### Lesson Elements

**1. Common Core Learning Standard(s) Addressed:**

**Social Studies Standards** – students will learn about the American civil rights movement. In reading, students will examine a variety of fictional and informational texts and summarize their key ideas and themes. Students will also compare and contrast characters, settings, and events across texts. In writing, students will write an opinion piece with a clear, logical structure and links between opinions and reasons.

**ELP Standard 5** – The Language of **Social Studies** Grades 3-5

Identify features, people or historical events depicted in illustrations and phrases

**Art Standards** – Understand the visual arts in relation to history and cultures. Students will understand visual culture is everything we share with our communities, families and ancestors.

**2. Learning Targets:** (What will students know and be able to do as a result of this lesson?)

Activities will help students:

- Differentiate between violent and non violent protests
- Use target vocabulary words to explain violent/non-violent protest
- Define “unjust practice” and question why some inequities persist despite the fact that they are against the law
- Use the internet to look-up Civil Rights leaders to create a collage of political artwork.
- Understand how color, light and shadow contribute to a photograph’s meaning
- Evaluate the effectiveness of photographs as a form of communication
- Understand that ideas can come from imagination, memory and observation
- Understand that art is about problem solving

**3. Relevance/Rationale:** (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

Violence in our world is a constant. The lessons present alternative nonviolent strategies to use in problem solving. Students will explore various means of self-expression, discipline and social interaction.
4. **Formative Assessment Criteria for Success:** (How will you and your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process?)

In Social Studies, students will research the following people to determine the non-violent methods used to protest the inequality and champion civil rights; Caesar Chavez, Nelson Mandela and Gandhi. Students will use graphic organizers, create a flap book and use music to summarize what they’ve learned. In ELL, students will be able to use key vocabulary words to describe characters and events in a story supported by illustrations. In Art, students will be able to reflect upon and assess the characteristics and merits of their work and the work of others. Also students will understand that visual culture is everything we share with our communities, families and ancestors.

5. **Activities/Tasks:** (What learning experiences will students engage in? How will you use these learning experiences or student products as formative assessment?)

Students will effectively communicate and present or display their projects to classmates through their graphic organizers, flap book, music, games (mix/freeze/match) and artwork.

6. **Resources/Materials:** (What texts, digital resources, and materials will be used during this lesson?)

**Literature:**
- “Child of the Civil Rights Movement” – Paula Young Shelton and Raul Colón ***
- “Sneetches” – Dr. Suess
- “¡Si Se Puede!” – Diana Cohn illustrated by Francisco Delgado
- “After Ghandi – One Hundred Years of Nonviolent Resistance” – Anne Sibley O’Brien
- “Sit-in; How Four Friends Stood Up by Sitting Down”- Andrea Davis Pinkney illustrated by Brian Pinkney
- “I Have a Dream” – Dr. Martin Luther King Jr.
- “Martin’s Big Words” – Doreen Rappaport illustrated by Bryan Collier
- “Speaking Out, Civil Rights Movement 1950-64” – Kevin Supples
- “Cesar Chavez” – Ginger Wadsworth illustrated by Mark Shroder
- “Harvesting Hope” – Kathleen Krull illustrated by Yuyi Morales
- “Ai Wei Wei; Never Sorry” – Alison K Layman, CD
- “Lines in the Sand” – Mary Hoffman
- “Peace Begins with you” Katherine Scholes
- “The Peace Book” – Todd Parr

**Teaching Resources:**
- **Mix-N-Match** Kagan Publishing ***
- **Foldables for Spelling and Vocabulary** by Dina Zike ***
Websites:
www.salsa.net/peace/faces/index.html (Online Quiz on civil rights leaders)
www.agnt.org/sn/SNV_lessons.pdf (song, “Choose to be a Peacemaker)
www.stopfighting.com (28 ways to teach nonviolence, kindness and peacefulness to children)
www.sharemylesson.com (share my lesson is a place where educators can share free K-12 learning materials, activities, worksheets and lesson plans)
www.google.com (photographs)

7. Access for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)
Teachers will supply materials and model the lessons. Students can partner as well as chose which format to use for their project.

8. Modifications/Accommodations: (What curriculum modifications and/or classroom accommodations will you make for students with disabilities in your class?)
All students will begin the lesson with a connected experience, i.e. a game, singing or looking at the artwork and reflecting upon that. Students will select media, techniques and processes and use them to communicate ideas and feelings. Students would have the option of working with partners or alone. Some of the activities will be available to Low English Proficiency (LEP) learners. For example: Lep will complete a foldable book. Fluent English Proficient learners (FEP) will write in their journals.
Lesson Reflection

- What useful tools/speakers/presentations from the Summer Institute helped drive this lesson plan?
  
  Daryn Cambridge and Dr. David Smith

- How did this lesson support 21st Century Skills?
  By using a variety of materials, communication, research in developing an understanding of events from another historical period.

- How did this lesson reflect academic rigor?
  Through the use of higher order thinking skills, creativity, exposure to art, music and public figures through social media and artwork.

- How did this lesson cognitively engage students?
  By interaction with classmates, use of social media, artistic creation and personal expression.

- How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?
  First, students had to experience a group activity (book, game, artwork). Then students chose their project medium either with a partner or independently. To conclude, students would present and explain their project.
Activity: Students will analyze and discuss each photograph. Students will categorize pictures into two groups.

Violent                  Non-Violent
Song: “Choose to be a Peacemaker”
Sang to the tune of London Bridge
(http://agnt.org/snv/SNV_Lessons.pdf)

Choose to be a peacemaker,
    Peacemaker, peacemaker,
Choose to be a peacemaker
    Let’s find a better way!

Angry words can hurt us all,
    Hurt us all, Hurt us all.
Angry words can hurt us all
    Let’s find a better way!

Kicking and pushing hurt us all,
    Hurt us all, Hurt us all.
Kicking and pushing hurt us all
    Let’s find a better way!

Literature: Child of the Civil Rights Movement

Author: Young Shelton Illustrator: Raul Colon

Activities:
Introduction to literature students will match definition to the correct photograph.

Independent Work: Students will complete Frayer Diagrams (see diagrams).

**Vocabulary Words**

Weary: feeling or showing tiredness, especially as a result of excessive exertion or lack of sleep.

Bill: a draft of a proposed law presented to parliament for discussion.

Beaten: having been defeated
Protest: a statement or action expressing disapproval of or objection to something.

Marching: walk or proceed quickly and with determination.

Voters: a formal expression of opinion or choice, either positive or negative, made by an individual or body of individuals.

Segregation: the action or state of setting someone or something apart from other people or things or being set apart.
Sit-in: (of a group of people) occupy a place as a form of protest.

Civil rights: the rights of citizens to political and social freedom and equality.

Peace: freedom from disturbance; quiet and tranquility.
Expression: the process of making known one’s thoughts or feelings.

Balcony: a platform enclosed by a wall or balustrade on the outside of a building, with access from an upper-floor window or door.
Expression Through Art
Pablo Picasso, *Guernica*, 1937

Norman Rockwell, *The Problem We All Live With*, 1964
I was born in Yuma, Arizona on March 31, 1927. I’m the son of a migrant farm worker. I attended more than 30 elementary schools. I organized farm workers into the United Farm Workers (UFW). I organized nationwide boycotts of grapes, wine, and lettuce in an attempt to bring pressure on California growers to sign contracts.
with the UFW.
I was born in Atlanta on January 15, 1929. I was the grandson of the Rev. A. D. Williams, pastor of Ebenezer Baptist church. I led millions of people in the fight for racial equality. I led the black boycott (1955-56) of segregated city bus lines and in 1956 gained a major victory and prestige as a civil-rights leader when Montgomery buses began to operate on a desegregated basis.

I was born in 1869 to Hindu parents in the state of Gujarat in Western India. I entered an arranged marriage with Kasturbai Makanji when we were both 13 years old. In Southern Africa I worked ceaselessly to improve the rights of the immigrant Indians. I was frequently jailed as a result of the non-violent protests that I led.
I was born on Feb. 4, 1913 in Tuskegee, Alabama. On Dec. 1, 1955, at the age of 42 years old, I refused to give up my seat on a segregated city bus and was arrested for my defiance. My arrest set off a lengthy bus boycott by thousands of blacks led by the Rev. Martin Luther King Jr. The boycott lasted about a year until the Supreme Court declared Montgomery's bus segregation law unconstitutional. I’m considered the mother of the Civil Rights movement in the United States.
I was born on July 18, 1918. I grew up poor in a small South African village. When I was nine, I was adopted by and sent to live with my father’s friend, a prosperous clan chief. I was known for ending apartheid, a system that separated whites from nonwhites in South Africa. After spending 27 years in prison for fighting against racial inequality, I became the country’s first democratically elected president.
I was a civil rights lawyer during a period when racial segregation was the law of the land. At a time when a large portion of American society refused to extend equality to black people, I astutely realized that one of the best ways to bring about change was through the legal system. Between 1938 and 1961, I presented more than 30 civil rights cases before the Supreme Court. I won 29 of them. My most important case was *Brown v. Board of Education of Topeka* (1954), which ended segregation in public schools.

I was born near Troy, Alabama, on February 21, 1940, I grew up in an era of segregation. Inspired by Martin Luther King Jr. I’m one of the "Big Six" leaders of the Civil Rights Movement. I continued to fight for people's rights since joining Congress in 1987.
“If we are to teach real peace in this world, and if we are to carry on a real war against war, we shall have to begin with the children.” Gandhi

“Be the change you want to see in the world.” Gandhi

“Nonviolence is an intensely active force when properly understood and used.” Gandhi

“The practice of peace and reconciliation is one of the most vital and artistic or human actions.” Thich Hanh

“I had no idea that history was being made, I was just tired of giving up.” Rosa Parks

“As long as people use tactics to oppress or restrict other people from being free, there is work to be done.” Rosa Parks

“To make peace with an enemy one must work with that enemy, and that enemy becomes ones partner.” Mandela

“We fought injustice wherever we found it, no matter how large, or how small, and we fought injustice to preserve our own humanity.” Mandela

“We shall meet your physical force with soul force.” Dr. Martin Luther King, Jr.

“One who breaks and unjust law must do so openly, lovingly, and with a willingness to accept the penalty.” Dr. Martin Luther King, Jr.
“Accept the history of this country, then it makes it easy for us to come together.” Charles Perkins

“If we’re full of hatred, we can’t really do our work. Hatred saps all that strength and energy we need to plan.” Cesar Chavez

“Nonviolence is the weapon of the strong.” Betty Williams

“You should never let your fears prevent you from doing what you know is right.” Aung San Suu Kyi

“We must not only speak about forgiveness and reconciliation – we must act on these principles.” Desmond Tutu

“We are constantly being astonished these days at the amazing discoveries in the field of violence. But I maintain that far more undreamt of and seemingly impossible discoveries will be made in the field of nonviolence.” Gandhi