Civil Rights: All Men (And Women! 😊) Are Created Equal

Grade Level: Second Grade
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Length of Unit: Eight Lessons (approximately 45 minutes each lesson)

I. ABSTRACT
Although the Declaration of Independence states, “All Men Are Created Equal,” many people have had to work and sacrifice for the equality you and I enjoy. In this unit covering the civil rights leaders listed in the Core Knowledge Sequence, students will develop an awareness that the way a person chooses to act can have an impact on history. Second graders will participate in a prejudice situation, listen to nonfiction selections, organize events on a time line, and create an “All Men Are Created Equal” Bag.

II. OVERVIEW
A. Concept Objectives for this unit:
   1. Develop a sense of historical empathy. See through the eyes of people who were there.
   2. Understand that the ideas people profess affect their behavior.
   3. Recognize that the behavior of a single individual can impact an entire nation.
   4. Recognize that historical figures from diverse backgrounds in the United States have advanced the rights of individuals and promoted the common good.
B. Content covered from Core Knowledge Sequence:
   1. The second grade Core Knowledge Sequence introduces students to the reality that all Americans have not always been treated equally. The first lesson in this unit exposes students to the concepts of prejudice and equality. The following seven lessons focus on specific leaders and issues to include:
      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
   2. The saying “Don’t judge a book by its cover.” is also covered in this unit.
   3. Additional Core Knowledge may be included at teacher’s discretion such as related music, visual arts (painting), and literature (poetry).
C. Skill Objectives:
   1. The student will develop vocabulary specific to civil rights.
   2. The student will verbalize thoughts and opinions concerning prejudice and equality.
   3. The student will be able to organize selected historical events in chronological order by using a time line.
   4. The student will write responses explaining the goals, obstacles faced, works, and current influences of civil rights leaders.
   5. The student will be able to identify the civil rights leader who most influences them personally, and explain why.
   6. The student will be able to identify Core Virtues (character traits) demonstrated by each civil rights leader.
III. BACKGROUND KNOWLEDGE
A. For teachers

B. For students
1. Kindergarten
   b.  Presidents, Past and Present – Abraham Lincoln
2. First Grade
   a.  English Settlers – Slavery in Southern Colonies
   b.  The American Revolution – Thomas Jefferson and the Declaration of Independence
3. Second Grade
   b.  Civil War
   c.  Slavery
   d.  Emancipation Proclamation

IV. RESOURCES

V. LESSONS
Lesson One:  Introduction to Prejudice and Equality
A. Daily Objectives
1. Lesson Content
   a.  Exposing the student to concepts of prejudice and equality through prejudice simulation.
   b.  Vocabulary and background knowledge
   c.  Historical chronology
   d.  Saying:  “Don’t judge a book by its cover.”
2. **Concept Objectives**  
a. Develop a sense of historical empathy. See through the eyes of people who were there.  
b. Understand that the ideas people profess affect their behavior.

3. **Skill Objectives**  
a. Through class discussion, the student will communicate personal feelings related to prejudice and equality experienced during simulation.  
b. The student will define prejudice and equality in their own words.  
c. The student will relate the meaning of the saying “Don’t judge a book by its cover.” to the struggle for civil rights.  
d. The student will create a time line.  
e. The student will create an “All Men Are Created Equal” Bag.

B. **Materials**  
2. Time Line (Appendix A), one copy for each student  
3. Small, undecorated, solid colored gift bag with handles (or suitable small to medium sized paper bag), one for each student  
4. Dark colored permanent marker, one for each student  
5. Pencil, one for each student

C. **Background Notes**  
1. Teacher should be prepared to begin the chosen simulation at the beginning of the school day.

D. **Key Vocabulary**  
1. Prejudice – an opinion formed without taking the time and care to judge fairly.  
2. Equality – the state of being equal.

E. **Procedures/Activities**  
1. Introduce the unit by creating a prejudice simulation in the classroom.  
2. The teacher begins the school day by announcing that all children wearing white uniform shirts that day will be allowed to stand at the front of lines and move their desks to the front of the classroom.  
3. Children with colored uniform shirts will line up at the back of the line and have their desks at the back of the room (may modify simulation according to school dress code, or use eye color, hair color, etc. to segregate children).  
4. Teacher continues the simulation throughout the day, until social studies class.  
5. Teacher answers the children’s questions vaguely with, “That’s just the way it will be today.”  
6. Begin class time with discussion of feelings and thoughts experienced during the day.  
8. Discuss the meanings of prejudice and equality.  
9. Introduce and discuss the relation of the saying, “Don’t judge a book by its cover,” to prejudice and equality.  
11. As a class, label points on Time Line:  
   a. 1776 – Declaration of Independence  
   b. 1787 – Constitution  
   c. 1861 – Civil War  
   d. 1863 – Emancipation Proclamation  
   e. (1999) – Current Date
12. Briefly discuss each event on the Time Line, recalling background knowledge, and the importance of using a time line to show historical chronology.
13. Explain to children that new points will be added to the line as we work on the unit.
15. Have children label one side of the bag with the words “All Men Are Created Equal” and their name (other side of bag to be used during culminating activity).
16. Explain to children that we will use the bags throughout the unit to hold the information they will learn about people who believed that “All Men Are Created Equal.”
17. Place Time Line in bag.

F. Evaluation/Assessment
1. Teacher observation of class discussion.
2. Student completion of Time Line (Appendix A).

G. Standardized Test/State Test Connections
1. The student participates in oral discussion and expression.
2. The student engages in active listening.
3. The student understands simple chronology and sequencing.
4. The student determines and interprets the meaning of new vocabulary.

Lesson Two: Susan B. Anthony
A. Daily Objectives
1. Lesson Content
   a. Teacher oral reading of Bloomers!, by R. Blumberg
   c. Vocabulary and background knowledge
   d. Historical chronology
   e. Summarizing and applying knowledge gained from teacher readings and class discussions
2. Concept Objectives
   a. Develop a sense of historical empathy. See through the eyes of people who were there.
   b. Understand that the ideas people profess affect their behavior.
   c. Recognize that the behavior of a single individual can impact an entire nation.
   d. Recognize that historical figures from diverse backgrounds in the United States have advanced the rights of individuals and promoted the common good.
3. Skill Objectives
   a. Through class discussion, the student will communicate personal feelings related to the struggles of Susan B. Anthony, which they experienced during the teacher’s readings.
   b. The student will define vocabulary in his or her own words.
   c. The student will add a point to their Time Line.
   d. The student will create a Symbol Mini-Book, which will symbolize and summarize the works of the specific leader, to add to their bag.

B. Materials
1. Bloomers!, by R. Blumberg.
3. Time Line (used in previous lesson) for each student.
4. Symbol Mini-Book for Susan B. Anthony (Appendix C) for each student.
5. Pencil for each student.
6. Crayons, markers or colored pencils, for each student.
7. “All Men Are Created Equal” Bag (used in previous lesson) for each student.
C. **Background Notes**
   1. Teacher may choose to make up Symbol Mini-Books beforehand, or allow students to cut pages and assemble themselves.
   2. Teacher may decide to omit a small amount of text in *Bloomers!*, where the author discusses men’s views of women’s roles, using phrases such as “parlor ornaments or mere playthings for man”.
   3. Teacher should familiarize herself/(himself!) with the writing prompts included in the Symbol Mini-Books to be sure to cover needed information during class discussion.
   4. All of the information needed to teach this lesson can be found in the read-alouds suggested.

D. **Key Vocabulary**
   1. Petticoat – an underskirt, often trimmed with lace or ruffles, worn by women and girls.
   2. Corset – a tight-fitting women’s undergarment.
   3. Radical Revolutionary – someone who uses extreme measures to bring about a change.
   4. Outlandish – very odd, strange, or peculiar.
   5. Immodest – not decent or proper.
   8. Denouncing – to label as bad or wrong.
   9. Enlighten – to enable one to see the truth or a clearer view.
   10. Vulgar – lacking in taste or sensitivity, crude.

E. **Procedures/Activities**
   1. Read *Bloomers!*, by R. Blumberg.
   3. Allow for open discussion of prejudice and equality.
   4. Include discussion of the quote by Susan B. Anthony, “Failure is impossible.”
   5. Add the appropriate event to the Time Line and discuss the relative chronology.

F. **Evaluation/Assessment**
   1. Teacher observation of class discussion.
   2. Student completion of Time Line.
   3. Student completion of Symbol Mini-Book.

G. **Standardized Test/State Test Connections**
   1. The student participates in oral discussion and expression.
   2. The student engages in active listening.
   3. The student understands simple chronology and sequencing.
   4. The student determines and interprets the meaning of new vocabulary.
   5. The student summarizes text.
   6. The student draws conclusions from text.
   7. The student applies what is learned to present situations.
   8. The student writes from a prompt.

**Lesson Three: Mary McLeod Bethune**

A. **Daily Objectives**
   1. **Lesson Content**
      a. Teacher oral reading of *Mary McLeod Bethune*, by Eloise Greenfield
      c. Vocabulary and background knowledge
      d. Historical chronology
e. Summarizing and applying knowledge gained from teacher readings and class discussion

2. Concept Objectives
   a. Develop a sense of historical empathy. See through the eyes of people who were there.
   b. Understand that the ideas that people profess affect their behavior.
   c. Recognize that the behavior of a single individual can impact an entire nation.
   d. Recognize that historical figures from diverse backgrounds in the United States have advanced the rights of individuals and promoted the common good.

3. Skill Objectives
   a. Through class discussion, the student will communicate personal feelings related to the struggles of Mary McLeod Bethune, which they experienced during the teacher’s readings.
   b. The student will define vocabulary in his or her own words.
   c. The student will add a point to their Time Line.
   d. The student will create a Symbol Mini-Book, which will symbolize and summarize the works of a specific leader, to add to their bag.

B. Materials
   1. Mary McLeod Bethune by Eloise Greenfield.
   3. Time Line (used in previous lesson) for each student.
   4. Symbol Mini-Book for Mary McLeod Bethune (Appendix D) for each student.
   5. Pencil for each student.
   6. Crayons, markers or colored pencils for each student.
   7. “All Men Are Created Equal” Bag (used in previous lesson) for each student.

C. Background Notes
   1. All of the information needed to teach this lesson is found in the read-aloud books suggested.

D. Key Vocabulary
   1. Plantation – a large farm.
   2. Seminary – a school, especially a private school for young women.
   3. Missionary – a person sent out by his church to preach and teach.

E. Procedures/Activities
   1. Read Mary McLeod Bethune, by Eloise Greenfield.
   2. Read What Your Second Grader Needs to Know, by E.D. Hirsch, Jr.
   3. Allow for open discussion of prejudice and equality.
   4. Include discussion of the quote by Mary McLeod Bethune, “I leave you faith. I leave you hope. I leave you love.”
   5. Add the appropriate event to the Time Line and discuss the relative chronology.
   6. Make Symbol Mini-Books (Appendix D, see directions in Appendix B).

F. Evaluation/Assessment
   1. Teacher observation of class discussion.
   2. Student completion of Time Line.
   3. Student completion of Symbol Mini-Book.

G. Standardized Test/State Test Connections
   1. The student participates in oral discussion and expression.
   2. The student engages in active listening.
   3. The student understands simple chronology and sequencing.
   4. The student determines and interprets the meaning of new vocabulary.
   5. The student summarizes text.
   6. The student draws conclusions from text.
7. The student applies learned information to present situations.
8. The student writes from a prompt.

Lesson Four: Eleanor Roosevelt
A. Daily Objectives
1. Lesson Content
   a. Teacher oral reading of A Picture Book of Eleanor Roosevelt, by D.A. Adler
   c. Vocabulary and background knowledge
   d. Historical chronology
   e. Summarizing and applying knowledge gained from teacher readings and class discussions
2. Concept Objectives
   a. Develop a sense of historical empathy. See through the eyes of people who were there.
   b. Understand that the ideas that people profess affect their behavior.
   c. Recognize that the behavior of a single individual can impact an entire nation.
   d. Recognize that historical figures from diverse backgrounds in the United States have advanced the rights of individuals and promoted the common good.
3. Skill Objectives
   a. Through class discussion, the student will communicate personal feelings related to the works of Eleanor Roosevelt, which they experienced during the teacher’s readings.
   b. The student will define vocabulary in his or her own words.
   c. The student will add a point to their Time Line.
   d. The student will create a Symbol Mini-Book, which will symbolize and summarize the works of a specific leader, to add to their bag.

B. Materials
1. A Picture Book of Eleanor Roosevelt, by D.A. Adler.
3. Time Line (used in previous lesson) for each student.
4. Symbol Mini-Book for Eleanor Roosevelt (Appendix E) for each student.
5. Pencil for each student.
6. Crayons, markers or colored pencils for each student.
7. “All Men Are Created Equal” Bag (used in previous lesson) for each student.

C. Background Notes
1. All information needed to teach this lesson is found in the read-aloud books suggested.

D. Key Vocabulary
1. Boarding school – a school providing housing and meals for the pupils.
2. Campaign – organized, planned actions to help a candidate get elected.

E. Procedures/Activities
1. Read A Picture Book of Eleanor Roosevelt, by D.A. Adler.
2. Read What Your Second Grader Needs to Know, by E.D. Hirsch, Jr.
3. Allow for open discussion of prejudice and equality.
4. Include discussion of the quotes by Eleanor Roosevelt, “Do what you feel in your heart to be right,” “Tomorrow is now,” “Life was meant to be lived,” “If we are to live together, we must talk,” and “You must do the thing you think you cannot do.”
5. Add the appropriate event to the Time Line and discuss the relative chronology.
6. Make Symbol Mini-Books (Appendix E, see directions in Appendix B).
F. **Evaluation/Assessment**
1. Teacher observation of class discussion.
2. Student completion of Time Line.
3. Student completion of Symbol Mini-Book

G. **Standardized Test/State Test Connections**
1. The student participates in oral discussion and expression.
2. The student engages in active listening.
3. The student understands simple chronology and sequencing.
4. The student determines and interprets the meaning of new vocabulary.
5. The student summarizes text.
6. The student draws conclusions from text.
7. The student applies learned information to present situations.

**Lesson Five: Jackie Robinson**

A. **Daily Objectives**
1. **Lesson Content**
   a. Teacher oral reading of *Jackie Robinson: Baseball’s First Black Major-Leaguer*, by C. Greene
   c. Vocabulary and background knowledge
   d. Historical chronology
   e. Summarizing and applying knowledge gained from teacher readings and class discussions
2. **Concept Objectives**
   a. Develop a sense of historical empathy. See through the eyes of people who were there.
   b. Understand that the ideas that people profess affect their behavior.
   c. Recognize that the behavior of a single individual can impact an entire nation.
   d. Recognize that historical figures from diverse backgrounds in the United States have advanced the rights of individuals and promoted the common good.
3. **Skill Objectives**
   a. Through class discussion, the student will communicate personal feelings related to the struggles of Jackie Robinson, which they experienced during the teacher’s readings.
   b. The student will define vocabulary in his or her own words.
   c. The student will add a point to their Time Line.
   d. The student will create a Symbol Mini-Book, which will symbolize and summarize the works of a specific leader, to add to their bag.

B. **Materials**
3. Time Line (used in previous lesson) for each student.
4. Symbol Mini-Book for Jackie Robinson (Appendix F) for each student.
5. Pencil for each student.
6. Crayons, markers or colored pencils for each student.
7. “All Men Are Created Equal” Bag (used in previous lesson) for each student.

C. **Background Notes**
1. All of the information needed to teach this lesson can be found in the read-aloud books suggested.
D. **Key Vocabulary**
   1. Scholarship – a specific gift of money or other aid, to help a student continue his studies.
   2. Draft – to be called into military service.

E. **Procedures/Activities**
   1. Read Jackie Robinson: Baseball’s First Black Major-Leaguer, by C. Greene.
   2. Read What your Second Grader Needs to Know, by E.D. Hirsch, Jr.
   3. Allow for open discussion of prejudice and equality.
   4. Include discussion of the quote by Jackie Robinson, “I never had it easy.”
   5. Add the appropriate event to the Time Line and discuss the relative chronology.

F. **Evaluation/Assessment**
   1. Teacher observation of class discussion.
   2. Student completion of Time Line.
   3. Student completion of Symbol Mini-Book

G. **Standardized Test/State Test Connections**
   1. The student participates in oral discussion and expression.
   2. The student engages in active listening.
   3. The student understands simple chronology and sequencing.
   4. The student determines and interprets the meaning of new vocabulary.
   5. The student summarizes text.
   6. The student draws conclusions from text.
   7. The student applies learned information to present situations.
   8. The student writes from a prompt.

**Lesson Six: Rosa Parks**

A. **Daily Objectives**
   1. **Lesson Content**
      a. Teacher oral reading of I Am Rosa Parks, by R. Parks and J. Haskins
      c. Vocabulary and background knowledge
      d. Historical chronology
      e. Summarizing and applying knowledge gained from teacher readings and class discussions
   2. **Concept Objectives**
      a. Develop a sense of historical empathy. See through the eyes of people who were there.
      b. Understand that the ideas that people profess affect their behavior.
      c. Recognize that the behavior of a single individual can impact an entire nation.
      d. Recognize that historical figures from diverse backgrounds in the United States have advanced the rights of individuals and promoted the common good.
   3. **Skill Objectives**
      a. Through class discussion, the student will communicate personal feelings related to the struggles of Rosa Parks, which they experienced during the teacher’s readings.
      b. The student will define vocabulary in his or her own words.
      c. The student will add a point to their Time Line.
      d. The student will create a Symbol Mini-Book, which will symbolize and summarize the works of a specific leader, to add to their bag.
B. Materials
3. Time Line (used in previous lesson) for each student.
4. Symbol Mini-Book for Rosa Parks (Appendix G) for each student.
5. Pencil for each student.
6. Crayons, markers or colored pencils for each student.
7. “All Men Are Created Equal” Bag (used in previous lesson) for each student.

C. Background Notes
1. All of the information needed to teach this lesson can be found in the read-aloud books suggested.

D. Key Vocabulary
1. Segregation – the law of making different races stay apart from each other.
2. Boycott – a refusal to buy, sell or use something.

E. Procedures/Activities
3. Allow for open discussion of prejudice and equality.
4. Include discussion on the quote by Rosa Parks, “I hope that children today will grow up without hate. I hope they will learn to respect one another, no matter what color they are.”
5. Add the appropriate event to the Time Line and discuss the relative chronology.

F. Evaluation/Assessment
1. Teacher observation of class discussion.
2. Student completion of Time Line.
3. Student completion of Symbol Mini-Book

G. Standardized Test/State Test Connections
1. The student participates in oral discussion and expression.
2. The student engages in active listening.
3. The student understands simple chronology and sequencing.
4. The student determines and interprets the meaning of new vocabulary.
5. The student summarizes text.
6. The student draws conclusions from text.
7. The student applies learned information to present situations.
8. The student writes from a prompt.

Lesson Seven: Martin Luther King, Jr.

A. Daily Objectives
1. Lesson Content
   a. Teacher oral reading of *A Picture Book of Martin Luther King, Jr.*, by D.A. Adler
   b. Teacher oral reading of *My Dream of Martin Luther King*, by F. Ringgold
   c. Teacher oral reading of *What Your Second Grader Needs to Know*, by E.D. Hirsch, Jr., “Martin Luther King, Jr.”, page 174
   d. Vocabulary and background knowledge
   e. Historical chronology
   f. Summarizing and applying knowledge gained from teacher readings and class discussions
2. **Concept Objectives**  
   a. Develop a sense of historical empathy. See through the eyes of people who were there.  
   b. Understand that the ideas that people profess affect their behavior.  
   c. Recognize that the behavior of a single individual can impact an entire nation.  
   d. Recognize that historical figures from diverse backgrounds in the United States have advanced the rights of individuals and promoted the common good.

3. **Skill Objectives**  
   a. Through class discussion, the student will communicate personal feelings related to the struggles of Martin Luther King, Jr., which they experienced during the teacher’s readings.  
   b. The student will define vocabulary in his or her own words.  
   c. The student will add a point to their Time Line.  
   d. The student will create a Symbol Mini-Book, which will symbolize and summarize the works of a specific leader, to add to their bag.

B. **Materials**  
   1. A Picture Book of Martin Luther King, Jr., by D.A. Adler.  
   2. My Dream of Martin Luther King, by F. Ringgold.  
   4. Time Line (used in previous lesson) for each student.  
   5. Symbol Mini-Book for Martin Luther King, Jr. (Appendix H) for each student.  
   6. Pencil for each student.  
   7. Crayons, markers or colored pencils for each student.  
   8. “All Men Are Created Equal” Bag (used in previous lesson) for each student.

C. **Background Notes**  
   1. All of the information needed to teach this lesson can be found in the read-aloud books suggested.

D. **Key Vocabulary**  
   1. Protest – to speak strongly against something.  
   2. Riot – a wild, violent, public disturbance of the peace.  
   3. Violence – physical force used to injure, damage, or destroy.  
   4. Demonstrators – people who take part in a public meeting, parade, etc.  
   5. Resistance – act of refusal to cooperate.

E. **Procedures/Activities**  
   1. Read A Picture Book of Martin Luther King, Jr., by D.A. Adler.  
   2. Read My Dream of Martin Luther King, by F. Ringgold.  
   3. Read What your Second Grader Needs to Know, by E.D. Hirsch, Jr.  
   4. Allow for open discussion of prejudice and equality.  
   5. Include discussion on the quotes by Martin Luther King, Jr., “I have a dream. I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character,” and “Free at last. Free at last. Thank God Almighty I’m free at last.”  
   6. Add the appropriate event to the Time Line and discuss the relative chronology.  
   7. Make Symbol Mini-Books (Appendix H, see directions in Appendix B).

F. **Evaluation/Assessment**  
   1. Teacher observation of class discussion.  
   2. Student completion of Time Line.  
   3. Student completion of Symbol Mini-Book

G. **Standardized Test/State Test Connections**  
   1. The student participates in oral discussion and expression.
2. The student engages in active listening.
3. The student understands simple chronology and sequencing.
4. The student determines and interprets the meaning of new vocabulary.
5. The student summarizes text.
6. The student draws conclusions from text.
7. The student applies learned information to present situations.
8. The student writes from a prompt.

Lesson Eight: Cesar Chavez

A. Daily Objectives
   1. Lesson Content
      a. Teacher oral reading of *Learning About Justice from the Life of Cesar Chavez*, by J. Strazzabosco
      b. Teacher oral reading of *What Your Second Grader Needs to Know*, by E.D. Hirsch, Jr., “Cesar Chavez”, page 175
      c. Vocabulary and background knowledge
      d. Historical chronology
      e. Summarizing and applying knowledge gained from teacher readings and class discussions
   2. Concept Objectives
      a. Develop a sense of historical empathy. See through the eyes of people who were there.
      b. Understand that the ideas that people profess affect their behavior.
      c. Recognize that the behavior of a single individual can impact an entire nation.
      d. Recognize that historical figures from diverse backgrounds in the United States have advanced the rights of individuals and promoted the common good.
   3. Skill Objectives
      a. Through class discussion, the student will communicate personal feelings related to the struggles of Cesar Chavez, which they experienced during the teacher’s readings.
      b. The student will define vocabulary in his or her own words.
      c. The student will add a point to their Time Line.
      d. The student will create a Symbol Mini-Book, which will symbolize and summarize the works of a specific leader, to add to their bag.

B. Materials
   3. Time Line (used in previous lesson) for each student.
   4. Symbol Mini-Book for Cesar Chavez (Appendix I) for each student.
   5. Pencil for each student.
   6. Crayons, markers or colored pencils for each student.
   7. “All Men Are Created Equal” Bag (used in previous lesson) for each student.

C. Background Notes
   1. All of the information needed to teach this lesson can be found in the read-aloud books suggested.

D. Key Vocabulary
   1. Migrant – person who moves from place to place.
   2. Strike – when workers refuse to work until their demands are met.
   3. Union – group of workers joined together to protect their rights.
E. Procedures/Activities
1. Read Learning About Justice from the Life of Cesar Chavez, by J. Strazzabosco.
2. Read What your Second Grader Needs to Know, by E.D. Hirsch, Jr.
3. Allow for open discussion of prejudice and equality.
4. Include discussion on the quote by Cesar Chavez, “It is how we use our lives that determines what kind of men we are,” and “The end of all education should surely be service to others.”
5. Add the appropriate event to the Time Line and discuss the relative chronology.
6. Make Symbol Mini-Books (Appendix I, see directions in Appendix B).

F. Evaluation/Assessment
1. Teacher observation of class discussion.
2. Student completion of Time Line.
3. Student completion of Symbol Mini-Book.

G. Standardized Test/State Test Connections
1. The student demonstrates participation in oral discussion and expression.
2. The student engages in active listening.
3. The student understands simple chronology and sequencing.
4. The student determines and interprets the meaning of new vocabulary.
5. The student summarizes text.
6. The student draws conclusions from text.
7. The student applies learned information to present situations.
8. The student writes from a prompt.

VI. CULMINATING ACTIVITY
Suggestions for culminating activities (may choose one or more to address multiple intelligences and learning styles):
A. At the end of the final lesson, students will use the blank side of their “All Men Are Created Equal” Bags to illustrate the civil rights leader of their choice. This could consist of a picture (either drawn onto the bag, or drawn on a separate sheet of paper and then glued on) of the person they were most impressed with, the person who they feel most influences their life, or the person they feel had the greatest impact on our country. The teacher may choose to have each student make a brief presentation of their completed bag, giving reasons for their choice of final illustration.
B. Teacher may choose to show the students a video of Martin Luther King, Jr.’s “I Have A Dream” speech.
C. Teacher may also choose to incorporate a final discussion of how each of these leaders could influence us today through Core Virtues (character traits). For example, a discussion of Jackie Robinson might include the virtue of self-control, determination, courage, humility, respect, hope, etc. Teachers may relate any virtues taught throughout the year.
D. Teacher may choose to invite a guest speaker to share (grade level appropriate) personal experiences. Speaker may be invited to stay while students present their completed “All Men Are Created Equal” Bags.
E. Teacher may choose to incorporate visual arts through a painting (adapting the style of any painter currently being studied). Students could be encouraged to paint showing actual events, or representing feelings from struggles leaders faced.
F. Teacher may choose to incorporate literature through the use of poetry. The student could use any form of poetry currently being studied to express feelings experienced during the unit study.
G. Teacher may choose to incorporate music by studying pieces related such as “We Shall Overcome” or “Amazing Grace.”
VII. HANDBOUTS/WORKSHEETS
Appendix A: Time Line (teacher copy/student master)
Appendix B: Instructions for Making Symbol Mini-Books
Appendix C: Susan B. Anthony Symbol Mini-Book
Appendix D: Mary McLeod Bethune Symbol Mini-Book
Appendix E: Eleanor Roosevelt Symbol Mini-Book
Appendix F: Jackie Robinson Symbol Mini-Book
Appendix G: Rosa Parks Symbol Mini-Book
Appendix H: Martin Luther King, Jr. Symbol Mini-Book
Appendix I: Cesar Chavez Symbol Mini-Book

VIII. BIBLIOGRAPHY


DECLARATION OF INDEPENDENCE

CONSTITUTION

CIVIL WAR BEGINS

EMANCIPATION PROCLAMATION

SUSAN B. ANTHONY ARRESTED FOR VOTING

MARY M. BETHUNE OPENED HER FIRST SCHOOL

ELEANOR ROOSEVELT BECAME FIRST LADY

JACKIE ROBINSON FIRST PLAYED FOR BROOKLYN DODGERS

 ROSA PARKS REFUSED TO GIVE UP BUS SEAT

 MARTIN LUTHER KING, JR. "I HAVE A DREAM"

 CESAR CHAVEZ BUS BOYCOTT

I LEARN THAT MANY PEOPLE HAD TO FIGHT FOR EQUALITY
APPENDIX B
Instructions for Making Symbol Mini-Books

Use the outline on the following pages to create a mini symbol booklet for each civil rights leader. The outline will serve as the cover. You may make blank copies for the booklet pages, or you may prefer to make the booklet pages from lined paper cut in the same shape. Staple the booklets, or use brass paper fasteners to secure.

Have the students follow this procedure for each booklet:
1. On the cover, write the name of the leader and your name.
2. On page one, complete this sentence:
   believed
   (Example: Susan B. Anthony believed that women should be allowed to vote, but it was against the law for women to vote.)
   NOTE: Depending on the handwriting skills of your students, this may take two pages.
3. On page two, complete these sentences.
   So,
   Then,
   (Example: So, she voted anyway.
   Then, she was arrested.)
   NOTE: Depending on the handwriting skills of your students this may take two pages.
4. On page three, complete this sentence.
   Today,
   (Example: Today, women have the right to vote.)
   Note: You may want to provide an additional page for a picture or to record a quote from the leader you are studying.
APPENDIX C
Susan B. Anthony
Symbol Mini-Book
APPENDIX D
Mary McLeod Bethune
Symbol Mini-Book
APPENDIX E
Eleanor Roosevelt
Symbol Mini-Book
APPENDIX F
Jackie Robinson
Symbol Mini-Book
APPENDIX I
Cesar Chavez
Symbol Mini-Book