

Shirley Chisholm
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Overview

Students will examine the life and contributions of Shirley Chisholm. Born in New York City in 1924, Shirley Chisholm became the first black congresswoman and for seven terms represented New York State in the House. She ran for the Democratic nomination for president in 1972. Throughout her political career Chisholm fought for education opportunities and social justice. She left congress in 1983 to teach and lecture. She died in 2005.

New Words

Politics, government, bipartisan, caucus, checks and balances, filibuster, democrat, republican, bill, legislation

Grade Level

Middle Grades

Primary Learning Objectives

- Students will learn about the life and accomplishments of an important civil rights leader
- Students will explore some of the social issues that the U.S. grappled with during the 1960s and 1970s
- Students will increase their awareness of issues of prejudice and discrimination, and deepen their thinking about responses to bigotry

Approximate Duration of Lesson

Three day lesson

Materials and Equipment Needed

Computers with Internet access, Online articles, handouts and biographies if available, otherwise, they can be printed out and passed out to students.

Background/Preparation

The teacher should read the research collected on Shirley Chisholm. The teacher will gather the online articles, handouts and biographies and make copies in preparation for the lesson.

Procedures/Activities

Day One:

- Use the organizer located at the end of this lesson to brainstorm powerful women in your community. Describe their mission and philosophy in your community..
- The students could also create their own rain cloud web maps to further examine the work of Shirley Chisholm. They would do this by drawing a raincloud to represent the main ideas of Shirley Chisholm and inside each raindrop drawn; they can write a word that could represent her character. The teacher will show a picture of Shirley Chisholm and have student to each generate one word to describe her demeanor or traits.

Day Two:

- After reading the biography listed below about Shirley Chisholm, each participant picks a passage that stands out to him or her. (It is helpful to pick a couple of back-up passages so that participants do not duplicate passages.)
- Participants are put into groups of four. For three minutes, the first participant shares his/her passage with the group and explains in what way that part of the article seemed significant.
- Following that, each member of the group has one minute to comment on the passage or on the comments the first person made about the passage.
- Following that sharing by the other three group members, the person who originally shared the passage has one minute to share any follow up or reaction to what has been shared. The process is then repeated with each person in the group sharing his/her passage, followed by the individual responses. Each round should take about eight minutes with four in a group.
- The article can be found at <http://www.notablebiographies.com/Ch-Co/Chisholm-Shirley.html>

Day Three:

Assessment Strategies

- The student will draw a three-column graph of a sheet of paper with each column labeled KWS at the top of each column or students can complete the KWS chart found at the end of this lesson. They will plan the next set of research objectives on the policies created or support by Shirley Chisholm while in office.

Extension

Quotable Quotes

Students will choose a quote and paraphrase it. They will post the original quotes and the paraphrases around the room and participate in a gallery walk to view all quotes and paraphrases. They can use the following source for quotes:

<http://womenshistory.about.com/od/quotes/a/shirleychisholm.htm>

Additional Resources

Shirley Chisholm Quotes

<http://womenshistory.about.com/od/quotes/a/shirleychisholm.htm>

References:

Wikipedia Research on Shirley Chisholm

http://en.wikipedia.org/wiki/Shirley_Chisholm

The Biography of Shirley Chisholm

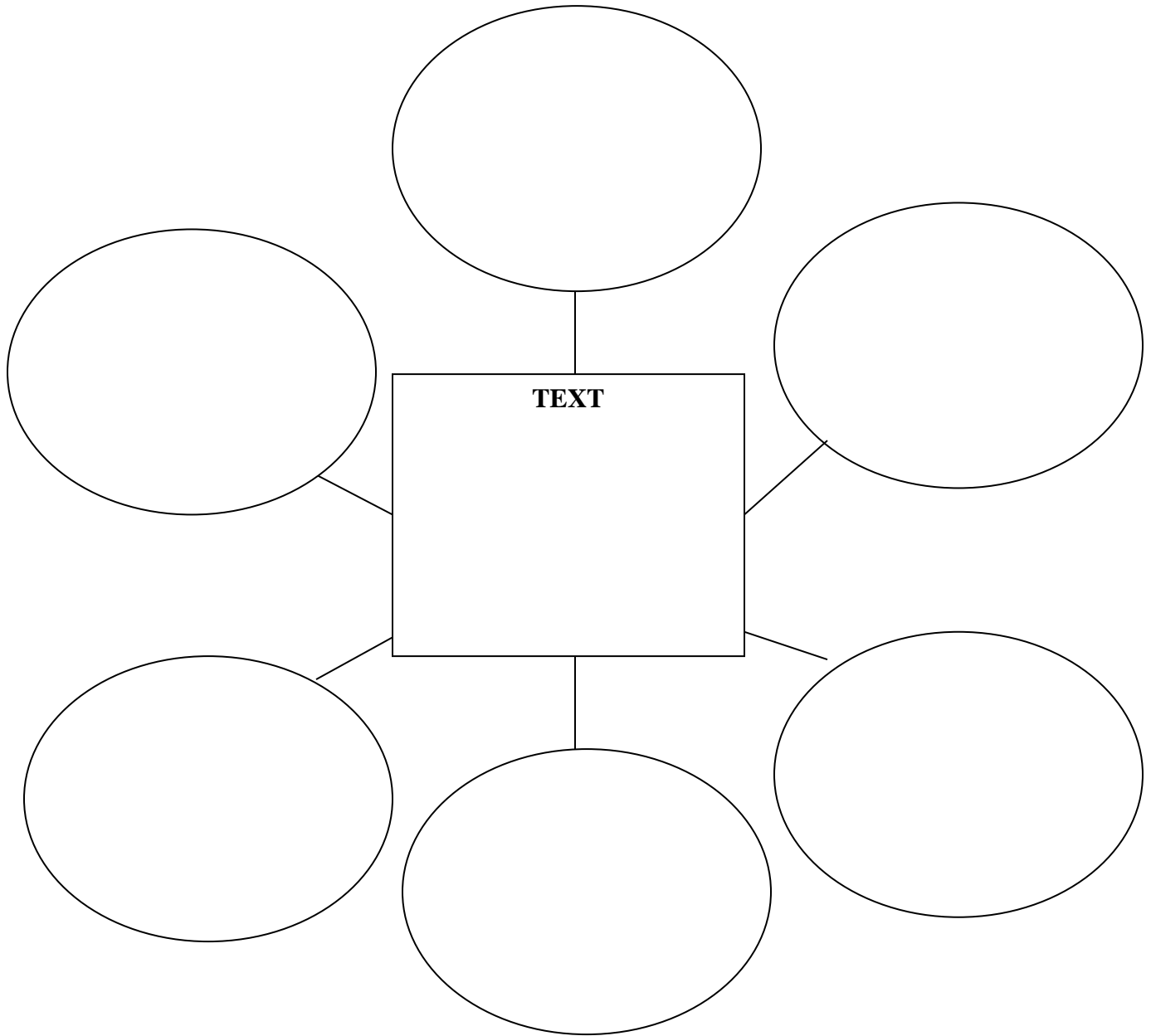
<http://www.biography.com/people/shirley-chisholm-9247015>

The Notable Biography of Shirley Chisholm

<http://www.notablebiographies.com/Ch-Co/Chisholm-Shirley.html>

Cluster/Word Web

Write details about your topic in the circles.



Adapted From: http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf

KWS Chart

Add details to each column.

TOPIC:		
What I <u>KNOW</u>	What I <u>WANT</u> to Learn	Possible <u>SOURCES</u>

Adapted from: <http://www.eduplace.com/graphicorganizer/pdf/kws.pdf>

Social Studies Course of Study Standards

FOURTH GRADE

Standard 14. Describe the social, political, and economic impact of the modern Civil Rights Movement on Alabama.

- Identifying important people and events of the modern Civil Rights Movement

Examples: people—Martin Luther King, Jr., George C. Wallace, Rosa Parks; events—Montgomery bus boycott, Birmingham church bombing, Selma-to-Montgomery march

- Identifying benefits of the 1964 Civil Rights Act and the 1965 Voting Rights Act

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 – Citizenship

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. *Extension to consider the impact.*

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, 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), and 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, 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 impact of African-American entrepreneurs on the modern Civil Rights Movement Examples: S. B. Fuller, A. G. Gaston

English Language Arts Course of Study - Appendix D:

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

Integration of Knowledge and Ideas

Standard 7. *Integration of information from Walking Tour, sculptures, and original photographs.*

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.

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

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.

English Language Arts Course of Study

Speaking and Listening Standards

Comprehension and Collaboration

[SL.6-12.1] Engage [initiate and participate – grades 9-12] effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade-level topics, texts, and issues*, building on others' ideas and expressing their own clearly.

Information from Walking Tour, sculptures, and original photographs.

[SL.6.2] Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

[SL.7.2] Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. *With extensions to lesson plan.*

[SL.8.2.] Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. *With extensions to lesson plan.*

[SL.9-12.2] Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), [in order to make informed decisions and solve problems, - grades 11-12] evaluating the credibility and accuracy of each source [and noting any discrepancies among the data – grades 11-12]. *With extensions to lesson plan.*

Language Standards

Vocabulary Acquisition and Use

[L.6-8.6]. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.