

Grade 6-8 – Young People & African American Civil Rights Protests – Social Studies

Focus Question(s)

How did the involvement of young people advance the African American Civil Rights Movement?

- *After studying the Alexandria Library sit-in, the case of Claudette Colvin and the Montgomery Bus Boycott, consider the similarities and differences of these three protests.*
- *In each of these protests, how did being a young person work for and/or against the individuals and groups involved? What roles did adults play in these scenarios?*
- *Compare the African-American civil rights movement and the involvement of children in it to other historical civil rights movements, and the ways children have been involved in those.*

Texts & Text Complexity

For more information on determining text complexity see Achieve the Core: <http://www.achievethecore.org/ela-literacy-common-core/text-complexity/>

TEXTS	“Library ‘Sit-In’ Strike Still a Puzzle to Virginia Courts”, <u>Pittsburgh Courier</u> , September 16, 1939.	Letter from Attorney Samuel Wilbert Tucker to Katharine Scoggin, Librarian of Alexandria, VA Library	<i>Claudette Colvin: Twice Toward Justice</i> by Phillip Hoose	“Claudette Colvin Goes to Work” from the book of poetry <i>On the Bus with Rosa Parks</i> by Rita Dove	Associated Press Photographs from the Birmingham Children’s March taken by Bill Hudson, July 15, 1963
QUANTITATIVE (Lexile)	Lexile: 1180	Lexile: NA	Lexile: 1000	Lexile: NA	Lexile: NA
QUALITATIVE	<i>Purpose/Structure:</i> Somewhat Complex <i>Language:</i> Somewhat Complex <i>Knowledge Demands:</i> Somewhat Complex	<i>Purpose/Structure:</i> Somewhat Complex <i>Language:</i> Somewhat Complex <i>Knowledge Demands:</i> Somewhat Complex	<i>Purpose/Structure:</i> Somewhat Complex <i>Language:</i> Somewhat Complex <i>Knowledge Demands:</i> Somewhat Complex	<i>Purpose/Structure:</i> Somewhat Complex <i>Language:</i> Somewhat Complex <i>Knowledge Demands:</i> Somewhat Complex	<i>Purpose/Structure:</i> Simple <i>Language:</i> Simple <i>Knowledge Demands:</i> Somewhat Complex
READER & TASK	Full comprehension of	Full comprehension of this text requires	Students should have some basic	Students should have some basic biographical schema	Students should have prior knowledge of the struggle of

	this text requires students to have schema of the events and build up to the library sit-in, and the role of the attorney of the young men (Samuel Wilbert Tucker).	students to have background knowledge on Samuel Wilbert Tucker and his efforts to gain library privileges for himself and others at the Alexandria Library.	prior schema about the African-American civil rights movement, including legislation like Plessy v. Ferguson and Brown v. Board of Education, prior to 1955, and the rising tensions in the south due to Jim Crow laws.	on Claudette Colvin and her contribution to the African-American civil rights movement.	African-American civil rights seekers during the 1950s and 60s and the rising tensions in the south due to Jim Crow laws.
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Text Dependent Questions:

For more information on writing text dependent questions see Achieve the Core: <http://www.achievethecore.org/ela-literacy-common-core/text-dependent-questions/>

TEXT DEPENDENT QUESTIONS	<p>Look at the other headlines of this newspaper page. What else was going on in the world at this time? How might have those events impacted how much attention this civil rights protest received?</p> <p>Point to places and specific word choices in the text where the author might reveal their bias or perspective.</p> <p>Consider the source: find out more about the Pittsburgh Courier and its history and discuss their purpose.</p>	<p>Summarize the main idea of this letter. What is Mr. Tucker's purpose for writing it?</p> <p>What 'compromise' was reached to appease the African-American citizens of Alexandria who wanted library access? Was Mr. Taylor satisfied with this alternative? Point to places in the text that reveal his point of view.</p> <p>Refer to places in the text that reveal what actions Mr. Taylor had already taken and planned on taking if his application</p>	<p>Why was Rosa Parks chosen instead of Claudette Colvin to be a model for civil rights despite having been arrested first?</p> <p>How did the rest of the Montgomery African-American community treat Claudette before and after her arrest? Find evidence within the text to support your claims.</p> <p>Outline the chronology of the major events in Claudette Colvin's case.</p>	<p>Compare Colvin's memory of her arrest in the last stanza of the poem to the police report on page 33 of <i>Claudette Colvin: Twice Toward Justice</i>. How does Colvin's description of events contrast with the police officer's description of events?</p> <p>Analyze the last sentence of the poem, "I help those who can't help themselves..." What is Colvin referring to here? Why does she only 'sleep whenever sleeps comes down on' her?</p>	<p>Compare the three images taken by photographer Bill Hudson at the Birmingham Children's March. What do these photographs have in common with one another? What tone or mood do these photographs evoke?</p> <p>Where are these photos taken? Look closely at the clothing worn by the people in the photographs. What does their style of dress say about them?</p> <p>Does the photographer have a point of view or perspective on the civil rights movement he might be revealing through these photographs? Use details from the photograph to explain why or why not.</p>
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	Why is this particular demonstration an important contribution to the civil rights movement?	continued to be denied.			The photograph of the young man being attacked by a dog appeared on the cover of the New York Times and gained much notoriety. Why might this photograph turn out to be so important in history?
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Standards & Tasks

For a full list of Standards please see: <http://www.corestandards.org/ELA-Literacy>

For Social Studies units, please use Standards for Grades 6-12 Literacy in History/Social Studies, Science, and technical Subjects; for ELA we are focusing on the Standards for Reading: Literature and Reading: Informational Texts.

For sample of student writing in different styles (argument, informative, narrative) for Task Ideas see: <http://www.achievethecore.org/ela-literacy-common-core/student-writing-samples/>

For more ideas of common core aligned culminating performance tasks see:

- Expeditionary Learning (the approved curriculum provider for EngageNY ELA Grades 3-8) <http://bit.ly/11PFXX1>
- The NYC DoE – for Social Studies, Science, ELA, and Math
<http://schools.nyc.gov/Academics/CommonCoreLibrary/TasksUnitsStudentWork/newtasks.htm>
- Common Core State Standards Appendix B: http://www.corestandards.org/assets/Appendix_B.pdf
- Teaching Channel <https://www.teachingchannel.org/>

COMMON CORE STATE STANDARDS:	CULMINATING TASK(S):
<p>R.H.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (i.e., loaded language, inclusion or avoidance of particular texts).</p> <p>RH.6-8.7 Integrate visual information (i.e. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RL.6-8.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.6-8.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>The three cases outlined above were just a few examples of the contributions children made to the African-American civil rights movement. Through the resources outlined above and others, find another example of a child or young adult who contributed to the civil rights movement. Using a graphic organizer, compare and contrast the two cases. Then, create a piece of fictionalized narrative writing (poem, journal entry, letter, song lyrics) for the civil rights case you researched using supporting and specific details. Orally present your narrative piece with appropriate tone, inflection and style to reflect the time period and nature of the situation.</p> <p>Standards Assessed in this Task:</p> <ul style="list-style-type: none"> • CCSS.ELA.W 6-8.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • CCSS.ELA.W 6-8.7 Conduct short as well as more sustained

	<p>research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> • CCSS.ELA.SL.6-8.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <p>Further investigate the importance of photography around the African-American Civil Rights movement, including the works of Bill Hudson and Danny Lyon. Create a collection of five to seven photographs revolving around one particular theme or event during the civil rights movement, and then write an informative piece explaining your photograph selections and the way they are connected to one another.</p> <ul style="list-style-type: none"> • CCSS.ELA.W. 6-8. 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • CCSS.ELA.W. 6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • CCSS.ELA.W 6-8.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. • CCSS.ELA.RH 6-8.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
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