

THE UNEQUAL RACE

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Overview

A history of unequal access and opportunities fueled community leaders to step forward and fight for civil rights on behalf of an oppressed people. This lesson attempts to illustrate the obstacles African Americans have faced for generations and how they have fought to overcome, catch up and push forward.

Grade Level

Adaptable for All Grade Levels

Primary Learning Objectives

- The students will recall laws and events that set the stage for the Civil Rights Movement.
- The students will identify the obstacles that stood in the way of CRM activists.
- The students will describe ways in which CRM activists overcame the barriers.
- The students will illustrate how African Americans have (are) pushing past the struggle.

Approximate Duration of Lesson

One class period.

Materials and Equipment Needed

Computer, Internet, Chart Paper or White/Chalk Board, Art Supplies

Teacher Preparation

Teachers should locate a copy of “The Unequal Opportunity Race” on Youtube at <http://www.youtube.com/watch?v=eBb5TgOXgNY&list=PL72A0512EC7064681&index=69> If the video is unavailable, the teacher should find a story book (a suggested list can be found at the end of this lesson under the “Resources” heading. These books may be in your school or community library). Teachers can also prepare their own narrative description of the struggles African Americans faced in the United States during the Jim Crow Era. The teacher should also prepare comic strip paper by cutting pieces of regular 8.5x11” computer paper in half length wise.

Procedures/Activities

- On a piece of chart paper or on the board, prepare three separate headings: BEFORE, DURING, AFTER.
- Ask students to recall how African Americans were treated in the United States during the 1950s and 1960s. Write their responses under the “Before” heading.
- Next, ask students to describe ways in which Civil Rights activists were treated “During” the Movement; record their responses under the corresponding heading.
- Now, ask students to think of ways in which African Americans have overcome (or ARE overcoming) past discriminations. Encourage students to discuss specific examples of the progress.
- If you were able to access the “Unequal Opportunity Race” video, share that with students at this point. If you are choosing to read a story instead, this would be the time.

- After you have watched the video or read the story, allow students to respond. Prompt the discussion with questions like: “How did that make you feel?” “Did you learn anything new?” “Was everyone treated fair and just?” “Why or why not?” “How should one respond to unjust treatment?”
- Point out to students that the video (or story) has an undetermined ending. Much like, “To be continued.” Tell students that their next task is to illustrate the next chapter. Decide on a scenario, a situation...it could be based on someone they know within their own family who lived through the Civil Rights Era or perhaps based on the life of a Civil Rights icon that they have already learned about in a previous lesson. Their next chapter illustration could also be fact based fiction, meaning they make up a story based on where they know African Americans are today with greater opportunities for success.
- Let students decide if they want to illustrate a single picture on a whole sheet of paper, or perhaps they want to create a comic strip or a film strip to continue the movie. Distribute art supplies to students. Based on the type of image they want to create, hand them whole sheets of paper or strips of paper.
- Be sure to walk around the room and observe students as they work. If anyone seems at a loss, have them review the notes taken during the brainstorming session on the chart paper or board. Ask them to talk about professional African Americans that they know of in person or from television or film. It could be a banker, lawyer, doctor, chef; or perhaps a news anchor, athlete, movie star or music mogul. Help students make the connection between what it took to achieve certain goals during the Jim Crow Era, versus achieving certain goals today.

Assessment Strategies

- Students should receive participation points for engaging in the whole group discussion. They should receive credit for their art work based on conception of their illustration, as well as the time and effort they put into the work. Students should not be graded on their artistic abilities as long as they put forth a genuine effort to complete the task.

Extension

Students can create an “I Am Poem” based on the life of an African American that lived during the Civil Rights Movement, focusing on what they must have felt during the hard struggles and what they must have dreamed life could one day be. To create their poem, the students should write the following phrases in a list format:

I Am Poem

- | | |
|-----------------|---------------------------------------|
| I am _____ | (Two special characteristics) |
| I wonder _____ | (Something you are curious about) |
| I hear _____ | (An imaginary sound) |
| I see _____ | (An imaginary sight) |
| I want _____ | (A desire you have) |
| I am _____ | (The first line of the poem repeated) |
| I pretend _____ | (Something you pretend to do) |
| I feel _____ | (A feeling about something imaginary) |
| I touch _____ | (An imaginary touch) |
| I worry _____ | (Something that bothers you) |

I cry _____ (Something that makes you sad)
I am _____ (The first line of the poem repeated)
I understand _____ (Something you know is true)
I say _____ (Something you believe in)
I dream _____ (Something you dream about)
I try _____ (Something you make an effort on)
I hope _____ (Something you hope for)
I am _____ (The first line of the poem repeated)

Additional Resources:

Remember: The Journey to School Integration by Toni Morrison

A Dream of Freedom: The Civil Rights Movement from 1954 to 1968 By Diane McWhorter

The Civil Rights Movement by Peter B. Levey

The Civil Rights Movement for Kids by Mary C. Truck

Women of the Civil Rights Movement: Trailblazers and Torchbearers 1941-1965 by Vicki L. Crawford, Jacqueline Anne Rouse, and Barbara Woods, editors

Oh, Freedom! Kids Talk About the Civil Rights Movement With the People Who Made it Happen. by Linda Barrett Osborne

Online Resources:

WayBack - Stand Up For Your Rights:

<http://pbskids.org/wayback/civilrights/index.html>

African American World - Race and Society:

<http://www.pbs.org/wnet/aaworld/society/index.html>

Civil Rights Movement Veterans:

<http://www.crmvet.org/>

Top 8 Children's Books about African American Freedom Fighters:

<http://childrensbooks.about.com/cs/culturalafrican/tp/africanamerica.htm>

African-American Bibliography Books for Children:

<http://falcon.jmu.edu/~ramseyil/mulafro.htm>

Books for Black History Month:

<http://www.familyeducation.com/article/0,1120,1-12145,00.html>

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.