brown v. Board of Education. This indicator was also designed to promote inquiry into how the efforts of civil rights groups and leaders helped to promote racial equality throughout the United States.</p>
<b>Essential Question:</b>	In what ways did Civil Rights groups and leaders help promote racial equality and what made their strategies most successful?
<b>Supporting Question(s):</b>	<p>How did Martin Luther King, Jr.'s words and actions inspire others to act?</p> <p>In what ways did African American culture shape the protests?</p>
<b>Digital Primary and Secondary Sources:</b>	<p><a href="#">stained glass window from Sixteenth Street Baptist Church in Birmingham</a></p> <p><a href="#">colored drinking fountain at courthouse</a></p> <p><a href="#">Duke Ellington in Front of motel</a></p> <p><a href="#">Freedom Singers</a></p> <p><a href="#">Protesting Segregation</a></p> <p><a href="#">White man removing segregation sign on passenger bus</a></p> <p><a href="#">Protest by ministers</a></p> <p><a href="#">NAACP youth and student members marching with signs protesting Texas segregation laws</a></p> <p><a href="#">African-Americans kneel on sidewalk outside City Hall in Birmingham, Alabama protesting racial segregation</a></p>
<b>Required Classroom Materials:</b>	Teacher: MacBook (or other device) & Promethean Board, document camera (optional but it helps students see the book better), books: <b>If You Were a Kid During the Civil</b>

	<b>Rights Movement</b> by Gwendolyn Hooks (possibly a class set depending on whether you want to read to them or have them read independently), <b>Martin's Big Words</b> by Doreen Rappaport, <b>This Little Light of Mine</b> by EB Lewis, <b>I Have a Dream</b> by Dr. Martin Luther King, Jr. & Illustrated by Kadir Nelson, art supplies: transparency paper and sharpies Students: iPads, writing journal
<b>Classroom Environment:</b>	Students will be arranged in small groups with their desks pulled together. Students will need to be able to work together and also see the Promethean Board to contribute to a class discussion.

<b>Approximately what percentage of the time are students doing each of the following? (Should = 100%) Ideally, the teacher should not spend more than 50% of the class instructional time doing direct instruction.</b>					
5%	Independent reading	10%	Partner work	5%	Research
10%	Independent writing	15%	Group work	%	
20%	Direct Instruction by teacher	20%	Extension Activities in Art, Music, Library & Technology	%	
15%	Engaging in whole group discussion	%		%	

<b>Social Studies Lesson Sequence/Procedures</b>	
<b>Estimated Time Needed (Should = full class period) for Initial Lesson Day 1</b>	<b>Detailed Description of Teaching and Learning</b>
5 minutes	Display the first <a href="#">primary source picture</a> (Duke Ellington in front of motel) on the smart board. Ask students to describe what they see using prior knowledge and have them formulate questions to engage in a deeper discussion about the picture. Ask the students questions to model questioning techniques and to get students to investigate the picture more closely. Use the <a href="#">Teacher's Guide to Analyzing Primary Sources</a> for guidance.
10 minutes	Divide students into groups and assign each group a picture to analyze from the primary sources listed above. Give them the <a href="#">Photograph Analysis Worksheet and Guide</a> to help them analyze the primary source. Circulate, observe and ask questions for understanding from each group. More than one group can use the same photo depending on the number of students and group sizes.

10 minutes	Display each of the photos the students analyzed one at a time on the smart board and have each group talk about their photo to the class while guiding them by asking them more questions if necessary.
15 minutes	Read the book <b>Read If You Were a Kid During the Civil Rights Movement</b> by Gwendolyn Hooks. Take questions or discuss things in more detail during and/or after reading the book.
10 minutes	Students will use one of the photos as inspiration to begin writing a story about being a child during the time the photo was taken. They will imagine themselves as the main character of the story and write in first person.

<b>Homework for Tomorrow</b>	
Students will finish writing their short story if they did not complete it in class.	
<b>Assessments</b>	
Students will be informally assessed when analyzing the primary sources in small groups and whole class discussion. The teacher should circulate during group work to check for understanding and to ensure that all students are participating. During class discussion the teacher should try to get all students to participate in sharing their thoughts and findings. Students will also be informally assessed by teachers in the related arts classes. The formal assessment will be the short story they write about being a child during the Civil Rights Movement.	
*After the week in related arts classes, the social studies teacher could have them expand upon their short story using things they learned in those classes.	
<b>Learning Extensions</b>	
See below for extension lessons in art, music, library and technology.	
*The social studies lesson could stand alone without the extension activities in the related arts classes.	
<b>Adaptations</b>	
The lesson could be modified in a few ways for diverse learners. Instead of using digital images, pictures could be printed out for students if needed. Also, the length of the assignments could be shortened. The teacher could print out notes for some students if needed. Students can be strategically partnered for study buddies to be together so that some students can assist others who might need more help.	

<b>Art - Lesson Sequence/Procedures</b>	
Estimated Time Needed (Should = full class period)	Detailed Description of Teaching and Learning
10 minutes	Read the book <i>Martin's Big Words</i> and show students the <a href="#">picture of the stained glass window from the Sixteenth Street Baptist Church in Birmingham</a> . Talk about the illustrations in the book being done in a style to look like stained glass. Have a class discussion about why they think the illustrator might have done this. Explain the assignment to the students. They will need

	transparency paper and sharpies to make geometric designs that mimic stained glass.
30 minutes	Students will make their faux stained glass windows.

Library - Lesson Sequence/Procedures	
Estimated Time Needed (Should = full class period)	Detailed Description of Teaching and Learning
15 minutes	The teacher will read the book <b>Goin Someplace Special</b> by Patricia McKissack. They will look at the image of <a href="#">a drinking fountain</a> and <a href="#">Duke Ellington in front of a motel</a> and talk about the signs that 'Tricia Ann saw in the book and the ones in the images from the Library of Congress.
25 minutes	Have the student use <a href="#">Discus Gale Biography</a> to look up key figures from the Civil Rights movement and have them write down important names, events and dates. This can be done individually or in pairs.

Music - Lesson Sequence/Procedures	
Estimated Time Needed (Should = full class period)	Detailed Description of Teaching and Learning
10 minutes	The teacher will read <b>This Little Light of Mine</b> illustrated by EB Lewis. Show the <a href="#">Freedom Singers picture</a> . Talk about how young people and music played a part in the peaceful way that the Civil Rights movement was carried out. Talk about some of the music from that time that was used in the movement.
30 minutes	Teach the song: <a href="#">This Little Light of Mine</a> (Peter Yarrow & Daughter Version)  *Optional: Play for them the <a href="http://operationrespect.org/little-light-mine/">http://operationrespect.org/little-light-mine/</a> . *Optional: Teach them the <a href="#">Hand movements</a> .

Technology - Lesson Sequence/Procedures	
Estimated Time Needed (Should = full class period)	Detailed Description of Teaching and Learning
10 minutes	Read the book <b>I Have a Dream</b> Illustrated by Kadir Nelson. Talk about how his words and actions inspired a peaceful movement for equal rights. Discuss how things might have been different if they had not been peaceful and what consequences might have come from that.

15 minutes	Let students complete their research in Discus Kids if they did not have time to complete it in the library.
15 minutes	<p>Have students complete a <a href="#">padlet</a> timeline of the important people and events researched in the library. Students work together to complete the timeline. Discuss the timeline together making sure that they are putting things in the right order.</p> <p>*If the social studies teacher is going to have them expand upon their initial short story, they could begin to work on this here using the Padlet timeline and their library research to help them if there is time.</p>