CIVIL RIGHTS SPOTLIGHT

Grade Level or Special Area: 2nd Grade
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Length of Unit: 30 lessons (approximately 45 minutes each) and a Culminating Activity (1½ hours)

I. ABSTRACT
This 2nd Grade history unit on Civil Rights is designed in a “hero of the month” format. Each month the spotlight is on one person with four lessons including stories and videos, an interview, a writing assignment, and a written assessment. The Culminating Activity is a Heroes Fair, where students will present a project or activity for their heroes, from among the people studied throughout the year.

II. OVERVIEW
Concept Objectives
Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
Students will know how political power has been acquired, maintained, lost, and/or used throughout history. (Jefferson County History Standard 5.3)

Content from the Core Knowledge Sequence
1. Civil Rights (pg. 50)
   a. Susan B. Anthony and the right to vote
   b. Mary McLeod Bethune and educational opportunity
   c. Eleanor Roosevelt and civil rights and human rights
   d. Jackie Robinson and the integration of major league baseball
   e. Rosa Parks and the bus boycott in Montgomery, Alabama
   f. Martin Luther King, Jr. and the dream of equal rights for all
   g. Cesar Chavez and the rights of migrant workers

Skill Objectives
Students will define the meanings of all tested vocabulary words.
Students will discuss how Susan B. Anthony’s perseverance led to the eventual passage of the 19th Amendment.
Students will discuss how Mary McLeod Bethune’s determination caused her to open a school for black children under very difficult circumstances.
Students will discuss how Eleanor Roosevelt’s compassion caused her to work to help others for her entire life.
Students will discuss how Jackie Robinson’s courage enabled him to be the first black player in major league baseball.
Students will discuss how Rosa Parks’ actions were influential in starting the civil rights movement.
Students will discuss how King’s belief in non-violence helped further the cause of civil rights.
Students will discuss how Cesar Chavez worked to improve wages and conditions for migrant farm workers.
Students will record important events for each person on a timeline.
Students will summarize the important events in each person’s life in a written paragraph.
Students will identify how each person’s beliefs led to action and the effects on our lives today on a written assessment.
Students will review all civil rights people studied in the unit.
Students will demonstrate their knowledge of civil rights by successfully completing the unit assessment.

III. BACKGROUND KNOWLEDGE
For Teachers
50 American Heroes Every Kid Should Meet by Dennis Denenberg and Lorraine Roscoe
I would recommend that you go to your public library and select a 50-120 page junior biography on each civil rights person to read to gain more knowledge.

For Students
American government is based on the Constitution, the highest law of our land. Core Knowledge Sequence pg. 49
Government by the consent of the governed: “We the people.” Core Knowledge Sequence pg. 49

IV. RESOURCES
A Picture Book of Eleanor Roosevelt by David A. Adler (Lesson Nine)
A Picture Book of Rosa Parks by David A. Adler (Lesson Seventeen)
African American Life: American History for Children Video Series Schlessinger Video Productions (Lessons Seventeen and Twenty-One)
Cesar Chavez by Lucille Davis (Lesson Twenty-Five)
Cesar Chavez by Susan Zannos (Lesson Twenty-Five)
Cesar Chavez: Great Americans for Children Schlessinger Media (Lesson Twenty-Five)
The Childhood of Susan B. Anthony Altschul Group Corp. (Lesson One)
Eleanor by Barbara Cooney (Lesson Nine)
Equal Rights for All: American History for Children Video Series Schlessinger Video Productions (Lesson Two)
First in the Field by Derek T. Dingle (Lesson Thirteen)
Jackie Robinson by Joshua E. Hanft (Lesson Thirteen)
Jackie Robinson Breaks the Color Line by Andrew Santella (Lesson Thirteen)
Martin Luther King, Jr. by Carol Greene (Lesson Twenty-One)
Martin Luther King, Jr. A Man of Peace by Garnet Jackson (Lesson Twenty-One)
Mary McLeod Bethune by Eloise Greenfield (Lesson Five)
Mary McLeod Bethune by Margo McLoone (Lesson Five)
Mary McLeod Bethune by Patricia and Fredrick McKissack (Lesson Five)
The Montgomery Bus Boycott by R. Conrad Stein (Lesson Seventeen)
Susan B. Anthony by Lucia Raatma (Lesson One)
Teammates by Peter Golenbock (Lesson Thirteen)
We the People: Susan B. Anthony by Cindy Klingel (Lesson One)
Young Eleanor Roosevelt by Francene Sabin (Lessons Nine and Twelve)
Young Rosa Parks, Civil Rights Heroine by Anne Benjamin (Lesson Seventeen)

V. LESSONS
Lesson One: Susan B. Anthony: Suffragette (45 minutes)
Daily Objectives
Concept Objective(s)
Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
Students will know how political power has been acquired, maintained, lost and/or used throughout history.

Lesson Content
Civil Rights
Susan B. Anthony and the right to vote

Skill Objective(s)
Students will define the meanings of the words suffrage and equality.

Materials
We the People: Susan B. Anthony by Cindy Klingel or Susan B. Anthony by Lucia Raatma
Copy of tested vocabulary (Appendix A) for each student
Copy of Susan B. Anthony song (Appendix B) for each student
Manila or other type of folder (Civil Rights Folder) for each student
A paper ballot for each boy in the class
Childhood of Susan B. Anthony Altschul Group Corporation

Key Vocabulary
1. Abolitionist: a person who wanted to get rid of slavery
2. Temperance: movement to stop people from making and drinking alcohol
3. Amendment: a change made to the Constitution
4. Suffrage: the right to vote
5. Equality: having the same value as another person

Procedures/Activities
1. To engage the students, choose something that they would like to have a voice in such as what game to play at recess, what story to read at read-aloud, etc. Briefly discuss choices and then tell students that they will be receiving a ballot so they can vote. Pass ballots out only to the boys and ask them to vote. Collect the ballots. Explain to the girls that that is just the way it is.
2. Read We the People: Susan B. Anthony by Cindy Klingel or Susan B. Anthony by Lucia Raatma and/or watch the video Childhood of Susan B. Anthony.
3. Briefly define the vocabulary words abolitionist, temperance, and amendment while reading the story or after viewing the video.
4. Discuss with the students that people did not always enjoy the rights we have now. Review from the story what women’s lives were like. Define the word equality. Have girls discuss their feelings about not being able to vote.
5. Discuss how Susan B. Anthony thought that having the right to vote would help to change women’s lives for the better. Define the word suffrage.
6. Have students fill in the definitions for suffrage and equality on the tested vocabulary sheet and place in their Civil Rights folder.
7. Sing the Susan B. Anthony song.

Assessment/Evaluation
1. As a group, have students tell everything they remember about the life of Susan B. Anthony. Fill in any important details they miss.

Lesson Two: An Interview with Susan (45 minutes)
A. Daily Objectives
1. Concept Objective(s)
   a. Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
   b. Students will know how political power has been acquired, maintained, lost and/or used throughout history.

2. Lesson Content
   a. Civil Rights
      i. Susan B. Anthony and the right to vote
3. **Skill Objective(s)**
   a. Students will describe how Susan B. Anthony’s perseverance led to the eventual passage of the 19th Amendment.  
   b. Students will record important events in her life on a timeline.

A. **Materials**
1. Script for interview with Susan B. Anthony (Appendix C)  
2. Video *Equal Rights for All*, “The Biography of Susan B. Anthony”  
3. Copy of Civil Rights Timeline (Appendix D)

A. **Key Vocabulary**
1. Perseverance: to keep on going no matter what happens

A. **Procedures/Activities**
1. Set up two chairs and post the sign “Civil Rights Spotlight” so it looks like a set for a t.v. interview show. Do the interview using Appendix C. See the production notes for more details.
2. Watch “The Biography of Susan B. Anthony” portion of *Equal Rights for All*.  
3. Introduce the character trait of perseverance and discuss with students how Anthony spent her entire life working for a goal she did not live to see. You might choose to share this quote with them. “Other women reformers… have given part of their time and energy (Susan B. Anthony) has given to the cause of women every year, every month, every day, every hour, every moment of her whole life, and every dollar she could beg or earn…” M. Carey Thomas as quoted in *Susan B. Anthony Daring to Vote* by Barbara Keevil Parker.
4. Pass out the timelines and have students fill in the red-letter dates for Susan B. Anthony (on the heavy lines):  
   - 1872-was arrested for voting  
   - 1920-the 19th Amendment is passed.  
5. Place timelines in Civil Rights folders.  
6. Review the meanings of suffrage and equality.  
7. Sing the Susan B. Anthony song (found in Appendix B).

A. **Assessment/Evaluation**
1. Have students give examples of perseverance in Anthony’s life.

**Lesson Three: Failure is Impossible (50 minutes)**

A. **Daily Objectives**

1. **Concept Objective(s)**
   a. Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.  
   b. Students will know how political power has been acquired, maintained, lost and/or used throughout history.

1. **Lesson Content**
   **Civil Rights**
   i. Susan B. Anthony and the right to vote

1. **Skill Objective(s)**
   a. Students will summarize the important events of Anthony’s life in a written paragraph.

A. **Materials**
1. Fanny pack, shoebox, or other container to hold items related to Anthony such as a ballot, a suffrage sign, $2.00, Bible, piece of cloth, newspaper, egg, dollar coin, etc.

2. Writing Rubric 1 (Appendix E) for each student

A. Key Vocabulary
   None

A. Procedures/Activities
1. As a review of Anthony’s life, pull items out of the fanny pack and talk about their significance:
   a. piece of cloth—father’s cotton mill where women worked and men were overseers
   b. Bible—Quaker influence which treated women more as equals
   c. $2.00—the salary for her first teaching job which was less than men received
   d. egg—thrown at her by people who didn’t like what she had to say
   e. newspaper—reminder of the Revolution which she wrote for several years
   f. ballot—reminder of her attempt to vote for which she was arrested
   g. suffrage sign—representing her life-long struggle to gain suffrage for women
   h. Susan B. Anthony coin—reminder of the 19th Amendment which is named for after her, signifying that her dream had come true

2. Discuss her saying, “Failure is impossible.”

3. Discuss with students what Anthony believed, what she did because of that belief, and how life is different today because of what she did.

4. On the board write the words “Believed”, “Did”, “Today”.

5. Have students write a paragraph telling these three things about Susan B. Anthony. Place in Civil Rights folder.

6. Sing the song.

A. Assessment/Evaluation
1. Evaluate students’ paragraphs using Writing Rubric 1, Appendix E.

Lesson Four: Celebrating Susan (45 minutes)

A. Daily Objectives
1. Concept Objective(s)
   a. Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
   b. Students will know how political power has been acquired, maintained, lost and/or used throughout history.

2. Lesson Content
   Civil Rights
   Susan B. Anthony and the right to vote

3. Skill Objective(s)
   a. Students will identify how Anthony’s beliefs led to action and the effects on our lives today on a written assessment.

B. Materials
1. Assessment form for each student (Appendix F)
2. Ballots for every student
3. Assessment Rubric (Appendix G)

C. Key Vocabulary
D. Procedures/Activities
   1. Have students complete the assessment.
   2. Pass out ballots to every student and take another vote on the topic, which was voted on in Lesson One. Celebrate with the girls that thanks to Susan B. Anthony, they can vote now too. At this time or whenever convenient, do the activity which was voted on.
   3. We’ve got to sing the Susan B. Anthony song one more time.
E. Assessment/Evaluation
   1. Have students complete the written assessment. Assess using Assessment Rubric, Appendix G.

Lesson Five: Mary McLeod Bethune: Educator (45 minutes)
A. Daily Objectives
   1. Concept Objective(s)
      a. Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
      b. Students will know how political power has been acquired, maintained, lost and/or used throughout history.
   2. Lesson Content
      a. Civil Rights
         i. Mary McLeod Bethune and educational opportunity
   3. Skill Objective(s)
      a. Students will define the meanings of the words racism, discrimination, and civil rights.
B. Materials
   1. A piece of paper from the trash for each child
   2. A piece of coal, a burnt stick or something similar (charcoal drawing sticks, etc.)
   3. Several large cardboard boxes or wooden packing crates (optional)
   4. The book, Mary McLeod Bethune, by Eloise Greenfield; if you cannot find this book, other possibilities are Mary McLeod Bethune, A Great Teacher by Patricia and Fredrick McKissack or Mary McLeod Bethune by Margo McLoone
   5. Tested vocabulary worksheet (Appendix A) from Civil Rights folder
C. Key Vocabulary
   1. Discrimination: the unfair treatment of people simply because they are different
   2. Racism: a negative feeling or opinion about people because of their race
D. Procedures/Activities
   1. Engage the students by passing out pieces of paper you’ve gotten out of the trash and handing out pieces of coal or burnt sticks for them to write with. If possible you might bring in some cardboard boxes or wooden crates to use for desk and chairs. Have them try to solve a math problem or write some words, then discuss the difficulties.
   2. Tell the students that they are going to learn about a woman who started a school with such materials.
   3. Read Mary McLeod Bethune by Eloise Greenfield.
   4. Discuss the book with students focusing on her successes despite adversity. Define the vocabulary words racism and discrimination.
   5. Review previous tested vocabulary.
   6. Have students fill in the definitions for racism and discrimination on the vocabulary sheet and place in Civil Rights folder.
E. **Assessment/Evaluation**
   1. As a group, have students tell everything they remember about the life of Mary McLeod Bethune. Fill in any important details they miss.

**Lesson Six: An Interview with Mary (45 minutes)**

A. **Daily Objectives**
   1. Concept Objective(s)
      a. Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
      b. Students will know how political power has been acquired, maintained, lost and/or used throughout history.
   2. Lesson Content
      a. Civil Rights
         i. Mary McLeod Bethune and educational opportunity
   3. Skill Objective(s)
      a. Students will describe how Mary McLeod Bethune’s determination caused her to open a school for black children under very difficult circumstances.
      b. Students will record important events in her life on a timeline.

B. **Materials**
   1. Script for interview with Mary McLeod Bethune (Appendix H)
   2. Civil Rights Timeline from Civil Rights folders

C. **Key Vocabulary**
   1. Determination: a firm purpose to reach a goal

D. **Procedures/Activities**
   1. Set up the classroom as the set of a t.v. interview show with two chairs and the “Civil Rights Spotlight” sign. Do the interview using Appendix H. Refer to the production notes in the appendix for more details.
   2. Discuss with students how the character quality of determination fits Bethune.
   3. Pass out Civil Rights timelines. Have students fill in red-letter dates from Mary McLeod Bethune’s life:
      a. 1904-opens a school for black girls
      b. 1925-Bethune-Cookman College begins
   4. Review vocabulary words racism and discrimination.

E. **Assessment/Evaluation**
   1. Have students give examples of determination in Mary McLeod Bethune’s life.

**Lesson Seven: Enter to Learn (45 minutes)**

A. **Daily Objectives**
   1. Concept Objective(s)
      a. Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
      b. Students will know how political power has been acquired, maintained, lost and/or used throughout history.
   2. Lesson Content
      a. Civil Rights
         i. Mary McLeod Bethune and educational opportunity
   3. Skill Objective(s)
a. Students will summarize the important events of Bethune’s life in a written paragraph.

B. Materials
1. Fanny pack, shoebox, or other container with items from Bethune’s life such as a cotton boll, a book, a Bible, a piece of chalk, $1.50, a black rose, a sweet potato, etc.; the items you choose will depend on the book you read and what you want to emphasize
2. Writing paper for each student
3. Writing Rubric 1 (Appendix E) for each student

C. Key Vocabulary
None

D. Procedures/Activities
1. As a review of Bethune’s life, pull items out of the fanny pack and talk about their significance:
   a. cotton boll—early life on farm
   b. book—desire to read that drove her to attend school
   c. Bible—signifying her faith and her training to be a missionary
   d. piece of chalk—teaching
   e. $1.50—the money she had to start her first school
   f. black rose—her advocacy for black people
   g. sweet potato—for all the pies she baked and sold to earn money for her school
2. Discuss the saying over the entrance to Bethune-Cookman, “Enter to learn.” You might want to put this quote at the entrance to your classroom.
3. Discuss with students what Bethune believed, what she did because of that belief, and how life is different today because of what she did.
4. On the board write the words “Believed”, “Did”, “Today”.
5. Have students write a paragraph telling these three things about Mary McLeod Bethune. Place in Civil Rights folders.

E. Assessment/Evaluation
Evaluate students’ paragraphs using Writing Rubric 1.

Lesson Eight: Celebrating Mary (45 minutes)

Daily Objectives
27. Concept Objective(s)
   . Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
   . Students will know how political power has been acquired, maintained, lost and/or used throughout history.
30. Lesson Content
   Civil Rights
   Mary McLeod Bethune and educational opportunity
31. Skill Objective(s)
   . Students will identify how Bethune’s beliefs led to action and the effects on our lives today on a written assessment.

Materials
   Assessment form for each student (Appendix F)
   Assessment rubric for each student (Appendix G)
   Sweet potato pie

Key Vocabulary
Lesson Nine: Eleanor Roosevelt: Humanitarian (45 minutes)

A. **Daily Objectives**
   
   **Concept Objective(s)**
   
   Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
   
   Students will know how political power has been acquired, maintained, lost and/or used throughout history.

   **Lesson Content**
   
   **Civil Rights**
   
   Eleanor Roosevelt and civil rights and human rights

   **Skill Objective(s)**
   
   a. Students will define the meanings of the words civil rights and humanitarian.

B. **Materials**

   1. *A Picture Book of Eleanor Roosevelt* by David Adler (1st choice)
   2. *Young Eleanor Roosevelt* by Francene Sabin (2nd choice)
   3. *Eleanor* by Barbara Cooney (3rd choice)
   4. Tested vocabulary worksheet (Appendix A) for each student from Civil Rights folder

C. **Key Vocabulary**

   Civil rights: the personal freedoms that belong to all citizens of the U.S.
   
   Humanitarian: someone who cares about people and works for their good

D. **Procedures/Activities**

   Ideally you will have all three books. If not, the materials list shows my choices. Read *A Picture Book of Eleanor Roosevelt*, along with pages 22-27, 36-37, and 44-45 from *Young Eleanor Roosevelt*, interspersing those pages in the correct spots. Then read the afterward from *Eleanor*.

   Define the words civil rights and humanitarian.

   Focusing first on the humanitarian aspect, discuss with students the many ways Roosevelt helped people, starting as a child.

   Using the Marion Anderson incident as a springboard, discuss how Roosevelt worked for civil rights. Refer back to what the students learned about how she worked with Mary McLeod Bethune. (Note: I have found that Eleanor Roosevelt is a difficult person for students to understand because there is not one specific cause or incident for them to grasp onto. I am trying the idea of humanitarian and will list many examples to see if that helps them to grasp the idea of her contributions.)

   Review previous tested vocabulary words.

   Have students fill in the definitions for humanitarian and civil rights on the tested vocabulary sheet and place in Civil Rights folder.

E. **Assessment/Evaluation**
As a group, have students tell everything they remember about the life of Eleanor Roosevelt. Fill in any important details they miss.

**Lesson Ten: Interview with Eleanor (45 minutes)**

*Daily Objectives*

**Concept Objective(s)**

- Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
- Students will know how political power has been acquired, maintained, lost and/or used throughout history.

**Lesson Content**

*Civil Rights*

Eleanor Roosevelt and civil rights and human rights

**Skill Objective(s)**

- Students will describe how Eleanor Roosevelt’s compassion caused her to work to help others for her entire life.
- Students will record important events in her life on a timeline.

**Materials**

- Script for interview with Eleanor (Appendix I)
- Copies of Civil Rights Timeline (Appendix D) from Civil Rights folders

**Key Vocabulary**

- Compassion: caring for others and wanting to help them
- First lady: the wife of the president

**Procedures/Activities**

Set up two chairs and post the sign “Civil Rights Spotlight” so that it looks like a set for a t.v. interview show. Do the interview using Appendix I. Refer to the production notes in the appendix for more details.

Introduce the character trait of compassion and have students give examples from Eleanor’s life.

Pass out the timelines and have students fill in the red-letter dates for Eleanor Roosevelt on the heavy lines:

- 1933-became first lady
- 1945-became a delegate to the United Nations

Review the meanings of civil rights and humanitarian.

**Assessment/Evaluation**

Have students give examples of Roosevelt’s compassion.

**Lesson Eleven: Do What You Feel in Your Heart to be Right (50 minutes)**

*A. Daily Objectives*

1. **Concept Objective(s)**
   - Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
   - Students will know how political power has been acquired, maintained, lost and/or used throughout history.

2. **Lesson Content**
   - Civil Rights
     - Eleanor Roosevelt and civil rights and human rights

3. **Skill Objective(s)**
a. Students will summarize the important events of Roosevelt’s life in a written paragraph.

B. Materials
1. Fanny pack, shoebox, or other container to hold items related to Roosevelt’s life such as lots of money, a heart, a newspaper, a radio, a chicken leg, a wrapped present, a piece of coal, etc.
2. Writing paper for each student
3. Writing Rubric 1 (Appendix E) for each student

C. Key Vocabulary
None

D. Procedures/Activities
1. As a review of Roosevelt’s life, take items out of the fanny pack and discuss their significance:
   a. lots of money-her wealthy background
   b. heart-her compassion for those less fortunate
   c. newspaper-representing her column “My Day”
   d. radio-for the program where she shared her heart and her beliefs
   e. chicken leg-representing the turkey dinner she helped serve
   f. wrapped present-for the Christmas presents she took to children in the hospital
   g. piece of coal-going down into a mine to see what the conditions were like for miners
2. Discuss her saying, “Do what you feel in your heart to be right.”
3. Discuss with students what Roosevelt believed, what she did because of that belief, and how life is different today because of what she did.
4. On the board write the words “Believed”, “Did”, “Today”.
5. Have students write a paragraph telling these three things about Eleanor Roosevelt. Place in Civil Rights folder.

E. Assessment/Evaluation
1. Evaluate students’ paragraphs using Writing Rubric 1.

Lesson Twelve: Celebrating Eleanor (45 minutes)

A. Daily Objectives
1. Concept Objective(s)
   a. Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
   b. Students will know how political power has been acquired, maintained, lost and/or used throughout history.
2. Lesson Content
   a. Civil Rights
      i. Eleanor Roosevelt and civil rights and human rights
3. Skill Objective(s)
   a. Students will identify how Roosevelt’s beliefs led to action and the effects on our lives today on a written assessment.

B. Materials
1. Assessment form for each student (Appendix F)
2. Assessment Rubric for each student (Appendix G)
3. Wall of Character worksheet for each student (Appendix J)
4. Young Eleanor Roosevelt by Francene Sabin

C. Key Vocabulary
D. Procedures/Activities
Have students complete the assessment.
If you have it, read pg. 37 in Young Eleanor Roosevelt. Discuss with the students how building character is like building a wall and then have them fill out the worksheet. If there is time, those who want to can share about their walls.
Optional: as an extension, you might build a class wall of character. Give students a “brick” and have them fill it out with a statement about a classmate. “Elizabeth was kind to me when she asked me to play when I was new to the school.” Make a Wall of Character bulletin board with the bricks that students fill out.

E. Assessment/Evaluation
1. Have students complete the written assessment. Assess using the Assessment Rubric.

Lesson Thirteen: Jackie Robinson: Major League Baseball Player (45 minutes)

Daily Objectives
1. Concept Objective(s)
   a. Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
   b. Students will know how political power has been acquired, maintained, lost and/or used throughout history.

Lesson Content
   a. Civil Rights
      i. Jackie Robinson and the integration of major league baseball

Skill Objective(s)
   a. Students will define the meaning of the word prejudice.

Materials
Teammates by Peter Golenbock
First in the Field by Derek T. Dingle or Jackie Robinson Breaks the Color Line by Andrew Santella or Jackie Robinson by Joshua E. Hanft.

Copy of the following note on an overhead transparency, a piece of chart paper or the board: ROBINSON, WE ARE GOING TO KILL YOU IF YOU ATTEMPT TO ENTER A BALL GAME AT CROSLEY FIELD. THE TRAVELERS. (Crosley Field was in Cincinnati)

Student copies of tested vocabulary (Appendix A) from Civil Rights folders

Key Vocabulary
Prejudice: hatred of people of a different race or religion
Color line: policy that forbade blacks from playing professional baseball with white players
Major leagues: the highest level of organized baseball in the U.S.

Procedures/Activities
1. Post a copy of the note in a prominent place and have students read it. Elicit questions about it and discuss why someone would write such a note.
2. Read Teammates by Peter Golenbock, interspersing supplemental information from one or more of the other books as desired.
3. Define the words color line and major leagues while reading the story.
4. Discuss with the students how sport were not always integrated and that we have Jackie Robinson to thank for making it so. Have students think of players such as Michael Jordan and Tiger Woods who wouldn’t be playing today if it weren’t for Robinson. Define the word prejudice and discuss some of the forms that it
took in his life; not being able to play professional baseball, riding in the back of
the bus, not being able to stay in hotels or eat in restaurants, receiving verbal and
physical abuse.
5. Review previous tested vocabulary.
6. Have students fill in the definition for prejudice on their vocabulary sheet and
return it to their Civil Rights folder.

Assessment/Evaluation
As a group, have students tell everything they remember about the life of Jackie
Robinson. Fill in any important details they miss.

Lesson Fourteen: An Interview with Jackie (45 minutes)

Daily Objectives

1. Concept Objective(s)
   a. Students will understand that the ideas people profess affect their
      behavior. They will understand the connection between ideas and
      actions, between ideology and policy, and policy and practice.
   b. Students will know how political power has been acquired, maintained,
      lost, and or used throughout history.

2. Lesson Content
   a. Civil Rights
      i. Jackie Robinson and the integration of major league baseball

3. Skill Objective(s)
   d. Students will describe how Jackie Robinson’s courage enabled him to be
      the first black player in major league baseball.
   e. Students will record important events in his life on a timeline.

Materials
Script for interview with Jackie Robinson (Appendix K)
Student copies of Civil Rights Timeline (Appendix D) from Civil Rights folder

Key Vocabulary
Courage: bravery; not being afraid to do what needs to be done

Procedures/Activities
Set up two chairs and post the sign “Civil Rights Spotlight” so that it looks like a set for a
t.v. interview show. Do the interview using Appendix K. Refer to the
production notes in the appendix for more details.
Introduce the character trait of courage and discuss Jackie Robinson’s courage, especially
in not fighting back when he was insulted.
Pass out the timelines and have students fill in the red-letter dates for Robinson on the
heavy black lines:
   a. 1947-first black player in major league baseball
   b. 1962-first black player elected to baseball’s Hall of Fame

Review the meaning of the word prejudice.

Assessment/Evaluation
Have students give examples of courage in Jackie Robinson’s life.

Lesson Fifteen: I Want a Man with the Courage Not to Fight Back (50 minutes)
A. **Daily Objectives**
   1. Concept Objective(s)
      a. Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
      b. Students will know how political power has been acquired, maintained, lost, and/or used throughout history.
   2. Lesson Content
      a. Civil Rights
         i. Jackie Robinson and the integration of major league baseball
   3. Skill Objective(s)
      a. Students will summarize the important events of Robinson’s life in a written paragraph.

B. **Materials**
   1. Fanny pack, shoebox, or other container to hold items related to Robinson’s life such as a rock, a miniature basketball, baseball, football, and track shoe, a baseball cap, a copy of the hate note, a checkbook, etc.
   2. Writing paper for each student
   3. Writing Rubric 2 (Appendix L)

C. **Key Vocabulary**
   None

D. **Procedures/Activities**
   1. As a review of Robinson’s life, pull items out of the fanny pack and talk about their significance:
      a. a rock—because he was in a gang
      b. miniature sports equipment—four sports he played in college
      c. baseball cap—first black player in MLB
      d. copy of the hate note—the prejudice and racism he experienced
      e. checkbook—on the board of the first black-owned bank
   2. Discuss Branch Rickey’s quote, “I want a man with the courage not to fight back.”
   3. Discuss with the students what Robinson believed, what he did because of that belief, and how life is different today because of what he did.
   4. On the board write the words “Believed”, “Did”, “Today”.
   5. Have students write a paragraph telling these three things about Jackie Robinson. The paragraph should include a topic sentence and a conclusion.

E. **Assessment/Evaluation**
   1. Evaluate students’ paragraphs using Writing Rubric 2. Note: I have included two writing rubrics (Appendices E and L). Use the one that is appropriate for your students.

**Lesson Sixteen: Celebrating Jackie (45 minutes)**

A. **Daily Objectives**
   1. Concept Objective(s)
      a. Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
      b. Students will know how political power has been acquired, maintained, lost, and/or used throughout history.
   2. Lesson Content
a. Civil Rights  
   i. Jackie Robinson and the integration of major league baseball

3. Skill Objective(s)  
   a. Students will identify how Robinson’s beliefs led to action and the effects on our lives today on a written assessment.

B. Materials  
   1. Assessment form for each student (Appendix F)  
   2. Assessment Rubric for each student (Appendix G)

C. Key Vocabulary  
   None

D. Procedures/Activities  
   1. Have students complete the assessment.  
   2. To celebrate Jackie Robinson’s enormous contribution to sports, go outside and play a game together in his honor.

E. Assessment/Evaluation  
   Have students complete the written assessment. Assess using the Assessment Rubric.

Lesson Seventeen: Rosa Parks: Mother of the Civil Rights Movement (45 minutes)  

Daily Objectives  

Concept Objective(s)  
Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice. Students will know how political power has been acquired, maintained, lost, and/or used throughout history.

Lesson Content  
Civil Rights  
   Rosa Parks and the bus boycott in Montgomery, Alabama  

Skill Objective(s)  
   Students will define the meanings of the words segregation and boycott.

Materials  
   A Picture Book of Rosa Parks by David A. Adler or Young Rosa Parks by Anne Benjamin.  
   Optional: The Montgomery Bus Boycott by R. Conrad Stein  
   “Segregation” African American Life: American History for Children Video Series by Schlessinger Video Productions  
   Student copies of tested vocabulary worksheet (Appendix A).  
   Copy of the Rosa Parks song (Appendix M)

Key Vocabulary  
   Segregation: the separation of races in schools, housing, etc.  
   Boycott: to unite with others in not doing something as a protest

Procedures/Activities  
   Engage the students by acting out Rosa Parks’ arrest for not giving up her seat on the bus. Read A Picture Book of Rosa Parks by David A. Adler or Young Rosa Parks by Anne Benjamin, inserting excerpts from The Montgomery Bus Boycott by R. Conrad Stein as desired.  
   Show the “Segregation” segment of African American Life.  
   Define the word segregation and discuss the Jim Crow Laws.  
   Define the word boycott and discuss the Montgomery bus boycott.  
   Review all previous tested vocabulary.
Have students fill in the definitions of segregation and boycott and return worksheets to Civil Rights folders.
Sing the Rosa Parks song.

Assessment/Evaluation
As a group, have students tell everything they remember about the life of Rosa Parks.
Fill in any important details they miss.

Lesson Eighteen: An Interview with Rosa (45 minutes)

A. Daily Objectives
1. Concept Objective(s)
   a. Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
   b. Students will know how political power has been acquired, maintained, lost, and/or used throughout history.
2. Lesson Content
   a. Civil Rights
      i. Rosa Parks and the bus boycott in Montgomery, Alabama
3. Skill Objective(s)
   a. Students will describe how Rosa Parks’ actions were influential in starting the civil rights movement.
   b. Students will record important events in her life on a timeline.

B. Materials
1. Script for interview with Rosa Parks (Appendix N)
2. Copy of Civil Rights Timeline (Appendix D) for each student
3. Copies of the Rosa Parks song (Appendix M)

C. Key Vocabulary
1. Courage: bravery; not being afraid to do what needs to be done

A. Procedures/Activities
1. Set up two chairs and post the sign “Civil Rights Spotlight” so that it looks like a set for a t.v. interview show. Do the interview using Appendix N. See the production notes in the appendix for more details.
3. Review the character trait of courage and discuss how Parks’ courage led to the beginning of the civil rights movement, which was far beyond what she anticipated when she refused to give up her seat. Remind the students that three other black people gave up their seats. Discuss the phrase, “Stand up for what is right, even if you’re standing alone.”
4. Review the meanings of segregation and boycott.
5. Pass out the timelines and have students fill in the red-letter dates:
   a. 1955-arrested for not giving up seat on bus
   b. 1987-receives Presidential Medal of Freedom
6. Sing the Rosa Parks song.

B. Assessment/Evaluation
1. Have students give examples of Rosa Parks’ courage.

Lesson Nineteen: “There comes a time when people get tired…” (50 minutes)
A. **Daily Objectives**

1. **Concept Objective(s)**
   a. Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
   b. Students will know how political power has been acquired, maintained, lost, and/or used throughout history.

2. **Lesson Content**
   a. Civil Rights
      i. Rosa Parks and the bus boycott in Montgomery, Alabama

   **Skill Objective(s)**
   Students will summarize the important events in Parks’ life in a written paragraph.

B. **Materials**

1. Fanny pack, shoebox, or other container to hold items related to Parks’ life such as a cotton boll, handcuffs, a mule, a bus, etc.
2. Writing paper for each student.
3. Writing Rubric 2 (Appendix L) for each student
4. The Rosa Parks song (Appendix M)

C. **Key Vocabulary**

None

D. **Procedures/Activities**

1. As a review of Parks’ life, pull items out of the fanny pack and talk about their significance:
   a. cotton boll—worked as child picking cotton
   b. bus—refused to give up seat and boycott started
   c. handcuffs—arrested for her actions
   d. mule—way some people got to work since they couldn’t ride the bus
2. Discuss the Martin Luther King, Jr. quote, “There comes a time that people get tired. We are here this evening to say to those who have mistreated us so long, that we are tired—tired of being segregated and humiliated, tired of being kicked about by the brutal feet of oppression.”
3. Discuss with students what Parks believed, what she did because of that belief, and how life is different today because of what she did. Discuss why she is called the “Mother of the Civil Rights Movement”.
4. On the board write the words “Believed”, “Did”, “Today”.
5. Have students write a paragraph telling these three things about Parks. The paragraph must have a topic sentence and a conclusion.
6. Sing the Rosa Parks song.

E. **Assessment/Evaluation**

Evaluate students’ paragraphs using Writing Rubric 2.

**Lesson Twenty: Celebrate Rosa (45 minutes)**

**Daily Objectives**

1. **Concept Objective(s)**
   a. Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
   b. Students will know how political power has been acquired, maintained, lost, and/or used throughout history.

2. **Lesson Content**
a. Civil Rights
   i. Rosa Parks and the bus boycott in Montgomery, Alabama

3. Skill Objective(s)
   a. Students will identify how Parks’ beliefs led to action and the effects on our lives today on a written assessment.

Materials
1. Assessment form for each student (Appendix F)
2. Assessment Rubric (Appendix G)
3. Copies of the Rosa Parks song
4. Copies of the bus (Appendix O) on colored construction paper
5. Magazines

Key Vocabulary
None

Procedures/Activities
1. Have students complete the assessment.
2. Pass out copies of the bus. Have students cut pictures of people out of magazines and glue them in the window spaces to show that anyone can sit anywhere on a bus now. Place busses in Civil Rights folder.
3. Sing the Rosa Parks song.

Assessment/Evaluation
1. Have students complete the written assessment. Assess using the Assessment Rubric.

Lesson Twenty-One: Rev. Dr. Martin Luther King, Jr.: Civil Rights Activist (45 minutes)

A. Daily Objectives
1. Concept Objective(s)
   a. Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy and policy and practice.
   b. Students will know how political power has been acquired, maintained, lost, and/or used throughout history.
2. Lesson Content
   a. Civil Rights
      i. Martin Luther King, Jr. and the dream of equal rights for all
1. Skill Objective(s)
   a. Students will define the meaning of the word integration.

B. Materials
1. Martin Luther King, Jr. A Man Who Changed Things by Carol Greene or Martin Luther King, Jr. A Man of Peace by Garnet Jackson
3. Student copies of tested vocabulary worksheet (Appendix A) from Civil Rights folder

C. Key Vocabulary
Integration: bringing together people of different races

D. Procedures/Activities
1. Read Martin Luther King, Jr. A Man Who Changed Things by Carol Greene or Martin Luther King, Jr. A Man of Peace by Garnet Jackson.
2. Show “The Civil Rights Movement” and “The Biography of Martin Luther King, Jr.” portions of the African American Life video.
3. Discuss the book and video.
4. Review all previous tested vocabulary.
5. Define the word integration. Have students write the definition on their tested vocabulary worksheet and return worksheet to Civil Rights folder.

E. Assessment/Evaluation
1. As a group, have students tell everything they remember about King’s life. Fill in any important details they miss.

Lesson Twenty-Two: Interview with Martin (45 minutes)
A. Daily Objectives
1. Concept Objective(s)
   a. Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
   b. Students will know how political power has been acquired, maintained, lost, and/or used throughout history.
2. Lesson Content
   a. Civil Rights
      i. Martin Luther King, Jr. and the dream of equal rights for all

Skill Objective(s)
   Students will describe how King’s belief in non-violence helped further the cause of civil rights.
   Students will record important events in his life on a timeline.

B. Materials
Script for interview with Rev. Dr. Martin Luther King, Jr. (Appendix P)
Student copies of Civil Rights Timeline (Appendix D) from folders

C. Key Vocabulary
   Non-violence: a way of protesting in which a group tries to make social changes peacefully

D. Procedures/Activities
   Set up two chairs and post the sign “Civil Rights Spotlight” so that it looks like a set for a t.v. interview show. Do the interview using Appendix P. Refer to the production notes in the appendix for more details.

   Discuss how King’s belief in non-violence, which he learned from Mahatma Gandhi, affected his actions. Discuss non-violent methods of protest such as boycotts, sit-ins, and marches.

3. Review the meaning of the word integration.
4. Pass out the timelines and have students fill in the red-letter dates for King:
   a. 1963-march on Washington
   b. 1964-wins Nobel Peace Prize

E. Assessment/Evaluation
1. Have students give examples of the way King used non-violence to get his point across.

Lesson Twenty Three: “Love Your Enemies” (50 minutes)
A. Daily Objectives
   Concept Objective(s)
   Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
   Students will know how political power has been acquired, maintained, lost, and/or used throughout history.
Lesson Content
Civil Rights
   Martin Luther King, Jr. and the dream of equal rights for all

3. Skill Objective(s)
   a. Students will summarize the important events of King’s life in a written paragraph.

Materials
   Fanny pack, shoebox, or other container to hold items related to King’s life such as a Bible, handcuffs, a picture of Gandhi
   Writing paper for each student
   Writing Rubric 2 (Appendix L)

Key Vocabulary
   None

Procedures/Activities
   As a review of King’s life, pull items out of the fanny pack and talk about their significance:
   Bible-training as a minister and belief in biblical teachings such as “Love your enemies”
   handcuffs-for the many times he was arrested
   picture of Gandhi-his emphasis on change through non-violence

Discuss King’s belief in non-violence and love to achieve his goals. Emphasize that he paid the ultimate price (his life) for what he believed in. Discuss what he believed, what he did because of that belief, and how life is different today because of what he did.

On the board write the words “Believed”, “Did”, “Today”.
Have students write a paragraph telling these three things about Rev. Dr. Martin Luther King, Jr. Place in Civil Rights folder.

Assessment/Evaluation
   Evaluate students’ paragraphs using Writing Rubric 2.

Lesson Twenty-Four: Celebrate Martin (45 minutes)
A. Daily Objectives
   1. Concept Objective(s)
      a. Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
      b. Students will know how political power has been acquired, maintained, lost, and/or used throughout history.
   2. Lesson Content
      a. Civil Rights
         i. Martin Luther King, Jr. and the dream of equal rights for all
   3. Skill Objective(s)
      a. Students will identify how King’s belief led to action and the effects on our lives today on a written assessment.

B. Materials
   1. Assessment form for each student (Appendix F)
   2. Assessment Rubric (Appendix G)
   3. Copies of I Have a Dream activity (Appendix Q)
   4. Magazines

C. Key Vocabulary
   None
Lesson Twenty-Five: Cesar Chavez: Migrant Workers’ Advocate (45 minutes)

A. Daily Objectives
   1. Concept Objective(s)
      a. Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
      b. Students will know how political power has been acquired, maintained, lost, and/or used throughout history.
   2. Lesson Content
      Civil Rights
      Cesar Chavez and the rights of migrant workers
   3. Skill Objective(s)
      a. Students will define the meaning of the word migrant worker.

B. Materials
   1. Cesar Chavez by Lucile Davis or Cesar Chavez by Susan Zannos
   2. Cesar Chavez: Great Americans for Children by Schlessinger Media
   3. Student copies of the tested vocabulary worksheet (Appendix A) from Civil Rights folder

C. Key Vocabulary
   1. Migrant worker: one who moves from place to place looking for seasonal work
   2. Labor union: a group of workers who join together to try and get better wages, benefits or working conditions
   3. Strike: a strategy in which workers refuse to work until employers meet demands for better pay or working conditions
   4. Pesticide: a chemical that is sprayed on a plant to kill harmful pests
   5. Fast: a situation in which a person does not eat food for a period of time

D. Procedures/Activities
   1. View the video Cesar Chavez and/or read one of the books.
   2. Define the vocabulary words after the video or as you read the book.
   3. Discuss with students the lives of migrant workers and how they needed the reforms that Chavez worked for.
   4. Review all previous tested vocabulary words.
   5. Have students fill in the definition of migrant worker on the tested vocabulary worksheet and return it to the Civil Rights folder.

E. Assessment/Evaluation
   1. As a group, have students tell everything they remember about the life of Cesar Chavez. Fill in any important details they miss.

Lesson Twenty-Six: An Interview with Cesar (45 minutes)
Daily Objectives
Concept Objective(s)
Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
Students will know how political power has been acquired, maintained, lost, and/or used throughout history.

Lesson Content
Civil Rights
Cesar Chavez and the rights of migrant workers

Skill Objective(s)
Students will describe how Cesar Chavez worked to improve wages and conditions for migrant farm workers.
Students will record important events in his life on a timeline.

Materials
Script for interview with Cesar Chavez (Appendix R)
Student copies of Civil Rights Timeline (Appendix D)

Key Vocabulary
Non-violence: a way of protesting in which a group tries to make social changes peacefully

Procedures/Activities
Set up two chairs and post the sign “Civil Rights Spotlight” so that it looks like a set for a t.v. interview show. Do the interview using Appendix R. Refer to the production notes in the appendix for more details.
Discuss Chavez’s work focusing on his non-violent methods of protest such as boycotts, strikes, fasting, and marches.
Review the meaning of migrant worker.
Pass out the timelines and have students fill in the red-letter dates:
1970-grape boycott and strike end
1988-38 day fast to protest use of pesticides

Assessment/Evaluation
Have students give examples of how Chavez used non-violent methods to get what he wanted.

Lesson Twenty-Seven: “It is how we live our lives that determines what kind of men we are.” (50 minutes)
A. Daily Objectives
1. Concept Objective(s)
   a. Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
   b. Students will know how political power has been acquired, maintained, lost, and/or used throughout history.

2. Lesson Content
   a. Civil Rights
      i. Cesar Chavez and the rights of migrant workers

3. Skill Objective(s)
   a. Students will summarize the important events of Chavez’s life in a written paragraph.

B. Materials
1. Fanny pack, shoebox or other container to hold items related to Chavez such as a bunch of grapes, a head of lettuce, a no pesticides symbol, dust, etc.
2. Writing paper for each student
3. Writing Rubric 2 (Appendix L)

C. Key Vocabulary
   None

D. Procedures/Activities
   1. As a review of Chavez’s life, pull items out of the fanny pack and talk about their significance:
      a. grapes—boycott and fast
      b. lettuce—boycott and strike
      c. no pesticide symbol—fast to protest
      d. dust—the drought which forced his family off their farm
   2. Read the quote, “It is how we use our lives that determines what kind of men we are.” Discuss what kind of man Cesar Chavez was.
   3. Review with students what Chavez believed, what he did because of that belief, and how life is different today because of what he did. Make sure students understand that while wages and living conditions for migrant workers are better than they were before Chavez, the situation is still far from perfect.
   4. On the board write the words “Believed”, “Did”, “Today”.
   5. Have students write a paragraph telling these three things about Cesar Chavez. Place in Civil Rights folder.

E. Assessment/Evaluation
   1. Evaluate students’ paragraphs using Writing Rubric 2.

Lesson Twenty-Eight: Celebrate Cesar (45 minutes)

A. Daily Objectives
   Concept Objective(s)
   Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.
   Students will know how political power has been acquired, maintained, lost, and/or used throughout history.

   Lesson Content
   Civil Rights
   Cesar Chavez and the rights of migrant workers

   Skill Objective(s)
   Students will identify how Chavez’s beliefs led to action and the effects on our lives today on a written assessment.

B. Materials
   1. Assessment form for each student (Appendix F)
   2. Assessment Rubric (Appendix G)
   3. A paint stir stick or other type of stick for each child
   4. A 12” by 18” piece of white construction paper for each child

C. Key Vocabulary
   None

D. Procedures/Activities
   Have students complete the assessment.
   Review with students the ways that the people we’ve studied have used marches and picketing to get their views known. Discuss ideas such as votes for women,
equal rights, the end of segregation, boycotting grapes and lettuce, protesting the use of pesticides, etc.

Give each child a stick and a piece of paper. Have them fold it in half hamburger style. With the fold at the top, have them draw pictures and write slogans for one or more causes on both sides. Place the stick inside the paper and tape the paper to it.

Go on a protest march around the school, celebrating our freedom of speech and the gains we’ve made in civil rights. Have students shout their slogans as they march.

E. Assessment/Evaluation

Have students complete the written assessment. Assess using the Assessment Rubric.

Lesson Twenty-Nine: Reviewing What We’ve Learned (45 minutes)

Daily Objectives

Concept Objective(s)

Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.

Students will know how political power has been acquired, maintained, lost, and/or used throughout history.

Lesson Content

Civil Rights

Skill Objective(s)

Students will review all civil rights people studied in the unit.

Materials

Vocabulary puzzle worksheet (Appendix S) printed on bright paper for each student

One piece of 12” by 18” black construction paper for each child

Civil Rights Review (Appendix T)

Key Vocabulary

All tested vocabulary will be reviewed.

Procedures/Activities

Before the lesson, you will need to have someone cut out the vocabulary puzzle pieces for each child and place them in Ziploc bags.

You might want to make a classroom set as well. The easiest way to do this is to make overhead transparencies of the vocabulary puzzle worksheets, project them onto brightly colored pieces of tag board fastened to your white board, and trace around the puzzle pieces. Cut them out and laminate them if you want. If you have a magnetized white board, you can put magnet strips (available at your local craft store) on the back of each puzzle piece. If you make these at the beginning of the unit, you can use them to review the vocabulary throughout.

Review the vocabulary words with the students then have them do their vocabulary puzzle by matching up each word and definition and gluing them onto the black piece of paper. Students can take these home to help them study for the test.

Review for the test using the Civil Rights Review.

Assessment/Evaluation

None

Lesson Thirty: Civil Rights Test (45 minutes)

Daily Objectives

Concept Objective(s)
Students will understand that the ideas people profess affect their behavior. They will understand the connection between ideas and actions, between ideology and policy, and policy and practice.

Students will know how political power has been acquired, maintained, lost, and/or used throughout history.

Lesson Content
Civil Rights

Skill Objective(s)
Students will demonstrate their knowledge of civil rights by successfully completing the unit assessment.

Materials
Civil Rights Test (Appendix U)
Each child’s Civil Rights folders

Key Vocabulary
None

Procedures/Activities
Have students complete the Civil Rights Test.
When students finish their tests, have them arrange their Civil Rights folder in order and staple it together to make a booklet to take home.

Assessment/Evaluation
Assess students using the Civil Rights Test.

VI. CULMINATING ACTIVITY
A. The culminating activity for this unit will be a Heroes Fair. Students will choose one of the 2nd grade heroes we’ve studied (Appendix V) throughout the year and think of some way to present information about their hero such as making a puppet and a play, designing a cereal box, etc. At some point in the year, you will want to inform your parents about this upcoming event so they can help their child decide on a hero and how to present him/her. On the day of the Heroes Fair, you can set up booths or stations in an area such as the gym. You might have all those who chose Rosa Parks in one area for example. Invite the kindergarten and 1st grade classes to come and the 2nd grade “experts” will present information on their hero to them.

VII. HANDOUTS/WORKSHEETS
A. Appendix A: Tested Vocabulary (two pages)
B. Appendix B: Susan B. Anthony Song
C. Appendix C: Interview with Susan B. Anthony (two pages)
D. Appendix D: Civil Rights Timeline
E. Appendix E: Writing Rubric 1
F. Appendix F: Assessment Form
G. Appendix G: Assessment Rubric
H. Appendix H: Interview with Mary McLeod Bethune (two pages)
I. Appendix I: Interview with Eleanor Roosevelt (two pages)
J. Appendix J: Wall of Character
K. Appendix K: Interview with Jackie Robinson (two pages)
L. Appendix L: Writing Rubric 2
M. Appendix M: Rosa Parks Song
N. Appendix N: Interview with Rosa Parks (two pages)
O. Appendix O: Bus Worksheet
P. Appendix P: Interview with the Rev. Dr. Martin Luther King, Jr. (two pages)
Q. Appendix Q: I Have a Dream Activity
VIII. BIBLIOGRAPHY


D. Benjamin, A. *Young Rosa Parks, Civil Rights Heroine*. Troll Communications L.L.C., 1996. 0-8167-3775-4


Appendix A, page 1

Tested Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
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Appendix A, page 2

segregation

boycott

integration

migrant worker
Appendix B

Susan B. Anthony Song
(to the tune of “This Old Man/Knick Knack Paddy Wack”)

Susan B. Anthony had a dream for you and me.
Susan said and I quote, “Women should have the right to vote.”
So she voted illegally and got taken to jail.
Still she said, “We cannot fail.”

She worked for suffrage all her life
And was never a mother or a wife.
Her dream came true 14 years after she died,
When the 19th Amendment was ratified.
Interview with Susan B. Anthony

Bobbie: Good afternoon, this is Bobbie Waters, host of Civil Rights Spotlight. My guest today is the well-known suffragette, Susan B. Anthony. Welcome Miss Anthony.

Susan: Thank you, Ms. Waters. It is good to be here.

Bobbie: How did your childhood affect your life and your work in the women’s suffrage movement?

Susan: I would say my childhood had a great impact on me in several ways. First as you know, I was raised as a Quaker. One of the teachings of our religion is that girls should have the same chance to go to school as boys. As a result, I was able to receive an excellent education which was very unusual in those days. Secondly, I met many very capable women who worked in my father’s cotton mill. Yet all of the bosses were men, even though the women had been there longer and had more experience. My father said that was just the way it was. When I was 18, my father’s mill had to be sold to pay his bills. Everything my mother owned was sold to pay his debts—even her eyeglasses and presents that people had given her. I thought that was terribly unfair! It was then I began to realize that the only way women could ever hope to be treated equally was if they were able to vote and help pass new laws.

Bobbie: I can see that your childhood had a great effect on your life. You were once arrested for voting. Tell us about that.

Susan: The 15th Amendment said that the right of citizens to vote should not be denied on account of race, color or having been a slave. You’ll notice it doesn’t say anything about being a man or a woman. So I decided to test the amendment. Fifteen women and I voted in the 1872 presidential election. Several weeks later we were arrested for having voted, but I was the only one who went to trial. At my trial I wasn’t even allowed to speak and the judge fined me $100 but I never paid it.

Bobbie: In your many years of working for women’s rights what has been the hardest thing for you to face?

Susan: The hardest thing for me is when other women get angry with me and tell me what I am doing is wrong. I can understand that attitude from men, but from women—well it’s discouraging.

Bobbie: What are some of the difficulties you’ve faced?

Susan: Besides being arrested? People have made fun of me. They’ve thrown eggs at me when I was speaking. Once they made a figure out of cloth to look like me and dragged it through the streets. Traveling in snowstorms, staying in cold rooms—it hasn’t been easy.

Bobbie: You have worked for women’s rights for more than 50 years and still women do not have the right to vote. Has it been worth it?

Susan: Absolutely! Already Wyoming, Colorado, Utah, and Idaho have given suffrage to
women. Laws have been passed so that women can own property and not lose all of their possessions like my mother did. I don’t regret those 50 years one bit.

Bobbie: Do you think there will ever be a constitutional amendment giving suffrage to women?

Susan: I certainly do. It probably won’t happen in my lifetime, but there are many other younger women out there who have taken up the cause. Failure is impossible!

Bobbie: Thank you so much for being on Civil Rights Spotlight Miss Anthony.

Susan: You’re welcome. (She leaves.)

Bobbie: Susan B. Anthony was right. She did not live to see all women in the U.S. get suffrage. It wasn’t until fourteen years after her death that the 19th Amendment to the Constitution, giving women the right to vote was passed. Because of her perseverance in working for women’s suffrage, this amendment is called the Susan B. Anthony Amendment. In 1979, her picture was put on the dollar coin. She was the first woman to be pictured on U.S. money. Susan B. Anthony was right. Failure was impossible.

I’ll see you next month for the next episode of Civil Rights Spotlight when my guest will be the great educator, Mary McLeod Bethune.

Production notes: If possible the person playing Anthony should be in costume. A long black skirt, white blouse, and shawl should suffice. (Thrift stores are a great source of costumes.) A simple set with two chairs and a sign saying Civil Rights Spotlight is all that’s needed. While Bobbie Waters can read questions from the script, Susan should know her lines well enough to speak without one.
### Appendix E

**Writing Rubric 1**

<table>
<thead>
<tr>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person’s belief is not stated or is incorrect.</td>
<td>Telling about person’s belief is incomplete.</td>
<td>Tells person’s belief adequately.</td>
<td>Tells person’s belief with extra details added.</td>
</tr>
<tr>
<td>Telling what person did is not stated or is incorrect.</td>
<td>Telling about what person did is incomplete.</td>
<td>Tells what person did adequately.</td>
<td>Tells what person did with extra details added.</td>
</tr>
<tr>
<td>Telling what life is like today because of person is not stated or is incorrect.</td>
<td>Telling what life is like today because of person is incomplete.</td>
<td>Tells what life is like today because of person adequately.</td>
<td>Tells what life is like today because of person with extra details added.</td>
</tr>
<tr>
<td>No sentences are written correctly (incomplete or run-on).</td>
<td>More than one sentence is written incorrectly (run-on or incomplete).</td>
<td>All but one sentence is written correctly (complete, not run-on).</td>
<td>All sentences are written correctly (complete, not run-on).</td>
</tr>
<tr>
<td>More than 15 grammar, mechanic, or spelling errors.</td>
<td>11-15 grammar, mechanic, or spelling errors.</td>
<td>6-10 grammar, mechanic, or spelling errors.</td>
<td>Less than 5 grammar, mechanic, or spelling errors.</td>
</tr>
</tbody>
</table>

**Total /20**

**Comments:**
Appendix F

Assessment Form

Take a piece of 8 1/2” by 11” white copy paper for each child. Fold in half vertically (hot dog style).

Make three cuts on only the top half of the piece of paper.

Have students write one word on each flap.

Students will lift the flap to write each part of the assessment under the appropriate word. You will use this assessment for each Civil Rights person.
## Assessment Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Person’s belief is not stated or is incorrect.</td>
<td>Telling about person’s belief is incomplete.</td>
<td>Tells person’s belief adequately.</td>
<td>Tells person’s belief with extra details added.</td>
</tr>
<tr>
<td></td>
<td>Telling what person did is not stated or is incorrect.</td>
<td>Telling about what person did is incomplete.</td>
<td>Tells what person did adequately.</td>
<td>Tells what person did with extra details added.</td>
</tr>
<tr>
<td></td>
<td>Telling what life is like today because of person is incorrect or not stated.</td>
<td>Telling what life is like today because of person is incomplete.</td>
<td>Tells what life is like today because of person adequately.</td>
<td>Tells what life is like today because of person with extra details added.</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
Bobbie: Good afternoon, this is Bobbie Waters with this month’s edition of Civil Rights Spotlight. My guest today is renowned educator, Mary McLeod Bethune. Mrs. Bethune, welcome.

Mary: Thank you, Ms. Waters. It’s good to be here.

Bobbie: Tell us a little about your childhood. What influenced you to become a teacher.

Mary: My parents had been slaves. In fact I was their first child to be born free and I was the fifteenth of seventeen children! As you know, it was against the law for slaves to be taught to read and write, so no one in my family could. One day I went with my mother when she went to clean the house of a white family. While I was waiting, I picked up a book that was laying on a table and their daughter yelled at me to put it down because I couldn’t read. I felt terribly hurt, but from that day on I was determined that I was going to learn how to read.

Bobbie: Why didn’t you and your brothers and sisters just go to school?

Mary: At that time, there were no schools for black children in South Carolina where I lived. Not providing schools for us was one of the ways we were discriminated against. The white people didn’t want us going to school because they thought we would forget our place. They especially didn’t want us going to school with their children!

Bobbie: Then how did you ever get an education?

Mary: When I was eleven, Miss Emma Wilson started a school for black children that was run by the Presbyterian Church. My parents needed my brothers and sisters to stay home and help on the farm, so I was chosen to go to school. It was wonderful! At night I would come home and teach my family what I had learned that day. I could read letters for my neighbors and help make sure my dad got a fair price for his cotton.

Bobbie: Did you always want to be a teacher?

Mary: No, actually I wanted to be a missionary to Africa. I went to Moody Bible Institute in Chicago to study but after I graduated they had no place for a black missionary so I came back to South Carolina and helped Miss Wilson at my old school and then went on to teach at a school in Georgia.

Bobbie: What made you decide to start your own school?

Mary: I remembered how hungry I was to learn and there were so many places where there were no schools for black children. I wanted to fight this discrimination and give them the same opportunity I had received.

Bobbie: You started your school with $1.50. How did you do it?

Mary: (Laughing) We sold a lot of ice cream and sweet potato pies. Seriously though it was
my faith in God and the help of my people that got me through. That is why I named my first building, Faith Hall, because with faith nothing was impossible. Everyone helped as they could with donations of old furniture, helping to paint the walls, or in any other way. I knocked on a lot of doors and the children gave musical performances.

Bobbie: And now you have a college.

Mary: Yes we joined with Cookman, a boys’ school, in 1925 to make Bethune-Cookman College. I have enjoyed being president and having the opportunity to make sure that black students have the same opportunities to get a good education as anyone else.

Bobbie: Tell us about your relationship with the first lady, Eleanor Roosevelt.

Mary: She has been a wonderful friend and supporter. We have worked together to get civil rights for black people, especially to find jobs for our young people. We’ve made some progress but we still have a ways to go.

Bobbie: Thank you so much for coming on the show.

Mary: It has been my pleasure. (She leaves.)

Bobbie: Mary McLeod Bethune died at the age of 80, at her house on the campus of Bethune-Cookman College. On her gravestone is the single word, “Mother”. A statue of her in Washington, D.C. was dedicated in 1974. On it are inscribed words from her last will and testament:

\[ I \text{ leave you love. I leave you hope. I leave you the challenge of developing confidence in one another. I leave you a thirst for education. I leave you a respect for the use of power. I leave you faith. I leave you racial dignity. I leave you a desire to live harmoniously with your fellow man. I leave you, finally, a responsibility to our young people. } \]

Join me next month when my guest will be former first lady, Eleanor Roosevelt.

Note: If you have the capability to hook a TV up to your computer, you can show pictures from the Bethune-Cookman website. If you go to www.bethune.cookman.edu, when the main menu comes up touch Admissions/Registrar and several things will come up to the right including Campus Map. Click on it for a map of the campus. You can take a virtual tour of some buildings and see larger pictures of others.

Production notes: Again you will want the simple set with two chairs and a sign saying Civil Rights Spotlight. Mary should be in costume. From the pictures I’ve seen she seemed to favor dark colored suits, elaborate hats, furs, and an orchid corsage. Go wild at the thrift store! It is important that Mary know her script, rather than reading it.
Bobbie:  Good afternoon, this is Bobbie Waters, the host of Civil Rights Spotlight. Our guest today is the well-known humanitarian and former first lady, Eleanor Roosevelt. Welcome Mrs. Roosevelt.

Eleanor:  Thank you, Ms. Waters. It is good to be here.

Bobbie:  Tell us a little about your childhood and how it affected your life.

Eleanor:  My family was very wealthy and famous, but from the time I was a little girl, I was taught that we who had a lot must help those who had less. I remember when I was just five, my father took me to a home my grandfather had set up for newsboys and I helped him serve them Thanksgiving dinner. My Grandmother Hall always took me with her to the children’s hospital at Christmastime to help decorate and give presents to the patients.

Bobbie:  So from a very early age you learned to give of yourself to others. What else influenced you?

Eleanor:  When I was fifteen I was sent to a boarding school in England. One of the most important things my teacher taught me was the importance of helping others.

Bobbie:  You were first lady during some of the most difficult times we have faced—the Depression and the Second World War. How did you do it?

Eleanor:  I learned how to face tough times when I was a child and my mother and brother, Elliott, and father died one after another. I had to live through such sadness and loneliness and I learned that, you must do the thing you think you cannot do. You can’t imagine how many times I have had to tell myself that.

Bobbie:  That sounds like a good lesson for all of us. You did a lot more traveling after your husband got sick.

Eleanor:  Yes, after Franklin got polio and especially after he was confined to a wheelchair, I became his “legs”. I went to Indian reservations, schools, and factories to find out information for him. Once I even went down in a coal mine to find out what conditions were like for the miners.

Bobbie:  With your busy schedule, why did you decide to do a radio program and write a daily newspaper column?

Eleanor:  I found them to be such wonderful ways to reach out to people with my ideas and I was so encouraged by their responses.

Bobbie:  Mary McLeod Bethune was on our show last month and mentioned your friendship.

Eleanor:  Mary and I got to know each other when Franklin appointed her as head of the Division of Negro Affairs for the National Youth Administration. She worked tirelessly to improve the civil rights of black people, especially in the areas of jobs and education.

Bobbie:  You’ve worked for civil rights yourself. I’m thinking of the Marian Anderson situation.
Appendix I, page 2

Eleanor: I have always been proud to be a member of the Daughters of the American Revolution. Especially since three of my ancestors signed the Declaration of Independence. But when the DAR refused to let Miss Anderson sing in our hall because she was black, I resigned immediately and made arrangements for her to sing before the Lincoln Memorial. I cannot abide discrimination!

Bobbie: What was it like being first lady during the war?

Eleanor: It was terribly difficult to lose so many fine soldiers, yet at the same time I was so proud of them and everyone in our country.

Bobbie: You did a lot of traveling overseas then.

Eleanor: Yes, it was my privilege to visit our troops overseas to try and encourage them. I visited our boys in the hospitals and brought messages to their families when I came back home.

Bobbie: Why have you decided to become a delegate to the U.N.?

Eleanor: I think the United Nations is the best hope for lasting peace in this world and I want to do my part to make sure we never have another war like this one.

Bobbie: Thank you, Mrs. Roosevelt and may I say on behalf of all of us, it has been an honor to have you on the show.

Eleanor: Thank you, Ms. Waters. I was so glad to come. (She leaves.)

Bobbie: From the little rich girl serving Thanksgiving dinner to hungry boys to the woman we saw today who is working tirelessly for peace, Eleanor Roosevelt is a true humanitarian. No wonder President Harry S Truman called her the “First Lady of the World”.

That’s all until next month when my guest on Civil Rights Spotlight will be Baseball Hall of Famer, Jackie Robinson, the man who broke the color barrier in major league baseball.

Production notes: You will use the same simple set of two chairs and a sign saying Civil Rights Spotlight. Eleanor’s costume should be some sort of a dress or suit and definitely a hat. She should know her script well enough to speak it rather than reading it.
Appendix J

WALL OF CHARACTER

Eleanor Roosevelt’s father said that she should build her character just like a bricklayer builds a wall. The bricks were good habits, cleanliness, truth, thinking of others, self-control, and generosity. The mortar which binds the bricks is to repeat the qualities over and over until they become part of us. The bricklayers are parents, teachers, and others who help us build our character. What character traits would you like to add to your wall? Write them on the blank bricks. DRAW PICTURES OF THE PEOPLE WHO ARE HELPING YOU BUILD YOUR CHARACTER IN THE SPACE ABOVE THE WALL.
Appendix K, page 1

Interview with Jackie Robinson

Bobbie: Good afternoon, this is Bobbie Waters, the host of Civil Rights Spotlight. My guest today is Jackie Robinson, the first black person to play major league baseball and the first black person to be elected to the Baseball Hall of Fame. Welcome, Mr. Robinson.

Jackie: Thank you, Ms. Waters. I am glad to be here.

Bobbie: Tell us how this all came about, your first meeting with Branch Rickey, the general manager of the Brooklyn Dodgers.

Jackie: Branch Rickey is a hero in my eyes. He had the courage to do something for baseball that should have been done long before. I’ll never forget my first meeting with him. When Mr. Rickey told me he wanted me to play for the Dodgers I was amazed and scared. He told me he was looking for a man who had the courage to not fight back. I didn’t know if I could be that man. It was my nature to fight back against prejudice. But he asked me to give him three years—three years of letting my playing do the speaking for me. So I said yes.

Bobbie: What was your first year with the Dodgers like?

Jackie: It was the hardest thing I’ve ever done. The fans called me horrible names, threw things at me, spit on me. People threatened to kill me. Pitchers deliberately hit me with the ball and base runners tried to spike me with their cleats. I wanted to fight back but I remembered my promise to Mr. Rickey. Even my own teammates didn’t want me to be there. But as my playing improved and they saw how I could help the team, they started to stick up for me against the other players. It was a real turning point when Pee Wee Reese came over to first base and put his arm around me during a game. That was a hard thing for him, growing up in the South and all.

Bobbie: That year you were voted Rookie of the Year, the best new player in the National League.

Jackie: Yes that was quite an honor but what made me even prouder was that two other black players were signed to play major league ball. It made everything I’d gone through worthwhile.

Bobbie: What was your childhood like? How did it affect you?

Jackie: I grew up in Los Angeles where I faced a lot of prejudice. I hated having to sit in the balcony of a movie theater and only being able to swim at the city pool one day a week. I hated it when people called me names and told me to go back where I came from. I wanted to fight back against discrimination even though my mama taught me that sometimes the best way to fight back was by ignoring what people did and showing them that I was proud of who I was. I joined a gang called the Pepper Street gang. It wasn’t like the gangs of today, but we threw rocks at cars and broke windows and tried to get even with people who were mean to us. But all that changed when Reverend Karl Downs became pastor at our church.
Appendix K, page 2

Bobbie: What did he do?

Jackie: He took a real interest in me. He saw that I was a natural athlete and encouraged me to compete in sports. My older brother, Mack, was also an example. He won a silver medal for the 100-yard dash in the Olympics. I started focusing on sports and had a lot of success. In college at UCLA, I played four sports; football, basketball, track and baseball. The funny thing was that baseball was my weakest sport.

Bobbie: What has your life been like since you retired from baseball?

Jackie: I went to work for the Chock Full O’ Nuts restaurant chain. They hired a lot of black people and I wanted to make sure they were treated fairly. I also was on the board of the Freedom National Bank, the first black-owned bank in the country. I’ve been involved with the NAACP, the National Association for the Advancement of Colored People, and the Southern Christian Leadership Conference with the Reverend Dr. Martin Luther King, Jr. I went down to Birmingham, Alabama, when the sheriff was giving him a hard time and gave a speech to support the demonstrators and speak against the police violence. Sometimes it helps to be well known because people are willing to listen to me because of what I did on the baseball field.

Bobbie: So you are still continuing your fight against prejudice. Thank you so much for coming on the show Mr. Robinson.

Jackie: Thank you for having me. (He leaves.)

Bobbie: Stop for a minute and think of all the black athletes you know. Imagine what sports would be like if they weren’t playing. We all owe a great debt to this man, Jackie Robinson.

Join me next month when my guest will be the “Mother of the Civil Rights Movement”, Rosa Parks.

Production notes: The set is simply two chairs and the sign saying Civil Rights Spotlight. You may choose to have Jackie Robinson wear a baseball uniform or shirt, Dodger blue baseball cap and carry a bat, or since this interview takes place when he has retired, a shirt and pants. As always, Jackie needs to know the script without reading it.
### Appendix L

#### Writing Checklist 2

<table>
<thead>
<tr>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person’s belief is not stated or is incorrect.</td>
<td>Telling about person’s belief is incomplete.</td>
<td>Tells person’s belief adequately.</td>
<td>Tells person’s belief with added detail.</td>
</tr>
<tr>
<td>Telling what person did is not stated or is incorrect.</td>
<td>Telling about what person did is incomplete.</td>
<td>Tells what person did adequately.</td>
<td>Tells what person did with extra details added.</td>
</tr>
<tr>
<td>Telling what life is like today because of person is not stated or is incorrect.</td>
<td>Telling what life is like today because of person is incomplete.</td>
<td>Tells what life is like today because of person adequately.</td>
<td>Tells what life is like today because of person with extra details added.</td>
</tr>
<tr>
<td>No sentences are written correctly (incomplete or run-on).</td>
<td>More than one sentence is written incorrectly (run-on or incomplete).</td>
<td>All but one sentence is written correctly (complete, not run-on).</td>
<td>All sentences are written correctly (complete, not run-on).</td>
</tr>
<tr>
<td>More than 12 grammar, mechanic, or spelling errors.</td>
<td>8-11 grammar, mechanic, or spelling errors.</td>
<td>4-7 grammar, mechanic, or spelling errors.</td>
<td>Three or less grammar, mechanic, or spelling errors.</td>
</tr>
</tbody>
</table>

**Total**

/28

**Comments:**
Appendix M

The Rosa Parks Song
(to the tune of “The Wheels on the Bus”)

Rosa Parks got on the bus and sat down, down, down,
  down, down, down,
  down, down, down.
Rosa Parks got on the bus and sat down, down, down
  in Montgomery town.

When the white man got on the driver said, “Give him your seat,
  give him your seat,
  give him your seat.”
When the white man got on the driver said, “Give him your seat
  in Montgomery town.”

Rosa Parks told the driver, “I won’t get up,
  won’t get up,
  won’t get up.”
Rosa Parks told the driver, “I won’t get up
  in Montgomery town.”

The driver called the cop who said, “You’re under arrest,
  you're under arrest,
  you’re under arrest.”
The driver called the cop who said, “You’re under arrest
  in Montgomery town.”

The blacks told the city, “We’ll boycott the busses,
  boycott the busses,
  boycott the busses.”
The blacks told the city, “We’ll boycott the busses
  in Montgomery town.”

A year later the Supreme Court said, “You must integrate the busses,
  integrate the busses,
  integrate the busses.”
A year later the Supreme Court said, “You must integrate the busses
  in Montgomery town.”

Thank you to Rosa Parks, the Mother of Civil Rights,
  the Mother of Civil Rights,
  the Mother of Civil Rights.
Thank you to Rosa Parks, the Mother of Civil Rights
  in the U.S.A.
Interview with Rosa Parks

Bobbie: Good afternoon, this is Bobbie Waters, host of Civil Rights Spotlight. My guest today is the Mother of the Civil Rights Movement, Rosa Parks. Welcome to the show, Mrs. Parks.

Rosa: Thank you, Mrs. Waters. It’s good to be here.

Bobbie: Did you have any idea of the enormous effect your refusing to give up your seat on the bus would have?

Rosa: No, I didn’t. I wasn’t thinking any farther than that I was tired of being treated badly because of the color of my skin and I wasn’t going to take it any more.

Bobbie: How did the bus boycott come about?

Rosa: I think the time was right. Black people were tired of segregation and my arrest was the last straw. It was wonderful the way people worked together arranging car pools, sharing rides, walking up to twelve miles to work! Some people even rode mules. The Reverend Dr. Martin Luther King, Jr. did a wonderful job of leading us and encouraging non-violence. The black community pulled together and supported each other, which is why the boycott lasted. The bus company lost a lot of money.

Bobbie: Were you surprised when the Supreme Court ruled that bus segregation was illegal?

Rosa: I was very thankful but not surprised because they had recently ruled that segregation in schools was illegal. It was wonderful to get on the bus again and sit wherever I wanted.

Bobbie: Was this your first involvement in the civil rights movement?

Rosa: No, my husband, Raymond, and I were already active in the NAACP, the National Association for the Advancement of Colored People. We were working to end segregation and discrimination against our people.

Bobbie: Tell us about your childhood.

Rosa: I was raised in Alabama on my grandparents’ farm. My dad was gone a lot looking for work. I remember picking cotton as a child. I remember how I hated the Jim Crow laws which said blacks should be separate but equal. There was nothing equal about it. My school was only open for five months a year and only went through the sixth grade. I didn’t finish high school until after Raymond and I were married. I was afraid of the Ku Klux Klan, who went around in their white- hooded robes burning crosses in people’ yards and beating and killing black people. My grandfather carried a shotgun everywhere he went to protect us.

Bobbie: Shortly after the end of the bus boycott you, your husband, and your mother moved to Detroit. Why?

Rosa: Because of my arrest, people knew who I was and they would call on the telephone and threaten me. It is hard to understand the hatred people felt toward me. My family was
Appendix N, page 2

afraid I could get hurt, so we decided to move to Detroit where my brother Sylvester lived.

Bobbie: What did you do after you moved to Detroit?

Rosa: For over twenty years I worked in the offices of John Conyers who was a member of the U.S. House of Representatives doing things like finding housing for people. After my husband died, I started the Rosa and Raymond Parks Institute for Self-Development to help young people in ways such as getting an education.

Bobbie: It has been an honor to talk with you, Mrs. Parks. Thank you for coming.

Rosa: Thank you for having me. (She leaves.)

Bobbie: It was a simple act—to sit in that bus seat and not move—yet it took tremendous courage and it started something that is still going on today—the fight to ensure that every American no matter what their race or religion or country of origin—receives the rights guaranteed to us all by the Constitution. No wonder Rosa Parks is called the Mother of the Civil Rights Movement.

Be sure to join us next month when my guest will be Rosa’s co-worker for civil rights, the Rev. Dr. Martin Luther King, Jr.

Production notes: As always, the set is two chairs and a sign saying Civil Rights Spotlight. Rosa Parks should wear a plain suit or dress. She needs to know her script by heart (not necessarily word for word, so long as the meaning is there.)
Interview with the Reverend Dr. Martin Luther King, Jr.

Bobbie: Good afternoon, this is Bobbie Waters, host of Civil Rights Spotlight. My guest today is civil rights activist and Nobel Peace Prize winner, the Rev. Dr. Martin Luther King, Jr. Thank you for coming on the show Rev. King.

Martin: It is my pleasure, Ms. Waters.

Bobbie: How did you end up being a civil rights leader?

Martin: It was a case of being in the right place at the right time. My wife, Coretta, and I had just moved to Montgomery, Alabama, where I was pastor of the Dexter Avenue Baptist Church when Rosa Parks was arrested for refusing to give up her seat on a city bus. The black leaders asked me to help them plan a bus boycott and they held the meeting at my church. I got more and more involved because it gave me a chance to encourage people to use the non-violent methods that I believed in to achieve our goals.

Bobbie: Non-violence is very important to you. How did that come about?

Martin: When I was younger, I hated white people for the way they treated us. My daddy, who was a minister too, always said I should love my enemies like the Bible taught, but I thought he was crazy! Then when I was in seminary, I began to study the life of Mahatma Gandhi. He believed that love was a more powerful force than any army with guns. I saw how he had used peaceful methods like marches to gain freedom for India. Finally what my father had said began to make sense and I was determined that any protests I had a part in should be non-violent.

Bobbie: You mentioned your childhood. What effects did that have on your life?

Martin: When I was a little boy, my best friend was white. One day I went over to his house and his mother said we couldn’t play anymore because he was white and I was black. That was the first time I ever knew about discrimination. Then when I was 14, I was in a speech contest and won first prize. But on the way home, the bus was full and the driver made my teacher and me stand up for the whole 90-mile trip. I wasn’t going to give up my seat but I could see that Mrs. Bradley was afraid we would be beaten and arrested so I gave in. I hated segregation so much!

Bobbie: After the success of the bus boycott, what did you do next?

Martin: I called a meeting of black leaders and we formed the Southern Christian Leadership Conference to fight segregation. We continued to use non-violent methods such as sit-ins where people would sit at a segregated lunch counter until they were served or arrested. We did lots of marches in different cities. Even though the police sometimes used dogs or sprayed us with fire hoses, we never responded by fighting back. Once in Birmingham, Alabama, they even attacked and arrested children as young as eight years old! It was then that Jackie Robinson came down and spoke at a meeting. He was such an encouragement to me. People began to see the way we were treated on TV and public opinion began to change in our favor. The next time we marched in Birmingham and Bull Connor gave the order to attack us, the firemen and policemen refused to obey him.
Appendix P, page 2

Bobbie: In 1964, you won the Nobel Peace Prize.

Martin: Yes, it was an amazing honor. I felt so humbled to receive it and thankful that people recognized the importance of using peaceful means to achieve our goals.

Bobbie: What sort of sacrifices have you had to make over the years?

Martin: I have been arrested 13 times. Our house was bombed when my wife and baby daughter were in it. I have traveled thousands of miles and spent too much time away from my family. But other people have sacrificed more. Both black people and white people have died for the cause of civil rights.

Bobbie: Has it been worth it?

Martin: Yes it has. We still have a long way to go. There are still too many poor people struggling in this great nation, but when I look back and see how far we’ve come since those early days in Montgomery—yes, it has been worth it.

Bobbie: Thank you, Rev. King.

Martin: Thank you, Ms. Waters. (He leaves.)

Bobbie: In 1968, Rev. Dr. Martin Luther King, Jr. did pay the ultimate price for the cause of civil rights when he was murdered in Memphis, Tennessee, the night before he had planned to lead a march to help black garbage collectors to get the same pay as white ones. He was murdered by a man who hated what Rev. King believed in. King sacrificed his life for his belief.

Join us next month when my guest on Civil Rights Spotlight will be another man who believed in non-violence, migrant worker advocate, Cesar Chavez.

Production notes: Use two chairs and a sign saying Civil Rights Spotlight for the set. Rev. King should be wearing a suit. He needs to know his part by heart, but the most important thing is to convey the ideas, not the exact wording.
Appendix Q

I Have a Dream Activity

Supplies:

Piece of 12” x 18” red or pink construction paper for each child
A heart-shaped pattern that will fit on the construction paper
Magazines with pictures of children in them
A copy of the quote for each child (below)
Scissors
Glue sticks

Procedure:

1. Trace the heart pattern on the construction paper and cut it out.
2. Have students cut out the quote and paste it in the center of their heart (or you may choose to have them print it on the heart themselves.)
3. Have students cut out pictures from the magazines of children from different ethnic backgrounds and paste them on the heart to make a collage.

I have a dream that . . .
little black boys and girls will be able to join hands with little white boys and girls as sisters and brothers.
Interview with Cesar Chavez

Bobbie: Good afternoon, this is Bobbie Waters with this month’s edition of Civil Rights Spotlight. My guest today is Cesar Chavez, advocate for migrant farm workers. Welcome, Mr. Chavez.

Cesar: Thank you, Ms. Waters. It’s good to be here.

Bobbie: You recently completed a 36-day fast. Why did you do it?

Cesar: I wanted to call attention to the use of pesticides on crops in a non-violent way. When the crops are sprayed with pesticide to kill the insects, the workers in the field get sprayed as well and many of them get sick. I wanted everyone in the country to know what was going on.

Bobbie: This isn’t the first time you’ve fasted.

Cesar: No, back in 1968 the grape boycott wasn’t going very well so I fasted for 25 days so that people would listen to what we were saying.

Bobbie: Did it work?

Cesar: Eventually. It took five years of striking and boycotting grapes, but finally the growers met our demands for better wages and living conditions.

Bobbie: Tell us about your childhood. What effect did it have on you?

Cesar: I was born in Yuma, Arizona. My mother had a very strong influence on me. She taught me that fighting was wrong and told me that instead I should turn the other cheek. My father owned a grocery store until he lost it because he couldn’t pay his bills. If people didn’t have money to buy food, he would give it to them anyway but then he couldn’t pay what he owed. When he lost his store, we went to live on my grandfather’s farm. But there was a terrible drought and we couldn’t grow any crops to pay our taxes, so we lost the farm. My father heard there was work in California so we moved there. We went from owning our own farm to being migrant workers on somebody else’s. I know what it is like to work in the fields all day for only a dollar in pay, to live under a tree with only a piece of canvas for a roof. I went to more than 36 schools, but I never went past the 8th grade, because I had to work to earn money for my family.

Bobbie: It sounds like a hard life. You have always insisted on non-violence, as did the Rev. Dr. Martin Luther King, Jr. Did you ever meet him?

Cesar: No, I didn’t but I talked to him on the telephone during my first fast. He was very encouraging.

Bobbie: In 1966 you led workers on a 300-mile march to the California state capitol in Sacramento. What did you hope to accomplish?

Cesar: We knew it was important to get la causa, our cause, before the public. We wanted to draw the attention of the state legislators to the horrible working conditions and low pay of the migrant workers.

Bobbie: How did you begin your work for migrant laborers?
Cesar: In San Jose, I met a priest named Father McDonnell. He taught me about Mahatma Gandhi, who used non-violence to get freedom for his people. Father McDonnell also introduced me to Fred Ross.

Bobbie: Who was he?

Cesar: He was a man who worked to help poor people. At first I didn’t trust him because he was white but later I came to realize that he was all right.

Bobbie: What did the two of you do?

Cesar: We worked to help people get their citizenship papers and work permits. We encouraged them to register to vote. The people trusted me because they knew I was one of them. I realized we would not have a voice or any power unless we were united so I began the National Farm Workers Association. During the grape boycott some Filipino workers joined us and we changed our name to the United Farm Workers. I am continuing to work for them. My dream is to have the UFW spread across the whole country so there is one union for all farm workers.

Bobbie: You’ve sacrificed your body through fasting, you’ve been put in jail, you’ve seen people killed. Has it been worth it?

Cesar: Yes it has. Since I started in the 1950s, I’ve seen wages go up and living conditions are improving. We are making progress but we still have a long way to go.

Bobbie: Thank you for coming on Civil Rights Spotlight, Mr. Chavez.

Cesar: It was my pleasure. (He leaves.)

Bobbie: The work that Cesar Chavez began continues today. A year after his death, he was awarded the Presidential Medal of Freedom, which honors those who help others. Today some states including California and Colorado, celebrate Cesar Chavez Day on his birthday, March 31. The next time you go to the grocery store, think about Cesar Chavez and the people who grew the food you are buying.

Production notes: The set consists of two chairs and a sign saying Civil Rights Spotlight. Mr. Chavez would probably wear jeans and a flannel shirt. He needs to know his part without reading it.
Boycott: to unite with others in not doing something as a protest

Humanitarian: someone who cares about other people and works for their good

Integration: bringing together people of different races

Prejudice: hatred of people of a different race or religion

Equality: having the same value as another person
Suffrage: the right to vote

Migrant worker: one who moves from place to place looking for seasonal work

Civil rights: the personal freedoms that belong to all citizens of the U.S.

Discrimination: unfair treatment of people simply because they are different

Segregation: the separation of races in schools, housing, etc.

Racism: a negative feeling or opinion about people because of their race
## Civil Rights Review

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
</tr>
</thead>
<tbody>
<tr>
<td>I walked 300 miles across California for migrant workers’ rights.</td>
<td>I built my first school where a dump had been.</td>
<td>I was the first black player in the major leagues.</td>
</tr>
<tr>
<td>When I started playing baseball for the Dodgers, people wanted to kill me.</td>
<td>I was arrested for voting.</td>
<td>I started a school for black girls in Florida.</td>
</tr>
<tr>
<td>I made a speech about my dream that someday blacks and whites would get along.</td>
<td>Since I was rich, I used my money to help poor people.</td>
<td>My arrest caused people to boycott the bus company.</td>
</tr>
<tr>
<td>I was known as the “Mother of the Civil Rights Movement.”</td>
<td>I fasted to protest the use of pesticides on crops.</td>
<td>I died before women got the right to vote.</td>
</tr>
<tr>
<td>When I was first lady, I worked to help those in need.</td>
<td>I was killed by a man who hated what I was doing.</td>
<td>We believed in using non-violence to change things.</td>
</tr>
</tbody>
</table>
Appendix T, page 2

Instructions for Civil Rights Review

1. Make an overhead transparency of the first page.
2. Using the patterns on this page, cut out the money amounts and place them over the statements on the overhead transparency. You might want to use a different color for each column.
3. Divide the students into teams as you desire.
4. Play the game like Jeopardy.

<table>
<thead>
<tr>
<th>$100</th>
<th>$100</th>
<th>$100</th>
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</thead>
<tbody>
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</tr>
<tr>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
</tbody>
</table>
Appendix U, page 1

Name: ______________________

Civil Rights Test

Match the number next to the person with the correct statement.

1. Jackie Robinson __refused to give up her seat on the bus to a white man
2. Mary McLeod Bethune __president’s wife who worked for people’s rights
3. Rosa Parks __first black player in major league baseball
4. Susan B. Anthony __worked for better conditions for migrant workers
5. Eleanor Roosevelt __started a school for black girls in Florida
6. Cesar Chavez __spent her life trying to get women the right to vote
7. Rev. Dr. Martin Luther King, Jr. __had a dream of equal rights for all

Multiple Choice. Circle one answer.

8. Susan B. Anthony was arrested for
   a. trespassing
   b. voting
   c. wearing bloomers
   d. smuggling slaves

9. Mary McLeod Bethune was
   a. President of the United States
   b. the wife of the President of the United States
   c. founder and president of a school for black girls in Florida
   d. the governor of Florida
10. When Jackie Robinson began playing for the Brooklyn Dodgers,
   a. other players treated him badly
   b. he opened the way for other black players
   c. some fans wanted to kill him
   d. all of the above answers are true

11. When Rosa Parks was arrested, black people protested by
   a. burning down the police station
   b. killing the mayor
   c. moving back to Africa
   d. boycotting the bus company

12. Rev. Dr. Martin Luther King, Jr. was killed
   a. in a robbery
   b. when his house was bombed
   c. by a man who hated what he was doing
   d. in a car accident

13. Cesar Chavez fought for the rights of migrant workers by
   using violence
   walking 300 miles across California to make the problem known
   making a TV show
   writing a book about them

14. Eleanor Roosevelt was a rich woman who used her money to
   a. buy lots of fancy clothes
   b. help the poor
   c. buy land in South America
   d. to buy slaves

15. Civil Rights means
   something about the Civil War
   people should have good manners
   everyone in the country has equal rights
   nobody can do anything wrong
Appendix U, page 3

True or False:

___16. The 19th Amendment, giving women the right to vote, passed before Susan B. Anthony died.
___17. Mary McLeod Bethune built her first school where a dump had been.
___18. The main thing Eleanor Roosevelt wanted was to be rich and famous and marry the President.
___19. Blacks and whites have always played on the same teams in major league baseball.
___20. Rosa Parks became known as the “Mother of the Civil Rights Movement”.
___21. Rev. Dr. Martin Luther King, Jr. believed in using violence to change unfair laws.
___22. Cesar Chavez fasted to protest the use of pesticides.

Definitions: Use the words in the box below to complete the definitions.

<table>
<thead>
<tr>
<th>boycott</th>
<th>integration</th>
<th>migrant workers</th>
<th>segregation</th>
<th>humanitarian</th>
</tr>
</thead>
<tbody>
<tr>
<td>prejudice</td>
<td>discrimination</td>
<td>suffrage</td>
<td>equality</td>
<td>racism</td>
</tr>
<tr>
<td>civil rights</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23. The right to vote:________________________________________________________

24. One who moves from place to place looking for seasonal work:___________________

25. Not treating others equally:________________________________________________

26. The separation of races in schools and housing:________________________________

1. To unite with others in not doing something as a protest:_________________________

2. Bringing together people of different races:____________________________________

3. Hatred of people of a different race or religion:_______________________________

4. Having the same value as another person:_____________________________________

5. Negative feeling about people because of their race:____________________________

6. Personal freedoms that belong to all citizens of the U.S.________________________

7. Someone who cares about people and works for their good:_______________________
Appendix V

List of 2nd Grade Heroes

James Madison
Dolley Madison
Sequoyah
Harriet Tubman
Clara Barton
Abraham Lincoln
Robert E. Lee
Florence Nightingale
Susan B. Anthony
Mary McLeod Bethune
Eleanor Roosevelt
Jackie Robinson
Rosa Parks
Rev. Dr. Martin Luther King, Jr.
Cesar Chavez
Appendix W

Test Key

Matching:
1. Jackie Robinson: first black player in major league baseball
2. Mary McLeod Bethune: started a school for black girls in Florida
3. Rosa Parks: refused to give up her seat on the bus to a white man
4. Susan B. Anthony: spent her life trying to get women the right to vote
5. Eleanor Roosevelt: president’s wife who worked for people’s rights
6. Cesar Chavez: worked for better conditions for migrant workers
7. Rev. Dr. Martin Luther King, Jr.: had a dream of equal rights for all

Multiple Choice:
8. b
9. c
1. d
2. d
3. c
4. b
5. b
6. c

True or false
7. F
8. T
9. F
10. F
11. T
12. F
13. T

Vocabulary
14. suffrage
15. migrant worker
16. discrimination
17. segregation
18. boycott
19. integration
20. prejudice
21. equality
22. racism
23. civil rights
24. humanitarian