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<b>Title of Activity</b>	<i>A Process for Protests and Progress</i>
<b>Overview</b>	<i>Students will examine how the March on Washington impacted the Civil Rights Act.</i>
<b>Essential Question</b>	<i>What impact did the planning of and the March on Washington have on the passing of the Civil Rights Act of 1964.</i>
<b>Audience</b>	<i>5th grade</i>
<b>Time Required</b>	3 – 5 days
<b>Goal</b>	Students will be able to explain how the Civil Rights Act was affected by the March on Washington.
<b>Objectives</b>	Analyzing and drawing conclusions of primary sources related to the March on Washington and the Civil Rights Act.
<b>SC Standards</b>	5-5.3 Explain the advancement of the Civil Rights movement, including the desegregation of the Armed Forces, Brown vs Board of Education, roles of Rosa Parks, Martin L. King, Jr., Malcolm X, the Civil Rights Act and Voting Act.
<b>Digital and Other Resources</b>	<p><b>Primary sources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">"Final plans for the march on Washington for jobs and freedom, August 28, 1963 (Image 3 Of Digital Files From Original Items)." The Library of Congress. N. p., 1861. Web. 15 Mar. 2018.</a></li> <li>● March on Washington for Jobs and Freedom (1963 : Washington, D.C.) Final plans for the march on Washington for jobs and freedom, August 28, 1963 [text]. New York : March on Washington for Jobs and Freedom, [1963], <a href="https://lccn.loc.gov/2014645600">https://lccn.loc.gov/2014645600</a> 11 p. ; 21 cm.</li> <li>● Davidson, Bruce, 1933- photographer. [March on Washington] [graphic] / Bruce Davidson. [1963], 1 photographic print : gelatin silver ; 11 x 14 in, Unprocessed in PR 13 CN 2009:106, no. 3, <a href="https://lccn.loc.gov/2011645206">https://lccn.loc.gov/2011645206</a></li> <li>●</li> <li>● <i>Title, Date created/published, Creator/Author</i></li> <li>● <i>URL</i></li> </ul> <p><b>Other resources:</b></p> <ul style="list-style-type: none"> <li>● <i>Title, Date created/published, Creator/Author</i></li> <li>● <i>URL</i></li> </ul>

<b>Classroom Materials</b>	<ul style="list-style-type: none"> <li>● <i>Bulletin Board paper</i></li> <li>● <i>Laminated copies Pages 4 and 5 of the “Organizing Manual 2 for the March on Washington for Jobs and Freedom”</i></li> <li>● <i>Copies of the March on Washington photograph</i></li> <li>● <i>Oral Histories (Library of Congress)</i></li> <li>● <i>Primary Source Analysis Tool (Library of Congress)</i></li> <li>● <i>Teacher’s Guide for Analyzing Primary Sources from Library of Congress</i></li> <li>● <i>Various Civil Rights library books (read alouds, biographies and nonfiction)</i></li> <li>● <i>Optional -Guided Questions for the March on Washington photograph</i></li> </ul>
<b>Preparation</b>	<p><i>Make and laminate copies of primary sources, Bookmark primary sources/Oral Histories on Media Center webpage</i></p>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. <i>Review and connect historical events and people that impacted change for African American equality, such as desegregation of Armed Forces.</i></li> <li>2. <i>Analyze the ten items listed as demands on the “Organizing Manual 2 for the March on Washington for Jobs and Freedom” include key figures of the Civil Rights Movement.</i></li> <li>3. <i>Investigate students’ current understanding of “protests and marches” through TIPS and whole group discussions to answer questions such as “What does a protest/march look like and sound like?”</i></li> <li>4. <i>Distribute the actual March on Washington picture and compare/contrast your initial mental image.</i></li> <li>5. <i>Analyze primary document of March on Washington photograph using the Primary Sources Analysis Tool. This can be done in partnership with and without guided questions.</i></li> <li>6. <i>Optional resource and lesson-Students will hear the oral histories of March on Washington participants.</i></li> <li>7. <i>Draw conclusions about how the demands and the March impacted the outcome of the Civil Rights of 1964.</i></li> </ol>
<b>Assessment/ Reflection</b>	<p><i>Students will develop a timeline that proves the cause-and-effect relationship of historical events and people that impacted change of African Americans’ equality.</i></p>