

Cobblestone

UNSUNG HEROES OF THE CIVIL RIGHTS MOVEMENT

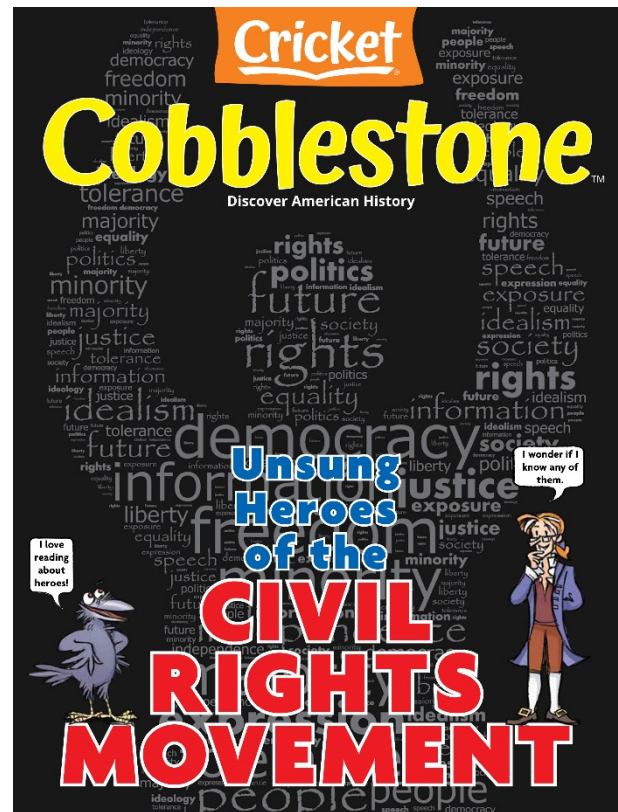
In this issue, students dive into the American Civil Rights Movement of the 20th century. Inspire them to learn about the heroes who helped to ensure the rights of all Americans, particularly African-Americans, were protected.

CONVERSATION QUESTION

How did individuals contribute to the success of the American Civil Rights Movement?

TEACHING OBJECTIVES

- Students will learn about the American Civil Rights Movement.
- Students will analyze connections among events and developments in broader historical contexts.
- Students will explain how a democracy depends on people's responsible participation.
- Students will generate questions about individuals and groups who have shaped significant historical changes.
- Students will create a timeline.
- Students will write an ode.
- Students will give a presentation.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Pivotal Moments**
Expository Nonfiction, ~1300L
- **Little Rock Nine**
Expository Nonfiction, ~900L
- **Greensboro Four**
Expository Nonfiction, ~900L

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Pivotal Moments

pp. 4–5, Expository Nonfiction

Explore some of the key events in the long road taken by those fighting for civil rights in America.



ENGAGE

Conversation Question: How did individuals contribute to the success of the American Civil Rights Movement?

Have students recall what they know about the American Civil Rights Movement. Why did it start? What were its aims? Explain that in this article, they'll learn about some of the events that had a major impact on the fight for civil rights in America.

INTRODUCE VOCABULARY

Write the following sentences on the board. Then, ask students to decide which words from the vocabulary list should be used to complete the sentence.

- Being _____ was an act of _____.
- _____ prevents individuals from being able to realize their _____, or right to fully and equally participate in society.

OBJECTIVES

- Students will learn about the American Civil Rights Movement.
- Students will analyze connections among events and developments in broader historical contexts.
- Students will create a timeline.

KEY VOCABULARY

- **segregated (p. 4)** set apart, separated, or isolated from another, typically by religious or racial characteristics
- **civil rights (p. 4)** a group of rights that protect individuals' freedom and ensure one can participate in the civil and political life of society
- **discrimination (p. 4)** the unjust or prejudicial treatment of categories of people, especially on the grounds of race, age, or sex

READ & DISCUSS

Read the article with a partner, and then use these prompts for discussion:

- How did the idea of “separate but equal” allow states to continue discriminatory practices?
- What were some of the methods used by African-Americans to fight for their civil rights?
- What role did the philosophy of non-violence play in the American Civil Rights Movement?

CONCEPT/SKILL FOCUS: Analyze Connections

INSTRUCT: Note that most of the events mentioned in the article took place during the 20th century. Tell students they will be using clues from the article to make statements about the broader historical context of racism and discrimination in 20th century America. Define historical context as a *set of beliefs, understandings, and ideas that are used to interpret a relatively long period of time.*

ASSESS: Instruct students to identify key beliefs, understandings, and ideas about race and society present in 20th century American society. Remind them they may have to infer based on evidence given in the article. When students have finished their work, have them share their findings with the rest of the class in the form of statements about racism in 20th century America.

EXTEND

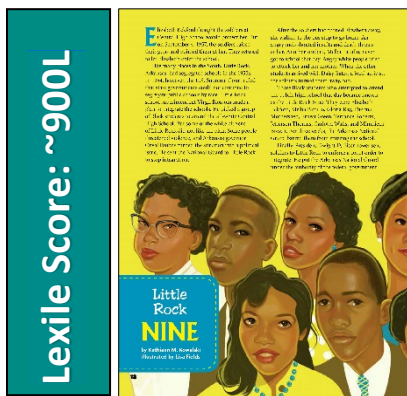
Social Studies Have students use the information in the text to create an annotated timeline of major events in the American Civil Rights Movement. Make sure they enter all key dates from the article and provide at least two sentences that identify the other four W's for that date (who, what, why, where).

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Little Rock Nine

pp. 18-19, Expository Nonfiction

Learn about the challenges faced by African-Americans in securing the right to attend integrated public schools.



ENGAGE

Conversation Question: How did individuals contribute to the success of the American Civil Rights Movement?

Ask students how they would conduct a vote to decide who would serve as the leader of the classroom. Most likely, students will suggest electing the person who wins the majority of the vote. Then, suggest that the class if first divided into different sized groups (i.e., states) and that each group has one individual elector per three students. Ask students how they feel about the differences between the methods.

INTRODUCE VOCABULARY

Define each word with students. Then, arrange students in small groups and have them practice using both words in a single sentence. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

Read the article with a partner, and then use these prompts for discussion:

- What was the relationship between the 1954 Supreme Court ruling and the Little Rock Nine?
- How did state politicians attempt to prevent racial integration of the public school system in Arkansas?
- What were the effects of President Eisenhower's decision to take control of the Arkansas National Guard?

CONCEPT/SKILL FOCUS: Explain Causes/Effects

INSTRUCT: Explain that the article mentions several cause-effect relationships. Also explain that some events can be both effects of earlier events and causes of new events. Inform students that they will need to re-read the article with a partner to find these cause-effect relationships.

ASSESS: Instruct students to use the graphic organizer to record information about different cause-effect relationships mentioned in the article, including the causes (i.e., reasons for) and effects of each action. The first relationship has been pre-filled. When students have finished their work, have them share another group to ensure proper understanding of these major cause-effect relationships.

EXTEND

English-Language Arts The article discusses the heroic actions of a group of students known as the Little Rock Nine. Explain to students that an ode is a type of poem that typically praises something, such as a person or event. Instruct them to write an ode to the Little Rock Nine, making sure to include mention of at least five details about them given in the article.

RESOURCES

- **Cause and Effect**

OBJECTIVES

- Students will learn about the American Civil Rights Movement.
- Students will explain likely causes and effects of historical events and developments.
- Students will write an ode.

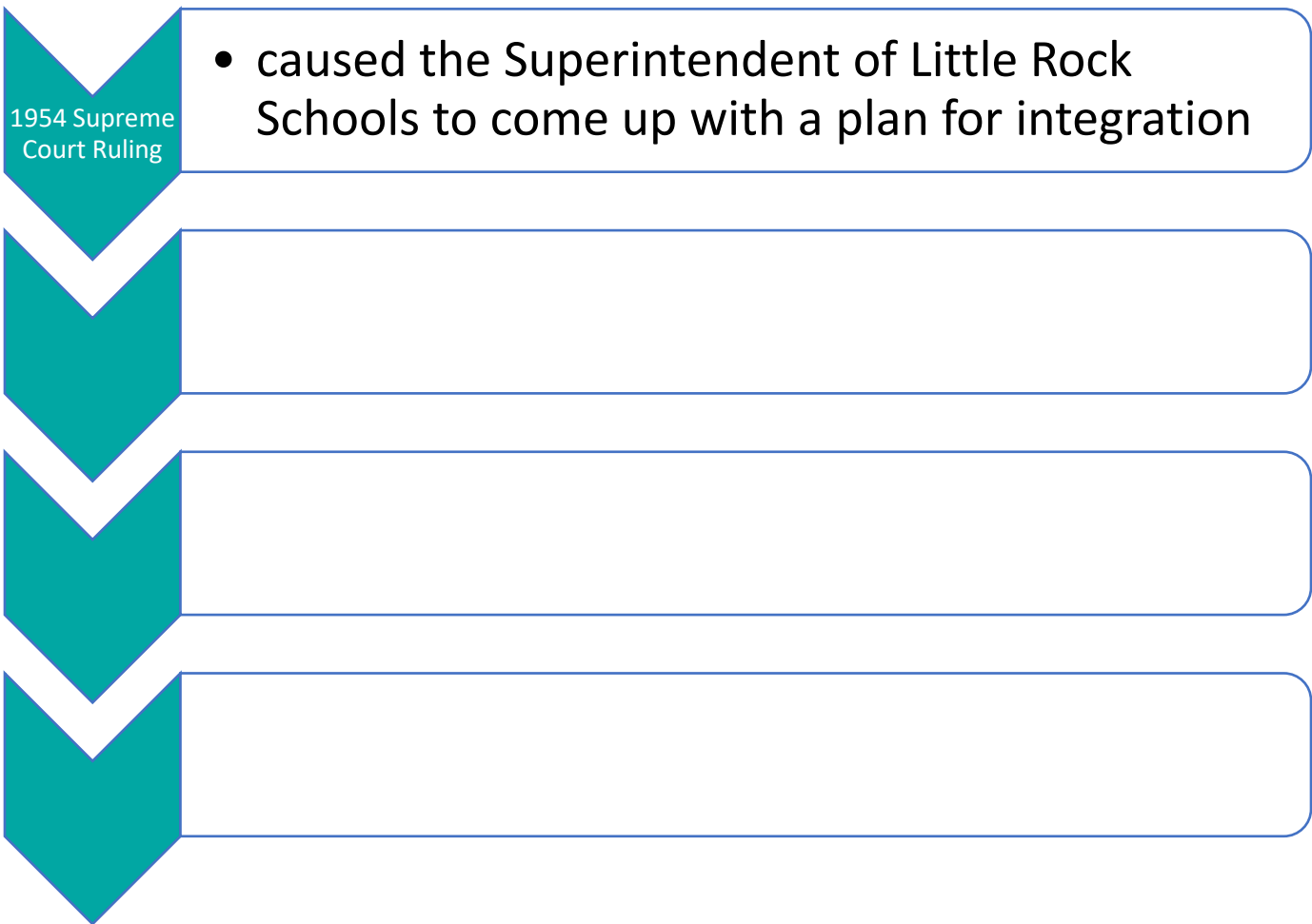
KEY VOCABULARY

- **integrate (p. 18)** to bring people, with particular characteristics or needs, into equal participation in or membership of a social group or institution
- **National Guard (p. 18)** the reserve military force of the United States, maintained by the states but also available for federal use
- **expelled (p. 19)** forced to leave a place or organization and removal of rights or privileges of membership

Name _____

Cause and Effect

One event directly leads to another; this is the simplest version of the “cause-and-effect” relationship. Sometimes, a train of events creates numerous cause-effect relationships, where a singular event can be both an effect of a previous one and a cause of another. Complete the organizer below based on the cause-effect relationships you notice in the article. Last, write a brief statement that answers the Essential Question: How did individuals contribute to the success of the American Civil Rights Movement?



SUMMARIZE

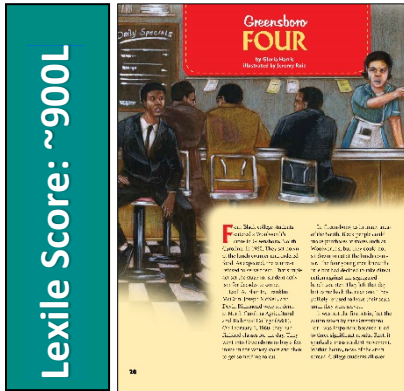
In one to two sentences, summarize how individuals contributed to the success of the American Civil Rights Movement?

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Greensboro Four

pp. 20–21, Expository Nonfiction

Sometimes, a small group of courageous people can ignite an entire social movement.



OBJECTIVES

- Students will learn about the American Civil Rights Movement.
- Students will generate questions about individuals and groups who have shaped significant historical changes.
- Students will give a presentation.

KEY VOCABULARY

- **activism** (p. 20) the policy or action of using vigorous campaigning to bring about political or social change
- **sit-in** (p. 20) a form of protest in which demonstrators occupy a place, refusing to leave until their demands are met
- **mass movement** (p. 20) an organized effort by a large number of people, especially those not forming part of the elite of a given society, to bring about political or social change

ENGAGE

Conversation Question: How did individuals contribute to the success of the American Civil Rights Movement?

Ask students to think about what makes a form of protest effective. Is it what people say, what they do, how they do it, etc.? Solicit students' ideas and then have them share their opinions on the potential pros and cons of different protest methods.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then, ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

READ & DISCUSS

Read the article with a partner, and then use these prompts for discussion:

- What method of protest did the Greensboro Four utilize?
- How did the Greensboro Four's actions spark a mass movement?
- How did the Greensboro Four impact the process of desegregation in the South?

CONCEPT/SKILL FOCUS: Generate Questions

INSTRUCT: Explain to students that individuals can shape significant historical change through their actions. Also explain that history books will often describe the impact of their actions, but sometimes leave details about the individuals to the imagination. Tell them it will be their job to generate questions about the individuals mentioned in the article.

ASSESS: Arrange students in pairs and have each pair work together to create three distinct questions about the Greensboro Four. Hold a class discussion where students evaluate how the answer to each question could shed light on the motivations and thinking of the group known as the Greensboro Four.

EXTEND

Social Studies The article discusses the use of sit-ins as a method of protest by the Greensboro Four and the students they inspired by their actions. Have student groups use print and digital resources to research other methods of protest used during the American Civil Rights Movement (e.g., marches, boycotts, voter registration drives, lawsuits, demonstrations, etc.). Instruct them to gather visual and textual evidence about the effectiveness of the method they chose. Then, have them create a multimedia presentation and share it with the rest of the class.