

Social Studies Unit:
Ruby Bridges and American Civil Rights

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Table of Contents

- Introduction
- Overview & Reflection
- Log of Research and Sources

- Preassessment
- *Lesson 1: The Hero Board*
 - ⇒ Lesson 1 Worksheet
- *Lesson 2: Martin Luther King, Jr., Part 1*
- *Lesson 3: Martin Luther King, Jr., Part 2*
- *Lesson 4: Color Mixing*
- *Lesson 5: Revisiting Color*
- *Lesson 6: Book Structure*
 - ⇒ Lesson 6 Assessment
- *Lesson 7: The Language of Power, Part 1*
 - ⇒ Lesson 7 Worksheet
- *Lesson 8: The Language of Power, Part 2*
 - ⇒ Lesson 8 Worksheet
- *Lessons 9 & 10: Reading Through My Eyes*
 - ⇒ Civil Rights Timeline
- *Lesson 11: Unit Wrap-Up*
 - ⇒ Final Assessment

INTRODUCTION

In this integrated multi-sensory unit, the fourth grade will grow their knowledge of the United States' Civil Rights Movement, by examining it through the eyes of central figure Ruby Bridges.

Student analysis will look at the cultural development and identity of individuals and groups, and how prevailing norms can dictate and impact both.

Embedded in this analysis is an investigation of power and authority: how core democratic principles and civic ideals manifest differently in different cultural situations, both locally and globally.

OVERVIEW

This social studies unit creates an environment and context exemplified by historical figure Ruby Bridges, who at age 6 in New Orleans, 1960, became the first African-American girl to desegregate a United States elementary classroom. The unit serves as a vehicle through which students will reflect on themselves and gain new understandings of the concept of *self*, ultimately perceiving multiple perspectives of the world as it exists “through their eyes.”

Anchoring the unit will be investigations of the role of power at the individual, group, and institutional levels, and discussions of what makes an effective hero. Students will understand key themes of segregation within the Civil Rights Movement, including its specific language, the time period, the holders of power, and the roles of its leaders, with special foci on Ruby Bridges and Martin Luther King, Junior.

Students will reflect on their own experiences and compare them with those of Ruby Bridges, noticing the difference between right and wrong and the decision to take right action as a result of that comprehension. They will examine the conceptual connections between what makes a good leader, and specific qualities manifest in our civil rights leaders — without whom our important historical movements may have remained at the grassroots level.

The lesson sequence will begin by looking at heroes through an interactive bulletin board, which will be a tool we use throughout the unit. I will take advantage of morning meeting and other times to read Ruby Bridges’ *Through My Eyes*. While studying the central figure Ruby Bridges through literature, video, and other media, we will examine language, color, music, and leadership as they relate to her struggle and struggles faced by others.

My instructional intention will guide students to analyze the relevant critical vocabulary of power and protest while teasing apart the complexities of the ongoing challenges related to civil rights in the United States. Using hands-on experience, written reflection, reading and research, discussion, art, and music, children will grapple with these themes, and ultimately gain new perceptions to the world.

PREEMPTIVE REFLECTION

Through the course of the unit, I hope to enforce in my students an understanding of the magnitude of Ruby’s achievement, and the bravery it must have taken to stand up against such odious opposition. Through their time in school, students learn of slavery and inequality, but I don’t think it quite hits home that many of these ugly stories occurred so recently. 1960 is not a long time ago! Many modern American speak of the horrors of racial discrimination and

Jim Crow laws as if they're ancient history, but the fact, is, Ruby's story took place in a time when my, and most of my students', parents were growing up; many of their parents may in fact be Ruby's exact same age.

In light of this, it is important for me to reinforce that these events were real, and in many cases, the issues we confront in Ruby's story are far from solved in today's world. By studying multiple sources and media, including books, the internet, and movies, and reflecting on what they learned through reflective writing projects, I will make Ruby's story seem more immediate and real to my students, who will subsequently gain a new, more informed perspective of the American civil rights movement as it was through the 20th century, and as it continues today.

STANDARDS:

This unit touches on the following social studies standards:

- I. *Culture* (a, b, c)
- II. *Time, Continuity, & Change* (a, b, c, e, f)
- III. *People, Places, & Environments* (g)
- IV. *Individual Development & Identity* (b, c, e, f, g, h)
- V. *Individuals, Groups, & Institutions* (a, b, d, e, f)
- VI. *Power, Authority, & Governance* (a, c, d, f, h)
- IX. *Global Connections* (a, b, f)
- X. *Civic Ideals & Practices* (a, b, d, e, f, g, h, j)

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Hero Preassessment

Name:

Date:

What is a hero?

What makes a person a hero?

List three of your own heroes:

1.

2.

3.

1. Name: _____

Grade: _____

Date: _____

LESSON 1: HERO BOARD

Lesson Objective:

•By Introducing and initiating our interactive classroom Hero Board (the anchor of the unit), students will begin to build toward a classroom consensus of what makes a hero. (The Hero Board will serve as an ongoing assessment tool both for myself and the students.)

Standards:

•Ib, II-f, III-g, IV-f, V-d,e,f, VI-d,f,h, IX-a,b,f, X-a,b,e,f.

Multicultural Content:

Diversity represented by materials supporting my three modeled heroes (Barack Obama, Jane Goodall, and 9/11 Rescue Workers) and our overarching work on the civil rights movement. Discussion of hero vs. heroine. (I'll display a wide range of materials representing the diversity of my students.)

Materials & Advanced Preparation:

•Bordered bulletin board with title ("Hero Board") •Photograph, symbol, and quote, each representing one of my three heroes (with three completed Hero Finder sheets: see attached) •Chart paper with markers to record students' ongoing thinking. Also write dictionary definition (initially hidden from kids on successive, covered page so as not to influence their thinking) •Display of multicultural books that supports the unit and specifically this topic •Organized display of relevant literature (with carefully picked examples reflecting makeup of class).

Prior Knowledge and Skills Needed:

•Awareness that people have different perceptions and understandings of history •Listening and expressive language expectations •Ability to record thoughts in writing •Basic understanding of concept of "hero."

Key/ New Vocabulary: •hero/heroine, identity, democracy, equality, consensus, culture, conflict, segregation, civil rights, power, leader/leadership, effective, protest, riot, sit-in, apartheid, (as introduced by discussion), perceptions of racial identity, KEY PEOPLE: Barack Obama, Jane Goodall, 9/11 Rescue Workers.

Lesson Procedure

Time	Teacher Actions	Student Learning Activities	Form of Assessment
2-5	1. Connection - The purpose of this lesson is not only to introduce the unit but connect the class' ongoing work to what makes an effective hero. - Formally introduce 'Hero Board': ongoing work, help assess what the students are learning. - Discuss use and origin of "hero/heroine" to transition to the teaching.	Students are actively listening, observing my modeling and participating in the discussion.	On task: looking for evidence of active listening and engagement, including verbal participation and relevant questions/comments.
10 min. max.	2. The Teaching (The Giving of Information): I will give information by: - Explaining and demonstrating the process through which we identify and classify a hero. "I am going to model for you three heroes from my personal experience that belong up here on this board." Model three examples of heroes from my personal experience using specific language that mirrors our criteria ("profound impact," etc.) - These three examples are: - Barack Obama (photo) - Jane Goodall (quote) - Rescue Workers (symbol) - For each of my heroes I will have an image and a collection of literature to provide background knowledge to students (see bibliography). "I'm telling you these are exemplary heroes. I want you to tell me four reasons." "What is a hero?" Let's discuss. I'll appoint a scribe.	- Students will observe my modeling and participate in a group discussion - Review and compare class thoughts to an official definition, which I will have concealed and pre-written on next page of the chart paper so I can flip to it after discussion. ("A person who is admired for his or her outstanding achievements, feats of courage, special contributions to a particular field, or nobility of purpose.") - A classroom scribe will record ideas on a pad of chart paper	- Engage and participate in discussion - Recording ideas on a chart - Students come up with agreeable characteristics of a hero (e.g "generally a hero is the good guy not the bad guy...", "inspirational, profound impact on individual and often group level, charisma, inspirational for common good, etc.) - Students will understand that different types of symbols (photos, words, works, etc.) are all effective means of representation.
	3. The Link - In this lesson the students will participate in a teacher-led group discussion about how and why my three heroes are exemplars - Turn and talk to your partner about someone you think may be a hero, and why. - Follow-up activity will be to prepare an example of a hero in their lives (i.e. do what I modeled) and begin their Hero Finder sheet describing their choice. This will be due at the end of the week. "You'll start one today, continue tomorrow, and at the end of the week you'll submit your own final Hero Finder."	(Workshop Time) - Researching a hero (review classroom materials, visit library, interview grown-ups, etc.) - Thinking of a hero they want to share and deciding if, how, and why this person is exemplary - As a backup for students who are stumped, I will have a list of other "freedom heroes" they can consult for inspiration.	- Engage and participate in discussion - Recording ideas on a chart - Able to defend their choices (application of content covered when presenting their heroes, i.e. Gandhi vs. pet rock) - Start filling out Hero Finder sheet (to be worked on through the week). - Students will be able to understand and repeat what they are expected to do.

	4. Closing (at the share) •“Okay let's look back at our chart....” •Recap day's learning (“Who can give an example of what makes a hero? Can we agree that my three exemplars belong on the board? Why do YOU think?”)	• Students will give examples of what makes a hero (potentially using their Hero Finder sheet, depending on progress).	• Can they list plausible qualities of a hero? • Understanding intention of Hero Finder sheet, and ably recording ideas thereon. • Able to give examples of reasons my exemplars are deemed heroes
	Anticipated Responses/Outcomes: •Although I have expectations that students' responses will align with my guiding characteristics, we will hone and morph our definitions based on the group's experiences (we will share a fluid definition of what makes a hero, ultimately seeking consensus). •I expect written, representational, and verbal responses, realistically understanding that students will perform at, below, and above grade level. •An open-ended and multi-dimensional activity such as this allows students to work to their potential, through artistic, verbal, and written communication,		

Reflections:

HOW DID THE LESSON PLAN WORK? WHAT WAS EFFECTIVE? WHAT DID YOU LEARN? WHAT WOULD YOU CHANGE FOR TOMORROW OR THE NEXT TIME YOU WILL USE THIS PLAN?

This lesson has potential to be long, so depending on the quality of discussion, I may use a writing or reading block to give students a little extra time to flesh out their idea so when it's time to work on the sheet for homework, they are not facing a blank sheet (hence my reference to library research).

Hero Finder

Name:

Date:

Your Hero's Name:

1. **What makes this hero a hero? In three to five complete sentences, defend your point using the evidence you've gathered. (*Remember our definition of "hero" from class!*)**
2. **How will you represent your hero on our Hero Board? (*Think outside the box — be creative and have fun!*)**

Note: You will use this sheet as a guide when you share your own hero with the class!

Name: _____ Grade: _____ Date: _____

LESSON 2: MARTIN LUTHER KING, JR. PART 1 – INTRODUCING MLK (HOPEFULLY SAME DAY AS MLK PT. 2)

Lesson Objective:

•By introducing Martin Luther King, Jr., to the class, and asking whether he belongs on the Hero Board, I'll continue to gauge and guide their definitions of "hero."

Standards: II-f, V-d, VI-f,h, X-b,e,j

Multicultural Content:

•Studying a leader of the American Civil Rights movement. •Heroes can be described by many traits and are not limited to specific groups •People can be represented by different symbols related to their cultures and/or uniqueness (cello for Yo-Yo Ma, book cover/Pulitzer for Toni Morrison) •Listen to a historically significant speech

Materials & Advanced Preparation:

•iPod with MLK Jr. speeches •Hero Board •Chart paper •Large copy of *I Have a Dream* speech and individual copies for each student, highlighters for each student •one copy on chart paper of written words for 15-second clip (for my modeling) •Highlighting skills (conservative and helpful!)

Prior Knowledge and Skills Needed: •Awareness that people have different perceptions and understandings of history •Listening and expressive language expectations •Ability to record their thoughts in writing •Basic highlighting skills •Awareness of racial conflict in history and present •Ability to reach consensus

Key/ New Vocabulary:

Symbol(ism), hero/heroine, identity, democracy, equality, culture, conflict, segregation, civil rights, power, leader/leadership, effective, protest, riot, sit-in, KEY PEOPLE: Martin Luther King, Jr., eloquence, concept of vision shared through persuasive speech

Time	Teacher Actions	Student Learning Activities	Form of Assessment
	1. Connection • Last time we discussed what makes a hero and I put up three of my heroes. • So let's review what makes a hero • Today I brought in an example of another person, and we're going to decide if he belongs on our Hero Board.	• Students are actively listening.	• On task: looking for evidence of active listening and engagement, including verbal participation and relevant questions/comments • Looking for ability to define hero (and perhaps extend definition)
10 min. max.	2. The Teaching (The Giving of Information): • Quickly explain we're about to listen to serious important speech so I need everyone's full attention. Be thinking about whether this person, from what you hear, could be considered a hero • Play 15-second clip of <i>I Have a Dream (IHAD)</i> with excerpt written on chart paper for visual learners • After pausing: "Can anyone say who was speaking?" • Those are probably familiar words to many of you, one of the most famous speeches in our national history • Hold up good picture of MLK to tie voice to face. • Give brief succinct overview of MLK's life and accomplishments (drawn from my research: concise statement of important details like birthday, education, upbringing, generation, HEROISM etc.) • We'll continue to learn about him throughout the coming weeks. • This iPod contains several of MLK's speeches, which you'll have an opportunity to explore later. • Today we're going to focus on his <i>IHAD</i> speech in its entirety. • I'll hand out sheets and highlighters with <i>IHAD</i> words on it (place sheets face down at first), asking them not to look at the words until I tell them to flip.	• Students will listen and participate in a group discussion about what they've heard • Students will tie voice to name and face • Students will begin to refer to Hero Board as a resource	• Following directions and classroom expectations • Looking for recognition in students' faces • Using Hero Board and surrounding literature to inform their thinking (making use of available resources)
	3. The Link • Now think of your prior knowledge of MLK, of the new knowledge I've told you today, and the idea of eloquence (reinforce definition).	(Workshop Time) • Teacher-led whole group discussion about the content and how it informs their decision about his hero status.	• Students are silently listening • Those that choose to highlight are doing so sensibly

	3. The Link • Now think of your prior knowledge of MLK, of the new knowledge I've told you today, and the idea of eloquence (reinforce definition). • You will use all these resources to inform your decision about whether MLK belongs on our Hero Board. Keep this in mind as you listen. • Students can flip their sheets now. I'll explain that they can highlight if they choose: only a couple key phrases or words to help them understand and support their opinion • Dim lights for mood and play <i>IHAD</i> in its entirety • Once it's finished we'll turn the lights back on and have a discussion. But for now I want everyone just to listen very carefully.	(Workshop Time) • Teacher-led whole group discussion about the content and how it informs their decision about his hero status. • As kids think of ideas, I will pause, help them to analyze, and, if group agrees/reaches consensus, add to hero chart • Kids will listen attentively and highlight as they see fit • Assuming we reach consensus, I will post speech on our board as a symbol of MLK Jr.	• Students are silently listening • Those that choose to highlight are doing so sensibly • Able to cite speech, what I told them, prior knowledge (using multiple resources and identifying where they got the information) • Students beginning to defend their choices based on prior knowledge and class-agreed criteria • Students are understanding an inclusive definition of hero (differently-abled, age, race, gender, multilingual, socioeconomic status, education, religion)
	4. Closing (at the share) • We listened to <i>IHAD</i> and (presumably) decided that MLK belongs on our Hero Board. • Take a look at our Hero Board. • Who can name all four heroes on the Board? • Why did we add these four people? (What specific qualities?)	• Students will participate in discussion, naming the four people on the Hero Board and some reasons they are there	• Looking for correct identification of people • Students beginning to defend their choices based on prior knowledge and class-agreed criteria • Students using classroom resources (Hero Board).
	Anticipated Responses/Outcomes: • I'm looking for students to build our Hero Board; evolving working definition, • A student may say Goodall belongs because he or she likes monkeys, missing the point of making a difference, etc. "So Sarah, I like monkeys too, but does liking monkeys really make us heroes? What is it about Goodall that really makes her a hero? Think of what is on the Hero Board."		

Reflections:

HOW DID THE LESSON PLAN WORK? WHAT WAS EFFECTIVE? WHAT DID YOU LEARN? WHAT WOULD YOU CHANGE FOR TOMORROW OR THE NEXT TIME YOU WILL USE THIS PLAN?

A lot will likely come up in discussion. I'll be looking for opportunities to incorporate other aspects of our civil rights unit (like the Ruby Bridges story) as they arise. By listening to MLK there is the potential to become engaged in a far broader topic than the planned scope of this lesson. I'll record good but tangential questions in hopes of tying them in to my later teaching.

As time allows, I'd encourage students to visit NPR.org to listen to vast collection of audio recordings (difference between King's speaking to the masses and speaking in smaller church group, etc.)

Name: _____ Grade: _____ Date: _____

LESSON 3: MARTIN LUTHER KING, JR. PART 2 – HERO FINDER SHEET (HOPEFULLY SAME DAY AS MLK PT. 1)

Lesson Objective:

Students will use the Hero Board and other classroom resources to complete a writing assignment justifying the group's decision to place MLK on the Hero Board. Additionally, students will revisit and independently work on their own Hero Finder sheets.

Standards: II-f, IV-h, V-d, VI-f,h, X-b,e,j

Multicultural Content:

•Studying a leader of the American Civil Rights movement. •Heroes can be described by many traits, and are not limited to any specific group

Materials & Advanced Preparation:

•iPod of MLK speeches • Hero Finder sheet transparency and Overhead projector

Prior Knowledge and Skills Needed:

•Understand criteria for hero •Reading, writing, reflecting •Stating and defending an opinion •Reaching consensus

Key/ New Vocabulary: •identity, democracy, equality, culture, conflict, protest, riot, sit-in, segregation, civil rights, power, leader/leadership, differently-abled, age, race, gender, multilingual, socioeconomic status, education, religion, consensus

Lesson Procedure

Time	Teacher Actions	Student Learning Activities	Form of Assessment
	1. Connection • Play another excerpt from a different MLK speech. • "Whose voice do we now know this to be?" • And we've already agreed to put him on our Hero Board...	• Listening and identifying MLK from his voice	• They get it that it's MLK, or they don't!
10 min. max.	2. The Teaching (The Giving of Information): • "We're all going to fill out our own Hero Finder sheets for Martin Luther King, Jr." • Point out enlarged sheet on overhead (to remind them of the specific sheet) • Remind students of COPS • I'll model the process of filling in this large hero sheet, step-by-step. Make explicit that correct spelling and full wording of Martin Luther King Jr. is mandatory. • Explain that I'm looking for three to five pieces of evidence; three is minimum/okay/grade-level, anything above that exceeds expectations. • I'll fill it out interactively, questioning out loud why I am making certain statements.	• Students will observe my modeling and participate in a group discussion • Teacher-led whole group question and answer • As kids think of ideas, I will pause, help them to analyze, and, if group agrees on another aspect of what makes a hero, I'll add to hero chart	• Students are understanding an inclusive definition of hero (differently-abled, age, race, gender, multilingual, socioeconomic status, education, religion) • Students beginning to defend their choices based on class-agreed criteria
	3. The Link • Reference our new hero chart, reminding students to use it as a guide in filling out their own Hero Finder sheets. • We've talked a lot about heroes and we now have a certain caliber of heroes on our board. Think back to the hero you chose at the beginning (Lesson 1). • Could your hero sit side-by-side with the four heroes we've already identified? Does he or she fit our criteria for a hero? Do we need to change? • You'll be thinking about this as you fill out your Hero Finder. Just like with MLK, our class will reach a consensus about each of your heroes and whether they belong on the Hero Board. • These will be learning resources for our class. • You have ten minutes to work on these. Go!	(Workshop Time) • Students will begin to fill out their own Hero Finders, remembering my model, using classroom resources, and considering the characteristics of a hero that we have discussed, and also any proprietary information any students may possess. • Students will go work independently on Hero Finder sheets.	• Students will be referencing our class work and resources when filling out their Hero Finders. • Time on task (Productive and effective use of time) • Seeking actual written output (looking for three to five points) • Comparing differences in volume, thoughtfulness, and accuracy • I will be circulating the room, touching base with each student to ensure that everyone's hero is eligible for hero status.

	3. The Link •Reference our new hero chart, reminding students to use it as a guide in filling out their own Hero Finder sheets. •We've talked a lot about heroes and we now have a certain caliber of heroes on our board. Think back to the hero you chose at the beginning (Lesson 1). •Could your hero sit side-by-side with the four heroes we've already identified? Does he or she fit our criteria for a hero? Do we need to change? •You'll be thinking about this as you fill out your Hero Finder. Just like with MLK, our class will reach a consensus about each of your heroes and whether they belong on the Hero Board. •These will be learning resources for our class. •You have ten minutes to work on these. Go!	(Workshop Time) • Students will begin to fill out their own Hero Finders, remembering my model, using classroom resources, and considering the characteristics of a hero that we have discussed, and also any proprietary information any students may possess. •Students will go work independently on Hero Finder sheets.	•Students will be referencing our class work and resources when filling out their Hero Finders. • Time on task (Productive and effective use of time) • Seeking actual written output (looking for three to five points) • Comparing differences in volume, thoughtfulness, and accuracy •I will be circulating the room, touching base with each student to ensure that everyone's hero is eligible for hero status.
	4. Closing (at the share) •Gather back around •Turn-and-talk, tell your partner one of your reasons why your hero belongs on our Hero Board. •I'll circulate and select a few students to share (looking for good examples of reasons rooted in our class criteria)	• Students will present to their partners a reason they believe their own heroes belong on the Hero Board.	• As I observe during the Turn and Talk I will be listening for reasons that reflect the hero-qualities upon which our class has agreed.
	Anticipated Responses/Outcomes: • Hitler is someone who in words can be described as a hero, despite the ugly reality of his character. I will cite this example specifically, describing, for instance, "a leader with many followers who effected great change." Sounds like a hero, but clearly not. This will lend perspective to students having difficulty choosing a hero or measuring a potential hero's qualities. • "What do we do with people who could be leaders but also have some qualities that aren't so heroic?" (e.g. Buddy Cianci). Could have a "Questionable Hero" list or an equivalent for Jekyll/Hyde folks.		

Name: _____

Grade: _____

Date: _____

LESSON 4: COLOR MIXING

Lesson Objective:

- By self-identifying their own skin colors and simulating them using paints, students will grow awareness of varied perceptions and realities of skin color.
-

Standards: II-e, IV-b,f, X-g,h

Multicultural Content:

- Thinking about one's own skin tone and racial identity, and the power/freedom to choose one's own identity versus being assigned
 - Exposure to concept of correlation between race and power
-

Materials & Advanced Preparation:

Paint and paintbrushes; paper plates; index cards; racial quota sheets; picture of MLK Jr.; chart paper.

NOTE: Ideally this will occur in the art room to simplify preparation and clean-up.

Prior Knowledge and Skills Needed:

Familiarity with basic grade-level art supplies and techniques; racial awareness; expectations for listening and using expression

Key/ New Vocabulary: identity, self-identify, race (as defined on quota sheets, e.g Pacific Islander, etc.), conflict, segregation, civil rights, power, leader/leadership, apartheid (if introduced by discussion), perceptions of racial identity.

Lesson Procedure

Time	Teacher Actions	Student Learning Activities	Form of Assessment
	1. Connection •MLK Jr. is now on our hero board from last class. •Show photo of King. •When you look at this picture, what do you notice about the way he looks? (Getting at, "What color?") •Use hero finder sheet to introduce color unit "race of an individual alone does not make or preclude someone becoming a hero"	•Students will respond to picture of MLK Jr. by giving their ideas of his color, which I will record on chart paper •Will be listening attentively and respectfully	• On task: looking for evidence of active listening and engagement, including verbal participation and questions/comments • Use of key vocabulary
10 min. max.	2. The Teaching (The Giving of Information): • We've identified MLK Jr.'s color • Now we're going to find my color. • "What color am I?" (Expecting "white" as a response.) • Hold up some white objects (e.g. white paper, white board, wall/ceiling, t-shirt, etc.) and ask if it really matches my skin color... • Specify in my modeling that even white isn't white: "bright white, off-white, dirty white, etc.) • So we'll find my <i>real</i> color by mixing different color paint. Watch as I model mixing paint to simulate my skin color. • IMPORTANT: "Notice that I'm starting with a dot of brown paint!" (Not white, as students will likely expect.) • Also, I'm not using a lot of paint, I'm just using and mixing a small amount • Once I find a good match, I'm going to put a dab on a clean index card, give my color a creative name, and label my card with the name. • I'll choose "salty barnacle."	• Students will observe my modeling and participate in a group discussion • I will record students' ideas of my color on a pad of chart paper	• Engage and participate in discussion • I'm looking for use of key vocab and thoughtful responses and recording these on a chart

	3. The Link • Now you go do it. • Today you're going to mix your own color on your paper plate, using a small amount of paint • When you're happy with your color, put a sample on your index card, give it a name that you think captures the beauty of your color, and write this name and your own name on the card. • After you've done this, go lean it against the chalk rail (or somewhere appropriate where all will be visible together)	(Workshop Time) • Students will go off and individually mix their colors, using paints I've set up at table pods • Once they've found an agreeable mixture, they put a dot on an index card, record their catchy titles, and label the cards with their own names. • Students arrange cards together to dry. • Students who finish early can quietly observe and compare others' cards.	• I'll circulate while they're working, listening for key vocab, assumptions about race and color, etc. • Looking for appropriate and real color choices (i.e. no purple — allow for honest reflection of self-identity — I won't criticize — but no silliness)
	4. Closing (at the share) • Now look around at all our colors that I've arranged together near the hero board. (Perhaps at the border — depending on classroom arrangement) • I'll call off the names of each student's color ("Who's salty barnacle? Who's ____?) and write them on my chart paper from earlier. • I'll be reading these one after another so it doesn't take ages to get through the whole class • "All these colors are beautiful, you get to choose your own name, but it hasn't always been like that — through history, many, many people have been <i>assigned</i> their colors.	• What are students going to share/ respond to? • How many students will share? • How will you determine who shares?	• How will you assess the application of the concept during the workshop time? • How will you communicate to the students what they accomplished today?

Name: _____

Grade: _____

Date: _____

LESSON 5: REVISITING COLOR (DOUBLE-BLOCK LESSON)

Lesson Objective:

- Take individual identities and make conceptual connection of “here is my color” to “here is my race.” Understand that, like it or not, everyone *does* have a racial identity in our society
 - Students will understand that the race of an individual alone does not promote or preclude his or her becoming a hero
 - Formally introduce Ruby Bridges
-

Standards: I-a,b, II-a,e, IV-b,f,g, VI-c, X-g,h

Multicultural Content: Continuing to think about skin color, and how it relates to race (as perceived from within and from without). Introduce Ruby Bridges, a civil rights hero, as a candidate for our hero board.

Materials & Advanced Preparation:

White and brown paper; multi-tone consumer items like band-aids, panty hose, crayons, make-up (to remain on display in classroom); racial quota-type sheet on transparency, overhead projector, Ruby Bridges book, green post-it notes and “Parking Lot” chart paper.

Prior Knowledge and Skills Needed:

Growing awareness that color and race are interconnected,

Key/ New Vocabulary: self-identify, multi-racial •hero/heroine, identity, democracy, equality, culture, conflict, segregation, civil rights, power, leader/leadership, effective, protest, riot, sit-in, apartheid, (as introduced by discussion), perceptions of racial identity, KEY PEOPLE: Barack Obama, Jane Goodall, 9/11 Rescue Workers, consumer products.

Lesson Procedure

Time	Teacher Actions	Student Learning Activities	Form of Assessment
	1. Connection - Today we're going to look at some consumer products and the colors they are. - Bring samples of multi-tone items (make-up, panty hose, markers, crayons, etc.) to circle - Reach into box of crayons and read, "who's burnt sienna" etc. - Who could be "burnt sienna"?	Students are actively listening.	On task: looking for evidence of active listening and engagement, including verbal participation and questions/comments
10 min. max.	2. The Teaching (The Giving of Information): - Last time we played "who's honey rose," "who's salty barnacle," etc. •So who <i>can</i> use this dark Band-Aid? •Expect response "black people" or something similar •So we have these groups that people are assigned, whether they think of themselves in a certain way or not. •Show census sheet on overhead and point out different checkboxes "What do you notice?"	- Students will be engaged in discussion - Students will react to the examples of "multicultural" products - Students will respond to limited categories available on census sheet	- Engage and participate in discussion - I'm looking for use of key vocab and thoughtful responses
	3. Have-A-Go (optional) •Does anyone see a category that he or she thinks fits? (<i>Take a response</i>) •Does anyone see a category into which MLK Jr. would fit? Turn and talk. •Obama? Even though his mom was white? •Conclusion: their color is not a factor in their being considered heroes (although we tend to lump people into groups by color, you can't exclusively tell his or her race by color -> Obama has white mom and black dad)	Students will turn and talk to a partner and decide which checkbox MLK Jr. would check	- I will gauge the quality of the conversation, looking for use of key vocab • <i>Really</i> listening to quality of questioning to guide further exploration - Looking for blanket statements "black people are ____" that will serve as good basis for discussion (looking for honest reflection; "nothing is wrong")
	Anticipated Responses/Outcomes: - Looking for students to identify MLK Jr. as black/African-American - Lead students to understand that though Obama may appear black, he is actually what we call bi- or multi-racial		

	4. The Link •Now we're going to read about a little girl •<i>Show front cover of Through My Eyes</i> •What color is she? How would you define her? •She would be categorized as black back then, or negro, now an insult •She didn't have the opportunity to decide her race for herself like we do, to "self-identify"—based on her color, others decided for her. •So Ruby Bridges was labeled by someone else, and as a result didn't have the same rights as others •This unfairness is the cause of the Civil Rights Movement in USA.	(Workshop Time) •Students look at the cover of the book and share their observations. •Students thinking about self vs. other labeling (e.g. "How black is Obama?" According to Africans? White Americans? Black Americans? Et cetera.)	•Looking for obvious correct responses that she's black, as well as any additional noticings the students have. •Listening for uninformed use of language (i.e. know I have some teaching to do if someone responds "that's a negro" etc.)
	5. Closing (at the share) •So we looked at supposedly multicultural items like darker-colored Band-Aids. •Now we're thinking about how everyone has a color. •It's up to you and your family to choose how you self-identify racially (it's not up to me as your teacher). •As we start reading we'll see how Ruby Bridges' color affected her experiences. •I'm going to introduce to you our new "parking lot" system for questions and ideas you have about Civil Rights. When you have a burning question or wondering, you can write it down on a <i>green</i> post-it. When I've said it's time to post in the parking lot, you may put your question on the paper. (Not standing up in the middle of class.) •This is an opportunity for you to ask questions that come up that you need to think about some more, or that you want to ask more privately. It also helps me as a teacher to see what you're thinking.	• Students starting to self-categorize themselves racially • Gaining awareness of their use of specific related language (i.e. white and Caucasian are the same but people entitled to preferences whereas black and negro are very different; black doesn't necessarily imply African, etc..) •Students learn of our new Parking Lot question system.	• Looking for signs that kids are grappling with diverse language use racially, recognizing differences, degree of choice, depth of meanings, etc.) •Will know they got it when we start using it next time...
	Anticipated Responses/Outcomes: • I understand that many white children will lack a specific racial identity. It's not my job to inform them — but hopefully they'll start considering the issue ("Huh, I never realized that Band-Aids were meant for me...").		

Name: _____

Grade: _____

Date: _____

LESSON 6: BOOK STRUCTURE / INTRODUCE THROUGH MY EYES

Lesson Objective:

- Through a formal introduction and guided preview to Ruby Bridges' Through My Eyes, students will review the common structure of a book (the “parts” and components it comprises).
-

Standards: I-a,b, II-e, IV-e,f

Multicultural Content:

Beginning to look at Ruby Bridges' story, one central to the American Civil Rights Movement.

Materials & Advanced Preparation:

Pink, yellow, and green post-it notes for question parking lot; secondary/primary source chart corresponding to pink and yellow post-it colors (on a sentence strip or something simple); digital projection of U.S. map with Providence and New Orleans pointed out; Book Parts Assessment worksheet.

Prior Knowledge and Skills Needed:

Awareness of difference between fiction and non-fiction; familiarity with basic literary genres and accompanying images etc.

Key/ New Vocabulary:

Primary/Second sources, autobiography (first-person), biography (third-person), Cover, Title Page, Dedication & Copyright, Foreword/Guest Intro, Preface, Headings, Photos, Captions, Insets, Appendices (timeline, photos & text credits, etc.), Afterword/epilogue, Back Cover

Lesson Procedure

Time	Teacher Actions	Student Learning Activities	Form of Assessment
	1. Connection —We're learning about key figures in the American Civil Rights movement. —Last time we discussed the issue of skin color and what it can mean for you. —Today I'm going to give you a guided preview of the book <u>Through My Eyes</u> , which describes how a child of color experiences going to school during the Civil Rights Movement.	—Students will recognize the book, recalling yesterday's exercise on color and racial identity.	—On task: looking for evidence of active listening and engagement, including verbal participation and questions/comments
10 min. max.	2. The Teaching (The Giving of Information): Guided Preview of <u>TMY</u>: —We have lots of what we call sources in the classroom. —Some are secondary sources, which means that somebody wrote about someone else's experiences in a certain time or place. —Also primary sources, created by a first-hand observer or participant. —We'll be classifying our books as one of these from now on using different-colored post-its. —When we talk about primary sources, they are usually non-fiction, but secondary sources can be both non-fiction or fiction (like historical fiction). —We could get a better picture of Ruby Bridges' story by looking at more than one source—like someone's interpretation in a movie and Ruby Bridges' own story in her book—than we can by just relying on one kind of information. —We'll hit the components of the book as we quickly scan the book from cover to finish. —Cover, Title Page, Dedication & Copyright, Foreword/Guest Intro, Preface, Headings, Photos, Captions, Insets, Appendices (timeline, photos & text credits, etc.), Afterword, Back Cover	—Students will watch as I point out the components of the book. —Students will discern the difference between a primary and secondary source (so also fiction and non-fiction).	— On task: looking for evidence of active listening and engagement. —I'll take a couple examples from students of primary and secondary sources to check that they're beginning to get the difference. —From now on, we'll categorize all the books we look at for this unit as either primary or secondary sources. Stick a pink post-it on the cover of primary sources, and yellow ones on secondary sources.

	3. The Link <i>Now Start Reading...</i> —Tell students this book gives us lots to think about so I'll be stopping at the bottom of each page to <i>briefly</i> take questions; they'll know it's question time when I close the book and look up. —Read Preface and onward, probably stopping around page 7. —After preface, briefly think aloud how Ruby Bridges' story seems to be tied up in the color of her skin (linking back to yesterday's skin color activity). —I'll point out insets and the other book parts I mentioned, as well as secondary and primary sources in the text (like photos and newspaper articles), to reinforce understanding of the vocab.	(Workshop Time) • Students will listen attentively and I expect many questions and comments. I'll keep moving forward by pausing after each page and give a brief moment for questions (some of which I will record to be answered later).	• —Looking for use of Parking Lot (kids taking notes on post-its at their desks) • looking for evidence of active listening and engagement, including verbal participation and questions/comments
	4. Closing (at the share) —Today we quickly looked at some of the components we usually find in books. —And we started reading about a young girl in the 1960s, Ruby Bridges. —Let's quickly talk about some things we heard in the story that strike you. —What is it about the way this book was set up that invites you to understand what's going on in Ruby Bridges' life? (Not a straight narrative; for example, could hold up <u>Jackie & Me</u> to demonstrate difference in impact between sketches and historical photos.)	•Will have a couple kids share. Will pick two students who seemed particularly engaged in the story (asking questions, etc.). •Students will notice relationship between a book's structure and components and the impact of its content.	—I'll be looking for evidence that the kids recognize Ruby Bridges' skin color as central to the events in her story. •Kids will connect specific book parts (e.g. "caption explains a picture so makes it seem more real...")
	Anticipated Responses/Outcomes: • I'll vary my timing and pacing based on how they're digesting the content. (In my experience and that of other teachers who have used this book, kids tend to be rapt by the story so I don't anticipate attentiveness being a problem.) • As a result, to give ample time for questions and comments, I may end up later having to devote other periods to reading this. • Some of the book components (title page) may be familiar to the students, while others (like insets or photo credits) will be new.		

CONNECT THESE LITERARY WORDS TO THEIR DEFINITIONS!

Appendix—	—An introduction to a book, usually written by someone other than the book's author.
Autobiography—	—Where the author thanks people important to him or her
Biography—	—Found under a picture or graph to describe it
Caption—	—The page at the beginning with the author, year, publisher information and library cataloging data
Copyright—	—One of the first pages in the book, where the full title and author are written
Dedication—	—A box of text on a page with its own beginning and end, separate from the other text on the page
Foreword—	—Additional data inserted at the end of a work like graphs, photographs, photo credits, a bibliography, and other information helpful but not essential
Heading—	—Announces the beginning of a chapter or section
Inset—	—A story someone writes about his or her own life
Primary source—	—A story an author writes about someone else's life
Secondary source—	—A document, conversation, artwork, or other piece of information that was directly involved in a time or event
Title Page—	—An outsider's research or interpretation of a time or event

Name: _____

Grade: _____

Date: _____

LESSON 7: LANGUAGE OF POWER

Lesson Objective:

- Students will make a connection between language and power in the context of social norms, and the origin of those norms. (The idea that some people are given names, and others labels, and why.)
-

Standards: I-c, IV-c,e,f, V-a,b, VI-a

Multicultural Content:

- Considering various conventions of language as they relate to status and power.
-

Materials & Advanced Preparation:

Dry-erase board (I'll be the scribe), Through My Eyes (TMY), photos of notable characters (president, doctor, celebrity, Louie, etc.)

Overhead projector and Greeting Transparency, Greeting Sheets for each student

Prior Knowledge and Skills Needed:

Familiarity with salutations (Dr., Mrs., Mr., Miss, etc.) and slang ("hobo," "bum," "hoodlum," etc.), and awareness of concept of cultural-specific etiquette

Key/ New Vocabulary: •salutation (Mr. Dr., etc.) •identity, race (as defined on quota sheets, e.g Pacific Islander, etc.) •hero/heroine, identity, democracy, equality, culture, conflict, segregation, civil rights, power, leader/leadership, effective, protest, riot, sit-in, apartheid, (as introduced by discussion), perceptions of racial identity, KEY PEOPLE: Barack Obama, Jane Goodall, 9/11 Rescue Workers. Acceptable vs. pejorative, Naming vs. Addressing vs. Labeling.

Lesson Procedure

Time	Teacher Actions	Student Learning Activities	Form of Assessment
	1. Connection •Anyone remember the name of the person whose story is being told in this autobiography we started reading last time? (<i>Ruby Bridges</i>)	•Students will get it or not.	- Students will get it or not. - Looking for attentive and respectful listening and correct response
10 min. max.	2. The Teaching (The Giving of Information): - Start with read-aloud from <u>TM</u>Y on page 8 - Wait until I come across “Yes m’am” (“When she told us to do something, we were supposed to say, ‘Yes m’am’...” p.9). - Stop and write “Yes m’am” on the board - So Ruby Bridges used “m’am” as a sign of respect through language - How do YOU show respect using language? - What do you call your mom? Your doctor? Your uncle? Your friend's dad? The janitor? By their first names? Nick names? With a salutation? (I'll record these on the white board.) - At appropriate time (probably after Dr. and Mrs. etc. are introduced) I'll quickly remind of other commonplace abbreviations.	- Students will listen to read-aloud, and then engage in discussion about language use - Thinking of people in their lives and the different names and titles by which they may address them, and why this is the case.	- Looking for participation and engagement - I'm looking for use of key vocab and thoughtful responses from their lives, and recording these on board - Listening for “cleaning lady” and various folks
	3. The Link •Meaningful discussion building connection between language and power •Who are the people that get titles like doctor, nurse, auntie, etc.? •Are there categories? (Friends, Family, Professional Respect, impersonal/“service” folks) •How do we learn these things? Are they set in stone? Can this change? Multiple names? •What if your mom is your teacher? Then what? •What about the people we've already discussed? Do we call MLK Jr. “Martin”? •What do you call a homeless person?	(Workshop Time) •Kids are thinking about different salutations for different people in different contexts (professionals in different fields, i.e. doctor and housecleaner, command varying levels of respect) •Generate list of different words for homeless people •Lead them to understand difference between “acceptable” and pejorative names	- I'm looking for upright body language and signs that students are really grappling with these themes (engaged) - Authentic questions and responses anchored in discussion content •Students should by now be developing opinions, so there is potential for emotional response

	4. Closing (at the share) •Review and discuss how we somehow give people certain names based on their roles in our lives and our relationships with them. •Put Greeting Sheet on overhead and point out my name and salutation on sheet. •Choose someone to share an example from discussion and fill in row on overhead. (e.g. Lupé Vivier, Spanish Teacher, Señora) •<i>No Right or Wrong</i>, we're looking for a range of responses •Fill out sheet with grown-up for homework.	• Students will share things that surprised them (Drunk for Homeless?) • Or that challenge them (Dad or Headmaster?)	• Looking for discussion to be anchored in what we've covered, including what we wrote on board • How will you communicate to the students what they accomplished today?
	Anticipated Responses/Outcomes: • There will obviously be discrepancies; some students may call doctor by first name, call stepparent by something, etc. • Cultural difference may dictate power structure that defines people's titles (Need to keep delicate balance to recognize all are acceptable, without "stepping on toes") • Everyone will have <i>some</i> experience in this matter, so the challenge with "stronger and weaker" students will simply be to ensure that all voices are heard. • Greeting sheet (see attached) will serve as an assessment.		

Greetings Sheet

Name:

Date:

Spend fifteen minutes with a grown-up thinking about different people from your life.
How do you greet these people? What do you call them?

Complete the chart below, including as many different relationships as possible.

Who is the person?	Relationship to you?	What do you call him or her?	<i>To be completed in class:</i> What range of names would Ruby Bridges call this person?
Natty Clapp	Teacher	Mr. Clapp	Sir; Mr. Clapp
Someone who cut in line			

How do you decide how to greet and address people? Write a list of some ideas.
For example, "I call my teacher Mr. or Ms. because..."

Name: _____

Grade: _____

Date: _____

LESSON 8: LANGUAGE OF POWER 2, WORDS OF CIVIL RIGHTS MOVEMENT

Lesson Objective:

- By continuing to read TMY and observing the frequency of certain language use, students will look at the **link between language use and power** in the context of the Civil Rights movement as demonstrated by Ruby Bridges.
-

Standards: I-b, II-a, V-d, IX-f

Multicultural Content:

- Considering various conventions of language as it relates to status and power. Difference between formal and informal language, as Ruby Bridges was forced to use it and as it was used to describe her.
-

Materials & Advanced Preparation:

Dry-erase board (I'll be the scribe), Through My Eyes (TMY), Word List Tally Sheets for class (+1 transparency and overhead), partially-completed greeting sheets from last night and clipboards

Prior Knowledge and Skills Needed:

Familiarity with salutations cultural-specific language and etiquette, ability to tally (covered in math previously), awareness of various power structures

Key/ New Vocabulary: identity, race (as defined on quota sheets, e.g Pacific Islander, etc.), democracy, equality, culture, conflict, segregation, civil rights, power, leader/leadership, effective, protest, riot, sit-in, perceptions of racial identity, acceptable vs. pejorative, Naming vs. Addressing vs. LABELING.

Lesson Procedure

Time	Teacher Actions	Student Learning Activities	Form of Assessment
	1. Connection - You filled in the first three columns of your Greeting Sheets last night. - We have formal names for people like Dr., Mrs., etc., and Ruby Bridges calls her teacher Mrs. Henry like you call me Mr. Clapp. (Example at top of sheet.) - Real consequences if she didn't follow the conventions imposed on her.	Students will recall previous class' conversation and filling in their homework "Greeting Sheets."	Looking for attentive and respectful listening
10 min. max.	2. The Teaching (The Giving of Information): - Today we're going to start listening more carefully for the words that surrounded Ruby Bridges in her daily life and shaped her experience. - Think about the question I ask on the bottom of the Greeting Sheet, about how you decide how to address someone. (<i>Take two student examples, "how do you decide..."</i>) - Well in Ruby Bridges' time, because black people didn't have nearly the same rights as white people, the decision wasn't Ruby Bridges' to make. - Some of the words that Ruby Bridges uses are familiar to you. During the Civil Rights movement there were words that carried more hatred, that could "punch you in the gut" - Project Tally Sheet (see attached) of some words from yesterday on overhead, reading each word aloud, and saying we'll discuss the language after the activity. - Quickly model ticking off instances of words from a passage from yesterday - Hand out Tally Sheets - I've gone over this and know how many of each word appear, so make sure you're on point and listening and keeping track! - Read aloud from <u>TMY</u>, roughly pages 10-22 (stopping intermittently to elucidate)	- Students will watch me model and then quietly receive their sheets - Students will listen to read-aloud, recording tally of vocabulary on list	- Looking for participation and engagement! - Actively listening and recording - Check number of each word tallied to confirm that students were tracking the text as I read - Thoughtful and honest circling of terms that may be unclear to students (to account for different learning styles)
	3. The Link - Give a couple minutes of work time/silent reflection for students to consider the lists. - Also mark terms they don't quite understand with a question mark (for my use) - What do you notice about the interactions that take place among people in Ruby Bridges' story? - How are these words related to power (one group oppressing another) → Example: literal vs. contextual meaning of <i>barricade</i>; specifically to stop segregationists from hurting black kids, not the same as a highway barricade	(Workshop Time) - Kids are thinking about the different ways that Ruby Bridges and others are addressed in <u>TMY</u> - Are these words that they hear in their everyday lives? Have they ever heard them before? - Coming to realization that they use names in different ways that do carry weight, but in civil rights context the meanings and expectations of use were typically far more consequential	- Lists should be fairly correct in tallying different salutations - Students should understand the importance of language of oppression in civil rights context

	4. Closing (at the share) •Yesterday we listened for ways that people addressed one another in Ruby Bridges' time and also thought about how we greet one another today. •Lots of these words have deeper meanings and messages in context. • Tell kids to pause and look over their Greeting sheets from yesterday. • Based on what you've now learned about Ruby Bridges and her time, take two minutes ("I'm timing...") to fill in the final column on the sheet (if you can't finish, finish tonight at home). I'll collect them after we finish. • During the time of our Civil Rights Movement, would Ruby Bridges have had a choice in what to call these people? • After all are done, we'll go over my two examples together (me and line-cutter). What does Ruby Bridges call the line-cutter? • Some will say nothing, some will say Sam, some will say jerk... I'll guide the conversation to make sure everyone sees the distinction. (Would a young black girl have a strong enough voice in segregated society to call attention to someone, even if he cut her in line? Essentially he still has the power.)	• Kids are listening • Kids review their greeting sheets and complete column 4 • As a group we review the first example (Mr. Clapp) and the later one (person who cut in line) to make sure everyone understood assignment.	• Looking for honest conversation about the salutations we discuss. •Looking for good observations about how terms are used and what depends upon who's speaking it (i.e. who says "ma'am" and when, and does it mean different things if it's forced or volunteered) •I'll collect everyone's (those that are completed) sheets and monitoring for understanding and accuracy (range of appropriate responses).
	Anticipated Responses/Outcomes: • This could be challenging for students and myself because we'll venture into some uncomfortable and sensitive verbal territory. • I'm going in with a certain plan, but I'll need to take their responses as they come (my literal plan will morph with their responses) • Everyone will have <i>some</i> experience in this matter, so the challenge with stronger and weaker students will simply be to ensure that all voices are heard. • Wanted to try something different for closing; aiming to keep to five minutes but realistically may take eight to ten.		

Tally Sheet

Name:

Date:

Tally how many times you hear each of these words or phrases.

Remember, Ruby Bridges is simply trying to go to school...

Barricades
Better Education
Black
Civil Rights
Enforce
Equal Rights for Black People
Federal Marshal
Integration
NAACP
Promises
Protesters
Racist(s)
Segregation
Segregationist
The “N... Word”
Unconstitutional

Add Your Own:

Name: _____

Grade: _____

Date: _____

LESSONS 9 & 10: FINISHING THROUGH MY EYES

Lesson Objective:

- By listening as I read aloud Through My Eyes, students will continue to develop their concept of what defines a hero, considering if and why Ruby Bridges fits the profile demonstrated by the heroes already on our Hero Board.
-

Standards: I-c, II-a,b,e, V-a, VI-a,h, X-a,b,d,e,f,j

Multicultural Content:

- Book details life and struggles of Ruby Bridges, an American Civil Rights hero.
-

Materials & Advanced Preparation:

Through My Eyes (TMY), Hero Board visible in classroom, timeline handouts and matching transparency for overhead.

Prior Knowledge and Skills Needed:

Familiarity with classroom Hero Board and basic knowledge/awareness of Ruby Bridges' story (as it was introduced a couple days ago).

Key/ New Vocabulary: identity, race, federal marshal, mob

Lesson Procedure

Time	Teacher Actions		Student Learning Activities	Form of Assessment
	1. Connection • A couple days ago we began to read Ruby Bridges' book, <u>Through My Eyes</u>. • We've talked about language use and also the different parts of a book. • Today I want you to listen really hard and think about Ruby's "journey." Is she a hero?		• Students will recall beginning the book earlier in the week.	
10 min. max.	2. The Teaching (The Giving of Information): • I'm going to read the complete page and then show the pictures, so wait patiently, I <i>will</i> show you the illustrations for each page! • Begin to read, pausing intermittently to point out important ideas and think aloud. • Page 25 (<i>Some Show Courage</i>), pause and think out loud how difficult it must have been to walk all that way alone. • Page 36 (<i>We Are Not Alone</i>). It's clear that the school integrations have become news, since the Bridges family is hearing from so many Americans. • Page 44 (letter from Mrs. Henry), "Ruby never complained, but I knew she was lonely." • Page 50 (<i>The End of First Grade</i>), "I can't play with you,' the boy said. 'My mama said not to because you're a nigger.' ... I finally realized that everything had happened because I was black." • Page 53 (<i>Mrs. Henry Is Gone</i>), "From second grade on, I felt different from the other kids in my class, William Frantz School was integrated, but the long, strange journey had changed me forever." • Page 55, (Time Line). Point this out and say I'll hand out individual copies at class' end.		• Students will listen attentively, • Take notes or use the Parking Lot system.	• Looking for participation and engagement! • Actively listening and recording notes or using Parking Lot
	3. Closing (at the share) • This book is so full of powerful moments. • One that stood out to me was... —p. 36, that people send money and gifts, because it shows us that while lots of people were furious and protesting Ruby Bridges' enrollment at the Frantz School, still others were full of support for her and her family. —p. 56, Not only did Ruby Bridges and her family struggle all the time she was at Frantz, but it sounds like those years really took a toll on her family; her parents split, and her brother was killed. While Ruby did great things for all people, she paid a tremendous price. • Turn and talk to your partner about a moment or event from the part Ruby Bridges' story we heard today that has really stuck with you. (I'll circulate and listen, picking one or two sharers.)	• Students will observe me modeling a memorable moment from the book • Students will turn and talk to their partners about a moment that stands out in their minds.	• Students discussing original ideas and engaged in productive and serious conversation	
	Anticipated Responses/Outcomes: • This is a lot of listening for the kids, and hence quite a bit of sitting, but I really want them to hear this book in contiguous chunks. • I'll give a brief stretch break during both lesson periods.			

SOME MAJOR EVENTS OF THE CIVIL RIGHTS MOVEMENT AND WHERE NEW ORLEANS SCHOOL INTEGRATION FITS IN

MAY 1954	Supreme Court outlaws school segregation in <i>Brown v Board of Education of Topeka, Kansas</i> .
DECEMBER 1955	Rosa Parks, a black woman, is arrested in Montgomery, Alabama, for refusing to give up her seat on a city bus to a white passenger.
SEPTEMBER 1957	President Eisenhower orders federal troops to enforce school desegregation in Little Rock, Arkansas.
FEBRUARY 1960	Four black students sit in at a "whites only" lunch counter in Greensboro, North Carolina.
NOVEMBER 1960	Four black first-grade girls integrate two public schools in New Orleans, Louisiana. Ruby Bridges is one of the first graders.
MAY 1961	Freedom Riders are attacked in Alabama while testing bus desegregation laws.
SEPTEMBER 1962	James Meredith is the first African American to enroll at the University of Mississippi.
JUNE 1963	Medgar Evers, a civil rights leader, is killed in Jackson, Mississippi.
AUGUST 1963	250,000 Americans join in the civil rights March on Washington.
1964	Martin Luther King, Jr. receives the Nobel Peace Prize.
JUNE 1964	Freedom Summer brings one thousand civil rights volunteers to Mississippi.
JULY 1964	President Johnson signs the Civil Rights Act of 1964.
MARCH 1965	The civil rights march from Selma to Montgomery, Alabama, is completed.
OCTOBER 1967	Thurgood Marshall is sworn in as the first black Supreme Court justice.
APRIL 1968	Dr. Martin Luther King, Jr., is assassinated in Memphis, Tennessee.

Name: _____

Grade: _____

Date: _____

LESSON 11: CONCLUSION & WRAP-UP

Lesson Objective:

Considering all they've learned through the unit, students will argue in writing why they personally believe Ruby Bridges does or doesn't belong on our classroom Hero Board.

Standards: I-b, II-a,c,e, IV-e,f,g, X-b,e,h,j

Multicultural Content:

•This lesson will build on all the students' learning from this unit, asking them to argue why or why not Ruby Bridges is a civil rights hero.

Materials & Advanced Preparation:

•blank lined paper and pencil for each student •rubric sheet for each student •matching overhead transparency of rubric to serve as reminder during class

Prior Knowledge and Skills Needed:

•Knowledge of Ruby Bridges' story •Contributions to and agreement upon classroom definition of hero

Key/ New Vocabulary: essay, argument, evidence, thesis

Lesson Procedure

Time	Teacher Actions	Student Learning Activities	Form of Assessment
	1. Connection Over the past couple weeks we've been learning about the American Civil Rights movement, and recently about one person central to that movement, Ruby Bridges.	Students will remember learning about Ruby Bridges and civil rights	
10 min. max.	2. The Teaching (The Giving of Information): - Today you're going to think back on what you've learned about Ruby Bridges and her experiences. - Remember our Hero Board, and the definition of "hero" we all worked so hard to agree upon. - Next you'll write a paper arguing why or why not Ruby Bridges belongs on our classroom Hero Board. - Project a copy of the rubric on the white board. - I'll go through the rubric describing the details and giving a very basic modeling of what I am looking for. (Model coming up with my argument, brainstorming evidence, writing thesis, stating my evidence, and concluding in a manner following my logic.) - Can someone repeat back to me what we'll do? - Rubric will remain up as a reference. - Now you do it!	- Students will observe the rubric for the upcoming assignment - Students will observe my modeling and ask any questions they may have about the project.	Students beginning to defend their choices based on class-agreed criteria
	3. The Link - We have ~30 minutes left in this period. - You'll be working on this for homework for the next couple nights.	(Workshop Time) Students will begin work on their essays	- Students will be referencing our class work and resources when filling out their Hero Finders. - Time on task (Productive and effective use of time) - Seeking actual written output (looking for three to five points)
	4. Closing (at the share) - Gather around the circle - Turn-and-talk, tell your partner why or why not you believe Ruby Bridges belongs on our Hero Board. Be sure to share one of your REASONS. - I'll circulate and select a few students to share (looking for good examples of reasons rooted in our class criteria) - At the end of the week you'll turn these in, and I'll grade them based on the rubric.	Students will present to their partners their opinions about Ruby Bridges, including one of their pieces of evidence.	- As I observe during the Turn and Talk I will be listening for good reasoning and use of evidence in students' arguments. - I expect her to be elected unanimously to our Hero Board!

	Anticipated Responses/Outcomes: • It will be interesting to see if anyone argues against Ruby Bridges' belonging on the Hero Board. I highly doubt anyone will, but it will be interesting to see. • Students who may be challenged by the assignment will have access to the Civil Rights library we've been building, including our Hero Board and his or her own Hero Finder sheets and other resources. • This is not the actual final assessment I used when I taught my social studies unit. I originally had the students write a letter from the Ruby Bridges character of their choice. While I found this to be a good creative exercise, the letters were very similar and didn't necessarily reflect their learning as effectively as I had wished. This assignment holds students more accountable both by demanding a more measured and personal response, and by reflecting a rubric I will make sure they have from the beginning.		

Ruby Bridges: Culminating Paper and Rubric

In our culminating project for Through My Eyes, you will write an essay arguing why or why not Ruby Bridges belongs on our classroom Hero Board. You will be assessed on the following criteria:

Content

Did I...

Part I: Introduction

- ___ create an effective lead?
- ___ state my argument or thesis?

Part II: Supporting Evidence

- ___ include background information?
- ___ provide 3-5 examples to support my point of view?

Part III: Application to real life

- ___ explain a connection to real life?
- ___ define "hero"?

Part IV: Conclusion

- ___ restate my argument?
- ___ bring my piece to a close?

Editing

Did I...

- ___ write in appropriate paragraph form?
- ___ include a transitional sentence for each paragraph?
- ___ use appropriate and correct sentence structure?
- ___ vary my vocabulary?
- ___ use proper punctuation? (end marks, comma use, quotation marks, page numbers, capitalization, and indentation)
- ___ check my spelling?
- ___ use proper grammar?