



Birmingham Civil Rights Institute Curriculum and Lesson Plans

A Change of Heart

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Overview:

Malcolm X is well-known for his extreme *prejudice* against White Americans. While other Civil Rights leaders called for *integration* during the 1960's, Malcolm X called for the separation of the races. However, many people don't realize that after his trip to the Middle East, Malcolm X apologized for all the negative things he said against White Americans and other Civil Rights leaders. Before he died, Malcolm X *recanted* his racist beliefs and asked for forgiveness from the people whom he had offended.

The goal of this lesson is for students to understand that people who previously have held prejudiced beliefs can have a change of heart. When they do, students can use forgiveness as a bridge from separation to unity.

New Words:

- *Prejudice*: unfriendly feelings directed against an individual, a group, or a race
- *Integrate*: to form or unite into a whole
- *Recant*: to take back publicly an opinion or belief

Grade Level:

Upper Grades

Primary Learning Objective(s)

- Students will engage their feelings about race prejudice.
- Students will evaluate the effectiveness of forgiveness as a bridge from separation to unity.
- Students will compare/contrast their desire to receive forgiveness to their willingness to forgive others.
- Students will utilize writing as a tool to reflect on their past experiences.
- Students will identify key vocabulary terms (prejudice, integrate, recant).

Approximate Duration of Lesson:

50-60 min.

Materials and Equipment Needed:

Paper, pens, reading excerpts from Malcolm X

Background/Preparation

IMPORTANT: Before assigning students to write paragraphs, teachers should emphasize to students that they may share their writings with the class, *so they shouldn't get too personal*.

Teachers should be prepared for certain students' perspectives that race prejudice is directed only from Whites to African Americans; they will not have considered that anyone from any race, culture, ethnicity, religion, etc., can be prejudiced against another group.

Procedures/Activities

- The lesson will begin with the following question: *should racist groups, such as the Nazis (murdered millions of Jewish people during the Holocaust) and the Ku Klux Klan (murdered thousands, perhaps millions, of African Americans during Reconstruction), be forgiven for their actions?*
- Students will write one fully developed paragraph in response to the question.
- Next, students will respond to the following prompt: *describe a time in which you did something to hurt someone, and you wanted that individual to forgive you*. Students should be informed that they may share their writing with the class, so they should choose a topic that is not too personal.
- Students will write one fully developed paragraph in response to the question.
- The teacher will then ask the students to return to the original question about the Nazis and the Ku Klux Klan. The teacher can guide the students in the following manner: "Now that you've written about a time when you needed forgiveness, look back at your first paragraph about the Nazis and the Ku Klux Klan. (Pause momentarily) By a show of hands, how many of you still agree with what you wrote? Okay, how many of you would change what you wrote? Why?"
- After the brief discussion, the teacher will instruct the students to put their writings aside. The teacher will distribute the reading excerpts from Malcolm X (one example of his ideas before his conversion and one example of his ideas after his conversion) to the students. A good way to begin this part of the lesson could be, "Can anyone tell me anything about Malcolm X? Who is he? What did he believe?" The teacher can write accurate descriptions of Malcolm X on the board. After compiling a list, the teacher can have the class read the two excerpts aloud.
- The teacher should then provide an opportunity for the students to respond to the readings, and he or she should also introduce the idea of *forgiveness as a bridge from separation to unity*. A good way to delve into this part of the lesson could be the following:
- "What does it mean to truly forgive? [Possible answers: letting go of the past, moving forward, not holding grudges, etc.]
- How can forgiveness take us from being divided to being united? [Possible answer: when we let go of old hurts and pains, we are able to give people another chance. We allow people to grow and mature. We remember our faults, which reminds us to be more forgiving of others' faults.]
- Should people use forgiveness to bring them together?" [Answers will vary.]
- *End of activity*

Assessment Strategies:

- Have students to write a definition for the following vocabulary words: prejudice, integrate, recant.
- Have students to summarize what they learned about Malcolm X.
- Check paragraphs from the two writing prompts for the elements of a fully developed paragraph (i.e., clear topic sentence, supporting sentences, standard grammar and punctuation).

Extension:

Watch excerpts from movie *Malcolm X* (1992) starring Denzel Washington or *YouTube* clips of Malcolm X in order to see his marked differences before and after his trip to the Middle East.

Additional Resources:

Malcolm X (1992), YouTube, library books, Wikipedia.org

SIXTH GRADE

Standard 13. Describe the role of major civil rights leaders and significant events occurring during the modern Civil Rights Movement.

Examples: civil rights leaders—Rosa Parks; Martin Luther King, Jr.; events—Brown versus Board of Education; Montgomery bus boycott; student sit-ins; march on Washington, D.C.; Freedom Rides; Civil Rights Act of 1964; Malcolm X; voter registration efforts; Selma-to-Montgomery march

SEVENTH GRADE

Standard 9. Identify individual and civic responsibilities of citizens of the United States.

Examples: individual—respect for rights of others, self-discipline, negotiation, compromise

Civic—respect for the law, patriotism, participation in the political process

- Describing differences in rights, privileges, duties, and responsibilities between citizens and noncitizens
- Explaining how United States citizenship is acquired
- Interpreting an immigration map
- Identifying character traits that are beneficial to individuals and to the republic of the United States

Examples: honesty, courage, compassion, civility

Standard 11. Describe examples of conflict, cooperation, and interdependence of groups, societies, and nations, using past and current events.

- Tracing the political and social impact of the modern Civil Rights Movement from 1954 to the present, including Alabama's role

ELEVENTH GRADE

Standard 12. Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the March on Washington, and the Freedom Rides.

- Tracing the federal government's involvement in the modern Civil Rights Movement, including the abolition of the poll tax, the desegregation of the armed forces, the nationalization of state militias, *Brown versus Board of Education* in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965
- Explaining contributions of individuals and groups to the modern Civil Rights Movement, including Martin Luther King, Jr.; James Meredith; Medgar Evers; the Southern Christian Leadership Conference (SCLC); the Student Nonviolent Coordinating Committee (SNCC); the Congress of Racial Equality (CORE)
- Identifying people and events in Alabama that influenced the modern Civil Rights Movement, including Rosa Parks, Autherine Lucy, John Patterson, George C. Wallace, Vivian Malone Jones, Fred Shuttlesworth, the Children's March, the Sixteenth Street Baptist Church bombing, and the Selma to Montgomery march
- Describing the development of a Black Power movement, including the change in focus of the SNCC, the rise of Malcolm X, and Stokely Carmichael and the Black Panther movement
- Describing the economic impact of African-American entrepreneurs on the modern Civil Rights Movement, Examples: S. B. Fuller and A. G. Gaston.

Course of Study for English Language Arts: Appendix D

Reading Standards for Literacy in History/Social Studies 6-12

The BCRI Permanent Galleries have a large selection of primary and secondary sources, as well as artifacts, which students can use to meet Reading Standards for Literacy in History. Lesson plans can give the students assignments before their tour defining information to be examined and analyzed during and after the tour to meet these standards. Lesson plans will often also include historical fiction literature, other literature, and informational texts which a tour at BCRI will complement. These lesson plans would then meet standards in addition to the ones mentioned below. The portions of the standards in braces {} would need text to be analyzed in addition to what students see on their BCRI tour to wholly meet the standard.

Key Ideas and Details

Standard 1.

Grades 6-8. Cite specific textual evidence to support analysis of primary and secondary sources.

Grades 9-10. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Grades 11-12. Cite specific textual evidence to support analysis of primary and secondary sources, {connecting insights gained from specific details to an understanding of the text as a whole.}

Standard 2.

Grades 6-8. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Grades 9-10. Determine the central ideas or information of a primary or secondary source; {provide an accurate summary of how key events or ideas develop over the course of the text.}

Grades 11-12. Determine the central ideas or information of a primary or secondary source; {provide an accurate summary that makes clear the relationships among the key details and ideas.}

Craft and Structure

Standard 4.

Grades 6-8. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Grades 9-10. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

Grades 11-12. Determine the meaning of words and phrases as they are used in a text, { including analyzing how an author uses and refines the meaning of a key term over the course of a text. }

Integration of Knowledge and Ideas

Standard 7.

Grades 6-8. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Grades 9-10. Integrate visual information (e.g., in charts).

Grades 11-12. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Standard 9.

Grades 6-8. Analyze the relationship between a primary and secondary source on the same topic.

Grades 9-10. Compare and contrast treatments of the same topic in several primary and secondary sources.

Grades 11-12. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.



Birmingham Civil Rights Institute Lesson Plan-Standards

A CHANGE OF HEART

College and Career Readiness Anchor Standards for Writing

Lesson Plans can include a research project which includes a tour of the BCRI Permanent Galleries to meet Standard 9 below and can be used in conjunction with others sources to meet Standards 7 and 8 below. Lesson Plans can have writing assignments based on research conducted during the tour to meet additional Writing Standards as well.

Research to Build and Present Knowledge

Standard 7.

Grades 6-8. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Grades 9-10. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Grades 11-12. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Standard 8.

Grades 6-8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Grades 9-10. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Grades 11-12. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Standard 9.

Grades 6-8. Draw evidence from informational texts to support analysis, reflection, and research.

Grades 9-10. Draw evidence from informational texts to support analysis, reflection, and research.

Grades 11-12. Draw evidence from informational texts to support analysis, reflection, and research.

Course of Study for English Language Arts

A tour of the BCRI Permanent Galleries directly satisfies many Social Studies Course of Study and Reading Standards for Literacy in History/Social Studies 6-12. Lesson plans will often also include historical fiction literature, other literature, and informational texts which a tour at BCRI will complement. Lesson plans could also include writing assignments, discussions, presentations, and vocabulary to be mastered. These lesson plans could then meet English Language Arts standards in any strand of the Reading, Writing, Speaking and Listening, and Language standards.

Grade 11

Note that the Grade 11 Reading Standards for Informational Text mentions Dr. Martin Luther King Jr.'s "Letter from a Birmingham Jail". You might to combine a study of that letter with a tour of the BCRI Permanent Galleries to better understand the historical events related to that letter and to see the bars of the actual jail cell and to hear Dr. Martin Luther King Jr. reading the letter.

[RI.11.9] Analyze seminal United States documents of historical and literary significance (e.g., Roosevelt's "Four Freedoms" speech, King's "Letter from a Birmingham Jail"), including how they address related themes and concepts.