The University of Mississippi School of Education
Written Unit Plan
Understanding by Design (UBD)

By: Kristen Saltzman

What Makes a Hero?
4th Grade
# Understanding by Design (UBD)

## Unit Cover Page

<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>What Makes a Hero?</th>
<th>Grade Level:</th>
<th>Fourth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/Topic Areas:</td>
<td>Reading, Social Studies</td>
<td>Key Words:</td>
<td>Hero, Civil Rights Movement, Community, Character, Theme, Plot</td>
</tr>
<tr>
<td>Designed By:</td>
<td>Kristen Saltzman</td>
<td>Length of Unit:</td>
<td>10 days</td>
</tr>
<tr>
<td>School District:</td>
<td>Oxford</td>
<td>School:</td>
<td>Della Davidson Elementary School</td>
</tr>
</tbody>
</table>

## Brief Summary of Unit:
The students will learn the importance of heroism. They will learn that heroism comes in several different perspectives such as history, reading, writing, and even in the student’s everyday lives. The students will also understand that character, theme, and plot are important literary terms in any story or piece of writing. These literary elements will help student’s better understand the sequence of events in the stories that they read and write. The students will learn about the difference between good and bad in different aspects of life, particularly in humans. They will understand that motivations and reputations shape whether or not a person is seen as good or bad. The students will understand that diversity and unity play a major role in their society and how it was seen and conveyed throughout the Civil Rights Movement. Comparing and contrasting diversity and unity in these different time periods will allow the students to understand the importance of diversity and unity in our world today. Students, through the use of graphic organizers, will better understand comparing and contrasting. The student’s will learn that graphic organizers are an effective way to break down topics and compare/contrast them to other topics to better their understanding. At the end of the unit, the students will present their assessment of the unit through a performance task on a certain Civil Rights hero. This will demonstrate their knowledge on the Civil Rights Movement. This will also demonstrate their knowledge on character, plot, and theme through how they present their research written and orally.

## List and attach Print Materials/Resources

## List and attach Internet Resources/Links

## Self-Created and Borrowed from:
**Performance Task:**
- Directions handout for students
- Letter to parents about the project
- Note taking handout to begin research
- Rubric for the research paper
- Rubric for the presentation
- Websites for Research

**Day 1:**
- KWL Chart
- Civil Rights Movement Note-Taking Handout
- Textbook: *Social Studies, Mississippi Studies* by Houghton Mifflin (pgs. 106-109)
  - [https://www.youtube.com/watch?v=GvY23DpMXPI](https://www.youtube.com/watch?v=GvY23DpMXPI) Frozen Clip
  - [https://www.youtube.com/watch?v=81FRPKV3LG1](https://www.youtube.com/watch?v=81FRPKV3LG1) Clip on Women in CRM
  - [https://www.youtube.com/watch?v=LUlt8mfhFYs](https://www.youtube.com/watch?v=LUlt8mfhFYs) Clip on Cesar Chavez
- Event Timeline for Accomodation
- Writing Prompt

**Day 2:**
- Writing Prompt
  - [https://www.youtube.com/watch?v=OsVeU0wtGQ0](https://www.youtube.com/watch?v=OsVeU0wtGQ0)
- Compare and Contrast (Good and Bad) Chart
- People of the Civil Rights Movement and their Motives PowerPoint ([www.biography.com](http://www.biography.com))
- Names of people used for Good or Bad game
- “What is the Purpose of the Civil Rights Movement?” homework sheet

**Day 3:**
- Pop Quiz on the Civil Rights Movement
- Mini Mountain Sign for students to hold up
- Textbook: *Reading Street* by Scott Foresman (pgs. 236-246)
- Character, Plot, and Theme Open-Mind Portfolio Book
- Roller Coaster Example to teach Plot

**Day 4:**
- [http://pbskids.org/storyfactory/story.html](http://pbskids.org/storyfactory/story.html)
- Interview a Hero Homework
- Exit Slip
- Brainstorming Map for Accommodations

**Day 5: Civil Rights and Community Hero**
- [http://kids.usa.gov/history/index.shtml](http://kids.usa.gov/history/index.shtml)
- Writing Prompt

**Day 6: Diversity and Unity**
- [https://www.youtube.com/watch?v=RqEaBPSAyY](https://www.youtube.com/watch?v=RqEaBPSAyY)
- My First Biography: Martin Luther King Jr. by Marion Dane Bauer
- North and South T-chart
- Diversity Activity Sheet
- Exit Slip
- Challenge Slip for Enrichment
- Checklist for Intervention

Day 7: Protests
- https://www.youtube.com/watch?v=QhnPVP23rzo
- http://www.voaenglish.com/content/nonviolentkey-to-civil-rights-moving/1737280.html
- Violent Protests PowerPoint (http://encyclopedia.kids.net.au/page/am/American_civil_rights_movement)
- Categorization Puzzles (Average and Accommodation)
- Brainstorming Map

Day 8: Heroism
- https://www.youtube.com/watch?v=c6124S72Jps
- Fortuna Teller Template (Self-Created)
- Tic-Tac-Toe, What Do You Know Review Game (http://www.educationworld.com/a_lesson/03/lp321-02.shtml)

Day 9: Review Day
- Good or Bad Bingo
- Cliffhanger Round Robin (http://www.educationworld.com/a_lesson/03/lp306-02.shtml)
- Character, Plot, and Theme Millionaire (http://www.millionaireforschools.co.uk/)
- Hero Jeopardy https://jeopardylabs.com/build/

Day 10: Test Day/Presentation Day
- Hero Jeopardy https://jeopardylabs.com/build/

Stage 1 – Identify Desired Results
(Stage 1 completed once for the unit)

Goal: Identify overall goal(s) of the unit based on the Mississippi Curriculum Frameworks and/or the Common Core Standards.

Fourth Grade English/Language Arts:
CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
CCSS.ELA-Literacy.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and
CCSS.ELA-Literacy.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

CCSS.ELA-Literacy.RL.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive detail, and clear event sequences.

Fourth Grade Social Studies:

4. Understand the roles, rights, and responsibilities of Mississippi citizens.
   b. Identify historical figures (e.g., Fannie Lou Hamer, Medgar Evers, and Martin Luther King Jr., etc.), circumstances (e.g., slavery, abolition, segregation and integration, etc.), and conditions (e.g., The Great Migration, Trail of Tears, Women’s Suffrage, etc.) related to the struggle for civil/human rights in Mississippi and their impact on Mississippi’s society. (DOK 2)
   c. Compare and contrast the benefits and challenges of unity and diversity among citizens of Mississippi. (DOK 2)

What understandings are desired?

- Theme, character, and plot are important literary elements in a story.
- There are different perspectives and roles of heroes.
- Different types of people are motivated by different elements in nature.
- Graphic organizers are an effective way to break down stories and compare/contrast them to other stories or topics.
- Outcomes of different situations depend on the unity and/or diversity of the contributors.

Daily objectives: What key knowledge and skills will students acquire as a result of this unit? What should learners be able to do as a result of such knowledge? Include integrated content areas from the Mississippi Curriculum Frameworks. Label objectives with the DOK level of learning.

The students will:

Day 1: Introduction/Civil Rights Chapter
1. Define and record what makes someone a hero and why (DOK 1) (INDICATOR 2)
2. Identify some of the heroes of the Civil Rights Movement and what made them heroes (DOK 1)
3. Make connections between information from the chapter and videos provided (DOK 2)
4. Sequence events of the Civil Rights Movement through a timeline (DOK 1)

Day 2: Motivations
1. Recognize the theme of good vs. bad in terms of civil rights heroes and the motivations of each side (DOK 1)
2. Distinguish different characters of the Civil Rights Movement and state opinions on why they are good or bad (DOK 2)
3. List how results of the Civil Rights Movement are seen in the community today (DOK 1)
4. Recognize the main purpose of the Civil Rights Movement (DOK 1)

**Day 3: Cliffhanger**
1. Predict what will happen in the story *Cliffhanger* before reading (DOK 2)
2. Identify the character, plot, and theme of the story *Cliffhanger* (DOK 1)
3. Compare and contrast heroism in the story to heroism in the Civil Rights Movement (DOK 2)
4. Relate similar themes and events taken in each story that led to heroism (DOK 2)

**Day 4: Stations**
1. Identify the characters, plot, and theme from the basal reader, *Mountain Rescue*, and how each character modeled heroism (DOK 1)
2. Summarize the basal reader *We Shall Overcome* (DOK 2) *(INDICATOR 3)*
3. Organize a visual of literary elements from the story *Cliffhanger* (DOK 2)
4. Construct a Thank-You Letter to a favorite Civil Rights hero (DOK 2) *(INDICATOR 3)*
5. Identify heroes in the community and how they impact the student’s life (DOK 1)

**Day 5: Community and Civil Rights Heroes**
1. Compare and contrast Civil Rights heroes to community heroes (DOK 2)
2. Categorize the events of the Civil Rights Movement, who was involved, and why the event occurred (DOK 2) *(INDICATOR 2)*
3. Investigate who was responsible for certain events during the Civil Rights Movement (DOK 3)

**Day 6: Diversity and Unity *(INDICATOR 2)***
1. Define the terms of diversity and unity (DOK 1)
2. Recognize the minority groups involved in the Civil Rights Movement and what made them diverse (DOK 1)
3. Differentiate between the opinions of the North and the South on the issue of civil rights (DOK 3)
4. List where diversity and unity are seen in his/her classroom and community (DOK 1)
5. Investigate information for the *Who Fought for Freedom* project assigned (DOK 3)

**Day 7: Protests**
1. Categorize the use of nonviolent and violent protests during the Civil Rights Movement and how they were used (DOK 2)
2. Compare and contrast nonviolent and violent protests and the outcomes of each (DOK 2)
3. Identify a problem in the community or the school that he/she could protest (DOK 1)
4. Illustrate a protest sign that could be used to protest his/her problem (DOK 1) *(INDICATOR 3)*

**Day 8: Heroism**
1. Relate character, theme, and plot to where they occur in the event of a heroic act (DOK 2)
2. List ways that he/she can become a hero in his/her community (DOK 1)
3. Construct a narrative text on how he/she will make an impact in the community (DOK 2) (INDICATOR 3)

**Day 9: Review Day**
1. Define and record what makes someone a hero and why (DOK 1) (INDICATOR 2)
2. Recall information from all previous content from the unit (DOK 1)

**Day 10: Test Day/Presentation Day**
1. Recognize how to notice heroes in everyday life and how to acknowledge them (DOK 1)

---

### Stage 2 – Planning Assessment
(Stage 2 completed once for the unit)

**Performance Task(s):** List the names of each performance task here and attach a copy of the entire assignment (including grading rubric) to your plan.

- The *Who Fought for Freedom* Project- written and oral project centered around the heroes of the Civil Rights Movement

**Test/Quiz Item(s):** List the names of each test/quiz here and attach a copy of each to your plan.
- **Day 3:** Pop Quiz on the Civil Rights Movement
- **Day 8:** Quiz on Character, Plot, and Theme
- **Day 10:** Unit Test on Heroes/The Civil Rights Movement/Character, Plot, and Theme

**Informal Check(s):** List ways you will check for understanding throughout your unit.

**Day 1: Introduction/ Civil Rights Chapter**
- Define and record what makes someone a hero and why
- KWL Chart
- The teacher listens to students as they discuss the learning of the day
- Sequence events of the Civil Rights Movement through a timeline

**Day 2: Motivations**
- The teacher records the students findings on comparing and contrasting people that are seen as good and/or bad
- Civil Rights Movement review on whiteboards
- Civil Rights Movement homework assigned

**Day 3: Cliffhanger**
- Tweet a summary of the story, *Cliffhanger*
- The teacher records the student’s answers to similarities and differences they found on the Social Studies chapter and the Reading story
- The teacher records similar events taken in the chapter and the story that led to heroism
- Auction review of the day’s learning

**Day 4: Stations**
- Review of important words the student’s have learned this week.
- [http://pbskids.org/storyfactory/story.html](http://pbskids.org/storyfactory/story.html)
- The teacher records student’s examples of community heroes.
- Exit Slip

**Day 5: Community and Civil Rights Heroes**
- Civil Rights Categorization Game
- Simon Says Review

**Day 6: Diversity and Unity**
- North and South T-Chart
- Exit Slip

**Day 7: Protests**
- The teacher will ask questions that check the understanding of the previous lesson.
- Categorization Puzzles
- Compare and Contrast Writing Assignment

**Day 8: Heroism**
- Beach Ball Game to see what the student’s remember about character, plot, and theme.

**Day 9: Review Day**
- Define and record what makes someone a hero and why.
- Good or Bad Bingo
- Civil Rights Concentration
- Character, Plot, and Theme Millionaire ([http://www.millionaireforschools.co.uk/](http://www.millionaireforschools.co.uk/))
- Hero Jeopardy [https://jeopardylabs.com/build/](https://jeopardylabs.com/build/)

**Day 10: Test Day/Presentation Day**
- Hero Jeopardy [https://jeopardylabs.com/build/](https://jeopardylabs.com/build/)

**Academic Prompt(s): List higher level thinking questions used throughout the unit.**
- **Day 1:** How are results of the Civil Rights Movement seen in the world today? What about in your community?
- **Day 2:** Tell about a time that you did something that you thought was good but that other people did not agree with.
- **Day 5:** What qualities do you think heroes possess in order to take a stand for what they believe in? Discuss the challenges you think people have to face in order to become a hero.
- **Day 6:** What do you think your life would be like if the United States was still segregated? How would it make you feel?
- **Day 7:** What is something that you could change in your community and/or your school in order to make everyone more equal? What would you do to solve this problem?
- **Day 8:** What are some things that you would do similar to what the Civil Rights heroes
1. Knowledge of characteristics of students

*Use the spaces provided below to address indicated characteristics of your students.*

- **Age-Range, Gender, Total number of students**
  The students in the 4th grade class range from the ages of 9 to 10 years old. This class is made up of 24 total students that are divided almost equally. There are 11 boys and 13 girls that make up the class.

- **Achievement Levels (Remedial, Average, Advanced/ Accelerated, or specify range in percentiles or grade-equivalent)**
  There are 24 total students in the 4th grade class. The teacher has administered several assessments to attain the student’s progress throughout the year. The tests that were administered include: the STAR Reading assessment, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment, the English Learning System (ELS) assessment through the Reading Street program, scores from each Accelerated Reader (AR) goal over the past 9 weeks, and scores from unit tests.

  The STAR Reading assessment was used in August and December to test vocabulary and comprehension for Accelerated Reader. Based on the results gathered from this test in December 14 students performed at the average expected level for 4th grade in vocabulary and comprehension. The average for this class was a 5.4 and the scores of the students in this group ranged between 3.9 and 7.6. 5 student’s results demonstrated that they were functioning above the 4th grade level for vocabulary and comprehension. These scores ranged from 7.8 to 9.4. During the unit, these 5 students will make up the Advanced or Enrichment group. The remaining 5 student’s assessment results from the STAR Reading test concluded that they performed below the expected 4th grade level for what this test measured. Their scores ranged from a 1.3 to 3.7. These 5 students will comprise the Remedial group during the unit when vocabulary and comprehension are involved.

  The DIBELS assessment was also conducted in the months of August and December. DIBELS tested how fluent the students were and how many words they could read per minute. The goal that all of the students in 4th grade should reach by the end of the year is 124 words per minute. The average for this particular class was 137 words per minute. The results from this assessment revealed that 15 students were on the average reading rate in order to meet this goal. 109 was the least amount of words that a student in this group could read in order to meet the goal of 124 by the month of May. 179 was the highest score in this group, which clearly excels above the expected yearly goal. 3 student’s results determined that their reading rates were high enough to be considered on a 5th grade reading level, and these 3 students are in the Enrichment group for the unit. Their scores ranged between 191-235 words per minute. The results of the DIBELS test conveyed that 6 student’s reading rates were too low to be able to reach the annual goal.
without intervention. The student’s scores ranged from 63-108 words per minute. These students form the Remedial group for the unit when reading is involved.

The ELS assessment is a test that was based off of the Reading Street program that was used to introduce the Common Core Standards for the state. This assessment was an end-of-year benchmark test and the 4th grade students should be between 60-65% by the end of the year. The average percentage for this class was an 80%, so it is evident that they performed well. Based on the results from this assessment, 13 students scores were at the expected level for them to reach their required goal by the end of the year. The scores from these students range from 57-90%, which means that they were all above or close to the annual goal of 60-65%. There were 7 students whose scores ranged between 95-98% meaning that they performed at a 5th grade level and are part of the Accelerated group for the unit. 4 student’s scores were below what is expected for this level of 4th grade and their scores ranged from 25-50%. However, these students may be able to reach the annual goal with more intensive instruction. This group will comprise the Remedial group during the unit.

A few weeks ago a unit ended and the students took a big unit test. The students were observed as they took the test and it was noticed that it took them a long time to finish. A week after the test was administered the clinical instructor collected the scores. 3 students in the class were absent the day that the test was taken, and they have not completed it yet. Since those scores are not recorded from those 3 students, the average and the top and bottom 25% scores will not be determined. Since this test was so challenging, the highest grade was a 92. The majority of the grades were in the 60’s and 70’s and 5 people did not make adequate grades to pass the test. The lowest grade on the test was a 35. The material on this test was too challenging for most of the students and some of the content may need to be retaught in order for the students to understand it better.

• Socio-Economic Description

From the clinical instructor’s knowledge, she did not possess any forms that held information of the socio-economic description for the students in her classroom. When it came to free/reduced lunch, she admitted that she does not look to see who received these services because she does not care. However, she did know that some of the parents worked for the University of Mississippi, both on the academic staff and the support staff. She also mentioned a few students whose parents held jobs as teachers at various schools around the area, while other parents held jobs as lawyers, doctors, and numerous other professions. The staff in the front office of the school was asked if they had anything on file that contained the parent/guardian’s professions. The office staff did not have this information on file, but they did provide information about free/reduced lunch.

The school’s enrollment summary stated that there were a total of 613 students attending the school, 322 males and 291 females. Out of this total number, there were 8 males and 11 females that were of the Asian ethnicity, 128 males and 113 females were of the African-American ethnicity, 12 males and 7 females were of the Hispanic ethnicity, 0 males and 2 females were of the American Indian ethnicity, 4 males and 3 females were of 2 or more ethnicities, 170 males and 155 males were of the White ethnicity, 0 students were of the Pacific Islander ethnicity or Unclassified. To break these numbers down further, this school consisted only of 4th and 5th
graders, and in 5th grade, 140 students were male and 145 students were female. The 4th grade classes were made up of 182 males and 146 females. The information on the numbers of students who receive free/reduced lunch was surprising. Of the 613 students that attended this school, 258 students ate lunch for free and 35 students ate lunch at the reduced price of 40 cents a day. The remainder of these students, 320 students, ate lunch at the regulated price of $2.25 a day. This is almost an even split between the number of students that did and did not receive free/reduced lunch. This information was based on the total number of students in the school; it is unclear how these numbers break down between students in 4th and 5th grade.

• Typical Demeanor of Students

Over the past few weeks the student teacher created a classroom management chart. This chart consisted of sections labeled 2-6 and each section was decorated with boring to exciting designs based on each number. Each student had a clip that started at the number 4 and throughout the day the student was move up or down on the chart depending on their behavior. If the student received 20 or more points at the end of the week, he or she got to choose a treat out of the treasure box. This was put in place because the clinical instructor did not previously enforce any type of classroom management besides taking recess away. A slight improvement has been noticed in the student’s behavior and a willingness to behave better than usual in order to move their clip to number 5 or 6 was also noticed. This allowed students to realize who was modeling exceptional behavior and what they could do to model the same type of behavior to receive more points.

This was a mixed ability class and that was taken into consideration when the classroom management chart was used. The students fell into several categories and it mainly depended on how motivated the student was to learn or behave correctly in the classroom. There were several students who were extremely motivated in the class. This was shown from their anxiousness to be recognized. Most of the more motivated students felt the need to share their every thought. Although this showed an interest in learning, the clinical instructor admitted that it was difficult to deal with because those students often shared their thoughts at inappropriate times of the learning. The more motivated students also expressed a need to complete assignments and attain good grades. They had a fear of failure. It was easy to notice when a student was not motivated in the classroom. The clinical instructor noticed the student’s body language and how it changed when they were not interested in the learning. The clinical instructor also admitted that it was hard to get them interested and she has tried various approaches. All of the students tended to express different emotions depending on the situation. Some got really upset when they forget their homework, while others knew that it was a mistake but did not dwell on it. Some students became frustrated when a lesson was hard for them to learn, while others sought help and were determined to figure out how to learn the material. All of the students were interested in having conversations about learning and enjoyed giving helpful advice to others. It was clear in this classroom that the stronger students scaffold those students that struggled in certain areas.
Typical Interest and Involvement of Students

An interest survey was administered to the students in order to learn more about them and better plan the lesson to teach to them. General questions were asked that dealt with their life outside of school as well as their life in school. The first thing that was asked was what the students liked to do in their free time. The most popular answers were reading, playing video games, playing outside, and drawing. Then, they were asked what they did not like. I got a different answer for every survey that was given and answers varied from foods such as: dark chocolate, asparagus, broccoli, tomatoes, squid, eggs, and school spaghetti to school subjects such as: writing, social studies and lectures. There were several answers to this question, but most of them fell under the category of food or school. Since reading was the majority of the student’s favorite thing to do, it was interesting to know what types of books they enjoyed reading. The student’s were given a checklist to choose from and these were the results: 18 people enjoyed reading fiction, 3 people enjoyed nonfiction, 13 people liked to read fantasies, 3 people were interested in poetry, 4 people were intrigued by horror stories, 13 people enjoyed reading comedic books, 2 people found history books interesting, 4 people liked reading about science, 16 people chose action as their favorite genre, and 12 people enjoyed suspense or crime books. The students were also asked about their favorite and least favorite subjects in school, and after learning that they liked to read, Reading would be guessed to be most of the student’s favorite subjects. Surprisingly, only 5 students chose reading as their favorite subject and 2 people chose it as their least favorite. The majority of the students agreed that science was their favorite subject and that they did not so much enjoy math. Among the answers, students also said that their favorite subjects were math, writing, music, physical education, and social studies. However, only one or two people for each chose these subjects. Many of the students said that social studies and science were their least favorite subjects because they do not spend a lot of time on these subjects. Hopefully, after the lesson incorporating social studies and reading, they will begin to enjoy the subject more.

Several answers were received when the students were asked what their favorite food was, but the majority of the class really liked pizza. Almost everyone in the class chose pop music as their favorite music with rap, country, and rock music also being popular answers. The students were also asked what their favorite color was. Their answers varied from ordinary to very specific colors such as neon yellow, turquoise, sea foam green, and aquamarine. The ultimate color that this class favored, however, was blue. The students had the opportunity to share what movie, if any, was their favorite. The most chosen answer received was the movie Frozen and a clip or two from the movie will be used to incorporate into the unit.

A lot of these students enjoyed playing sports and many of them also played on a team. 4 girls in the class were cheerleaders and they cheered together at Oxford Cheer. 4 students played basketball for OPC Basketball, 5 students played soccer on a team, and others played football, baseball, and softball on a team. Although some students did not participate on an athletic team, they also enjoyed several of the same sports as well as gymnastics, horseback riding, tennis, and biking. Several of the students also participated in after school activities that did not involve athletics. 3 students went to after school
programs while their parents were at work, 3 students were involved in after school art
and music programs, 3 students were active members of their church, and 2 students
participated in after school tutoring. Some of the other students were also involved in
taking piano lessons, acting lessons, and dance lessons.

2. Knowledge of students’ varied approaches to learning (Include information from
learning styles inventory)

The interest survey indicated that the majority of students (13 of 24) preferred to learn in
a group and 8 of the students enjoyed learning in a whole group setting. 4 of the students liked to
learn by themselves. When asked what their favorite way to learn is, only 1 student admitted to
enjoying learning with worksheets. The majority of the class (13 of 24) enjoyed learning through
games and activities. 6 students liked to learn through art, 6 students enjoyed learning through
reading, 4 student’s favorite way to learn was through music, 4 students enjoyed learning
through writing, and 2 students enjoyed learning with graphs and diagrams. From this inventory,
the students preferred to learn in a group through games and activities, so this is what the lesson
will include. Learning the student’s favorite approaches to learning helped gain a better
perspective of how to interest them in the lesson they will learn in a few weeks.

3. Knowledge of students’ skills and prior learning

The unit that is being planned is about heroes. This unit will integrate Social Studies and
Reading by comparing heroes from the civil rights movement and modern day heroes in the
community. There is a lot of learning and activities planned for the unit that require learning that
the students gained previously during the school and also during earlier grades. One of the more
recent things they will learn about before the lesson is taught is women’s suffrage. It is important
to have knowledge on women’s suffrage before learning about the civil rights movement.
Women were some of the activists fighting for civil rights, since they still were not treated
completely equal after they gained the right to vote. Other prior knowledge that the students will
have before the lesson based on the Mississippi Frameworks for Social Studies in 4th grade
include: slavery in Mississippi, the history of the Civil War, and the history of Mississippi’s
people and their interactions. In 3rd grade, the students learned about different ways the
government is influenced by local people, the rights and freedoms of Americans, and they also
have some knowledge on historical figures such as Martin Luther King, Jr.

For Reading and Writing, the students will be assigned several writing assignments and
graphic organizers, practice reading comprehension, predict a story, sequence events, and
compare and contras. The Common Core State Standards for Reading in 4th grade show that by
the time the lesson is taught, the students will already be familiar with the point of view that
authors use, the structural elements in different types of literature, making connections between
stories, summarizing stories, finding the main idea of stories, referring to informational texts to
find facts and details, why authors use evidence from other sources in their text, fluency, and
context clues. Through Writing, they will already know how to correctly write about a topic
using their opinions as well as facts from research, finish their writing with a conclusion, write on topics narratively and informatively while using correct vocabulary and language, and sequence the events of their writing. In 3rd grade they also learned things that will be valuable to have knowledge on during my lesson. In Reading these include: retelling stories, determining character’s motivations and how their motivations affect the sequence of events, comparing and contrasting, locating information from text features, reading orally, and self-correcting themselves when reading. In 3rd grade, they also learned important writing skills that relate to my unit. Some of these skills are connecting reasons and opinions in their writing through linking words, using facts and research to develop a topic, organization of the story they write about, and closing the writing with a concluding statement.

The clinical instructor explained what they have learned and what they will learn before the lesson is taught to her class. While most of the skills she gave are included in the state standards and frameworks, such as comparing and contrasting, there are also more specific things that she informed that the student’s would be familiar with. The topic of women’s suffrage in Social Studies is one area that she told me they would cover before my lesson. In Reading, she informed me that they were or would be familiar with writer’s skills and process, graphic organizers and diagrams, and writing letters. Writing letters is important for them to know because one of the activities in my lesson involves them writing a letter to a local community hero.

4. Knowledge of community and school district (Include a description of the community and school district)

The city of Oxford, Mississippi was researched to investigate the demographics and other factors that make up the population. The only demographical information found was from Wikipedia that was updated in 2010. According to this website, the population in 2010 was 18,916 people and there were 8,648 houses that were in the city. The city was made up of a variety of races with the majority of the population (72.3%) being White. Some of the other races in this population include: African American (21.8%), Native American (0.3%), Asian (3.3%), Pacific Islander (0.1%), and citizens from two or more races (1.1%). This information can compare to the socio-economic description of the students that attended the school that was observed. Another thing that can compare and also allow for a better understanding of why almost half of the students received free/reduced lunch was information on how much money the total city made and how much each family made annually. Starting with the city, Wikipedia determined that there was around $39,000 in the city itself. Per capita, the city of Oxford earned around $29,000 and the average family brought home $64,643, which did not sound terrible until it was found that 32.3% of Oxford’s population lives under the poverty line. This is more understood when compared to the amount of money that the city had per capita. Now that more is known about the population of the city and it’s demographics, how the community responds to the school system can be observed.
Based on information found on the school and the school district website, the community seemed to play a major role in the proficiency and the support of the school as well as the school district. On the home page of the school district’s website, there was a picture of a softball team sporting the school district’s logo on the front of their jerseys. The school district also won an award based on the performance of the school’s in the area. It was supported and funded by teachers, parents, athletics, and band through fundraisers and various other methods to help raise money to improve and benefit the school district. The school district consists of 7 different schools. The website recognized it’s employee(s) that exemplified extraordinary work by honoring them with “Employee of the Week” and/or “District Spotlight.” One could stay connected with news and updates in the district not only through their website, but also through Twitter, Facebook, YouTube, and e-newsletters. This would allow parents as well as others in the community to have updated information on everything they need to know about the school district.

The school’s website contained much of the same information that the school district’s website offered. On their home page they honored one of their fellow teachers for a competition won recently. It was important to display honors such as the award so that the community could notice how hard the employees of the school worked. The website also influenced parents to be a part of the decisions that were made at the school. It was great to see that parental involvement was important to the school and it was quickly evident through their website.

The Chamber of Commerce website for the community was friendly and easy to navigate. It was made up of hundreds of members of the community focused on improving the area that they live in and encouraged others to become a member of the Chamber of Commerce. There are several different committees that the chamber offered and anyone would be welcome to join a committee.

Works Cited


In my free time I like to
____________________________________________________________________
____________________________________________________________________
Something that I do not like is
____________________________________________________________________
____________________________________________________________________
My favorite color is
____________________________________________________________________
My favorite movie is
____________________________________________________________________
What kind of music do you listen to?
____________________________________________________________________
Are you involved in any programs outside of school (art/music programs, church, etc.)? 
____________________________________________________________________  
____________________________________________________________________
My favorite food is
____________________________________________________________________
What kind of books do you like to read?
__ Fiction __ Non-fiction __ Fantasy __ Poetry __ Horror __ Comedy __ History __ Science __ Action __ Suspense (Crime)
____________________________________________________________________
____________________________________________________________________
My favorite way to learn is:
__ With the whole class __ In a group ________________________________
__ By myself __ Through worksheets ________________________________
__ Through writing __ Through reading ________________________________
__ Through art __ Through music ______________________________________

My favorite subject in school is
____________________________________________________________________
Why?
____________________________________________________________________
____________________________________________________________________
My least favorite subject in school is
____________________________________________________________________
Why?
____________________________________________________________________
____________________________________________________________________
If yes, do you play this sport on a team?
____________________________________________________________________

My favorite sport is
____________________________________________________________________
What is something you would like to learn?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Name: __________________________________________
In my free time I like to
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Stage 3 – Daily Lesson Plans  
*(Stage 3- attach lesson plans)*

Make a calendar to outline the objectives taught each day, the activities/strategies used and the assessments used. Next, attach a separate lesson plan for each day of your unit using the format on the following page.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define and record what makes someone a hero and why (DOK 1)</td>
<td>Recognize the theme of good vs. bad in terms of civil rights heroes and the motivations of each side (DOK 1)</td>
<td>Predict what will happen in the story <em>Cliffhanger</em> before reading (DOK 2)</td>
<td>Identify the characters, plot, and theme from the basal reader, <em>Mountain Rescue</em>, and how each character modeled heroism (DOK 1)</td>
<td>Compare and contrast Civil Rights heroes to community heroes (DOK 2)</td>
</tr>
<tr>
<td>(INDICATOR 2)</td>
<td></td>
<td></td>
<td></td>
<td>Categorize the events of the Civil Rights Movement, who was involved, and why the event occurred (DOK 2) (INDICATOR 2)</td>
</tr>
<tr>
<td>Identify some of the heroes of the Civil Rights Movement and what made them heroes (DOK 1)</td>
<td>Distinguish different characters of the Civil Rights Movement and state opinions on why they are good or bad (DOK 2)</td>
<td>Identify the character, plot, and theme of the story <em>Cliffhanger</em> (DOK 1)</td>
<td>Summarize the basal reader <em>We Shall Overcome</em> (DOK 2)</td>
<td></td>
</tr>
<tr>
<td>Make connections between information from the chapter and videos provided (DOK 2)</td>
<td>List how results of the Civil Rights Movement are seen in the community today (DOK 1)</td>
<td>Compare and contrast heroism in the story to heroism in the Civil Rights Movement (DOK 2)</td>
<td>Organize a visual of literary elements from the story <em>Cliffhanger</em> (DOK 2)</td>
<td></td>
</tr>
<tr>
<td>Sequence events of the Civil Rights Movement through a timeline (DOK 1)</td>
<td>Recognize the main purpose of the Civil Rights Movement (DOK 1)</td>
<td>Relate similar themes and events taken in each story that</td>
<td>Construct a Thank-You Letter to a favorite Civil Rights hero (DOK 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Investigate who was responsible for certain events during the Civil Rights Movement (DOK 3)</td>
</tr>
<tr>
<td>Performance Task Assigned</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify heroes in the community and how they impact the student’s life (DOK 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define the terms of diversity and unity (DOK 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize the minority groups involved in the Civil Rights Movement and what made them diverse (DOK 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differentiate between the opinions of the North and the South on the issue of civil rights (DOK 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List where diversity and unity are seen in his/her classroom and community (DOK 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investigate information for the Civil Rights Project assigned (DOK 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Categorize the use of nonviolent and violent protests during the Civil Rights Movement and how they were used (DOK 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare and contrast nonviolent and violent protests and the outcomes of each (DOK 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify a problem in the community or the school that he/she could protest (DOK 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illustrate a protest sign that could be used to protest his/her problem (DOK 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relate character, theme, and plot to where they occur in the event of a heroic act (DOK 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List ways that he/she can become a hero in his/her community (DOK 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construct a narrative text on how he/she will make an impact in the community (DOK 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define and record what makes someone a hero and why (DOK 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recall information from all previous content from the unit (DOK 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize how to notice heroes in everyday life and how to acknowledge them (DOK 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Daily Lesson Plan

Day 1: Introduction/Civil Rights Chapter

Objectives:
1. Define and record what makes someone a hero and why (DOK 1) *(INDICATOR 2)*
2. Identify some of the heroes of the Civil Rights Movement and what made them heroes (DOK 1)
3. Make connections between information from the chapter and videos provided (DOK 2)
4. Sequence events of the Civil Rights Movement through a timeline (DOK 1)

Materials:
- https://www.youtube.com/watch?v=GVY23DpMXPI Frozen Clip
- KWL Chart
- Ball
- Candy
- Civil Rights Movement PowerPoint
- Textbook: Social Studies, Mississippi Studies by Houghton Mifflin (pgs. 106-109)
- Civil Rights Movement Note-taking Handout
- Pencil
- Chart Paper
- Markers
- Writing Prompt
- Event Handout for Accommodations
- Notebook Paper

Opening (Set):
(The teacher will pass out blank notebook paper before beginning.)
Teacher: “Who has ever seen a hero before?” (Students tell the teacher about heroes that they know or have seen.) “Heroes that you may think of are often in movies or books and some of you may know heroes in your own community. But how do you know that they are heroes? What makes them this way?” (Students take a few seconds to think about these questions.) “I want everyone to take a minute to write down everything you know about what a hero is and what makes someone a hero.” *(INDICATOR 2)* (Students write down their thoughts and discuss their answers with the class; the teacher collects their answers.) “Now that we have talked about what a hero is I want to show you a clip from a movie that I know most of you love, Frozen.” *(INDICATOR 2)* (Play video from 00:30-1:00) (The class discusses how Anna shows heroism and bravery to save her sister, Elsa). The teacher will also challenge the students to think of other characters in the movie that were heroes. “Remember a few weeks ago when we learned about the Civil War? Who can tell me what you remember from that lesson?” *(INDICATOR 2)* (Students recall facts about slavery from the Civil War lesson.) Well, for the next two weeks we are going to be learning about the Civil Rights Movement. African Americans were the inspiration for this movement because they
realized that they were still not being treated fairly after slavery was abolished. Today, we are going to learn about the heroes that were involved the Civil Rights Movement and connect them to some videos that I am going to show you. Then, we are going to work in groups to make a timeline of the events in the chapter that occurred during the Civil Rights Movement. I am going to pass out this chart for you to keep up with throughout this lesson. I want you to go ahead and fill out the first 2 columns stating what you already know about the Civil Rights Movement and what you want to learn about the Civil Rights Movement.’’ (The teacher will pass out the KWL Chart.) **(INDICATOR 2)**

**Learning Tasks (Procedures):**

A. “I have this special ball and it lights up when you catch it. I will toss the ball to someone to read the first paragraph. Then, whoever reads will toss the ball to another classmate that will summarize what was just read. **(INDICATOR 3)** If everyone participates and pays close attention, I have candy for you at the end of the lesson. Do you think you can do it? Let’s see! I am also giving you a handout for you to write notes on the chapter so that you can use it as a study guide for your test. Everyone please get out your social studies textbooks and turn to page 106.”

B. After each paragraph and summarization the teacher will go into further detail about what was read with a PowerPoint:

- **Slide 3:** “Who knows what segregation is? That’s right, it means to be set apart from a group of people. Before the Civil Rights Movement, some people were set apart all the time. Can you imagine going to a different school than someone just because their skin was a different color than yours? Well, that is what life was like back then. There were segregated schools, bathrooms, water fountains, seats on the bus, etc. Does anyone know how else African Americans were segregated from White people? African Americans began to speak up because they knew that it was unfair to separate people this way.” **(INDICATOR 2)**

- **Slide 4:** The students discuss the differences between the Colored school and the White school **(INDICATOR 2)**

- **Slide 5:** “Dr. Martin Luther King Jr. was one of the biggest leaders and heroes during the Civil Rights Movement. He was known for his nonviolent protests that started with the Montgomery Bus Boycott in 1955.”
  i. Montgomery Bus Boycott and Rosa Parks 1955
  ii. The Birmingham Campaign and Southern Christian Leadership Conference 1963
  iii. March on Washington and “I Have a Dream Speech” 1963

- **Slide 6:** “Isn’t it neat that there were leaders in the Civil Rights Movement from Mississippi? Some of them even fought for their equality right here in Oxford! How do you feel about Oxford being a famous city from the Civil Rights Movement? Do you think it’s a good or bad thing?”
  i. Medgar Evers
  ii. Fannie Lou Hamer
  iii. Unita Blackwell
  iv. James Meredith
- **Side 7:** “There were two presidents during the main years of the Civil Rights Movement. Without them, there would not be any laws that granted equality to everyone. Many people did not like the decisions that these two men made. How do you think our lives would be different and/or the same if these presidents did not make these decisions?”
  i. President John F. Kennedy
  ii. President Lyndon B. Johnson

- **Slide 8:** “Who remembers what women’s suffrage is? The 19th Amendment allowed women the right to vote but did not allow them complete equality. They wanted to be treated the same as everyone else. It is important to realize that women also played a vital role in this movement and it was not only African American men.”
  i. Video on women in the Civil Rights Movement

- **Slide 9:** “Women and African Americans were not the only people that showed heroism by pushing for equality. Does anyone know whom else wanted equality? You may not know any because most of the time the Civil Rights Movement is only connected to African Americans and women.”
  i. Ada Deer and the Bureau of Indian Affairs
  ii. Cesar Chavez and The United Farm Workers (and video)
  iii. Maxine Harper and the Americans with Disabilities Act

- **Side 10:** “Now that we know what the Civil Rights Movement is and who was involved in it, we are going to work in groups to make a timeline of the events that we learned about. This will allow you to connect the events to each other and realize when they happened in relation to other events. Why do you think this is important? I think that it will help you see that these major events that have made history would not have been possible without a hero leading the event. Here are some examples of different timelines to give you an idea of what to create in your group.”

  C. The students will work in cooperative groups to create a timeline on chart paper in order to sequence the events that they learned about in the chapter on the Civil Rights Movement.
  D. The students will write down their thoughts to the following question: How are results of the Civil Rights Movement seen in the world today? What about in your community? (Academic Prompt #1)

**Closure**

“Today we learned about the Civil Rights Movement and who the heroes were in this movement. After reading this chapter do you have a better idea about how the 1960’s were? What are some things that stuck out to you? Is there anything that surprised you? What are some things that we did in class to help you understand the material better? That’s right, taking notes, connecting the material to the videos, and making the timeline all helped you understand the Civil Rights Movement better. Now, we are going to finish our charts that we started at the beginning of class and I want you to fill in the last column stating what you learned about the Civil Rights Movement. Keep your mind fresh on what you learned today because tomorrow we are going to go into a little more detail about the heroes we talked about today as well as other figures in the Civil Rights Movement. We will be talking about the difference between good and bad people and why they are seen in that way.”
Differentiated Instruction
- **Enrichment:** The higher-level students will be challenged during the timeline activity by adding who the leader of each event was on the timeline.
- **Intervention:** The students will draw a picture that describes each event on the timeline to help them better learn the event by connecting a visual to it.
- **Accommodation:** The students will cut out the event and glue it on the timeline under the correct date.
# The Civil Rights Movement

<table>
<thead>
<tr>
<th>What do you KNOW about the Civil Rights Movement?</th>
<th>What do you WANT to know about the Civil Rights Movement?</th>
<th>What did you LEARN about the Civil Rights Movement?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name: ____________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# The Civil Rights Movement

<table>
<thead>
<tr>
<th>What do you KNOW about the Civil Rights Movement?</th>
<th>What do you WANT to know about the Civil Rights Movement?</th>
<th>What did you LEARN about the Civil Rights Movement?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name: ____________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Notes on the Civil Rights Movement

<table>
<thead>
<tr>
<th>What is the Civil Rights Movement?</th>
<th>What is segregation?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are nonviolent protests? Who was known for this?</th>
<th>Who were Civil Rights heroes in Mississippi?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who were the presidents during this movement?</th>
<th>List the 5 groups of people that pushed for equality.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How did the videos help you connect to the chapter in the book?

____________________________________________________________________________

____________________________________________________________________________
Frozen

https://www.youtube.com/watch?v=GVY23DpMXPI
The Struggle for Equality
1950-1990
Segregation
Separate Schools

Colored School

White School

What do you notice?
Nonviolent Protests
Dr. Martin Luther King Jr.

- Montgomery Bus Boycott
  - Rosa Parks

- The Birmingham Campaign
  - Southern Christian Leadership Conference

- March on Washington
  - “I Have a Dream”
Mississippi Heroes

**Medgar Evers:** Rejected from Ole Miss and fought for integration with the NAACP. He also fought for racial crimes that were unjust.

**Fannie Lou Hamer:** Encouraged black to register to vote. Part of the SNCC. Founded Mississippi Freedom Democratic Party.

**Unita Blackwell:** First black female mayor in MS. Joined the SNCC. Helped form the Mississippi Freedom Democratic Party. Organized boycotts.

**James Meredith:** The first black student at Ole Miss in 1962.
Presidential Heroes

John F. Kennedy
Put the civil rights issue into legislation. Allowed James Meredith to attend Ole Miss.

Lyndon B. Johnson
Signed the Civil Rights Act and the Voting Rights Act. President during most of the civil rights legislation.
Women Heroes

https://www.youtube.com/watch?v=81FRPKV3LGI
**Bureau of Indian Affairs (BIA)**

- Ada Deer is a hero. She saw that American Indians were being treated unfairly. She took a stand and eventually achieved equal rights for all American Indians.

**The United Farm Workers**

- [https://www.youtube.com/watch?v=luLt8mfhFYs](https://www.youtube.com/watch?v=luLt8mfhFYs)

**Americans with Disabilities Act (ADA)**

- Dr. Maxine Harper from the University of Mississippi and how she was impacted by the Civil Rights Movement through the ADA
MAKE A TIMELINE

2011 @ WANdisco

January 17th
WANdisco completes acquisition of leading Subversion user community, SVNForum.org

April 21st
uberSVN released

June 16th
WANdisco selected as Red Herring Top 100 North America Tech Startup

July 27th
Jenkins available through uberSVN

August 19th
WANdisco’s uberSVN available on Mac OS X

October 11th
uberSVN wins Business IT Innovation of the Year award

November 16th
uberSVN released

December 5th
uberSVN 1.7.1 released

February 1st
WANdisco sponsors Apache Software Foundation

June 2nd
WANdisco announce support for Mac OS X certified Subversion binaries

July 26th
uberAPPS open for business

August 17th
uberSVN awarded ‘Made in Sheffield’ mark

October 25th
Subversion 1.7.1 released

December 15th
uberSVN Blake released

---

Pieces of the Puzzle
A Level-by-Level Guide

- Jumbo Knob Puzzle
- Chunky Puzzle
- Peg Puzzle
- Peg Puzzle (with fit-together pieces)

- Wooden Jigsaws (various levels)
- Jumbo Floor Puzzle
- Cardboard Jigsaw

Easy to grasp
Introductory
Bright and engaging
Great for adults and kids

JIGSAWS

Puzzle Boards

Google Images
MAKE A TIMELINE

1738: Smallpox epidemic

1772: Watoga Compact

1775: Quaker settlement in West TN, purchase of western KY

1796: Tennessee becomes 16th State

1781: Battle of the Bluffs

1818: Chickasaw Purchase

Timeline:
- Q1 - January, February, March
- Q2 - April, May, June
- Q3 - July, August, September
- Q4 - October, November, December
- Next Year
MAKE A TIMELINE

1759
1800
1865
1902
1943
1960
1977
1979
1993

4000 B.C. Chess to Roller Skates
First mass produced doll to Lionel Trains
G.I. Joe to Action Figures
Teddy Bears to Monopoly
Slinky to Etch-a-Sketch
Trivial Pursuit to Beanie Babies

Past
Present
Future

Google Images
The Struggle for Equality

Build on What You Know  The Declaration of Independence says that all people are created equal. In the 1960s, people in the United States worked for equal rights for many groups.

The Fight for Equal Rights

Main Idea  African Americans led the way to gain equal rights for all people.

Women won the right to vote in 1920. In the 1960s, however, women were still paid less than men for doing the same job. Women were not allowed to hold certain jobs. Women wanted equal treatment. American Indians, farmworkers, and people with disabilities wanted equal treatment, too.

During the 1960s, people in these groups work for equality for themselves and others. They were inspired by African Americans who fought for their civil rights. Civil rights are the freedoms that belong to all citizens of the United States.

Equal Rights  In the second part of the 20th century, many Americans demanded to be treated fairly.
Nonviolent Protests

In the 1950s, African Americans argued against laws that required segregation in schools, housing, and transportation. One of the leaders in the struggle for civil rights was Dr. Martin Luther King Jr. King believed that nonviolent protest could help African Americans win their fight against injustice.

In the 1950s, King led a boycott against segregated seating in buses in Montgomery, Alabama. During a boycott, people protest by not using certain goods and services. The boycott in Montgomery was a protest against laws that said African Americans had to give up their seats to white passengers and ride in the back of buses. For about a year, African Americans refused to ride the Montgomery buses. In 1956, the U.S. Supreme Court said that segregation on buses was illegal.

Changes in Mississippi

People in Mississippi also struggled to end segregation. Medgar Evers, Fannie Lou Hamer, and Unita Blackwell worked against unfair laws that made it hard for African Americans to vote in Mississippi.

In 1961, James Meredith applied to the University of Mississippi. When the university said that Meredith could not attend, he went to court. Meredith was able to enroll after President John F. Kennedy ordered the university to allow him to attend.

In 1964, Congress passed the Civil Rights Act. This law said that segregation in schools, work places, restaurants, and other public places would not be allowed in the United States. In 1965, Congress passed the Voting Rights Act to protect the right of all adults to vote.

**REVIEW:** What was the importance of the Civil Rights Act of 1964?
American Indians  Many American Indian groups, such as the Onondaga, worked for their rights. Ada Deer and others persuaded the government to return land to the Menominee Nation.

Others Seek Their Rights

Main Idea  Women, American Indians, migrant farm workers, and people with disabilities fought for equality.

Although women had been able to vote since 1920, they were still not treated the same as men. Women started a movement to win equal treatment. Betty Friedan and Gloria Steinem were early leaders in the women’s rights movement.

In 1966, Friedan helped start a group called NOW, the National Organization for Women. In its first three years, NOW grew from 300 members to 175,000 members.

The women’s movement helped bring many changes. The number of women in state government doubled between 1975 and 1988. More women became leaders in business, politics, science, and the arts. In Mississippi, over 20 percent of elected public officials are women.

Migrant Farm Workers

In California and Texas, many Mexican American farm workers did the hard work of harvesting crops such as vegetables and fruit. When the harvest was done in one place, farm workers moved to another place where a different crop was ready to harvest.

Farm workers worked long hours at dangerous jobs for very low wages. They often had to live in poor housing and could not get good health care.

César Chávez was inspired by Martin Luther King Jr. and the civil rights movement. With Dolores Huerta, Chávez organized farm workers into a union. The United Farm Workers was formed in 1966. Chávez and Huerta organized protests and boycotts. These actions forced some companies to give their workers better wages and working conditions.
People with Disabilities

People with disabilities often face discrimination. Discrimination is the unfair treatment of a group. People who use wheelchairs, who are visually impaired, or who have other physical and mental challenges have worked for equal treatment. They organized protests and fought for better laws. In 1990, the Americans with Disabilities Act was passed. This law protects the civil rights of people with disabilities.

Equal Treatment A ramp lets people in wheelchairs ride this bus.

Today, African Americans serve in the governments of every state. Women, American Indians, Mexican Americans, and people with physical challenges attend universities and hold every type of job. Their actions in the 1960s have protected civil rights for everyone in the United States.

REVIEW What did farm workers fight for?

Lesson Summary

- Nonviolent protest
- New laws
- Protection of rights

Why It Matters...
The United States is a more democratic country because of the successes of civil rights groups in the last 50 years.

Lesson Review

1. VOCABULARY Write a short paragraph about the 1950s and 1960s using the terms discrimination and boycott.

2. READING SKILL What was the sequence of laws that were passed to protect the civil rights of all Americans?

3. MAIN IDEA: Citizenship What was the Civil Rights Act?

4. MAIN IDEA: History Which groups fought for civil rights in the 1950s and 1960s?

5. TIMELINE SKILL How many years after segregation was declared illegal was the Americans with Disabilities Act passed?

6. CRITICAL THINKING: Infer Why did the right to vote not automatically result in equal treatment for women?

7. WRITING ACTIVITY Write a biographical dictionary entry for two of the people mentioned in this lesson.
Civil Rights Leaders

Television and newspapers brought news of the civil rights struggle to the nation. These three people were all part of events that shaped the civil rights movement.

Dr. Martin Luther King, Jr. (1929-1968)

Martin Luther King, Jr., was one of many speakers at the March on Washington in August 1963. A crowd of 250,000 people had gathered in Washington, D.C. They wanted to encourage Congress to pass the civil rights bill. King gave a speech that made people excited. He imagined a future when everyone in America could work together for freedom and democracy. The Civil Rights Act was passed in 1964. Dr. King won the Nobel Peace Prize the same year.

"And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back."

—from Dr. Martin Luther King's "I Have a Dream" speech of 1963
James Meredith (1933– )

James Meredith had good grades and a career in the Air Force, but the University of Mississippi would not admit him as a student. In 1962, a court ordered the school to accept him. Federal marshals had to protect him from angry crowds. Meredith graduated in 1963. After graduation, he continued to work for civil rights.

Ruby Bridges Hall (1954– )

Until 1960, William Frantz Public School in New Orleans, Louisiana, was for white children only. A court decided the school must teach children of all races. In November, 6-year-old Ruby Bridges became the first African American child to go to the school. Every day, Ruby went to an empty classroom. Her teacher taught her all alone. Ruby’s courage helped change the school system. The next year, she went to class with other children, both white and black.

Activities

1. **Talk about it** How did each leader show patriotism by supporting the American ideals of freedom and justice?

2. **Write a letter** Write a letter to one of these people. Tell the person what you think about his or her actions in the civil rights movement.

**Technology** Read more biographies at Education Place. www.eduplace.com/kids/hmss05/
How are results of the Civil Rights Movement seen in the world today? What about in your community?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Name: __________________________

How are results of the Civil Rights Movement seen in the world today? What about in your community?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Events of the Civil Rights Movement
Cut out the events and paste them on the correct date on the timeline

Montgomery Bus Boycott
Voting Rights Act
The United Farm Workers
Civil Rights Act

Americans with Disabilities Act
Segregation on buses becomes illegal
Segregation at Ole Miss ends
National Organization for Women
Daily Lesson Plan

Day 2: Motivations

Objectives:
1. Recognize the theme of good vs. bad in terms of civil rights heroes and the motivations of each side (DOK 1)
2. Distinguish different characters of the Civil Rights Movement and state opinions on why they are good or bad (DOK 2)
3. List how results of the Civil Rights Movement are seen in the community today (DOK 2)
4. Recognize the main purpose of the Civil Rights Movement (DOK 1)

Materials:
- Writing Prompt
- [https://www.youtube.com/watch?v=OsVeU0wtGQ0](https://www.youtube.com/watch?v=OsVeU0wtGQ0) Frozen Clip
- Compare and Contrast (Good and Bad) Chart
- People of the Civil Rights Movement and their Motives PowerPoint
- Names of people used for the Good or Bad game
- “What is the purpose of the Civil Rights Movement?” homework sheet
- Whiteboards (6)
- Expo Markers (6)

Opening (Set):
“Remember yesterday when I showed the clip from Frozen? What did we learn from that clip? Right, we learned about what a hero was and how we know someone if is a hero. We also learned about some of the heroes that were in the Civil Rights Movement. Today, we are going to talk about a few of the leaders we talked about yesterday in more detail and we are also going to learn about other people and groups of people involved in the Civil Rights Movement. However, this time we are going to talk about whether these people were good or bad. Sometimes the people that do bad things think that what they are doing is good and will make them a hero. For example, one time I told one of my friends a secret that another friend told me. I wasn’t supposed to repeat it, but I thought that it was the right thing to do because I thought that my friend needed to know the secret. My other friend got really mad at me, though, and thought that I was a bad person because of it. Tell about a time that you did something that you thought was good but that other people did not agree with (Academic Prompt #2).” (The students will write a short paragraph answering this question and the class will discuss their answers). “We are going to watch another clip from Frozen where Prince Hans does something that Anna thinks is bad. Think of reasons that he may have thought that he was the hero in this situation.”

(INDICATOR 2) (00:49-1:59 The students will watch the clip and discuss Hans’ motives with the class). “Now that we are able to see different perspectives of good and bad, we are going to begin the lesson by comparing and contrasting the theme of good and bad. Then, we are going to talk more about different characters of the Civil Rights Movement and decide if we think they
are good or bad and what their motives were for their acts. We will also learn the main purpose
of the Civil Rights Movement, and talk about how the results of the Civil Rights Movement are
seen in the community based on your answers from the writing prompt you completed
yesterday.”

Learning Tasks (Procedures):

A. The students will fill out a compare and contrast chart about what makes someone good
or bad and what their characteristics are. The students will also name situations that could
make a person act good or bad and what could happen as a result of their actions. The
teacher will allow peer discussion with partners while completing this activity and when
everyone finishes, the teacher will allow volunteers to share their thoughts while the
teacher fills them in on the chart shown on the Promethean Board.

B. The teacher will give examples of people that seemed good and/or bad from the Civil
Rights Movement on a PowerPoint and the class will discuss why the figures were seen
as good or bad and why. The students will also look at the opposite perspective and see
why the bad people thought that they were good and vise versa.

- Slide 2: Dr. Martin Luther King Jr.
- Slide 3: James Earl Ray
- Slide 4: Medgar Evers
- Slide 5: Byron De La Beckwith
- Slide 6: John F. Kennedy
- Slide 7: Lee Harvey Oswald
- Slide 8: James Meredith
- Slide 9: Ku Klux Klan
- Slide 10: Black Panther Party

C. The students will play a game to share their opinions on whether the people discussed in
the PowerPoint were good or bad. They will work in two groups to play this game.
- The teacher will divide the class down the middle so there will be a Team A and
  a Team B. Each team will get a slip of paper with a person’s name written on it and they
have to stick it on the wall under the “good” or “bad” section depending on what their
  team decides. Then, each team will state their opinion on why they placed the civil rights
figure in the section that they chose.

D. At the end of the game, the teacher will switch all of the names on the “good” side to the
“bad” side and vise versa. The students will be challenged to make an argument for the
opposite of what they decided during the game. Ex: The teacher will place Martin Luther
King Jr. on the “bad” side and the students have to argue on why people may have
thought he was bad.

E. The teacher will read some of the writing prompts completed the day before to the class
on how results on the Civil Rights Movement are seen in their community completed
that. The students will make a list of the results on a sheet of notebook paper and use the
list to refer back to later on in the unit.

F. The teacher will assign a homework sheet to the students that enable them to recognize
the main purpose of the Civil Rights Movement. This activity will involve a secret
message that they will have to solve in order to find the purpose of the Civil Rights
Movement. The students will take their Social Studies books home to help them.
Closure
“Today we learned all about the difference between good and bad and our perspectives of that theme on figures of the Civil Rights Movement. Hopefully you learned that even though a person is seen as good other people might think that they are bad. This goes for people that are seen as bad too. How did your opinions change about some of the people we discussed after the game that we played? Do you think that you will act differently to people after what we learned today? Warning: If I were you, I would look over the notes you took on the chapter yesterday and freshen up on your knowledge of the Civil Rights Movement before class tomorrow. Let’s review really fast; one person from every group should go get a whiteboard and a marker from the supply closet.” (The teacher will quiz the students on the Civil Rights Movement).

- Name one leader of the Civil Rights Movement from Mississippi.
- What does segregation mean?
- Name a group besides African Americans that fought for equality.
- What kind of protests did Dr. Martin Luther King Jr. believe in?
- What group of people was among the last to receive equality.

“Tomorrow, we will shift gears and begin talking about heroes that are found closer to home and small things that make people heroes that sometimes go unnoticed. To show an example of this, we will be reading a story called Cliffhanger. Don’t forget to do your homework tonight and look over your notes on the Civil Rights Movement!”

Differentiated Instruction
- **Enrichment:** On the homework, these students will be challenged to guess the secret message without the help of the letters being underlined on each answer.
- **Intervention:** The students will have a word bank on the homework in order to help them answer each question.
- **Accommodation:** These students will have a word bank and some of the letters on the answers to the homework will be filled in for these students to aid them in answering each question.
Tell about a time that you did something that you thought was good but that other people did not agree with.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Tell about a time that you did something that you thought was good but that other people did not agree with.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Name a situation where a person could be good or bad and what could happen to make them act this way.
PEOPLE OF THE CIVIL RIGHTS MOVEMENT
AND THEIR MOTIVES

Were these people good or bad?
What did they think?
What made them act this way?
DR. MARTIN LUTHER KING JR.

- Dr. King fought for the equality of African Americans through nonviolent protests such as boycotts, marches, sit-ins, and speeches. He strongly believed that what he was fighting for was the right thing to do!

- Did you know that someone bombed Dr. King’s home? Did you know that he was sent to jail? Did you know that Dr. King was assassinated because of his beliefs?
  - Why would people do such bad things to this man when all he did was good?
  - Some people may have thought that what Dr. King stood for was bad like……
Ray shot and killed Dr. King in Memphis, TN outside of the Lorraine Motel (1968)
Ray was not happy with the integration policies that were put into place by Dr. King and thought that things were fine the way they were before the Civil Rights Movement.

- Do you think that Ray thought he was doing a heroic thing by killing Dr. King?
- Do you think that he knew it was a bad thing to do and did it because he was a bad person?
MEDGAR EVERS

• Medgar Evers fought for racial equality in Mississippi by becoming a member of the NAACP, organizing efforts for voter registration, boycotts, and other protests against unfair racial crimes in Mississippi.

• Evers was denied from attending law school at the University of Mississippi? That is where his civil rights efforts began. Did you know that, like Dr. King, Evers’ house was also bombed and he was also assassinated?
  • Do you think Evers fought for racial equality as revenge for not being able to attend law school at Ole Miss?
  • Or was he doing something good by fighting for this equality so no one else would be denied entry to a university?
BYRON DE LA BECKWITH

- Beckwith shot and killed Medgar Evers outside of his home in Jackson, MS (1963).
- Beckwith was a segregationist who did not believe in racial equality or desegregation. He was also a member of the Ku Klux Klan in Mississippi.

  - Did you know that Beckwith received letters of support and donations for killing Evers? Why do you think Mississippians were rewarding Beckwith?
  - Beckwith may have been seen as a hero by many Mississippians, but several others may have seen him as a villain. Why do you think people had different opinions about whether Beckwith did the right or wrong thing?
Even though the Congressmen in the South did not think that it was right for President Kennedy to help enforce the Civil Rights Movement, he did it anyways because it is what he thought was right and was best for the country.

He supported major figures such as James Meredith and Dr. Martin Luther King Jr. and put the Civil Rights Act into Congress before he was assassinated.

- He fought for what he believed in even though people in the South disagreed with him and even though less of him because of it.
- What would you do if you were president and had to risk people not liking you because of something that you thought was right?
LEE HARVEY OSWALD

• Oswald shot and killed John F. Kennedy in his motorcade in Dallas, Texas during a parade (1963).

• Oswald was killed shortly after by a man named Jack Ruby, so no one really knows his motives for assassinating the president.

  • What are some theories you have on why Oswald killed the President?
  • Do you think that Oswald was a good or bad guy? Why?
JAMES MEREDITH

- James Meredith stood his ground to enforce his dream of being a college graduate from the University of Mississippi. After being denied entrance to the university, he gained help from President Kennedy and his brother who escorted Meredith onto the campus to sign up for classes.

- Meredith was blocked from the university entrance because of discrimination on campus and was constantly faced with enemies during his school years.

  - What would you do if you were in the position that Meredith was in? What about if you were a student on the campus that didn’t want Meredith at school?

  - Why do you think that people thought James Meredith was a bad person?
The Ku Klux Klan in Mississippi were called the White Knights and they were one of the most violent groups during the Civil Rights Movement. They were very secretive.

They murdered several people, even White people, that were for the Civil Rights Movement or any type of racial equality. They also burned churches, bombed houses and businesses, and beat several people.

- How would you feel if you were an African American in Mississippi during this time?
- How would you feel if you were a White person in Mississippi during this time?
BLACK PANTHER PARTY

• This party was formed by African Americans who wanted to make sure that other African Americans were safe from police brutality.

• The Black Panther party was a violent group, mainly toward police officers. They fought to not only gain freedom to African Americans but also for repayment to African Americans for all of the discrimination and unfairness they were put through.

  • Do you think that African Americans should’ve been repaid for the way that they were treated before the Civil Rights Movement?

  • Do you think that the police deserved to be treated with violence? How do you think the police officers treated people during this movement?
<table>
<thead>
<tr>
<th>Good or Bad Game</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dr. Martin Luther King Jr.</strong></td>
</tr>
<tr>
<td><strong>James Earl Ray</strong></td>
</tr>
<tr>
<td><strong>Medgar Evers</strong></td>
</tr>
<tr>
<td><strong>Byron De La Beckwith</strong></td>
</tr>
<tr>
<td><strong>President John F. Kennedy</strong></td>
</tr>
<tr>
<td><strong>Lee Harvey Oswald</strong></td>
</tr>
<tr>
<td><strong>James Meredith</strong></td>
</tr>
<tr>
<td><strong>Ku Klux Klan</strong></td>
</tr>
<tr>
<td><strong>Black Panther Party</strong></td>
</tr>
</tbody>
</table>
“What was the Purpose of the Civil Rights Movement?” Name: ______________________

1. Who was the member of the NAACP in Mississippi and was assassinated by Byron De La Beckwith?
   ________________________________________________

2. Another way to describe Dr. Martin Luther King Jr.’s nonviolent protest is to say that they were done… (Hint: Antonym for silent)
   ________________________________________________

3. What is the name of the boycott that began after Rosa Parks was arrested?
   ________________________________________________

4. Who was the first African American student at the University of Mississippi in 1962?
   ________________________________________________

5. What woman in Mississippi founded the Mississippi Freedom Democratic Party?
   ________________________________________________

6. What word means to be set apart from a group of people?
   ________________________________________________

7. What is the name of the violent African American group that protected people from police?
   ________________________________________________

8. Who was the President that began the legislation for the Civil Rights Act?
   ________________________________________________

   Fill in the blanks to discover the secret message!
   What was the main purpose of the Civil Rights Movement?
   ________________________________________________
“What was the Purpose of the Civil Rights Movement?” Name: ______________________

1. Who was the member of the NAACP in Mississippi and was assassinated by Byron De La Beckwith?
   ____________________________________________________________

2. Another way to describe Dr. Martin Luther King Jr.’s nonviolent protest is to say that they were done… (Hint: Antonym for silent)
   ____________________________________________________________

3. What is the name of the boycott that began after Rosa Parks was arrested?
   ____________________________________________________________

4. Who was the first African American student at the University of Mississippi in 1962?
   ____________________________________________________________

5. What woman in Mississippi founded the Mississippi Freedom Democratic Party?
   ____________________________________________________________

6. What word means to be set apart from a group of people?
   ____________________________________________________________

7. What is the name of the violent African American group that protected people from police?
   ____________________________________________________________

8. Who was the President that began the legislation for the Civil Rights Act?
   ____________________________________________________________

   Fill in the blanks to discover the secret message!
   What was the main purpose of the Civil Rights Movement?
   __ __ __ __ __ __ __ __
“What was the Purpose of the Civil Rights Movement?” Name: ______________________

<table>
<thead>
<tr>
<th>Word Bank</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Segregation</td>
<td>James</td>
<td>Black</td>
<td>Quietly</td>
</tr>
<tr>
<td></td>
<td>Meredith</td>
<td>Panther Party</td>
<td></td>
</tr>
<tr>
<td>John F. Kennedy</td>
<td>Medgar Evers</td>
<td>Fannie Lou Hamer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Montgomery Bus</td>
<td>Boycott</td>
</tr>
</tbody>
</table>

1. Who was the member of the NAACP in Mississippi and was assassinated by Byron De La Beckwith?

2. Another way to describe Dr. Martin Luther King Jr.’s nonviolent protest is to say that they were done… (Hint: Antonym for silent)

3. What is the name of the boycott that began after Rosa Parks was arrested?

4. Who was the first African American student at the University of Mississippi in 1962?

5. What woman in Mississippi founded the Mississippi Freedom Democratic Party?

6. What word means to be set apart from a group of people?

7. What is the name of the violent African American group that protected people from police?

8. Who was the President that began the legislation for the Civil Rights Act?

---

Fill in the blanks to discover the secret message!

What was the main purpose of the Civil Rights Movement?

___ ___ ___ ___ ___ ___ ___ ___ ___
“What was the Purpose of the Civil Rights Movement?” Name: ______________________

<table>
<thead>
<tr>
<th>Word Bank</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Segregation</td>
<td>James Meredith</td>
<td>Black Panther Party</td>
<td>Quietly</td>
</tr>
<tr>
<td>John F. Kennedy</td>
<td>Medgar Evers</td>
<td>Fannie Lou Hamer</td>
<td>Montgomery Bus Boycott</td>
</tr>
</tbody>
</table>

1. Who was the member of the NAACP in Mississippi and was assassinated by Byron De La Beckwith?
   M ___ ___ A ___ ___ ___ S

2. Another way to describe Dr. Martin Luther King Jr.’s nonviolent protest is to say that they were done… (Hint: Antonym for silent)
   ___ I ___ L ___

3. What is the name of the boycott that began after Rosa Parks was arrested?
   ___ N ___ M ___ ___ ___ S ___ Y ___ T

4. Who was the first African American student at the University of Mississippi in 1962?
   ___ ___ E ___ M ___ D ___ ___

5. What woman in Mississippi founded the Mississippi Freedom Democratic Party?
   ___ A ___ I ___ U ___ M ___

6. What word means to be set apart from a group of people?
   ___ G ___ A ___ N

7. What is the name of the violent African American group that protected people from police?
   ___ L ___ ___ N ___ R ___ Y

8. Who was the President that began the legislation for the Civil Rights Act?
   ___ H ___ . ___ N ___ D ___

Fill in the blanks to discover the secret message!
What was the main purpose of the Civil Rights Movement?
   ___ ___ ___ ___ ___ ___ ___ ___
Daily Lesson Plan

Day 3: Cliffhanger

Objectives:
1. Predict what will happen in the story Cliffhanger before reading (DOK 2)
2. Identify the character, plot, and theme of the story Cliffhanger (DOK 1)
3. Compare and contrast heroism in the story to heroism in the Civil Rights Movement (DOK 2)
4. Relate similar themes and events taken in each story that led to heroism (DOK 2)

Materials:
• Pop Quiz on the Civil Rights Movement
• Mini Mountain Sign for students to hold up
• Textbook: Reading Street by Scott Foresman (pgs. 236-246)
• Popsicle sticks with student’s names on them in a cup for reading
• Character, Plot, and Theme Open-Mind Portfolio Book
• Roller Coaster Example to teach Plot
• Chart Paper
• Crayons and Markers
• Notebook Paper

Opening (Set):
“Yesterday we learned about the difference between good and bad and what makes us think that people are good or bad. I also challenged you with homework to determine the main purpose of the Civil Rights Movement. On the count of 3 tell me what you discovered the main purpose was. 1, 2, 3 EQUALITY! Today we are going to be learning about an adventure! I want to hear about some of the adventures that you have gone on, want to go on, or have dreamed of going on. I’ll start. Last summer, I went to Boston, Massachusetts on an airplane (teacher makes flying movement like a plane). It was my first time riding on a plane by myself and it was also my first time going to a big city. In the city I walked until my feet were sore, but I got to see so many different sites. I saw two plays and ate at the top of the tallest skyscraper in Boston called the prudential building where I got to look over the whole city! (The teacher acts out the adventure to the class.) Now I want to hear about your adventures, but I want you to act them out like I did.” (The students tell the class about their adventures while acting it out.) “It sounds like everyone has been or wants to go to some pretty cool places! Let’s go on some mini adventures together.” (The class will pretend to go on adventures to the desert, the rainforest, snowy mountains, rocky mountains, the beach, and the woods.) “Now that we know what it is like to go on different adventures, I want to challenge everyone to come up with a story about how you could be a hero in all of these different places.” (The students will share their stories with the class.) (INDICATOR 2 and 3) “Those were awesome stories! Like I said earlier, we are going to read a story about an adventure, but first we are going to predict what the story will be about.
After we read the story, we are going to learn about literary elements called character, plot, and theme. Then, we are going to find similarities and differences about the Social Studies chapter we read a few days ago and the story we are reading today. Finally, we are going to relate the term heroism to the story and to the Social Studies chapter. BUT, before we do all of that, we are going to have a pop quiz on the Civil Rights Movement! Surprise! Everyone clear your desks.”

**Learning Tasks (Procedures):**

A. The students will begin the lesson by completing a Pop Quiz on the Civil Rights Movement.

B. The students will participate in an anticipation guide given by the teacher to predict what will happen before the story. The students will have a picture of a mountain to hold up for whether they agree with a possible prediction of the story (Mini Mountain Sign).
- The story will begin in the woods.
- The story will begin in the desert.
- The story will begin in the mountains.
- The story will be about a hero.
- The story will be about someone being saved.
- The story will be about someone getting hurt.
- The story will be about climbing mountains.
- The story will be about going on vacation.
- The story will be about how to ski.
- The story will be about how to rock climb.
- The story will be about a volcano.
- The ending will be sad.
- The ending will be happy.
- A goal will be reached at the end of the story.
- The ending will be a “cliffhanger.” (Cliffhanger means that the story will end without you knowing the ending. It will leave you in suspense.)
- “What other predictions do you have about the story before reading it? Raise your mountain if you agree with [the student’s] prediction.”

C. The students will take turns reading the story by the teacher pulling sticks from a cup with their name on them. Throughout the story, the students will discuss as a class whether or not their predictions were correct.

D. The teacher will use the story, *Cliffhanger*, to teach character, theme, and plot.
- The teacher will make open-mind portfolio books for each student to complete during the lesson.
  i. “Here is a book that I have put together for you. I am providing you with crayons, but you do not have to use them. Please decorate the title page when you have extra time in class and not while I am teaching.
  ii. The first 3 pages are all going to be about **character description**. How many characters were in the story *Cliffhanger*?” (Student answers that there were 3 characters in the story.) “Right, so that is why there are 3 pages for the characters. Character description is all about the character and his or her personality in the story. I want you to take some time to answer the questions on the board about
each character. Make sure that each character has its own page. If you have extra time, I want you to draw a picture of the character as best as you can.

- Who is the character?
- What do others think about the character?
- What does the character say or do in the story?
- How does the character look?
- Could this character be seen as a hero? How?

iii. The teacher will use a roller coaster picture to teach plot to the students. The teacher will do this on the Promethean Board so that the students can refer to it when they complete the plot of the story, Cliffhanger, in their open-mind portfolios. “The plot of a story is basically all of the events that happen in the story. There are different parts of a plot because there are different events that occur during a story. Who likes to ride on roller coasters? I know some of them are scary, but they are all fun! I am going to explain the parts of a plot to you by using a picture of a roller coaster. The beginning of the ride is kind of scary because you do not know what lies ahead on the roller coaster. You know that you are on a roller coaster, and you know your mission is to get to the end of the ride, but you do not know what is in between. This is called the exposition of a story. All of the basic facts are laid out to you such as the characters, the setting, and the mission or the goal, but you do not know what is going to happen in the story.

iv. The second part of a plot is called the rising action. This will be easy to remember because on a roller coaster it is the part of the ride where you go up the incline of the ride anticipating the drop. In a story, it is where the main character(s) begin to face a conflict that will affect the rest of the story.

v. The third part of plot is the climax. This is the most exciting part of the roller coaster ride you are on. It is when you are at the top of the ride waiting for the drop that will be scary and fun at the same time! Like a roller coaster, the story reaches its most exciting part in the climax. The climax of a story, however, is not always exciting in a good way; it could be something bad that happens.

vi. Next is the most exhilarating part of the roller coaster! You finally descend down the ride toward the end and you lift your hands to make the ride even more daring and fun! Everyone lift your hands and make your best scared/excited face you can like you’re going down a roller coaster! This part of the plot is called the falling action, which makes since after the description of the roller coaster ride that I just gave you. The falling action in a story contains the events that lead to the end of the story.

vii. The final part of the plot is called the resolution. This is the end of your ride on the roller coaster. Your heart is still pounding and your head is spinning, but all you can think about is how fun the ride was. The resolution of the story is the end of the story.

viii. Now I want you to turn to page 4 of your book that you are making and write the plot of the story on that page. You can use the roller coaster example if you want, or you can create another way to represent each part, but I am going to leave the roller coaster example on the board for you to refer to.

ix. The last page of the book is going to contain the theme of the story, Cliffhanger. The theme of a story is the lesson that is learned or the message that the story tries
to teach to readers. There can be several different themes in a story. Let’s try to think of some together. Who thinks they can think of a theme that fits with this story? Some examples could be: ‘Be there for a friend even during bad situations.’ ‘Always do the right thing.’ ‘Heroism.’ Themes can vary from very complex to very simple as long as the reader understands the lesson(s) being taught. How could the theme of heroism be seen in this story? Axel does not seem like the kind of hero that Dr. Martin Luther King Jr. was. Are you sure Axel is a hero? How do you know? This story represents a smaller type of hero that could be more relatable to you and me. Take a few minutes to finish your book by putting the theme on the last page and if you have time you can decorate the title page.”

E. “Now that we have learned about the heroes of the Civil Rights Movement and the hero or heroes that are in Cliffhanger, we are going to find the similarities and differences of the heroes in Cliffhanger and in the Civil Rights Movement.”
- The student’s desks are set up into 6 groups of 4. Each group will be given a sheet of chart paper and will be assigned to either find the similarities or the differences in chapter and the story. 3 groups will be assigned to find similarities and 3 groups will find differences.
- Once the groups are finished writing either similarities or differences, they will collaborate with a group that found examples opposite of what they found (ex: students that find similarities will collaborate with students that found differences) and discuss their findings with each other.
- After discussing with another group, each set of groups (similarities and differences) will discuss their findings with the class.
- The teacher will record the similarities and differences on a big Venn diagram drawn on the marker board.
- The students will copy their results onto their own sheet of notebook paper.

F. The students will find similar themes and events that led to heroism in both the Civil Rights Movement chapter and in the story Cliffhanger. The teacher will write these similarities on the board and the students will write the similarities on the back of their paper that they copied the Venn diagram on.

Closure
“To review what we learned today we are going to pretend like we are at an auction. (INDICATOR 2) An auction is a place that people go to bid on certain items that they want to buy. To place a bid on an item, someone has to be the first one to raise their number in the air to say that they want to buy the item. You are going to use your Mini Mountain Signs again, but this time you are going to try to be the first to place a ‘bid’ on reciting what we learned today. (What is the first thing we learned today? Second thing? Third thing? Fourth thing? Who has anything else to add?) So we all agree that we learned about predicting a story, identifying character, plot, and theme, how heroism is the same and different in two different situations, and similar themes and events that led to heroism in the Social Studies chapter and in the Reading story. Did I miss anything? Good! Tomorrow, we are going to work in centers to focus more on character, plot, and theme as well as summarizing and creating a visual that represents these literary items. We are also going to work on writing letters and talk about how heroes in the
community impact our lives. Go ahead and begin thinking about some of these things before class tomorrow. Before we end the lesson, I want everyone to get a laptop from the cart on wheels and login to your twitter account. Tweet me a summary in less than 140 characters of the story we read today so that I can make sure that everyone understood it because we will be referring back to it over the next few days.”

**Differentiated Instruction**

- **Enrichment:** During the comparing and contrasting activity in groups, these students will be the member(s) of the groups that leads the discussions by thinking of different questions he or she could ask to stimulate conversation on similarities or differences of the two different topics.

- **Intervention:** During the comparing and contrasting activity in groups, these students will be the member(s) of the group that find evidence in the books to support the similarities or differences of the two different topics.

- **Accommodation:** These student(s) will be the member of the group that practices their handwriting by writing one or two of the similarities or differences of the two different topics on the chart paper. They will be given any adaptive writing tools needed and will not be penalized for mechanical errors or sloppiness.
1. The Civil Rights Movement happened because African Americans as well as other diverse groups noticed that they were being treated unfairly.

   True          False

2. What was Dr. Martin Luther King’s first nonviolent protest?
   a) March on Washington
   b) Montgomery Bus Boycott
   c) Southern Christian Leadership Conference
   d) United Farm Workers

3. Who was a Mississippi Hero in the Civil Rights Movement?
   A) Medgar Evers          B) Dr. Martin Luther King Jr.
   C) Ada Deer              D) Cesar Chavez

4. What does the word segregation mean?

   _______________________________________

5. What is the name of the president that was assassinated during the Civil Rights Movement?

   _______________________________________
Axel washed his tin cup at the hand pump outside the Teton Mountains Climbing School hut and looked up. A storm cloud darkened Death Canyon. Lightning flashed. Axel was glad he wasn't rock climbing now.
"Axel!"

Two mountain climbers ran down the trail. "Your dog helped us up the mountain," one of the women said. "We had to leave him at the top of Cathedral Wall."

"You left Grits?" Axel was upset.

"That storm's bad," she said looking over her shoulder. "We had to get out of there."
Axel's father, Dag, the leader of the school, heard the news. He closed the registration book and stepped outside.

Lightning exploded.

Dag counted slowly.

"... thirty-eight, thirty-nine, forty ..."

"A mile for every five counts," Dag said. "The storm's eight miles away. We've got enough time to get Grits."

Dag put on his belt, which jangled with climbing nuts and carabiners, and shouldered his rope and backpack.

Axel looked at his dad. "Thanks," he said, and put on his own mountain-climbing gear.

Axel and Dag trekked steadily up the wooded trails, climbed over rock avalanches, and finally arrived at the bottom of the shaft of rock that is Cathedral Wall. A lightning bolt split open the black cloud.

"One, two, three ..."

Kaboom.

"The storm's only a half mile away," Dag said. "Too close. We'd better wait it out here."

From high on the wall came a howl. Axel looked up.

"Look! Grits got down to Monkey Ledge. If he tries to come on down, he'll fall. Let's go."

"No," said Dag. "We can't make that climb. It's too difficult. We'll go back to the trail split and up the ridge."

"That'll take too long," Axel said. "I can do it." He tied the rope to his belt and placed his foot in a crack. He reached up.
The father had no choice. His son was climbing. He picked up the top end of Axel’s rope and took a deep breath.

“Think out your moves,” he said, wrapping the rope around his hand and bracing his foot against a rock.

“On belay,” he called out.

“Climbing!” Axel answered.

Axel climbed slowly, from crack to crack to ledge to crack, moving like a ballet dancer. His father let out rope as he climbed.

When Axel was fifteen feet up, he jammed a climber’s nut firmly into a crack. He clipped a carabiner into the nut, and 

a of the shaft of the black cloud... 

“One more.” Too close. We’ll have to back up.

“Okay.” He tied the rope into a knot.
Axel looked up. Grits was crouched on the ledge, about to jump to him. “Stay!” Axel yelled.

Splates of rain hit the wall. Axel climbed very carefully. Using the tips of his fingers and the edges of his climbing shoes, he pulled himself upward until his hand found the rim of Monkey Ledge. The next move was dangerous. Climbers had fallen here.

Thinking clearly, Axel placed both hands firmly on the ledge and concentrated. Slowly he pressed on them. His body rose. When his arms were straight, he placed his right foot beside his right hand, then his left foot beside his left hand.
Felt like a hairpin, he found his balance and stood up. Grits flagged his tail but did not move. He was scared.

Lightning buzzed across the sky.

"One..."

*KABOOM.* Grits shivered.

"A quarter mile away..."

Axel put a nut and carabiner in the wall and roped himself to it. He sat down beside Grits and breathed a sigh of relief. Grits was safe.

Axel picked up his little dog and hugged him.

The cloud opened, and rain poured down. Grits whimpered.

"It's all right," Axel whispered into his fur. "It's all right."

The sky flashed. *KABOOM!*

"No count," said Axel. "It's here, Grits. We're right in the center of the storm." Crackling electricity lifted the hair straight up on Axel's head and arms. The air hummed. Sparks snapped from his ears to the rocks.

He hugged Grits closer.

*Flash.*

...seven, eight, nine, ten...

*KABOOM.*

"Two miles," said Axel. "The storm's going away."
Axel took a dog harness from his pocket and slipped it over Grits's head and shoulders.

The rain stopped. The sun came out. Axel picked up Grits and eased him over the edge of the ledge. Grits clawed the air.

"Dog on belay!" he called to his dad. Slowly Axel let out the rope, lowering Grits down through space.

"Got him!" Dag finally shouted, and looked up. "Axel," he shouted, "when you double your rope to rappel, you'll only have enough rope to get halfway down."

"I know it, but it's OK. I see a good ledge where the rope will end."

Axel wrapped the rope around an outcrop and clipped it to his harness. Then he put his back to the void and leaned out. Holding one end of the rope, letting out the other, he jumped out, dropped, caught himself, jumped out, dropped, caught himself.

And then he came to the end of the rope.

The planned route was still ten feet below.

Dag saw the problem. He studied the wall.

"If you can swing out to your left," he said quietly, "you'll find a good route."

Axel swung across the face of the wall. He reached but could not find a handhold near the route. He swung back. Dag foresaw a disaster.

"Stay where you are," he said. "I'm going for help."

"It'll be too dark," Axel answered. "I'll try again."
Axel ran like a track star back and forth across the vertical wall, back and forth. He swung wider and wider. When he was over Dag’s rnit, he jammed his fist in a crack. He did not swing back.

Axel forced his toes into another crack. When he was secure and firmly balanced, he untied the rope from his waist, pulled it from the boulder on Monkey Ledge, and let it fall to his dad.

No nut, carabiner, or rope was there to save him if he made a mistake. From this moment on, he must free climb.

He began his descent.
Dag watched. The old pro said not one word, for fear of breaking his son's concentration.

When Axel was three feet from the ground, he whooped and jumped down to his father.

"Did it!"

"That was so close, I can't talk about it," Dag said. There was a flash in the canyon. Axel hugged Grits.

"... twenty-one, twenty-two, twenty-thr—" Kaboom!

"The storm's at the hut," Dag said. "Let's wait it out here. I'm beat." He lit his small gas stove and made soup with clear stream water and instant mix. He poured some into a cup for Axel.

"I'll bet Grits sleeps well tonight," Dag said when he finally relaxed. "He was one scared dog."

"I don't know about Grits," Axel answered. "But I was sure scared. I thought I had lost my friend forever."
Think Critically

1. The willingness to take risks is an important quality of heroic people. Think of a real-life hero you've seen interviewed on TV or read about in a newspaper. What qualities does that person have that make him or her a hero? Explain. Text to World

2. On pages 240–241, the author tries to give readers a sense of how dangerous mountain climbing can be, particularly during a storm. How does the author make you feel like you are with Axel on his adventure? Find sample sentences that made you feel this way. Think Like an Author

3. What do the actions and words of Axel and his dad tell you about their relationship? Literary Elements

4. In this story, one event leads to the next event. Why do you think that this type of structure is important in the telling of Axel's adventure? Story Structure

5. **Look Back and Write** Look back at pages 238–239. How can you tell that Axel is an experienced mountain climber? Provide evidence to support your answer. Extended Response
Parts of a PLOT

- Climax
- Falling Action
- Resolution
- Rising Action
- Exposition
Daily Lesson Plan

Day 4: Stations

Objectives:
1. Identify the characters, plot, and theme from the basal reader, *Mountain Rescue*, and how each character modeled heroism (DOK 1)
2. Summarize the basal reader *We Shall Overcome* (DOK 2) (INDICATOR 3)
3. Organize a visual of literary elements from the story *Cliffhanger* (DOK 2)
4. Construct a Thank-You Letter to a favorite Civil Rights hero (DOK 2) (INDICATOR 3)
5. Identify heroes in the community and how they impact the student’s life (DOK 1)

Materials:
- Chart Paper
- Markers
- Basal Reader: *Mountain Rescue* by Chanelle Peters
- Basal Reader: *We Shall Overcome* by James Yao
- Notebook Paper
- Pencils
- [http://pbskids.org/storyfactory/story.html](http://pbskids.org/storyfactory/story.html)
- Interview a Hero Homework
- Exit Slip
- Brainstorming Map for Accommodation
- *Who Fought for Freedom* Project

Opening (Set):
“Let’s begin by going over what we did yesterday. Raise your hands and tell me what you remember from the lesson yesterday.” (The teacher will write their answers on the marker board.) “Let’s go over the answers you gave me. First, you said that we answered agree or disagree questions on what the story would be about. Second, you said that we learned about character, theme, and plot by making our open-mind portfolio on the story, *Cliffhanger*. Third, we compared and contrasted heroism in the story and in the Civil Rights chapter on a Venn diagram. And last, we wrote down similar themes of the events taken in both topics that led to heroism. Now, let’s discuss more about what we have been learning this week.” (The teacher will ask the students to call out important words that they remember learning this week, and the teacher will copy these words in a list on the marker board.) “Now that we have a list of words we remember from this week’s learning, I want you to work in your groups to put these words into different groups. It doesn’t matter how they are grouped, they just all have to be grouped in a way that makes sense. After you group the words, you will label each group. It does not matter how many groups you have or how many words are in each group. I am going to pass out chart paper for you to do this activity on.” (INDICATOR 2) (The students will present their groups to the class and discuss why they grouped the words the way they did.) “Everyone had such great
ideas! Now you have been reviewed on what we learned this week so far. Today, we are going to do the same thing that we did in this activity. We are going to work in different groups called stations and each station will have a different activity for you to do. This will help you work on what you have been learning in a more individualized way, but I will be around to help you if you need it. There will be three stations. The first will involve you reading a story called *Mountain Rescue* and finding the character, plot, and theme in the story. In the second station you will read another story called *We Shall Overcome* and you will summarize it at the end. The last station will allow you to construct a Thank-You Letter to a Civil Rights hero that you admire. Once we are done with the stations, I am going to assign you a homework assignment that will allow you to identify heroes in your community and discuss how they impact your life.” (The teacher will separate the students into 3 groups and prepare them to begin their first activity in their first station.)

**Learning Tasks (Procedures):**

- Each group will get together at their first station. The groups will meet in each station for 15 minutes before switching to the next station. There will be a timer that will go off after 15 minutes.
- The students that participate in the first station will read *Mountain Rescue* and then identify the character, plot and theme in the book.
  - The students will use chart paper to draw a picture that describes the book in the best way and then list and label the character, plot, and theme any way they want on the chart paper. This can be done through thought bubbles, graphs, diagrams, etc.
- The students that participate in the second station will read *We Shall Overcome* and then summarize the story through an activity. (INDICATOR 3)
  - The students will summarize the story by going to the PBS Kids website and playing Story Factory. They will choose to write their own story by themselves on the website. They complete the beginning, middle, and end and then they can email the summary to the teacher.
- In the third station, the students will be provided with notebook paper and pencils. They will choose their favorite Civil Rights hero that was discussed in class by reviewing the notes that they have kept up with over the week.
  - The students will write a Thank-You letter to the hero that they choose and write about what they are thankful to the hero for. (INDICATOR 2)
  - If the student has time after their letter is written, he or she will edit their paper and try to write the letter again with pen, being careful not to make any mistakes in their writing.
- The teacher will assign homework to the students. “We have discussed heroes a lot this week, so you should have a pretty good idea of what characteristics make up a hero. There are plenty of heroes in your community, so it will not be hard to find one for this assignment. Who can give me an example of someone that is a hero in any community?” (The students share their examples with the class and the teacher records their answers on the board.) “See, this will be simple for you. Who can tell me how one of these community heroes may have impacted your life?” (The teacher will record these answers on the board as well.) “This should be a fun assignment for you to complete and it will help you realize that there are heroes all over the place, not just in movies or books. You
can also ask your friends and family members for help finding a hero if you can’t think of anyone that you know.”
- The student will have to find a hero in their community that has impacted their life in some way. The student will be given three interview questions to ask the hero and then they will have to ask a fourth question on their own. After the interview, the student will write a short paragraph on how the hero has impacted their life.

F. The teacher will assign the *Who Fought for Freedom* project to the students. “This assignment will be worked on a little bit in class in order for me to monitor where you get your research from, but I am trusting everyone to do the majority of the work at home by yourself. That means that you do the work, not your parents. However, they can help you on some of the harder stuff if they need to, and you can always tweet me if you have questions about the project.”
- The teacher will go over the directions and the rubric with the class.

**Closure**

“To review what we learned today we are going to end the way that we started.” (The students will call out words that describe their learning for the day and the teacher will write them on the board. Then, as a class, they will group the words into different categories and label the categories.) “Everyone did a great job participating! From these groups, I can see that you practiced character, plot, and theme by reading *Mountain Rescue*. I can also tell that you practiced summarizing by reading and summarizing *We Shall Overcome*. These categories show that we practiced writing by constructing a letter to a Civil Rights hero, and we also identified different community heroes for our homework tonight! I am very excited to hear about how your homework goes. We are going to talk about the heroes that you interview tomorrow in class and compare them to heroes that you have learned about in the Civil Rights Movement. Then, we are going to do something similar to what we did today by categorizing events from the Civil Rights Movement and details about each event. We are going to do an investigation tomorrow on who was responsible for some of the events of the Civil Rights Movement and we are also going to have a special guest speaker since we do not have a test tomorrow. The guest speaker will be here first thing in the morning, so please be on your best behavior. Since we are going to talk a lot about the Civil Rights Movement tomorrow, I would suggest that you look back over the Civil Rights chapter in your book and also look at your notes tonight. Before we switch classes, I would like for you to fill out this exit slip and hand it to me on your way out the door.”

**Differentiated Instruction**

- **Enrichment:** These students will be the leader of discussion during the station where they read *Mountain Rescue*. These students will lead the discussion around the topics of character, plot, and theme in the story.
- **Intervention:** While reading *We Shall Overcome*, the teacher will sit with these students and listen to them read. The teacher will guide the students in discussion to test their comprehension and will also aid them in reading words they can’t pronounce or do not understand.
- Accommodation: When writing their Thank-You letter, these students will be given a brainstorming map to complete before they write. These students may not have time to write the letter, but the brainstorming map will allow the teacher to see their thought process on the potential Thank-You letter.
Interview a Hero Homework

Name of the community hero: ________________________

1. What do you do for a living and where do you work?

______________________________________________________________________________

______________________________________________________________________________

2. What do you do to help other people?

______________________________________________________________________________

______________________________________________________________________________

3. What is the bravest thing you have ever done?

______________________________________________________________________________

______________________________________________________________________________

4. Make up your own question: ________________________

______________________________________________________________________________

______________________________________________________________________________

How does this hero impact your life?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Exit Slip

Name: __________________________

What stuck with you today?
Thank-You Letter Brainstorming Map

Name: _____________________________________________

Name of Civil Rights Hero

Thank You #1
Thank You #2
Thank You #3
Thank You #4

Thank You #1
WHO FOUGHT FOR FREEDOM PROJECT

This project will help me see what you learned from this unit on heroes and what you learned about the Civil Rights Movement. This project is made up of two parts and it will be due next Friday!

BE CREATIVE!

Written Part: You will pick a hero from the Civil Rights Movement to investigate and write a research paper. You can work on this paper in your spare time in class and at home, and we will have time during the next week to edit your drafts. Feel free to use as many resources as you want to find information on your hero. You may use books and articles from the library, trustworthy websites, and I will also have extra stories and research available for you to use. I have also attached a page to help you take notes and figure out what kind of information to include in your paper. Ultimately, I want you to finish with an informative paper on the Civil Rights activist that you chose that shows who they are, what they fought for, and what made them a hero. To end the paper, I would like to know if anything inspired you about your hero and what you can do to be a hero in today’s world. This paper should be 1 and a half to 3 pages long and handwritten.

Presentation: Once you have done your research on your hero you will begin the second part of the project. You will present the information that you learned from your research to the class. You can choose one of two ways to present:

1. You may dress up as your hero and present your information as if you were the Civil Rights activist
2. You may make your hero into a puppet and present your information through the puppet

Also, you will create a visual aid that portrays what your hero fought for. You can do this through a poster, a campaign sign, a protest sign, a song, a brochure, etc. For example, if a student did their project on Medgar Evers, they could make a campaign sign that showed his involvement in the integration of Jackson, Mississippi through the NAACP.

I can’t wait to see what you come up with!

HAVE FUN!

The hero I chose is: _______________________________________________
### NOTES ON MY CIVIL RIGHTS HERO

This is just to get you started. There is TONS of other information!

<table>
<thead>
<tr>
<th>Where and when was your hero born?</th>
<th>What did your hero believe in?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How did your hero express their beliefs?</th>
<th>What made him or her a hero?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Was your hero a part of an organization? What did they do?</th>
<th>What impact did your hero have on Mississippi, the country, and/or the world?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Write your name beside the hero that you want to do your project on!

<table>
<thead>
<tr>
<th>Hero</th>
<th>Your Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medgar Evers</td>
<td></td>
</tr>
<tr>
<td>Martin Luther King Jr.</td>
<td></td>
</tr>
<tr>
<td>James Merideth</td>
<td></td>
</tr>
<tr>
<td>Cesar Chavez</td>
<td></td>
</tr>
<tr>
<td>Robert Moses</td>
<td></td>
</tr>
<tr>
<td>Huey Percy Newton</td>
<td></td>
</tr>
<tr>
<td>John F. Kennedy</td>
<td></td>
</tr>
<tr>
<td>Thurgood Marshall</td>
<td></td>
</tr>
<tr>
<td>Edward Roberts</td>
<td></td>
</tr>
<tr>
<td>Malcolm X</td>
<td></td>
</tr>
<tr>
<td>Stokely Carmichael</td>
<td></td>
</tr>
<tr>
<td>Unita Blackwell</td>
<td></td>
</tr>
<tr>
<td>Betty Friedman</td>
<td></td>
</tr>
<tr>
<td>Dolores Huerta</td>
<td></td>
</tr>
<tr>
<td>Gloria Steinem</td>
<td></td>
</tr>
<tr>
<td>Shirley Chisholm</td>
<td></td>
</tr>
<tr>
<td>Ada Deer</td>
<td></td>
</tr>
<tr>
<td>Rosa Parks</td>
<td></td>
</tr>
<tr>
<td>Fannie Lou Hamer</td>
<td></td>
</tr>
<tr>
<td>Ella Baker</td>
<td></td>
</tr>
<tr>
<td>Septima Poinsette Clark</td>
<td></td>
</tr>
<tr>
<td>Coretta Scott King</td>
<td></td>
</tr>
<tr>
<td>Dorothy Height</td>
<td></td>
</tr>
<tr>
<td>Daisy Bates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Topic</td>
<td>The hero is mentioned in the beginning</td>
</tr>
<tr>
<td>Organization</td>
<td>Research and information is not ordered</td>
</tr>
<tr>
<td>Paragraphs</td>
<td>Are not complete and/or content is not grouped</td>
</tr>
<tr>
<td>Sentences</td>
<td>Fragments, run-ons, or incomplete sentences</td>
</tr>
<tr>
<td>Punctuation and Case</td>
<td>Used incorrectly with many errors</td>
</tr>
<tr>
<td>Grammar</td>
<td>Incorrect tense and errors in sentence structure</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Basic vocabulary used</td>
</tr>
<tr>
<td>Spelling</td>
<td>Several spelling errors</td>
</tr>
<tr>
<td>Handwriting</td>
<td>Difficult to read and letters are not well formed</td>
</tr>
</tbody>
</table>

Total: ________
HOW DID YOU DO?

The hero I am presenting is _____________________________________________

<table>
<thead>
<tr>
<th>How much is it worth? (50 pts)</th>
<th>Student Checklist</th>
<th>Teacher Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student knows the content of the presentation</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Student is dressed appropriately as their hero or has a puppet that portrays the hero correctly</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Student has a visual aid that creatively shows what the hero fought for</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Student is confident and knowledgeable on their hero</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Student keeps the attention of the audience and involves them in their presentation</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Total: __________  Total: __________
WHO FOUGHT FOR FREEDOM PROJECT

Dear Parents,

Over the next week your children will be learning about heroes and the Civil Rights Movement. Since this is such an important topic in history, I have assigned a project to ensure that the students understand the content of this unit. I have given them a handout with directions needed to complete this project. If they do not have it please email me and I will send home another one.

This project allows the student to research and present a Civil Rights leader that they have chosen in class. You may help your child with this project, but I am asking the students to do as much of the work on their own as they can. Please feel free to contact me with any questions, concerns, or interests you may have regarding this project.

I can’t wait to see what they come up with!

PS: I will be videoing your children’s presentations on the new Aurasma app that our school is using. It will be connected to a photo of their Civil Rights Leader on a bulletin board outside of the classroom. Please feel free to come check out your child’s performance at any time after the due date.

Thanks,
Ms. Saltzman
kcsaltzm@go.olemiss.edu

The hero your child has chosen is ___________________________
Websites for Research

Biographies:
http://www.eduplace.com/kids/socsci/ms/books/bkd_ms/biographies/index.html

Research:
Information on Civil Rights Leaders
http://www.infoplease.com/spot/bhmheroes1.html

Educational videos, lessons and games about the Civil Rights Movement

Type in the name of your Civil Rights Leader and watch videos!
www.schooltube.com

We have already been using this in class so you should be familiar with it!
They have is wonderful information about the Civil Rights Movement!
www.kids.usa.gov/history
Day 5: Community and Civil Rights Heroes

Objectives:
1. Compare and contrast Civil Rights heroes to community heroes (DOK 2)
2. Categorize the events of the Civil Rights Movement, who was involved, and why the event occurred (DOK 2) *(INDICATOR 2)*
3. Investigate who was responsible for certain events during the Civil Rights Movement (DOK 3)

Materials:
- Civil Rights Movement Categorization Game (hula-hoops and index cards)
- Laptops
- Textbook: Social Studies, Mississippi Studies by Houghton Mifflin (pgs. 106-109)
- Sentence Strips
- Writing Prompt
- http://kids.usa.gov/history/index.shtml

Opening (Set):
“While we wait on our guest speaker, I want to hear how your homework went last night.” (The students share their results from their homework with the class). “Did everyone enjoy this assignment? What did you learn from it? I thought it would be a fun way for everyone to see who real heroes are and to realize that this isn’t just a lesson in your 4th grade class, it is something that you can see anywhere and anytime in the world. Watching the news is a great way to hear about the heroes in your town on a daily basis. Yesterday, everyone worked in centers and I think a lot of independent and group learning went on! Your exit slips proved that a lot of you enjoyed different things from each lesson and showed me that several of you understood more about summarizing and finding the character, plot, and theme of the story you read. I also looked over everyone’s Thank-You Letters that were written. Everyone had such wonderful and creative ideas and it was interesting to see the different Civil Rights heroes that everyone picked to write their letter to. Who remembers what I said we are going to learn about today? That’s right! We are going to be learning more about the Civil Rights Movement. We will start out by playing a game to compare and contrast Civil Rights heroes to community heroes. After that, we are going to label different events that we have learned about in the Civil Rights Movement after we categorize who was involved in the events and why the event occurred. Then, we are going to use these events to conduct an investigation on who was responsible for each event during the Civil Rights Movement. Everyone get ready to get out your ‘spy gear’ and put your ‘thinking caps’ on! Now I am going to give the floor to the Oxford’s Chief of Police, Joey East!”
Learning Tasks (Procedures):

A. The students will have a group discussion with the guest speaker, the Oxford Chief of Police, Joey East. The speaker will talk about his job and how he is a hero in the community. The students will ask questions to Officer East on anything they want to know about his heroism and bravery. They will also be guided to ask questions about how his job can be related to the Civil Rights Movement or if he was impacted by any of the leaders of the Civil Rights Movement.

B. The students will complete a writing prompt after the guest speaker finishes his discussion. What qualities do you think heroes possess in order to take a stand for what they believe in? Discuss the challenges you think people have to face in order to become a hero. (Academic Prompt #3)

C. The students will play “Would You Rather” in order to compare and contrast Civil Rights heroes to community heroes.
- The teacher will review the Civil Right Movement PowerPoint with the students so that they are familiar with the heroes the class discussed.
- The teacher will ask a “Would You Rather” question to each student.
- The students will answer which hero they would rather be and state why he or she would rather be that hero.
- The students will be challenged to name a similarity and a difference of the two heroes.
  • Dr. Martin Luther King Jr. vs. Doctor
  • James Meredith vs. Teacher
  • Fannie Lou Hamer vs. Soldier
  • President John F. Kennedy vs. Policeman
  • Medgar Evers vs. Lawyer
  • Cesar Chavez vs. Farmer
  • Rosa Parks vs. Bus Driver
  • Ada Deer vs. EMT (person that works on an ambulance)
  • Unita Blackwell vs. Garbage Person
  • President Lyndon B. Johnson vs. Firefighter

D. The teacher will pass out index cards with different words on them from the Civil Rights Movement. These will be used to categorize into groups of events. The index cards will have who was involved in each event and why the event occurred stated on them.
- The teacher will have 6 hula-hoops on the floor.
- The students will work together to put their index card in the correct event.
- The students will discuss why they put their card in each event.
- The students will determine what each event is that their index cards fit into and they will label each hula-hoop the correct event name. Some of these events will already have names, but some of them will not. The students will have to get creative to come up with a name for the event.

E. The students will be draw one of the 6 events out of a bag to investigate in their groups. Each group will do research on their assigned event to determine exactly who was responsible for the event.
- The students will use their textbooks and the Internet to conduct this research. The website they will be able to use for their research is www.kids.usa.gov/history.
- The students will state the results of their investigation to the class and the teacher will write each group’s answer on a sentence strip and place it under the event labeled on the hula-hoops.

**Closure**

“Today was a great day! I think we did a lot of fun things for a Friday, what do you think? Now we are going to play Simon Says to review the day’s learning. **(INDICATOR 2)** Simon Says stand up if you know the first thing we did today. Simon says recite the first thing we did today. Correct, we had a conversation with Officer East and then wrote about the qualities that a hero has.” (The students will sit down if they recite the wrong thing or do not say anything.) “Simon Says turn in a circle if you know the second thing we did today. Simon Says recite the second thing we learned today. That’s right, we played a game to compare and contrast Civil Rights heroes to community heroes. Simon Says touch your toes if you know the third thing we learned today. Simon Says recite the third thing we learned today. You guys are so smart! The third thing we learned was how to categorize different aspects of an event from the Civil Rights Movement without naming the events until the end. And finally, Simon Says jump up and say ‘Hooray!’ if you know the last thing we did today. Simon Says recite the last thing we did today. Exactly, we put on our spy gear and worked on an investigation to find out who was responsible for the events we learned about from the Civil Rights Movement. Since it is Friday, you do not have homework, but I want you to spend the weekend working on your project that is due in one week! On Monday, we will learn about diversity and unity by defining the terms and then relating it to the Civil Rights Movement and your community. If we have time, we will also do research in class individually on your *Who fought for Freedom* project.”

**Differentiated Instruction**

- **Enrichment:** These students will be in charge of finding the research on the Internet when investigating their event.
- **Intervention:** These students will be given page numbers to look up in the textbook that will help them find research on their event.
- **Accommodation:** These students will practice their handwriting by writing down who was responsible for the event that their group is researching. They will be given the writing utensils needed to accommodate them. These students will also receive any help that they need with writing from their peers. While writing the answer to their academic prompt, these students will not be expected to complete the full page of writing. They may create a list of qualities instead of writing in sentence form.
What qualities do you think heroes possess in order to take a stand for what they believe in? Discuss the challenges you think people have to face in order to become a hero.
<table>
<thead>
<tr>
<th>Would You Rather…</th>
<th>Would You Rather…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Dr. Martin Luther King Jr.</td>
<td>James Meredith</td>
</tr>
<tr>
<td>Or a Doctor</td>
<td>Or a Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Would You Rather…</td>
<td>Would You Rather…</td>
</tr>
<tr>
<td>Fannie Lou Hamer</td>
<td>President John F. Kennedy</td>
</tr>
<tr>
<td>Or a Soldier</td>
<td>Or a Policeman</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Would You Rather…</td>
<td>Would You Rather…</td>
</tr>
<tr>
<td>Medgar Evers</td>
<td>Cesar Chavez</td>
</tr>
<tr>
<td>Or a Lawyer</td>
<td>Or a Farmer</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Would You Rather…</td>
<td>Would You Rather…</td>
</tr>
<tr>
<td>Rosa Parks</td>
<td>Ada Deer</td>
</tr>
<tr>
<td>Or a Bus Driver</td>
<td>Or a EMT</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Would You Rather…</td>
<td>Would You Rather…</td>
</tr>
<tr>
<td>Unita Blackwell</td>
<td>President Lyndon B. Johnson</td>
</tr>
<tr>
<td>Or a Garbage Person</td>
<td>Or a Firefighter</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Martin Luther King Jr.</td>
<td>Rosa Parks</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>to end segregation on the bus system in Alabama.</td>
<td>Someone refused to give up their seat on the bus.</td>
</tr>
<tr>
<td>to try and get African Americans on the Democratic Party in Mississippi</td>
<td>Unità Blackwell</td>
</tr>
<tr>
<td>Fannie Lou Hamer</td>
<td>happened with the assistance of the Student Nonviolent Coordinating Committee (SNCC)</td>
</tr>
<tr>
<td>Medgar Evers</td>
<td>rejected from the University of Mississippi Law School</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Helped de-segregate the University of Mississippi</td>
<td>Joined the NAACP after they helped fight against the University of Mississippi</td>
</tr>
<tr>
<td>James Meredith</td>
<td>was rejected acceptance to the University of Mississippi</td>
</tr>
<tr>
<td>President John F. Kennedy helped allow someone to go to the University of Mississippi</td>
<td>Segregated the University of Mississippi by being the first African American student at the college</td>
</tr>
<tr>
<td><strong>“Index Cards”</strong></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>to end segregation of businesses in Alabama.</td>
<td>also helped end segregation of bathrooms in public businesses.</td>
</tr>
<tr>
<td>Dr. Martin Luther King Jr.</td>
<td>a lot of people went to jail including Dr. Martin Luther King Jr.</td>
</tr>
<tr>
<td>assassinated during a parade in Dallas, TX</td>
<td>President John F. Kennedy</td>
</tr>
<tr>
<td>The assassin was killed shortly after he assassinated this person.</td>
<td>Lee Harvey Oswald</td>
</tr>
</tbody>
</table>
Daily Lesson Plan

Day 6: Diversity and Unity

Objectives: (INDICATOR 2)

1. Define the terms of diversity and unity (DOK 1)
2. Recognize the minority groups involved in the Civil Rights Movement and what made them diverse (DOK 1)
3. Differentiate between the opinions of the North and the South on the issue of civil rights (DOK 3)
4. List where diversity and unity are seen in his/her classroom and community (DOK 1)
5. Investigate information for the Who Fought for Freedom project assigned (DOK 3)

Materials:

- Brown egg and white egg
- Diversity PowerPoint
- https://www.youtube.com/watch?v=RqEaBPSAyY
- Notebook Paper
- My First Biography: Martin Luther King Jr. by Marion Dane Bauer
- Laptops
- North and South T-chart
- Diversity Activity Sheet
- Exit Slip
- Challenge Slip for Enrichment
- Checklist for Intervention

Opening (Set):

“Last week we learned so much! Not only did we learn a lot about the Civil Rights Movement, but we also learned a lot about heroes in general. Today we are going to be using two words a lot. I want you to repeat them after me. The first word is diversity. The second word is unity. Before we discuss what those words mean, I want to have a discussion with you about these two eggs that I brought. Let’s take a few seconds and talk about all of the characteristics that you notice about these eggs.” (INDICATOR 2) “We have discussed the characteristics such as: one is brown, one is white, they are both small, they are both oval-shaped, and they are both smooth. Next, I want you to discuss in your groups what kind of bird you think laid both of these eggs, and also what you think the inside of the eggs will look like when they are cracked open.” (The students will discuss these two ideas in their groups and then discuss their observations with the class.) “What if I told you that these eggs both came from a hen? Now, let’s test our hypotheses about what the inside of the eggs look like and crack them open. Interesting, they are both the same on the inside and they are both from a hen, but they look different on the outside. Why do you think this is? Just like humans, there are different types of hens. Hens that produce brown eggs have red feathers, and hens that produce white eggs have white feathers. However, both of
the hens are the same even though their feathers are different colors. And we know that both of the eggs are the same because we cracked them open and saw that they both look alike on the inside. That is what the lesson is going to be about. Even though we all have different characteristics, we are all the same. Having different characteristics is what makes all of us diverse, and the fact that we are all human beings allows us to be unified. We will be looking at unity and diversity during the Civil Rights Movement, how it differed in the North and in the South, and also how we can see unity and diversity in our community today.”

Learning Tasks (Procedures):
A. The students will write down the definitions of diversity and unity and watch a video that explains the terms more in depth.
- The teacher will show these definitions and the video through a PowerPoint (https://www.youtube.com/watch?v=RqEAEaBPSAY play from 1:30-5:00).
- The teacher will explain how the class is an example of diversity and unity.
B. The teacher will read the book My First Biography: Martin Luther King Jr. by Marion Dane Bauer so that the students will understand how diversity made life hard for people like Dr. Martin Luther King Jr. and how people like Gandhi helped encourage unity in Dr. Martin Luther King Jr.’s life.
- The students will learn about different minority groups in the Civil Rights Movement and how they were diverse.
- Slide 5: Who is Gandhi?
- Slide 6-7: Women of all Kinds
- Slide 8-9: Men of all Kinds
- Slide 10: How We Became Unified
C. “Remember a few weeks ago when we learned about the Civil War? (INDICATOR 2) Remind me about what that lesson was about. Correct, we learned about how the North and the South disagreed on slavery and fought about their disagreements. Do you think the North and South may have still been a little angry at each other during the Civil Rights Movement? How do you think each part of the country felt about civil rights?”
- The students will do research in their groups using the Internet (www.kids.usa.gov/history) to differentiate the opinions of North and South on Civil Rights.
- The students will complete the North and South T-chart and write what they find out about the North on one side and the South on the other side.
- The students will tell the teacher about the results that they found from their research and the teacher will aid them in their discussion.
- “Did you realize from your research that most of the protests that happened occurred in the South? Why was this? Everyone figured out on your own that the South was still mad about the results from the Civil War, and that is why they did not want minority groups to have equality. People in the South tended to like diversity separated rather than….what is the other word we
have been learning about? UNITY! Everyone did a great job by finding out this information all by yourself.”

D. “Now that we know what diversity and unity are and how to recognize them, we are going to talk about our own diversity and unity in the classroom and in our community.”

- The students will complete an activity sheet that explains how they are diverse.
- The class will create bar graphs on the Promethean board to show all of the diversity within their classmates and also how they are the same in ways that they may not realize.

(INDICATOR 3)

- The students will discuss how their unity allowed them to look past all of their differences.
- The students will discuss their findings through the activity with the class. They will discuss what they were surprised about from this experiment, what they were not surprised about, and how the experiment helped them understand diversity and unity.

E. “How can we see diversity in our community? Before you answer this question, I want to remind you that everyone is different. I want you to take a few minutes and list as many different people you know or may see in your community.” The students will recite their lists to the class and the teacher will guide further discussion on diversity in the community.

- Family members: brothers, sisters, parents, grandparents, cousin, aunts, and uncles
- Neighbors, friends, classmates, teachers
- Community members: cashiers, policemen, firefighters, garbage people, doctors, etc.

- “How is unity seen in all of these aspects of your community? The fact that we all get along, go to school together, go to each others birthday parties, and live in the same community shows that we are unified.”

E. If there is extra time in the day, the students will get out their Who Fought For Freedom projects and continue their research on the laptops for their projects.

Closure

“Why is diversity and unity important in our world? I think that it helps make life interesting because we are constantly meeting people that are different from ourselves. Imagine how boring life would be if we were all the same. What do you think your life would be like if the United States was still segregated? How would it make you feel?” (Academic Prompt #4) (The students will discuss this higher level-thinking question as a class.) “Today we learned all about what it means to be a diverse world but live together in unity by examining diversity and unity during the Civil Rights Movement and in our own community today. We also differentiated the way that the North and the South felt about the Civil Rights Movement. We probably would not live in such a unified way if the Civil Rights Movement had not happened to ensure equality for everyone. I want you to write down one way that we see unity in our school and turn it in to me before this class ends. I think it is very important for you to understand diversity and unity and why it is important, especially since the Civil Rights Movement played such a huge role in the way that we live today. Tomorrow, we are going to be talking about the different types of protests that occurred during the Civil Rights Movement and then we are going to go on a class
march with protest signs that we make to show not only the types of protests that happened during that time, but to also show the unity that we encounter today.”

**Differentiated Instruction**

- **Enrichment:** These students will be challenged to dig deeper in their research to find more information on the topic.
- **Intervention:** These students will receive a checklist when doing their research to make sure that they are finding the correct information about the topic.
- **Accommodation:** There are no accommodations for this lesson. They will also use the checklist provided for the students that need interventions when doing research.
Diversity

• Basically means different
  o Just like there are different types of clothes and cars and really anything, there are also different types of people

• We were all made with the same body parts, but we are also all different in many ways:
  o Nationality, eye color, hair color, skin color, height, weight, what we are interested in, and several other other things.

Unity

• To join, combine, or become one
  o When you put together a puzzle, you unify the pieces.
  o After the Civil War, the Confederacy and the Union unified into the United States again.
Diversity Circus

- https://www.youtube.com/watch?v=RqEAEeBPSAyY
Mahatma Gandhi

• He was born in India during the time that the British were trying to take over India.
• He is famous for fighting for freedom.
• He believed in nonviolent protests and inspired Dr. Martin Luther King Jr. to do the same thing during the Civil Rights Movement.
• His most famous quote is “Be the change you wish to see in the world.”

http://kinooze.com/2012/08/13/who-was-mahatma-gandhi/
Women of All Kinds

- There are several diverse groups of women and during the Civil Rights Movement, they all had a common goal: UNITY
  - Caucasian Women
  - African American Women
  - American Indian Women
  - Mexican American Women
  - Asian Women
  - Women with disabilities

- What made them different allowed them to unify and fight for their freedom.
Men of All Kinds

• There are several diverse groups of men and during the Civil Rights Movement, not all of them had a common goal in mind...
  o Caucasian Men typically did not want unity among all diverse groups.
  o **But these men did:**
    o African American Men
    o American Indian Men
    o Mexican American Men
    o Asian Men
    o Men with disabilities

• What made them different caused tension and disagreements between some of the groups, but in the end, they reached unification!
THEN

NOW
How We Became Unified

• The passage of the Civil Rights Act in 1964 and the Voting Rights Act of 1965 was the major turning point for unification in the United States.
• However, the country still saw segregation in groups such as people with disabilities until the 1990’s.
• We may still see signs or segregation in the country today, but it is nothing like it was before the Civil Rights Movement changed history! 

WE ARE ONE!
<table>
<thead>
<tr>
<th>How did the NORTH feel about the Civil Rights Movement?</th>
<th>How did the SOUTH feel about the Civil Rights Movement?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HOW ARE YOU DIFFERENT?

1. What color are your eyes?
   ___ Brown  ___ Green
   ___ Blue   ___ Hazel
   ___ Grey

2. What color is your hair?
   ___ Brown  ___ Blonde
   ___ Red    ___ Black

3. How would you describe yourself?
   ___ African American  ___ Caucasian
   ___ Hispanic         ___ Asian
   ___ American Indian  ___ Mexican American
   ___ Other

4. Circle one: Are you
   ___ Short  ___ Average  ___ Tall

5. How old are you? ____________

6. Do you live in the city or the country?
   ____________________________

7. Are you left-handed or right-handed?
   ____________________________

8. Would you rather read, draw, or write?
   ____________________________

9. What is your favorite sport?
   ____________________________
What is one way that you see unity in your school or your community?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
1. Were there any fights between people in the North and people in the South over the issue of civil rights?

2. Did the North have any violent groups of people like the Black Panther Party or the Ku Klux Klan?
Checklist

___ Did you go to the correct website to search for information?

___ Did you type key words into the search engine to look for the information that you need?

___ Did you find research on how the North felt about the Civil Rights Movement?

___ Did you find research on how the South felt about the Civil Rights Movement?

___ Did you find out why the North acted differently than the South?

___ Did you find any other information to present to the class on this topic?

___ Did you write your results into the T-Chart provided to you?
Day 7: Protests

Objectives:
1. Categorize the use of nonviolent and violent protests during the Civil Rights Movement and how they were used (DOK 2)
2. Compare and contrast nonviolent and violent protests and the outcomes of each (DOK 2)
3. Identify a problem in the community or the school that he/she could protest (DOK 1)
4. Illustrate a protest sign that could be used to protest his/her problem (DOK 1)

Materials:
- https://www.youtube.com/watch?v=QhnPVP23rzo
- Cup with Popsicle Sticks (names written on the popsicle sticks)
- Textbook: Social Studies, Mississippi Studies by Houghton Mifflin (pgs. 106-109)
- http://www.voanews.com/content/nonviolencekey-to-civil-rights-movement/1737280.html
- Violent Protests PowerPoint
- Categorization Puzzles (Average and Accommodation)
- Brainstorming Map
- Notebook Paper
- Poster Board
- Markers

Opening (Set):
The teacher will begin the lesson by playing the song “We Shall Overcome” for the class (https://www.youtube.com/watch?v=QhnPVP23rzo 00:00-00:50 seconds). “The song that I just played is the anthem of the Civil Rights Movement. I want us to learn the first verse and the chorus of this song so that we can understand each word that was sung by the people that were involved in the Civil Rights Movement and how they felt when they sang this song.” The teacher will teach the first verse and the chorus of the song to the students: (INDICATOR 3)

“We Shall Overcome, Oh, Deep in My Heart,
We Shall Overcome, I Do Believe,
We Shall Overcome, Some Day. We Shall Overcome, Some Day.”

“Yesterday we focused on diversity and unity and how it is seen in our community and our classroom and how it is different now than it was during and before the Civil Rights Movement. Today, we will be discussing protests during the Civil Rights Movement. There are two types of protests that were used during the Civil Rights Movement: violent and nonviolent. We can still see these methods used today through protests in our country and other countries as well. One way that the Civil Rights activists used nonviolent protesting was through song. Can you picture people singing this song in the streets and holding protest signs for whatever they were fighting
for? I think that probably made a powerful statement during their protests. Once we learn about the different types of protests and examples of each of them, we will identify our own problem that we could pretend to protest against. At the end of the day, we will make protest signs and use them and this song that we learned today in our march we are going to go on down the hall. This will not only symbolize the type of protesting that happened during the Civil Rights Movement, but also the diversity of our class room coming together in unity to participate in a march together for something that we believe in.”

Learning Tasks (Procedures):

A. “To refresh our memory, I want everyone to get out their Social Studies books and turn to the chapter that we read at the beginning of this unit. There is a section of the chapter that discusses nonviolent protests. Touch your nose when you find it.” (The teacher will pull a name from a Popsicle stick in the cup, and that student will read what the chapter says about nonviolent protests). “The book talks about how Dr. Martin Luther King Jr. believed in the nonviolent protests, and we learned yesterday that this type of protesting was influenced by Gandhi. Who remembers who Gandhi was? Right, he fought for people’s freedom in India against British rule through nonviolent protesting. We know already about a few of the nonviolent protests that happened during the Civil Rights Movement. Talk to your partner for a minute about what nonviolent protests you remember learning about.” (The students discuss with their partners and the whole class about nonviolent protests such as the Montgomery Bus Boycott, the Birmingham Campaign, and the March on Washington.) The students will watch a video about how the use of nonviolent protests brought success to the Civil Rights Movement (http://www.voanews.com/content/nonviolencekey-to-civil-rights-movement/1737280.html).

- “This video not only showed the nonviolent protests of the Civil Rights Movement, but it also showed us a glimpse of the other kind of protest that was used: violent protesting. This type of protesting typically only made people angrier and nothing was ever solved this way.” The teacher will present a PowerPoint on violent protesting.
  i. Slide 2: Why Violence?
  ii. Slide 3: Violence in the South
  iii. Slide 4: Faubus, Barnett, and Wallace
  iv. Slide 5: Hurst and Connor
  v. Slide 6: Clark and “Bloody Sunday”

  - The students will complete categorization puzzles on violent and nonviolent protests. There will be two puzzles mixed together in one bag and the students will have to sort the puzzles into two different categories: Nonviolent and Violent Protests. (INDICATOR 2)

B. “Now that we know what nonviolent and violent protests are and examples of each, we are going to compare and contrast the two protests through writing. You will also be writing about the outcomes of each different protest, which would probably go into the paragraph you write contrasting the two protests. I would like for everyone to fill out this brainstorming map before we begin writing.”

- The students will fill in their brainstorming map to get ideas for their writing assignment.
- The students will complete a short writing assignment comparing and contrasting nonviolent protests to violent protests. This writing assignment will only be 2 paragraphs
long. One paragraph will be comparing the protests, and the second paragraph will be contrasting the protests.

C. The students will think of a problem that they want to protest in their school or the community. “What is something you could change in your school or community in order to make everyone more equal? What would you do to solve this problem?” (Academic Prompt #5)

- The students will use the back of the paper that they used for their writing assignment to write down 3 different problems they would protest in their school or community and what they would do to solve each problem. The class will have a discussion about their ideas.
- The teacher will read the student’s problems and pick the one that the student can protest for the best.

D. The students will illustrate a protest sign to use for their march. This sign will symbolize the problem they chose to protest and how they will solve the problem. “I have poster boards and markers for you to use to create your protest signs. I am so excited to see what you decide to put on your protest sign!” (INDICATOR 3)

E. The students will participate in a class march down the halls parading their protest signs and singing the lyrics to “We Shall Overcome.”

Closure

“That march helped you relate nonviolent protests to your life. If you ever watch the news, you will probably see stories about protests happening around the world, and you can tell whether a violent or nonviolent protest is happening. Tomorrow we will be talking more about character, plot, and theme and we will be having a quiz on those literary elements. It would be in your best interest to go ahead and look at what we learned about character, plot, and theme last week so that class will be easy for you tomorrow. To review what we learned about today, I am going to say a word. This word will relate to something that we learned today. I want everyone to tell me what the word goes along with that relates to today’s learning. For example, I will say Gandhi and you would answer ‘nonviolent protests.’ Ready?”

The teacher says: march
The teacher says: puzzle
The teacher says: violence
The teacher says: protest
The teacher says: successful

“We know more about nonviolent and violent protesting and the outcomes of each one from today’s lesson. Who can tell me why nonviolent protests were more successful? Exactly, because the protest signs, marches, and sit-ins made more of a statement for what they believed in than violence did. People were more willing to negotiate with those that fought for freedom through nonviolence. I hope that this lesson also helped you realize how important diversity and unity are in our lives because of the outcomes of nonviolent protesting.

Differentiated Instruction
- **Enrichment**: These students will work by themselves to complete the Categorization Puzzles without the help of another peer.
- **Intervention**: These students will be paired with a higher-level peer to receive assistance and guidance on putting together the Categorization puzzles.
- **Accommodation**: These students will work alone, with guidance from the teacher if necessary, on the Categorization Puzzles. The puzzles will not be mixed together in one bag, but rather will be separated into two bags (one per puzzle).
Violent Protests
Why Violence?

- Some people fought against the people using nonviolent protests with violence because they were angry at the nonviolent protesters.

- Some people protested with violence because they thought that nonviolence did not work.
Most of the violent protests occurred in the South by groups such as the Ku Klux Klan, the Black Panthers, and people at all levels of society.

Even people in the government would protest through violence.
Examples of Violent Protests

- **Orval Eugene Faubus** (Arkansas)
  - Prevented schools from integrating African Americans into the white schools.

- **Ross Barnett** (Mississippi) and **George Wallace** (Alabama)
  - Blocked the entrances to the universities in each state to keep African Americans from being able to attend all-white colleges.
Examples of Violent Protests

- **E. H. Hurst (Mississippi)**
  - Killed an African American farmer because the farmer was taking classes so that we could vote.

- **Eugene T. “Bull” Connor (Alabama)**
  - Ordered police dogs and fire hoses to attack a group of nonviolent protesters called the Freedom Riders.
Sheriff Jim Clark (Alabama)

- Led the violence of “Bloody Sunday” against nonviolent protestors. The police attacked the nonviolent protestors to make a scene and show other nonviolent protestors what they are capable of.
Bloody Sunday
E. H. Hurst
Ku Klux Klan
Ross Barnett
Orval Eugene Faubus
Resistance in the South
Jim Clark
Eugene T. "Bull" Connor
George Wallace
Made People Angrier
Black Panther Party
Unsuccessful
The Birmingham Campaign

Boycotts

Gandhi

Marches

Montgomery Bus Boycott

Rosa Parks

Sit-ins

Successful March

on Washington

Dr. Martin Luther King Jr.

Protest Signs

James Meredith
**Daily Lesson Plan**

**Day 8: Heroism**

**Objectives:**

1. Relate character, theme, and plot to where they occur in the event of a heroic act (DOK 2)
2. List ways that he/she can become a hero in his/her community (DOK 1)
3. Construct a narrative text on how he/she will make an impact in the community (DOK 2) *(INDICATOR 3)*

**Materials:**

- [https://www.youtube.com/watch?v=c6I24S72Jps](https://www.youtube.com/watch?v=c6I24S72Jps)
- Beach Ball (with literary elements written on each stripe of the ball)
- Fortune Teller Template
- Scissors
- Markers
- Character, Plot, and Theme Quiz
- Construction Paper
- Notebook Paper

**Opening (Set):**

“Yesterday I told you that we were going to be learning more about character, plot, and theme, remember? Well to refresh our memory on what character, plot, and theme are, I found this really cool rap for you to listen to. This will help you remember these literary elements not only for today’s unit, but also for in the future when you read and write. The chorus is very catchy, so just jump in whenever you want.” ([https://www.youtube.com/watch?v=c6I24S72Jps](https://www.youtube.com/watch?v=c6I24S72Jps)) *(INDICATOR 3)*

“I know that this rap also includes setting, but you should already know what the setting is, so that part of the rap can just be a review for you. The song also includes the conflict of a story. This is the same thing as the climax that we learned about when we learned about plot. Did everyone like that rap? You can refer back to it during the lesson today, because we are going to be using character, theme, and plot by relating them to heroic acts. Then, you will especially need to remember this song whenever we take our quiz on character, theme, and plot! I hope you studied! We will end the lesson by writing a small writing assignment about what we can do to make be a hero in our community.”

**Learning Tasks (Procedures):**

A. “I want to hear about times that you were hero in some way. We have already learned that heroes come in all different forms, so even if it was a small heroic act, I want to hear about it. If you can’t think of a heroic act that actually happened in your life, think of a dream you may have had where you were a hero.” *(INDICATOR 2)*

- The students tell their experiences to the class.
- The teacher picks a heroic story to write on the Promethean Board as an example.
B. After the story is written on the Promethean Board, the teacher will explain the Beach Ball Game. “To help us practice character, plot, and theme, we are going to play the Beach Ball Game. I have this beach ball and on every different stripe of the ball there is a literary element that we have learned about written on it. For example, the blue stripe has character; the red stripe has rising action, and so on. Instead of stating the whole plot, I have broken it up into the different parts of the plot that we learned about through the roller coaster visual last week. When I toss the ball to you, you will catch it and whichever stripe your left hand lands on is the literary element you will have to find in the story that I wrote on the board.” (INDICATOR 2)

- The students each have a turn catching the ball and explaining where each literary element is in the story. The teacher will aid some of the answers to help refresh their memories on the lesson from last week.

C. The teacher will explain how most heroic acts take the same pattern of literary events. “In every story you read or hear about a heroic act, fiction or real-life, there will be a series of events like the story that we just used for our Beach Ball Game. They all begin by explaining who the hero is and what that person did to become a hero. The plot is what explains the heroic act by telling the exposition, the rising action, the climax, the falling action, and the resolution. At the end of the story there is a theme. The theme isn’t always said out loud, but usually people have a pretty good idea of what the moral of the story is. This pattern of literary elements is typically seen throughout every story that you will read, even stories about villains!”

D. The teacher will use modeling to help the class create a fortune-teller. This fortune-teller will be used to help the student’s study character, plot, and theme before their quiz and before their unit test at the end of the week. Paper, markers, and scissors will be provided for the student’s in order to make the fortune-tellers. The students will use a template created by the teacher to create the fortune-teller. The teacher will tell them what to put on each part of the fortune-teller. “I want you to take about 5 minutes to use this fortune-teller to study and then we will take our quiz. Think of different stories that you can use to practice these literary elements as well.”

E. The students will take a quiz on character, theme, and plot.

F. The students will make a list of different ways that they could be a hero in his or her community. The teacher will encourage the students to list ways that they could be a hero every day as well as how they could be a hero in the future and make a big impact on the world. The lists will be created on a sheet of construction paper of his or her color and completed with markers. The lists will be hung up throughout the room to remind the students of ways he or she could be a hero every day.

G. The students will construct a narrative text about how he or she will make an impact on his or her community. The students can use their list to help guide their writing. “I want you to write this paper as if it will happen one day. It will be a 3-paragraph paper written in future tense. Once you finish this writing assignment, I want you to make it a personal goal to try and follow through with this heroic act at some point in your life. It can be in a week, a month, a year, or even 10 years from now. When you complete the assignment, you may put it in your “I Am” folder that we have been working on all year to monitor our growth in 4th grade. That way, when you are 20 years old you can look back at your “I Am” folder from 4th grade and see if you completed your heroic act.” (INDICATOR 3)
Closure
“Today we got to learn a lot about ourselves as well as learn more about the sequence of the literary elements we have learned about. What was your favorite thing that we did today? How can those things help you better understand what we learned? There is one more thing that I would like to discuss with you before we review our learning further. Based on what you chose to write your paper about today, what are some things that you would do similar to what the Civil Rights heroes did to make a difference in your community? What would you do differently?” (Academic Prompt # 6)

After the class discusses their answers to this question through higher-level thinking, the teacher will introduce the game “Tic-Tac-Toe, What Do You Know?”. “For this game, I am going to draw a tic-tac-toe game board on the white board. I want the class to split into 2 groups and you will each be competing against each other to see who learned a lot from today’s lesson. I will flip a coin to see who goes first and then I will ask the first team a question about the learning. If the student answers this question right, he or she will get to draw an X on the board. If the student answers the question wrong, the second team will get a chance to answer it. If the second team answers the question correctly, the student will get to write an O in the board. Whoever wins the tic-tac-toe game will get 2 bonus points on the quiz that we took today. You will play the review game until one team wins. If there is a tie, then everyone will receive 2 bonus points on their quiz.” After the game: “This review game allowed everyone to recognize that we learned several things today, and we had fun doing it! We learned about where character, plot, and theme are usually seen throughout a heroic story and any other type of story. We also learned about different ways that we can be a hero in our community and how we will make an impact one day on our community. I hope that everyone enjoyed this game today. Tomorrow is going to be a day full of review so that I know how well you are going to do on your unit test on Friday. I hope that everyone has been working on your Who Fought For Freedom project, because it is due in 2 short days! Please look over everything you can tonight from this unit before our review tomorrow.”

Differentiated Instruction
- **Enrichment:** These students will proofread their writing assignment when they are finished. They will correct any errors with a red pen, and if there is time, these students will re-write their paper to correct any of the errors in their first draft.
- **Intervention:** The students that need more help with writing or that struggle with completing their work may make a list of the things that they want to write about in their writing assignment. When they are finished with the list, if there is time, they will begin writing on the assignment by using their list of ideas as a guide. These students will probably not complete 3 paragraphs in the allotted time.
- **Accommodation:** The students that need specific help with their writing will be allowed to use a computer or a laptop to work on their writing assignment. These students can follow the intervention by starting out with a list of ideas to type out before beginning the work on their assignment.
Making a Fortune Teller

*After you cut the bottom part of the paper*

1. Fold the square from corner to corner.
2. Fold the triangle from corner to corner and make a similar triangle.
3. Unfold the paper all the way and fold the four corners to the center of the square where the “X” on the square crosses.
4. Turn the paper over and fold the four corners to the center of the square just like you did in number 3.
5. Fold the bottom part of the square to the top part of the square. Then unfold.
6. Fold the left side of the square to the right side of the square. Then unfold.
7. Push the four corners of the square toward the center so that it can move it back and forth.
8. Follow the directions of the teacher in order to fill in all of the parts of the fortune teller.
Character, Plot, and Theme Quiz

Name: ________________________

1. List the literary elements (including the parts of a plot) in order according to how they appear in a story.

   a. _______________________
   b. _______________________
   c. _______________________
   d. _______________________
   e. _______________________
   f. _______________________
   g. _______________________

2. The moral or lesson learned in a story is called the

   a. Theme  
   b. Climax  
   c. Character  
   d. Plot

3. The most exciting part of a story is called the

   a. Character  
   b. Rising Action  
   c. Climax  
   d. Theme

4. The plot of a story starts with the

   a. Rising Action  
   b. Exposition  
   c. Theme  
   d. Falling Action

5. The events in a plot that lead to the end of the story is called the

   a. Falling Action  
   b. Character  
   c. Resolution  
   d. Plot

6. The __________________ is the part of the plot that ends a story.

7. Who is the main character in Cliffhanger? ________________________

8. What did the main character do in the story? ________________________

9. Who were some of the other characters in Cliffhanger? ________________________

10. What is a possible theme of the story, Cliffhanger? ________________________
Axel washed his tin cup at the hand pump outside the Teton Mountains Climbing School hut and looked up. A storm cloud darkened Death Canyon. Lightning flashed. Axel was glad he wasn’t rock climbing now.

Two mountain climbers ran down the trail. “Your dog followed us up the mountain,” one of the women said. “We had to leave him at the top of Cathedral Wall.” “You left Grits?” Axel was upset.

Axel looked up. Grits was crouched on the ledge, about to jump to him. “Stay!” Axel yelled. Thinking clearly, Axel placed both hands firmly on the ledge and concentrated. Slowly he pressed on them. His body rose. When his arms were straight, he placed his right foot beside his right hand, then his left foot beside his left hand.

Axel put a nut and carabiner in the wall and roped himself to him. He sat down beside Grits and breathed a sigh of relief. Grits was safe.

Theme: ____________________________________________________________

12. Label the parts of a plot on the diagram below.

   a. Resolution
   b. Climax
   c. Rising Action
   d. Exposition
   e. Falling Action
Daily Lesson Plan

Day 9: Review Day

Objectives:
1. Define and record what makes someone a hero and why (DOK 1) (INDICATOR 2)
2. Recall information from all previous content from the unit (DOK 1)

Materials:
• Notebook Paper
• Good or Bad Bingo
• Civil Rights Concentration
• Cliffhanger Round Robin (http://www.educationworld.com/a_lesson/03/lp306-02.shtml)
• Character, Plot, and Theme Millionaire (http://www.millionaireforschools.co.uk/)
• Hero Jeopardy https://jeopardylabs.com/build/

Opening (Set):
“Yesterday we learned about different ways that we can be a hero in our community. Today I am going to be your hero by spending all day helping you review and study for tomorrow’s unit test! Let’s review now by naming some things that we already have to study with at home.” (The students will name different items that they have completed in class to study with. Examples: Cliffhanger Open-Mind Portfolio, Civil Rights Movement Note-Taking Handout, Compare and Contrast (Good and Bad) Activity Sheet, etc.) “Last week we worked in stations to better our understandings on certain learning goals in small groups. Today we are going to do the same thing, but each station will be a review activity. I am going to split you up into 4 groups of 6 people and each group is going to last for about 15 minutes. Before we begin our review, however, we are going to answer the same question that we answered on day one of this unit: What is a hero and what makes someone a hero?”

Learning Tasks (Procedures):
A. The students will copy down what they think a hero is and what makes someone a hero. After the students complete this task, the teacher will compare their answers to the answers that they wrote down on the first day of the unit. The teacher will read these comparisons aloud so that the students realize how much they have learned in the past 2 weeks. (INDICATOR 2)

B. The students will play Good or Bad Bingo. This game will help them review what they learned about people’s reputations from the Civil Rights Movement and their motivations for what lead them to the event of becoming either good or bad. The bingo cards will have the names of different people and groups from the Civil Rights Movement and the students will use bingo markers to cover the correct bingo square. Rather than calling out a letter and then a number (G-32), the leader will give the definition of a person from the Civil Rights Movement that will appear on the Bingo Card. The leader will swap with
someone once the game is over and the group will play again. The winner of Good or Bad Bingo will be rewarded with a piece of candy.

C. The students will play Civil Rights Concentration. This is a clapping game where they sing the song: “Concentration (clap, clap, clap), 64 (clap, clap, clap), No Repeats (clap, clap, clap), or Hesitations (clap, clap, clap), the Topic is (clap, clap, clap), Civil Rights Heroes. Then, the students will go around the circle naming Civil Rights Heroes until someone repeats a hero already named or hesitates for too long. After the first topic, the students will play again with different categories such as: Protests, Mississippi Heroes, and Events of the Civil Rights Movement.

D. The students will play Cliffhanger Round Robin. This game will review the story Cliffhanger. The students will sit in a circle and each student will have a piece of notebook paper and a question slip. There are 6 total question slips. When the game begins, they will have 15 seconds to answer the question they are given on the piece of notebook paper. After 15 seconds, the students will pass their question to the student sitting on their left until all of the questions have been passed around the circle. At the end of the game, they will discuss their answers with the other members of their group and then they will compare their answers to the answer sheet that is provided. If they get any of the answers wrong, they should discuss with their group members why they chose the answer they did and understand why the answer was wrong. The students that get all 6 answers correct on the first try will receive 3 bonus points on their unit test.

E. The students will play Character, Plot, and Theme Millionaire. This will be an individual game for each student in the group to play on their own laptop. The students will go to http://www.millionaireforschools.co.uk/ and login under the teacher’s account information. The students will click on the Character, Plot, and Theme Millionaire game and begin testing themselves through this review. They will have enough questions to get to one million dollars with the questions getting tougher as the money gets higher.

Closure

“Tomorrow is the day of the big unit test and also the day that we will be doing our presentations of the Who Fought for Freedom project! I know everyone is going to do so well on the test and the presentations, because I know that each and every one of you is such a hard worker. I know that today has been filled with fun games and activities, but who can tell me why we played these games? Right, we did them so that we could review for the unit test tomorrow. I wanted the review to be fun so that you would enjoy the content that we have been learning. The reason I gave the winners rewards for certain games is because I knew that everyone would work extra hard to win. To end the day we are going to do one more review activity as a class over every topic that we have learned about throughout this unit. We will be playing Hero Jeopardy.” (The teacher will pull up the Jeopardy game from her account on https://jeopardylabs.com/build/ and the students will each have a turn to pick a category to answer a review question on.) “I hope that Hero Jeopardy helped everyone review what you should know for tomorrow’s test! Please study tonight as much as you can and think back to all the activities and games we have done in class to aid your studying. Also have your written and oral parts of the project ready to present tomorrow. I am so excited to see what everyone came up with for his or her projects! I will be recording everyone’s presentations on the Aurasma app so that we can link it to a photo on the
bulletin board and your parents can come by and see your presentation anytime they want! I’m sure they have seen how hard you have been working on your project and they will be excited that they will get to see your presentations! Happy studying!”

**Differentiated Instruction**
- **Enrichment:** These students will typically be the leader of each group. They will guide the students through the game and may be able to help confused students understand the content better.
- **Intervention:** These students will have extra time to answer certain questions during games such as *Cliffhanger* Round Robin, Character, Plot, and Theme Millionaire, and Hero Jeopardy. The teacher will guide students to the correct answer when they need even more help.
- **Accommodation:** There are no accommodations for this lesson.
<table>
<thead>
<tr>
<th>Dallas, Texas</th>
<th>Rejected from Ole Miss Law School</th>
<th>Police Brutality</th>
<th>Civil Rights Act</th>
<th>Byron De La Beckwith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lorraine Motel</td>
<td>James Earl Ray</td>
<td>Memphis, Tennessee</td>
<td>Segregationalist</td>
<td>James Meredith</td>
</tr>
<tr>
<td>Ku Klux Klan</td>
<td>The University of Mississippi</td>
<td><strong>FREE SPACE</strong></td>
<td>Jackson, Mississippi</td>
<td>Support and donations</td>
</tr>
<tr>
<td>The South</td>
<td>Medgar Evers</td>
<td>Jack Ruby</td>
<td>Dr. Martin Luther King Jr.</td>
<td>Acts of Violence</td>
</tr>
<tr>
<td>President John F. Kennedy</td>
<td>Against Integration</td>
<td>Lee Harvey Oswald</td>
<td>Marches, sit-ins, and boycotts</td>
<td>White Knights</td>
</tr>
</tbody>
</table>
Good or Bad Bingo Questions

1. What part of the country did not agree with President Kennedy’s enforcement of civil rights?
2. People such as Byron De La Beckwith, James Earl Ray, and others acted violently because they were...
3. Who went to jail and had his house bombed because he was trying to do something good?
4. Who also had their housed bombed and fought for racial equality through the NAACP?
5. This group of people acted violently against anyone they believed and pushed for the Civil Rights Movement.
6. Where was President John F. Kennedy assassinated?
7. Who assassinated Dr. Martin Luther King Jr.?
8. What was the name of the group of the Ku Klux Klan that was in Mississippi?
9. People that were against the Civil Rights Movement and tried to stop integration were called...
10. Who assassinated Medgar Evers?
11. This person was blocked from a university and became the first African American student at this university.
12. Who was killed shortly after they assassinated President John F. Kennedy?
13. This group of people fought through violence against anyone that threatened African Americans.
14. What city was Dr. Martin Luther King assassinated in?
15. People against equality and integration usually fought for what they believed in this way.
16. The Black Panther Party fought these workers because of _____ against African Americans.
17. Where exactly was Dr. Martin Luther King assassinated?
18. What university rejected James Meredith?
19. What city was Medgar Evers assassinated in?
20. This is one of the reasons that Medgar Evers began fighting for equality and integration.
21. People like Dr. Martin Luther King Jr. and Medgar Evers fought for their equality in these ways...
22. Byron De La Beckwith received this from Mississippians after he assassinated Medgar Evers.
23. President John F. Kennedy put this into legislation before he was assassinated.
24. Who killed Lee Harvey Oswald right after Oswald assassinated John F. Kennedy?
Who is the main character in the story?

What is the climax of the story?

Who gets saved in the story?

What do you think would’ve happened if Axel didn’t go up the mountain?

What was dangerous about Axel’s adventure?

Who helped Axel complete his mission in the story?
Round Robin Answer Sheet

1. Axel

2. The climax of the story is when Axel climbs the mountain to save his dog.

3. Grits, Axel’s dog

4. Grits may have gotten hurt during the storm.

5. Axel risked getting himself hurt during the storm to save his dog. He could have fallen off of the rock that he was climbing or slipped and hurt himself.

6. Axel’s dad, Dak.
7. Daily Lesson Plan

Day 10: Test Day/Presentation Day

Objectives:
1. Recognize how to notice heroes in everyday life and how to acknowledge them (DOK 1)

Materials:
- Hero Jeopardy https://jeopardylabs.com/build/
- Writing Prompt
- Unit Test
- iPad with Aurasma app

Opening (Set):
“Today is the day that you have all been waiting for! I am sure that everyone is so excited about giving his or her presentations today, right? Everyone looks so great in his or her costumes, and the puppets that you guys made are so creative! I can’t wait to hear about what you learned about your hero. However, before everyone presents, you have to take your unit test. And before your unit test, I am going to have you complete a short writing prompt just to get your thinking caps turned on before class. The writing prompt is about how you will react when you see a hero in your community or when you see someone doing something heroic. I am interested in learning about how you will respond to heroism after everything that we have learned about it. I really want everyone to do well on this test, so before we start our day, I want to play Hero Jeopardy one more time. Is that okay with everyone? I thought it might be.” (The students will review through Hero Jeopardy.)

Learning Tasks (Procedures):
A. The students will complete a short writing prompt on how to notice heroes in everyday life and how they can acknowledge them.
B. The students will take their unit test on everything that was learned over the past 10 days. This will include everything that they learned about heroes and the Civil Rights Movement.
C. The students will participate in short presentations of the hero that they chose for their Who Fought for Freedom Project. The teacher will record their performances on the Aurasma app and connect them to pictures of the hero that were put on the class bulletin board.

Closure
“Everyone did such a wonderful job on their presentations. I am looking forward to grading your tests this weekend, because I just know that everyone did a good job on them! Thank you so much for participating in class with me through this unit and I hope that you all enjoyed it. Did everyone like the activities we did during this unit? Would you rather learn through taking notes and doing worksheets the whole time instead? Well, hopefully I can continue to make learning
fun and interesting for everyone. I am looking forward to learning more from you the rest of the year. I would like to know what everyone’s favorite part of the unit was. Is there anything that you did not like? What do you think I should change when I teach this unit next year? Next week, we will begin a new unit! I think everyone will like it, because it is all about outer space and the planets! The story we will be reading next week is called *Moonwalk* and it is about two brothers that live in outer space. Wouldn’t that be cool? We will be incorporating science into this unit, so be ready to start experiments on Monday!”

**Differentiated Instruction**

- **Enrichment:** If these students finish their writing prompt early, they will assist other students that may need help brainstorming ideas for their writing prompt.
- **Intervention:** These students will receive longer time to complete the unit test. They will also be given preferential seating or be sent to another classroom to avoid distraction during this test.
- **Accommodation:** Along with the intervention, these students will be able to take their Unit Test online. The teacher will provide an online version of the test for them to use.
How will you react when you see a hero in your community or when you see someone doing something heroic?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Name: _____________________________

How will you react when you see a hero in your community or when you see someone doing something heroic?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Name: _____________________________
What Makes a Hero Unit Test

Name: ____________________________

1. List all of the literary elements used in a story in order of how they appear in a story.

________________________________
________________________________
________________________________
________________________________
________________________________
________________________________

2. Write a short story about someone performing a heroic act. Include all of the literary elements that you learned about and have them in order of how they appear in a story.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. What was the climax in the story, Cliffhanger?
   a. Dag helps Axel get down the mountain.
   b. Axel climbs the mountain and saves his dog, Grits.
   c. Grits runs away from Axel further into the mountain.
   d. Dag and Axel celebrate the rescue of Grits

4. What was the resolution in the story, Cliffhanger?
   a. Grits gets lost in the mountain and Axel can’t find him.
   b. Axel falls while climbing the mountain and scrapes his leg.
   c. Axel climbs the mountain and saves his dog, Grits.
   d. Axel and Grits make it down the mountain safely.
5. What was dangerous about Axel’s adventure?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

6. Write an alternate ending to the story about what could have happened if Axel did not risk going into the mountain.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

7. A) How can you compare Axel from *Cliffhanger* to a hero from the Civil Rights Movement?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

B) How is Axel different than a hero from the Civil Rights Movement?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
8. Draw a line from the Mississippi hero to the description of that hero.

1. James Meredith
   a. Rejected from Ole Miss and fought for integration with the NAACP. He also fought for racial crimes that were unjust.

2. Unita Blackwell
   b. Encouraged African Americans to register to vote. Founded the Mississippi Freedom Democratic Party.

3. Medgar Evers
   c. The first African American student to attend Ole Miss in 1962.

4. Fannie Lou Hamer
   d. First African American female mayor in Mississippi

9. Who assassinated Medgar Evers?
   a. Lee Harvey Oswald
   b. The Ku Klux Klan
   c. Byron De La Beckwith
   d. James Earl Ray

10. The Civil Rights Movement was influenced by which group of people?
    a. African Americans
    b. Women
    c. People with disabilities
    d. American Indians

11. Who signed the Civil Rights Act and the Voting Rights Act?
    a. President John F. Kennedy
    b. Dr. Martin Luther King Jr.
    c. President Lyndon B. Johnson
    d. Medgar Evers

12. Who was a major influence in Dr. Martin Luther King Jr.’s life?
    a. James Meredith
    b. His Father
    c. Rosa Parks
    d. Gandhi
13. What is the definition of diversity?
   a. Being the same as everyone else
   b. Being different in many ways
   c. Not having equality
   d. Having a disability

14. Where was Dr. Martin Luther King Jr. assassinated?
   a. Memphis, Tennessee
   b. Jackson, Mississippi
   c. Dallas, Texas
   d. Oxford, Mississippi

15. What group of people was the last to receive equality in the Civil Rights Movement?
   a. Women
   b. Mexican Americans
   c. African Americans
   d. People with disabilities

16. What document did President John F. Kennedy put into legislation before he was assassinated?
   a. Voting Rights Act
   b. Civil Rights Act
   c. Equality Act
   d. The Declaration of Independence

17. Who received help from Dr. Martin Luther King Jr. through the Montgomery Bus Boycott after he or she refused to give up his or her seat on the bus?
   a. Unita Blackwell
   b. James Meredith
   c. Rosa Parks
   d. Ada Deer

18. Who founded The United Farm Workers and helped gain equality for migrant farm workers?
   a. Cesat Chaves
   b. Ada Deer
   c. Medgar Evers
   d. Dr. Martin Luther King Jr.

19. ____________________ means to be set apart from a group of people.

20. Dr. Martin Luther King Jr. along with several other African Americans believed in fighting for equality through ____________________________.
21. The _____________________________ were known in Mississippi as the White Knives and acted very violently to prevent integration.

22. Dr. Martin Luther King Jr. gave his “I Have a Dream” speech at the _____________________________ to fight for integration of jobs.

23. People like George Wallace and Ross Barnett fought for what they believed in through _____________________________ protests.

24. _____________________________ is responsible for assassinating Dr. Martin Luther King Jr.

Bonus:

1. Tell about how diversity and unity in seen in your classroom. (2 points).

2. What is the name of the song that became known as the anthem of the Civil Rights Movement? (3 points)