

An Education for Our Children: Civil Rights in Education

Grade Level: 5th

Content Areas: Social Studies, English Language Arts

Time Required:

The basic lesson can be completed in 1-2 class periods, depending on whether you are introducing or reviewing the concepts and vocabulary. Optional Activities 1 or 2 can be done in 1-2 class periods with a homework assignment.

Overview: Using class discussion and a power point presentation, students will consider how communities and local leaders worked for equality in the years leading up to Martin Luther King's historic *I Have a Dream* speech, using the history of education in Harrods Creek, a small, rural community north of Louisville, as an example. They will use analytical skills in analyzing primary resources (a historic document, an oral history clip, and a photograph

Optional follow-up activities allow students to apply the essential questions to their own community and include the opportunity to conduct short research projects, write informational pieces, and/or report on a topic. An additional follow up presentation introduces careers in Transportation Planning (Practical Living/Career Awareness).

This lesson plan can be used alone or as part of a unit including *For the Common Good*. As a unit, the lessons provide a case study of a rural, African American community in Kentucky and provide a springboard for exploring your local community through the lens of the Big Ideas in Social Studies. As an individual lesson, this can be used to consider the role of education in society and the impact of segregation. It is particularly timely during Black History Month.

Background for Teacher

In 2010 an average of 136,000 vehicles crossed the Jefferson Memorial Bridge between Louisville and southern Indiana every day. The resulting congestion caused both traffic delays and an increase in accident incidents. The Kentucky Transportation Cabinet, Indiana Department of Transportation and the Federal Highways Administration began exploring options to alleviate the situation. With public, political, and technical input, a plan was developed to build two bridges, one in downtown Louisville and one at Louisville's East End near the small, semi-rural community of Harrods Creek. In compliance with state and federal mandates the routes for the bridges and the approaching roadways were designed to minimize adverse effects on residents, businesses, and the natural and manmade environment in the impacted areas.

In the East End project, transportation engineers were able to design a roadway that minimized impacts to residences, businesses, and sites of historic significance. The project is neighboring

Harrods Creek, a pastoral suburban community with a significant African American history. An interpretive educational plan was developed to document and preserve the significant and rich heritage of the African American community in the area. The Harrods Creek Lesson Plans were developed as part of this overarching interpretive plan

Essential Questions:

- What impact did segregation have on the education of African American children?
- What role did Rosenwald schools play in rural African American communities?
- How did national leaders like Julius Rosenwald and local leaders like James and Etta Taylor work toward the dream that Martin Luther King, Jr. expressed in his famous speech?

Learning Targets:

- I can identify two policies of segregated education that had a negative impact on the education of African American children.
- I can describe the role that Rosenwald schools played in rural African American communities.
- I can identify a national leader and a leader in a rural Kentucky community and describe how they worked toward a more equal society.

Standards Addressed

Social Studies

Big Idea: Cultures and Societies

<p>SS-5-CS-U-2 Students will understand that cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs.</p>	<p>SS-5-CS-S-2 Students will examine social institutions (e.g., family, religion, education, government, economy) in the United States and explain their functions</p>
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Big Idea: Historical Perspective

<p>SS-5-HP-U-2 Students will understand that the history of the United States can be analyzed by examining significant eras (<i>Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration and the Twentieth Century</i>) to develop a chronological understanding and recognize cause and effect relationships and multiple causation, tying past to present.</p>	<p>SS-5-HP-S-1 Students will demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources):</p> <ul style="list-style-type: none"> a) investigate and chronologically describe major events in United States history (e.g., using timelines, charts, fictional and report writing, role playing) b) explain and draw inferences about the importance of major events in United States history c) examine cause and effect relationships in
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	<p>the history of the United States; identify examples of multiple causes of major historical events</p> <p>SS-5-HP-S-2 Students will use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental):</p> <ul style="list-style-type: none"> b) explore change over time (e.g., transportation, communication, education, technology, lifestyles and conditions) in the United States d) investigate the events surrounding patriotic symbols, songs, landmarks (e.g., American flag, Statue of Liberty, the Star-Spangled Banner), and selected readings (e.g., Dr. Martin Luther King’s speech: I Have a Dream), and explain their historical significance
<p>All of the following Understandings are grouped together in this document to reflect the conceptual nature of historical perspective. Each specific era will include the following Understandings:</p> <p>SS-5-HP-U-1 Students will understand that history is an account of human activities that is interpretive in nature. A variety of tools (e.g., primary and secondary sources) are needed to understand and analyze historical events.</p> <p>SS-5-HP-U-3 Students will understand that the history of the United States has been impacted by significant individuals, groups and advances in technology.</p>	<p>SS-5-HP-S-1 Students will demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources):</p> <ul style="list-style-type: none"> a) investigate and chronologically describe major events in United States history (e.g., using timelines, charts, fictional and report writing, role playing) <p>SS-5-HP-S-2 Students will use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental):</p> <ul style="list-style-type: none"> a) examine factual and fictional accounts of significant historical events and people in United States history

English Language Arts

Reading Standards for Informational Text K–5

Grade 5

1. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Writing Standards K–5

Grade 5

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards K–5

Grade 5

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Relevant Dimensions, Subsections, and Indicators from the C3 Framework for Social Studies State Standards, National Council for the Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES

- **D1.2.3-5.** Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
- **D1.5.3-5.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS CIVICS

- **D2.Civ.10.3-5.** Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
- **D2.Civ.12.3-5.** Explain how rules and laws change society and how people change rules and laws.
- **D2.Civ.13.3-5.** Explain how policies are developed to address public problems.
- **D2.Civ.14.3-5.** Illustrate historical and contemporary means of changing society.

HISTORY

- Change, Continuity, and Context
 - **D2.His.2.3-5.** Compare life in specific historical time periods to life today.
- Perspectives
 - **D2.His.4.3-5.** Explain why individuals and groups during the same historical period differed in their perspectives.
 - **D2.His.5.3-5.** Explain connections among historical contexts and people's perspectives at the time.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

- **D3.1.3-5.** Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
- **D3.3.3-5.** Identify evidence that draws information from multiple sources in response to compelling questions.

Preparation:

Review the power point and determine if you will use one of the follow-up activities. If you plan to use a follow-up activity, you can begin to lay the foundation as you lead students through the power point. You will need to do some preliminary research into Rosenwald schools or other buildings on the National Register of Historic Places in your community for Optional Activity 2.

Materials:

Make copies of the handouts as needed.

For each student:

- *An Education for Our Children* Word Bank
- *An Education for Our Children* Word Match
- *An Education for Our Children* Writing Prompt
- *Written_Document_Analysis_NARA*
- *Photograph Analysis Worksheet*

Optional Follow-up Handouts

- *Guide to Interviews*
- *Interview Web*
- *Documentation of an Historic Building*

Introduction: Uncover Prior Knowledge

- Ask students to share what they know about segregation.
- Ask them to share what they know about segregated schools.
- If you have not already read Martin Luther King Jr.'s *I Have a Dream* speech, read it (or at least an excerpt) and lead a discussion of the vision he expressed.
- Ask students why most families want their children to have a good education. What is the value of an education?

Distribute copies of the *An Education for Our Children* Word Bank.

Power Point and Discussion; Discover New Knowledge

- **Slide 5** – Word Bank definition for “corporal punishment”
- **Slide 6** – Explain what a primary resource is and why primary resources are important. Word Bank definitions for “primary resource” and “chattel.” Distribute the *Written_Document_Analysis_NARA* and complete it together.
- **Slide 10** - Word Bank definition for “abolitionist.”
- **Slide 13** – Ask students to identify three reasons that African American schools were inferior to White schools during segregation.
- **Slide 14** - Word Bank definition for “philanthropist”
- **Slide 19** – Ask students why it is sometimes important to hear people telling their story in their own words. Word bank definition for “oral history.”
- **Slide 17** – Distribute *Photograph Analysis Worksheet* and complete together
- **Slide 21** - Word Bank definition for “commute.”
- **Slide 23** – Ask students to describe three things that they have in their school that the students in Jefferson Jacob School did not have.
- **Slide 24** - Word Bank definition for “advocate.”
- **Slide 25** - Word Bank definition for “legacy.”
- **Slide 26** - Word Bank definition for “National Register of Historic Place”
- **Slide 27** - Word Bank definition for “preserve.”
- **Slide 28** – Ask students what makes someone a leader. Do they know anyone that is a leader?
- **Slide 29** - Word Bank definition for “impact.”
- **Slides # 30 and 31** – Allow time for students to reflect on/apply their new knowledge to their local community. Use this as an opportunity for **reflection/formative assessment** of the class as a whole. You may elect to keep notes on the participation of individual students. If you plan to do one of the optional follow-up activities, introduce it at this time, distributing the appropriate handout.

Assessment:

- As noted, use the reflection discussion on slides 46-48 as formative assessment for the class or for individual.

- Use the *An Education for Our Children* Word Match to assess vocabulary comprehension.
- Use the *An Education for Our Children* Writing Prompts to assess concept comprehension. These can be used as exit slips or as prompts for short essays.

Optional Follow-up Activities: Applying Knowledge, Local Connections

Optional Activity 1

If possible, arrange to have someone visit the class that could be considered a local leader so that you can model the interview process. Also consider people in the school or in the community who might be willing to have students interview them. You can also decide to have students work in small groups instead of individually so that several students can share one person to interview.

- Ask students to recall the leaders introduced in the power point presentation. What did each one do?
- Ask what it is that makes a person a leader.
- Ask if they know anyone they consider a leader. Encourage them to consider local leaders, people they know, rather than famous people they have read about. Emphasize the point that everyday people can make a difference in their communities in large and small ways.
- Ask how the information in the power point was presented. Guide them to recall that there were photographs and clips from oral history interviews.
- Distribute the Guide to Interviews handout and discuss it.
- Discuss the process of interviewing someone. If you have been able to arrange a guest visitor to the classroom, model the process of interviewing, inviting your students to ask questions and take notes.
- Ask students if they know someone they might interview. Share the list of people who have volunteered to be interviewed.
- Practice interview skills in the classroom by having students interview one another.
- Help students create a list of interview questions. Use the interview web to help them think of questions that start with each of the interrogatory words (who, what, when, where, why, and how).
- Discuss the importance of taking notes or recording the interview. Many students will have access to recording devices, but others will not.
- Optional: Talk about how photographs can help to tell a story and create interest. Talk about different ways that students might be able to take photos.
- You can decide if you want students to write reports on the person they interview, present an oral report, or create a power point or other media presentation.

Optional Activity 2

You might want to check the attached Partial List of Rosenwald Schools in Kentucky to see if a Rosenwald School has been identified in your community. You could also check the websites below to see if there other historic buildings in your community.

Consider inviting someone from the local historical society or tourism office to come into class and talk to students about any historic buildings in the community. Consider inviting someone from the county clerk's office to talk about deeds and other documentation of properties.

- Ask students to recall what they learned about the National Register of Historic Places in their word bank.
- Ask students to recall the historic building that was identified in the Harrods Creek community (Jefferson Jacob School).
- Ask what they remember of the history and stories related to the school.
- Ask why the local community felt the school was an important building to preserve.
- Share information you have discovered using one of the websites below or information obtained from your local historical society or tourism office.
- Ask if students are they are aware of other historical buildings in your community.
- Distribute *Documentation of an Historic Building* and discuss all the terms. You might make a whole class project of documenting one building, possibly with a field trip to the site. Or you may elect to make it a small group assignment and have each team select a building that they can visit on their own. You can assign specific components to individual students or teams or work on the project together. You could also have students collect oral histories by interviewing people who are familiar with or have used or owned the building. You could have the class or teams develop a presentation that they could make to your site based council, PTA, school board, historic society, or other group. The presentation could be electronic/oral or visual/oral using enlarged photographs or story boards.

Helpful websites for Optional Activity 2 are:

- http://www.kentuckytourism.com/things_to_do/history_heritage/historic_sites.aspx - searchable database of historic sites in Kentucky
- <http://www.nationalregisterofhistoricplaces.com/KY/state.html> List of sites included in the National Register of Historic Sites in Kentucky, searchable by county
- <http://www.signsofhistory.com/kentucky/kentucky.htm> This project lists Kentucky's historical markers by county. The project also posts pictures of the markers as they are provided by participating schools, historical groups, and individuals.
- <http://www.ket.org/kentuckylife/topics/kentucky-historical-markers.html> Videos from Kentucky Educational Television related to selected historical markers.
- <http://heritage.ky.gov/kas/kyarchynew/Site+Profiles.htm> Site profiles for selected archaeological and historic sites from different time periods

Also check with your local historical society and local tourism offices for materials.