The Civil Rights Movement

Makayla Woods

Averett University

ED 419: Methods of Teaching History
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Overview of Unit

This unit has been created in partnership with the Danville History Museum. The focus was on The Civil Rights Movement and is tied in with the Civil Rights exhibit at the museum. The idea is that the unit will be completed in the classroom, and then the students will either go on a fieldtrip to the museum to see the exhibit, or specific artifacts from the museum will be brought into the classroom. This is a weeklong unit that contains: five lesson plans with formative assessments, a summative assessment, literature connections, three artifacts, three centers, and a materials list. This unit was created in alignment with the Virginia Standards of Learning. The specific standards that were chosen for this unit were VS.8b, VS.9c, and VS.9d. All lesson plans and assessments were created to center around these three SOL’s but also tie in with the exhibit at the museum.
Literature Connections

White Water
Written by: Michael S. Bandy and Eric Stein
Illustrated by: Shadra Strickland

The Story of Ruby Bridges
Written by: Robert Coles
Illustrated by: George Ford

If You Were a Kid During the Civil Rights Movement
Written by: Gwendolyn Hooks
Illustrated by: Kelly Kennedy
**Materials List**

The Civil Rights Movement Bin will contain enough supplies for twenty students. We ask that if the supplies are used up in your classroom that they be replaced for the future use in another classroom.

- Blank Copy Paper
- Straws
- Construction Paper
- Stapler
- Tape
- Markers
- Clipboards
- The Civil Rights Movement in Danville Timeline (Artifact)
- *If You Were A Kid During the Civil Rights Movement*
- *White Water*
- *The Story of Ruby Bridges*
Lesson Plans

Name: Makayla Woods  Grade: 4th Grade
Subject: Virginia Studies  Date: 04/19/21

**SOL(s): VS.8** The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by
b) identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans; and

<table>
<thead>
<tr>
<th>Materials needed:</th>
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<tbody>
<tr>
<td>Paper</td>
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<tr>
<td>Markers</td>
</tr>
<tr>
<td>White Water (book)</td>
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| Technology: |
| Smart Board |

**Objective(s): ABCD**
The fourth-grade students will identify three effects of segregation and “Jim Crow” laws on African Americans by creating a semantic map: Exit Slip.

**Warm-Up/Opener/Review/Prior Knowledge:** (10 minutes)
Read the students White Water by Michael S. Brandy and Eric Stein.
https://www.youtube.com/watch?v=AFbFnizNQ7g

**Presentation/Activities/Guided/Independent Practice:** (Aligned with curriculum framework!) (30 minutes)

1) Ask the students if they know segregation means. After some answers, write the definition on the board. Also reveal to the students that segregation and discrimination go hand in hand.
Segregation: The separation of people, usually based on race or religion
Discrimination: An unfair difference in the treatment of people

2) Have the students watch the video on “Jim Crow” laws
https://www.youtube.com/watch?v=qDqOJbOSn2c

3) Explain to the students that they will be creating a semantic map to represent the effects of “Jim Crow” laws as well as what segregation and discrimination had an impact on. In the map they will have two big bubbles titled “Jim Crow” laws and effects of segregation. Branching off the main bubbles the students will be asked to have at least three examples of each with an illustration.
   - Jim Crow laws: Segregation:
     - Unfair poll taxes and voting tests
     - Difficulty voting
     - Use of separate poor-quality facilities
     - Separate schools
   - Housing
   - Employment
   - Healthcare
   - Political representation
   - Education

4) Allow the students time to create their semantic map.

5) Explain to the students that after time these people grew tired of the unfair treatment and began to stand up for themselves. The restaurant set up at the museum represents where African Americans went in and protested at a restaurant.

**Closure:** (What knowledge should the student “walk-away” with?) (5 minutes)
The students will identify the effects of segregation on African Americans.
After creating their maps, the students will share with their table partners their maps. The students will be asked to discuss how they would feel if they were a child during these times.
**Assessment:** (Formative Assessment) (5 minutes)
The students will be given a three question Exit Slip.

Exit Slip:

1) Define segregation.
2) Name three things segregation had an impact on.
3) Name two effects of “Jim Crow” laws on African Americans

**Differentiation:** (i.e. Special Education, Gifted, etc.)
- For students who have trouble creating the semantic map, a pre-drawn template can be given to them.
- For students who are on a lower level they can identify just one effect of each.

**Transition:** (If applicable) | **Homework to Assign:** (If applicable)
Name: Makayla Woods
Subject: Virginia Studies
Date: 04/19/21

<table>
<thead>
<tr>
<th>SOL(s): VS.8</th>
<th>Materials needed:</th>
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<tbody>
<tr>
<td>The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by b) identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans; and</td>
<td></td>
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<tr>
<td>Person outline</td>
<td></td>
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<tr>
<td>Markers</td>
<td></td>
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<tr>
<td>Picture of John M. Langston</td>
<td></td>
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<tr>
<td>History Journal</td>
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### Objective(s): ABCD
The fourth-grade students will identify four contributions of John M. Langston by creating a biography cutout: Dipsticks.

### Warm-Up/Opener/Review/Prior Knowledge: (8 minutes)
- Ask the students to write in their history journals about a person who has made a big difference on their life. Someone who could be considered a trailblazer, and who has helped them to succeed.
- Afterwards tell the students that John Mercer Langston was a trailblazer for African Americans before, during, and after the Civil War.

### Presentation/Activities/Guided/Independent Practice: (Aligned with curriculum framework!) (20 minutes)
1) Have the students watch the video on John Mercer Langston
   [https://www.youtube.com/watch?v=Cj_knfKjKKE](https://www.youtube.com/watch?v=Cj_knfKjKKE)
2) After watching the video reiterate the contributions of John M. Langston
   - Free black from Louisa County, VA who was educated in Ohio and became a lawyer in the North
   - Abolitionist who participated in the Underground railroad in Ohio
   - Recruited black volunteers to serve in the Union army during the Civil War
   - Returned to Virginia after the Civil War and became the president of the new black college in Petersburg later known as Virginia State University
   - First African American elected to the US Congress from Virginia
3) Tell the students to help them remember these facts they will be creating a biography cutout. Each student will receive a person template and a picture of John Mercer Langston. Then the students will write these important facts about him inside the template.
4) Allow the students time to create their biography cutout

### Closure: (What knowledge should the student “walk-away” with?) (5 minutes)
The students will be able to identify three contributions from John Mercer Langston.
The students will discuss with their table partners why they think we learned about John Mercer Langston.

### Assessment: (Formative Assessment) (10 minutes)
The students will do a dipstick assignment asking them to write a letter with the prompt given.
Dipstick:

The students will write a letter to a friend telling about 4 accomplishments of John M. Langston.
Differentiation: (i.e. Special Education, Gifted, etc.)
- For students who are on a lower level, they will only be asked to identify two accomplishments.

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</table>
SOL(s): VS.9  The student will demonstrate an understanding of Virginia during the twentieth century and beyond by:
c) describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history

Materials needed:
Markers
Staples
Construction Paper
The Story of Ruby Bridges

Technology:
Smart Board

Objective(s): ABCD
The fourth-grade students will examine key movements during Massive Resistance by creating a flipbook: 3-2-1 Countdown.

Warm-Up/Opener/Review/Prior Knowledge: (10 minutes)
Read the students The Story of Ruby Bridges
https://www.youtube.com/watch?v=MRfy2xs8Xpg

Presentation/Activities/Guided/Independent Practice: (Aligned with curriculum framework!) (20 minutes)
1) Tell the students that after time the nation began to move towards desegregation, which was the legal end to segregation. One step to this was to desegregate the schools.
2) Tell of how the schools were supposed to be desegregated in Virginia but instead they adopted the policy of Massive Resistance to protest desegregation.
3) The students will be creating a flipbook to represent the key points of Desegregation and Massive Resistance in Virginia. Each page will have a title, a description, and an illustration.
   The first page will tell of Barbara Johns a 16 year old in Farmville, VA who led a student strike against segregation in 1951.
   The second page will tell of Brown vs. Board of Education in 1954 that ruled “separate but equal” public schools was unconstitutional.
   The third page will have all public schools being ordered to desegregate.
   The fourth page will have the government in Virginia led by Harry Byrd established a policy of Massive Resistance to resist desegregation of public schools. This included closing schools.
   The fifth page will have Massive Resistance failing and the public schools finally being desegregated.
4) Give the students the materials and allow them time to create their flipbook.

Closure: (What knowledge should the student “walk-away” with?) (8 minutes)
The students will examine the key movements of Massive Resistance in Virginia
Have the students was this short video on Massive Resistance.
https://www.youtube.com/watch?v=jwXwm39j82M

Assessment: (Formative Assessment) (10 minutes)
The students will be asked to complete a 3-2-1 countdown check before ending the lesson.
3-2-1 Countdown:

3 things you didn’t know before
2 things that surprised you about this topic

1 thing that spoke to you

<table>
<thead>
<tr>
<th>Differentiation: (i.e. Special Education, Gifted, etc.)</th>
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<tbody>
<tr>
<td>• For students who have difficulty physically creating the flipbook they can opt to make a digital version.</td>
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<tr>
<td>• For students who are on a lower level, they will be asked to tell what Massive Resistance is</td>
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<thead>
<tr>
<th>Transition: (If applicable)</th>
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<tbody>
<tr>
<td>The artifact that can be tied into this lesson is how teachers in Danville worked to help give their students an equal education before and during the Civil Rights Movement.</td>
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<tr>
<td>SOL(s): VS.9</td>
<td>The student will demonstrate an understanding of Virginia during the twentieth century and beyond by</td>
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<tr>
<td>d)</td>
<td>describing the political, social, or economic impact made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill, Sr.; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.</td>
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<thead>
<tr>
<th>Materials needed:</th>
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<tbody>
<tr>
<td>Clipboard</td>
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<tr>
<td>Paper</td>
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<tr>
<td>History Notebook</td>
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<table>
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<tr>
<th>Technology:</th>
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<tbody>
<tr>
<td>Smart Board</td>
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<tr>
<td>Laptop</td>
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<thead>
<tr>
<th>Objective(s): ABCD</th>
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<tr>
<td>The fourth-grade students will examine the contributions of Virginians in the Civil Rights Movement and beyond using Jigsaw: Collage.</td>
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<thead>
<tr>
<th>Warm-Up/Opener/Review/Prior Knowledge: (8 minutes)</th>
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<tr>
<td>Have the students watch a short video on The Civil Rights Movement <a href="https://www.youtube.com/watch?v=9ppTiyxFSs0">https://www.youtube.com/watch?v=9ppTiyxFSs0</a></td>
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<thead>
<tr>
<th>Presentation/Activities/Guided/Independent Practice: (Aligned with curriculum framework!) (30 minutes)</th>
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<tr>
<td>1) Tell the students that there have been many Virginians who made an impact on the Civil Rights Movement and beyond the movement.</td>
</tr>
<tr>
<td>2) The students will do a jigsaw activity to learn about all of them. The students will be split into six groups. Each group will be assigned a Virginian to learn about. The students will be given time to research and take notes on the person they have. Each group should have at least 5 facts and 3 pictures of their person. At the end of the time period each group will be asked to tell the class about their persona and what they did.</td>
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<tr>
<td>3) Assign the students into groups and give them each a clipboard to take their notes on as well as the person they will be researching. (Maggie L. Walker, Harry F. Byrd Sr., Oliver W. Hill Sr., Arthur Ashe, A. Linwood Holton Jr., or L. Douglas Wilder)</td>
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<tr>
<td>4) Allow the students time to work with their partners.</td>
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<thead>
<tr>
<th>Closure: (What knowledge should the student “walk-away” with?) (30 minutes)</th>
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<tbody>
<tr>
<td>The students will examine the contributions of Virginians to the Civil Rights Movement and beyond.</td>
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<tr>
<td>Have each group share what they found about their person. The students in the audience should be listening and taking notes in their History Notebook.</td>
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<tr>
<th>Assessment: (Formative Assessment) (15 minutes)</th>
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<tr>
<td>The students will be asked to complete this project to wrap up learning about the important Virginians in the Civil Rights Movement.</td>
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<tr>
<td>Collage:</td>
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</table>
The students will create a collage with at least 3 pictures and 3 quotes from the Virginian that interested them most.

<table>
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<tr>
<th>Differentiation: (i.e. Special Education, Gifted, etc.)</th>
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<tbody>
<tr>
<td>• For students on a lower level, they will only be expected to find 3 facts and 1 picture for their personal notes.</td>
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| Transition: (If applicable) | Homework to Assign: (If applicable) |
Name: Makayla Woods  
Grade: 4th Grade  
Subject: Virginia Studies  
Date: 04/19/21

<table>
<thead>
<tr>
<th>SOL(s): VS.9c</th>
<th>Materials needed:</th>
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</table>
| The student will demonstrate an understanding of Virginia during the twentieth century and beyond by describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history. | If You Were A Kid In The Civil Rights Movement  
Long Paper  
Straws/Dowels  
Tape  
Markers  
Civil Rights Movement Timeline (Artifact)  
Journal  
Technology: SmartBoard |

<table>
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<tr>
<th>Objective(s): ABCD</th>
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<tbody>
<tr>
<td>The fourth-grade students will demonstrate their knowledge of the Civil Rights Movement in Danville by creating a timeline with six events on it: Exit Slip.</td>
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<table>
<thead>
<tr>
<th>Warm-Up/Opener/Review/Prior Knowledge:</th>
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</table>
| Read the students the book If You Were A Kid In The Civil Rights Movement.  
https://www.youtube.com/watch?v=PqF9kjBtOIY |

<table>
<thead>
<tr>
<th>Presentation/Activities/Guided/Independent Practice: (Aligned with curriculum framework!)</th>
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</thead>
</table>
| 1) Tell the students that they will be watching a video on the Civil Rights Movement in Danville. While watching the video they will be asked to write down three things that stood out to them in their journal. At the end of the video some students will be allowed to share their thoughts.  
2) Show the students the video: https://youtu.be/PEXmkU4E-cY (19 minutes)  
3) Allow students time to share their thoughts (5 minutes)  
4) Now the students will be given a list of the major events for the Civil Rights Movement in Danville. With their table partners, the students will be asked to create a timeline using large sheets of paper and any other creative utensils. With each entry on the timeline the students should give a brief description of what happened on that day.  
5) The students will be given time to create their timeline (15 minutes/ more possibly next day) |

<table>
<thead>
<tr>
<th>Closure: (What knowledge should the student “walk-away” with?)</th>
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<tbody>
<tr>
<td>The students should be able to tell about the events of the Civil Rights Movement in Danville. The students will share with the class the timeline they made and what events they chose to put on their timeline.</td>
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</table>

<table>
<thead>
<tr>
<th>Assessment: (Formative Assessment)</th>
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</table>
| The students will complete an exit slip. The exit slip will have 3 questions:  
  1) Name three events from the Civil Rights Movement in Danville?  
  2) Which event stood out most to you and why?  
Name one person who was a part of the Civil Rights Movement in Danville. |

<table>
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<tr>
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<tbody>
<tr>
<td>For students with hearing difficulties, captions will be used on the video.</td>
</tr>
</tbody>
</table>
The 1963 Danville Civil Rights Movement

January
- Civil Rights Group forms in Danville
- March on Danville

March
- Civil Rights March from Danville to Richmond
- March on Danville

May
- Civil Rights March from Danville to Richmond
- March on Danville

June
- Civil Rights March from Danville to Richmond
- March on Danville

July
- Civil Rights March from Danville to Richmond
- March on Danville

August
- Civil Rights March from Danville to Richmond
- March on Danville

September
- Civil Rights March from Danville to Richmond
- March on Danville

October
- Civil Rights March from Danville to Richmond
- March on Danville

November
- Civil Rights March from Danville to Richmond
- March on Danville

December
- Civil Rights March from Danville to Richmond
- March on Danville

As and in summation to the end of segregation, significance pressed the need of those in 1963. Available lessons are to the strength of African Americans to state full-fledged, backing the main movement that played in to the passage of the 1963 Civil Rights Act and in summation to the end of segregation, significance pressed the need of those in 1963.
Formative Assessments

Lesson One:

The students will be given a three question Exit Slip.

Exit Slip:

1) Define segregation.

2) Name three things segregation had an impact on.

3) Name two effects of “Jim Crow” laws on African Americans

Lesson Two:

The students will do a dipstick assignment asking them to write a letter with the prompt given.

Dipstick:

The students will write a letter to a friend telling about 4 accomplishments of John M. Langston.

Lesson Three:

The students will be asked to complete a 3-2-1 countdown check before ending the lesson.
3-2-1 Countdown:

3 things you didn’t know before

2 things that surprised you about this topic

1 thing that spoke to you

Lesson Four:

The students will be asked to complete this project to wrap up learning about the important Virginians in the Civil Right Movement.

Collage:

The students will create a collage with at least 3 pictures and 3 quotes from the Virginian that interested them most.

Lesson Five:

The students will complete an exit slip.

The exit slip will have 3 questions:

1) Name three events from the Civil Rights Movement in Danville?

2) Which event stood out most to you and why?

3) Name one person who was a part of the Civil Rights Movement in Danville.
The Civil Rights Movement Test

Name: ___________________________ Date: ______________________

1. Segregation is
   a. A fair difference in the treatment of people
   b. The separation of people based on race or religion
   c. The mistreatment of individuals
   d. Equality among a group of people

2. Which of the following did “Jim Crow” laws effect?
   a. Separate schools
   b. Clothing
   c. Language
   d. Relationships

3. Which did segregation not have an effect on?
   a. Education
   b. Housing
   c. Healthcare
   d. Spending
4. Who was the first African American to be elected to US Congress from Virginia?
   
a. Frederick Douglas
b. John M. Langston
c. Abraham Lincoln
d. Thurgood Marshall

5. Which of the following was a contribution of John M. Langston?
   
a. An abolitionist who worked in the underground railroad
b. Fought for the capture of runaway slaves
c. A general for the Confederacy in the Civil War
d. The first African American lawyer

6. Who was the president of the new black college known as Virginia State University?
   
a. John M. Langston
b. Barrack Obama
c. Thurgood Marshall
d. Booker T. Washington
7. Who was the 16 year old from Farmville, VA who led a strike against desegregation in 1951?
   a. Harriet Tubman
   b. Rosa Parks
   c. Barbara Johns
   d. Ella Baker

8. What is Massive Resistance?
   a. A policy to resist integration of schools
   b. Acceptance of integrated schools
   c. African American protests for freedom
   d. Legal end of segregation in schools

9. What Supreme Court case stated that “separate but equal” was unconstitutional?
   a. Davis v. County School Board of Prince Edward
   b. Brown v. Board of Education
   c. Loving v. Virginia
   d. Dred Scott v. Sandford
10. Who was the first African woman in the United States to establish a bank?
   a. Harriet Tubman
   b. Barbara Johns
   c. Maggie Walker
   d. Rosa Parks

11. Which of the following is not a famous African American from Virginia?
   a. Arthur Ashe
   b. Thomas Jefferson
   c. Oliver Hill
   d. Maggie Walker

12. Who was the first African American to be elected as state governor in Virginia?
   a. L. Douglas Wilder
   b. Harry Byrd Sr.
   c. Linwood Holton Jr.
   d. Ralph Northam
13. Who was the famous Civil Rights leader who visited Danville on July 11th?
   a. Rosa Parks
   b. Malcolm X
   c. Martin Luther King Jr.
   d. Fannie Lou Hamer

14. What event happened in Danville on June 10th where the police reacted violently to protesters?
   a. Bloody Sunday
   b. Montgomery Bus Boycott
   c. March on Washington
   d. Bloody Monday

15. What happened on January 1st in Danville?
   a. A sit-in at Howard Johnson’s
   b. A peaceful protest
   c. A speech from Dr. King
   d. A children’s march on Main St.
The Civil Rights Movement Test - Answer Key

1. Segregation is
   a. A fair difference in the treatment of people
   b. The separation of people based on race or religion
   c. The mistreatment of individuals
   d. Equality among a group of people

2. Which of the following did “Jim Crow” laws effect?
   a. Separate schools
   b. Clothing
   c. Language
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3. Which did segregation not have an effect on?
   a. Education
   b. Housing
   c. Healthcare
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   **b. John M. Langston**
   c. Abraham Lincoln
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   b. Barrack Obama
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   a. Harriet Tubman
   b. Rosa Parks
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   d. Ella Baker

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a. A sit-in at Howard Johnson’s
b. A peaceful protest
c. A speech from Dr. King
d. A children’s march on Main St.
The Civil Rights Movement Centers

Protesting Center

Set up a corner of the room where students can create their own protest sign. These can be made using cardstock, paint stir sticks, and markers. Once all of the students have created a sign, allow the students to go on a protest walk around the school to see what the children during these times went through. Also allow the students listen to *Let the Children March* by Monica Clark-Robinson.

https://www.youtube.com/watch?v=bnptqGnM4xQ
Segregation Center

To help learn about segregation set up a center for students to act out a play. Have the students either act out or read the play titled *Why Frogs and Snakes Never Play Together*. In this play, the two animals are forced to stop playing together since they are not alike. This is what happened to many white and black children during the Civil Rights Movement. Once the students have learned about the play, they can be asked to write an alternative ending to the play. In their ending they can write about what could have happened had their parents not forbid them from playing together.

In Memphis, TN there is the National Civil Rights Museum. The students cannot go and visit this museum but it really helps to bring together some of the topics the students will be learning about in this unit. To help the students see these connections, a virtual center can be set up where the students can tour the museum online with a 3D tour on YouTube. All of this can be linked on a slide in Google Docs. The students can then create a FlipGrid telling what their favorite part of the museum was. This can also be connected to the Danville History Museum. After visiting the Civil Rights exhibit and the Danville History Museum, they can tell about how they are alike.

https://youtu.be/UWDHj99rGeA