

## Part I: Thematic Primary Source Set

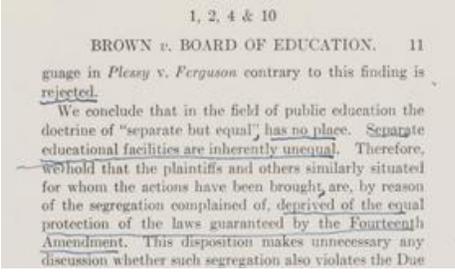
**Topic/Big Idea:** What impact did Civil Rights (segregation) have on the current education system?

**Grade Level and Subject Area:** 7/8 AVID

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Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
<p style="text-align: center;"><b>EXAMPLE</b></p> 	<p><b>EXAMPLE</b></p> <p>Title: The looking glass for 1787. A house divided against itself cannot stand. Mat. chap. 13th verse 26            Creator(s): Doolittle, Amos, 1754-1832, engraver            Date Created/Published: [New Haven]: 1787.</p> <p><a href="http://www.loc.gov/pictures/item/2008661778/">http://www.loc.gov/pictures/item/2008661778/</a></p>
	<p><b>Title:</b> African American students arriving without incident at Van Buren High School, Little Rock, Arkansas  <b>Creator(s):</b> Bledsoe, John T., photographer  <b>Date Created/Published:</b> 1958 Sept.</p> <p><a href="http://www.loc.gov/pictures/item/2003673955/">http://www.loc.gov/pictures/item/2003673955/</a></p>
	<p><b>Title:</b> Escorted by Federal troops, "Little Rock nine" enter front door of Central High School  <b>Date Created/Published:</b> 1958 Jan.</p> <p><a href="http://www.loc.gov/pictures/item/2002715023/">http://www.loc.gov/pictures/item/2002715023/</a></p>
	<p><b>Title:</b> Brave Hearts: Remembering the Little Rock Nine  <b>Creator:</b> Miller, Francis  <b>Date Created:</b> Time&amp; Life Pictures (Getty Images): 1957</p> <p><a href="http://life.time.com/history/little-rock-nine-1957-photos/">http://life.time.com/history/little-rock-nine-1957-photos/</a></p>

	<p><b>Title:</b> Little Rock, 1959. Mob marching from capitol to Central High / [JTB].</p> <p><b>Creator(s):</b> <u>Bledsoe, John T.</u>, photographer</p> <p><b>Date Created/Published:</b> 1959 Aug. 20.</p> <p><a href="http://www.loc.gov/pictures/item/2003654358/">http://www.loc.gov/pictures/item/2003654358/</a></p>
	<p><b>Title:</b> Chief Justice Earl Warren's reading Copy of Brown opinion</p> <p><b>Creator:</b> Earl Warren ( Earl Warren Papers)</p> <p><b>Date Created:</b> 1954 May 17</p> <p><a href="http://www.loc.gov/exhibits/civil-rights-act/civil-rights-era.html#obj084">http://www.loc.gov/exhibits/civil-rights-act/civil-rights-era.html#obj084</a></p>

## Part II: Classroom Activity Plan

### Essential/Investigative Question:

How did the segregation of schools and civil rights impact the current educational system?

### Objective(s):

Explain the roles of young people in the fight for civil rights in education and evaluate the impact civil disobedience has had on the current educational structure.

### Standard(s) Addressed:

**Content Standard 3.0** Students will develop proficiency in “Writing to Learn” across the curriculum.

**Content Standard 5.0** Students will be proficient in using “The Writing Process” in core classes in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence, and conclusions.

**Content Standard 6.2** Students are able to identify and analyze the basic facts and ideas in informational materials.

**Content Standard 7.0** Students are able to evaluate the content of oral communications and deliver focused, coherent, presentations that convey a clear interpretation of ideas and unity in relation to purpose and audience.



**Collaboration-** Engage in dialogue within a large, teacher-supported group discussion, to gain a deeper understanding of the topic discussed and the process used.

**Inquiry-** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.

**Reading-** Summarize informational text.

**Procedure:**

1. Whole Group-Students will be given a copy of the 14<sup>th</sup> Amendment, and it will be displayed on the SMART board. We will read the Amendment and discuss what it means and the impact it had on people.
2. The case of Barbara Johns and Moton High School Farmville, VA will be introduced and then Brown vs. Board of Education. (Using Witnesses to Freedom books). **Cornell Notes will be taken.**
3. A short video will be shown to give the students a visual representation of the connection between the cases and the 14<sup>th</sup> Amendment. **Cornell notes will be taken.**
4. Answer Questions based on reading and video:
  - What is civil disobedience?
  - What caused the students, Barbara Johns in particular, to consider civil disobedience?
  - What are some earlier examples of civil disobedience in the United States?
  - What would cause you to do what Barbara Johns or the Little Rock Nine did?
5. Small Group- Discuss with a partner: Any background information they may have about the primary source photos. Then analyze the photos in more detail. What do you notice about the people in the photo? Who is in the picture? How do you imagine they feel? What do you think is going on? How do you feel when you look at these photos?  
**Cornell Notes will be taken.**
6. Whole Group- Share out analysis of photographs and their relation to Brown vs. Board and the 14<sup>th</sup> Amendment. **Cornell Notes will be taken.**
7. Students will write a reflective 5-paragraph essay about the information viewed, read, and analyzed and how it impacts their ability to attend school and receive an education in 2015.
  - The essay should include:
    - An introduction
    - 3 body paragraphs
    - Text supported evidence (Cornell Notes from primary sources, video, reading, class discussion)
    - Conclusion
    - Reflect on the 14<sup>th</sup> Amendment and its connection to Brown vs. Board
    - What role did youth have in the segregation of schools?

