

Wendy L. Paterson
EDU 6710
Heroes of Equality
Summer of 2009
Grade Five

Seminar Impact

This is the third summer I have taken the Teaching American History: The Enduring Legacy of the American Revolution course work, from 2007 – Liberty, to 2008 – Freedom, and finally 2008 - Freedom. Each segment has added depth to my knowledge about American History. Through the seminar’s speakers, lecturers, authors, and texts of content, on- line searches, I feel I have just scratched the surface and will continue to dig deeper into content and fill myself full of background knowledge using primary sources, secondary sources, and virtual trips to this era of Civil Rights Activism.

This coursework has not only added information but also instructional strategies to teach students history. Grade level group discussions, listening to experts on the Civil Rights Era share their knowledge, and having discussions with others at a variety of teaching assignments from elementary through high school have added to the depth of my historical knowledge and perspective. All of these combined learning opportunities have been continued benefits of this course. Thank you.

Wendy L. Paterson

Introduction: When I think of “Heroes of Equality”, the first person I think of is the immortal memory of the life of Dr. Martin Luther King, Jr.. Dr. King’s image and famous speech as he stood at the podium in Washington D.C. forty-six years ago is imprinted in my memory. His words ring on like a church bell from it’s steeple high in the heavens. He spoke and people listened. He led and people followed. He died and people have carried on his dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

From the ["I Have a Dream" speech](#), Aug. 28, 1963

He chose to ignore the threats that had brought others to a screeching halt. He continued his quest despite the verbal and physical threats to his person, property, and family. He and his followers moved with momentum to finally put an end to laws and treatment that continually repressed blacks and minorities.

"If physical death is the price that I must pay to free my white brothers and sisters from a permanent death of the spirit, then nothing can be more redemptive."

From: On learning of threats on his life, June 5, 1964

Proposal: Students will study the life of Dr. Martin Luther King, Jr., as the "gateway" hero of the Civil/Equal Rights Era. They will be introduced to other famous civil rights and equal rights leaders, by reading, researching, and listening to video clips of speeches. Students will research and create Photostories or Moviemaker documentaries about the lives of Dr. Martin Luther King, Jr. and other civil rights activists. Primary and secondary sources will be used. Students will read, discuss, take notes using graphic organizers, and write reports. Each fifth grade student will become an expert on one hero or heroine of the Civil Rights Movement by researching online, reading a picture-history children's book about that person or issue, and writing a report answering the question "In what ways did _____ make a difference to the lives of others then and now? Why did _____ become involved in the struggle for civil rights/equal rights? Was their struggle or strategy effective? Was it worth it? This unit is a multi-disciplinary unit involving reading, writing, researching, learning historical facts, and using technology to integrate, evaluate, and synthesize the life of Dr. Martin Luther King, Jr. and other civil rights/equal rights activists. The opening lessons for this unit will backtrack about how the United States Government Works (The United States Constitution, The Preamble, Three Branches of Government, The Bill of Rights, and the additional amendments). This segway will help students to see how changes have been made to Civil Rights since the 1700's to the present. **Non fiction History Picture Books** about the Constitution will be read aloud and discussed with the class. Next, students will select and read a historical picture book about either a person or situation (like the sit-ins), use these facts in their report and Photo Story/Moviemaker documentaries to share the contents of that book. (See the attachment called: 125 Ways to Share Books. Students' reading levels will be matched to each book, meeting the individual needs of the students.

Included in this unit are pictures and short biographies found from various sites on the internet. Background information about the United States Government, the Bill of Rights, Amendments to the Bill of Rights are from e-sources. Students will read and discuss these resources and use them as background information to give them a general overview about the issues of the Civil Rights Movement and racial equality. Teaching history through picture books is a major part of this unit.

Central Questions

- What obstacles did African-Americans, women, and other minorities have to overcome in order to gain equality or civil rights? (social, economic, attitudes, cultural, geographic)
- How did the actions of heroes/heroines of this era impact the Civil Rights Movement of the 20th century?
- What caused some individuals to challenge these obstacles?
- How did individuals challenge these obstacles?

Challenge Questions:

- How could people believe in the ideals of the United States Constitution and still treat others as unequal?
- In what ways did blacks, women, and other minorities of the Civil Rights Era affect the struggle for equal rights?
- Compare black rights and women's rights during the 20th century
- Compare the fight for civil rights with the fight for women's rights
- Compare the fight for civil rights by both peaceful and violent means

Lesson Length

This is a 3 - 4 week co-curricular unit of study, including Social Studies, Reading, Writing and technology. The Social Studies classes will be approximately 30 minutes long, 5 days/week. The Language Arts classes (Reading, Research, Report Writing, Computer Technology) will include a 90 minute period each day, Monday – Friday. The use of computers and on-line searches will be used throughout this study and is therefore not limited to a particular class length.

Key Ideas

- The United States Constitution (Preamble) was created as a guideline for a democratic government.
- The three branches of government are a system of checks and balances.
- The Bill of Rights (first 10 amendments to the Constitution and the 13th, 14th, 15th and 19th amendments are related to the rights of Americans and the Civil Rights Movement.
- Men and women of the Civil Rights Movement influenced American politics, economics, technology, and culture.

Intended Learning Outcomes:

- Students will answer the central questions through research using books and the internet, write a written report and give a computer presentation.
- Students will acquire information about famous Civil Rights Activists and their contributions to the effort to establish a society free of discrimination and full of equal opportunity.
- Students will become an expert on one man or woman who dared to make a difference during the Civil Right Era.
- Students will research an individual man or woman, write a report, and create a documentary about that person using Photostory or Moviemaker.
- Students will use **non-fiction picture books** to learn about the Constitution, the three branches of government, and amendments, as well as famous civil rights activists.

National History Standards:

Standard 4A STANDARD 4

The struggle for racial and gender equality and for the extension of civil liberties.

The student understands the “Second Reconstruction” and its advancement of civil rights.

5-12 Evaluate the Warren Court’s reasoning in Brown v. Board of Education and its significance in advancing civil rights. [**Analyze cause-and-effect relationships**]

5-12 Explain the resistance to civil rights in the South between 1954 and 1965. [**Identify issues and problems in the past**]

Standard 4B

The student understands the women’s movement for civil rights and equal opportunities.

5-12 Identify the major social, economic, and political issues affecting women and explain the conflicts these issues engendered. [Formulate a position or course of action on an issue]

Vermont Standards/Grade Expectations:

H&SS 5-6:1 Students initiate an inquiry by

- Asking relevant and focusing questions that will lead to independent research based on what they have seen, what they have read, what they have listened to, and/or what they have researched.

H&SS 5-6:2 Students develop a hypotheses, thesis, or research statement by

- Using prior knowledge, relevant questions, and facts to develop a prediction and/or propose an explanation or solution.

H&SS 5-6:3 Students design research by

- Identifying the quality and quantity of information needed including primary and secondary resources.
- Identifying tools, tasks, and procedures needed for conducting an inquiry, including a plan for citing sources.
- Determining possible ways to present data (report)

H&SS 5-6:4 Students conduct research by

- Locating relevant materials such as print, electronic, and human resources.
- Describing evidence and recording observations using notecards, journals

H&SS 5-6:5 Students develop reasonable explanations that support the research statement by

- Organizing and displaying information in a manner appropriate to the research statement through narratives, dramatizations.

H&SS 5-6:9 Students show understanding of how humans interpret history by

- Identifying different types of primary and secondary sources, and understanding the benefits and limitations both bring to the study of history(e.g., interviews, biographies, magazine articles, and eyewitness accounts)

H&SS 5-6:10 Students show understanding of past, present, and future time by

- Identifying the beginning, middle, and end of an historical narrative or story.
- Identifying an important event in the United States and/or world, and describing multiple causes and effects of that event.
- Explaining transitions between eras that occurred over time as well as those that occurred as a result of a pivotal event.

H&SS 5-6:13 Students analyze how and why cultures continue and change over time by

- Describing the contributions of various cultural groups to the world, both past and present

Preparation for Teaching:

- Gather together a collection of nonfiction picture to teach Civics and Civil Rights (See the annotated bibliography)
- Make copies of worksheets, choral reading script, song (See the e-sites for each lesson)
- Create a study guide for students about the Constitution, Bill of Rights, Famous Civil Rights leaders and people involved in the struggle for equality
- Create end of unit assessments or use the assessment following the lesson plans
- Find or use primary documents such as photographs, video clips, letters, or famous quotes/speeches (see annotated bibliography for e-sites)

Activities:

- Reading – Historical picture books
- Creative Expression Project– Students will select 1 way to share their book
- Social Studies – A Nation Grows , Macmillan/McGraw Hill(Unit 5, Chapter 12)
- Research – Research a person of the Civil Rights Era. (see attached list)
- Writing – Write a research report
- Technology – Students will create a Photo Story or Moviemaker documentary about their famous person

Assessment:

- Social Studies – Company made and Teacher-made Unit Tests
- Technology – Documentary Rubric
- Teacher-made tests and Teacher’s Guide and Assessment from National Geographic
- Writing – Report Rubric
- Book Project – Book Project Rubric

Accommodations:

- All Social Studies text work will be read/discussed aloud
- Note-taking and highlighting will be modeled on chart paper, chalk board, Smart Board
- Smart Board copies of notes will be available to all students.
- Scribes will be available for note-taking/report writing or Smart Board copies will be given to students so note-taking is not an issue. The Smart Board copy will be a study guide for all students.
- Small group or 1-1 assistance
- Cooperative partners or triads will be used as needed to accommodate paired reading, writing, or research activities
- Research reports may be handwritten, typed, scribed, or tape recorded
- Nonfiction history picture books will be matched with student reading levels
- Technology – The classroom teacher, teacher-assistant, and technology specialist will be available to help students 1-1 on their computer-based research and documentaries.

Week One Lesson Plans The United States Constitution

Day 1: Introduction

Students will brainstorm what they know about Dr. Martin Luther King, Jr. and civil rights on a KWL chart. The teacher will record their Knowledge. As a class, question about what they want to learn/know will be created and added to the KWL chart. At the end of the lesson students will discuss answers to their questions and add what they have learned about Dr. King.

Students will listen to the picture book about Dr. Martin Luther King Jr. and watch a video about his life from Utube.

Students will discuss the content and answer these questions:

1. In what ways did Dr. King make a difference to the lives of others then and now?
2. Why did Dr. King become involved in the struggle for civil rights/equal rights?
3. Was his struggle or strategy effective?
4. Was it worth it?

Day 2: The United States Constitution

Students will brainstorm what they know about the United States Constitution on a KWL chart. Students will generate questions. After reading the selection, students will answer their questions about the U.S. Constitution and complete the worksheet about the Constitution.

Students will listen to the picture books, The U.S. Constitution, A More Perfect Union, and We the Kids: The Preamble to the Constitution of the United States. The students will discuss and answer their questions and tell what they have learned about the Constitution. Answers will be recorded on the KWL chart.

Activities: Students will choral read Readers' Theater for 7 Voices, The Preamble to the Constitution. (www.tcmpub.com). Students will read and answer comprehension questions "The Constitution" (www.abcteach.com 2006) and (2004abcteach.com).

Day 3: Bill of Rights

Students will tell what they know about the Bill of Rights and generate questions they want to know about it, and answer these questions after reading.

Students will read, discuss, and highlight the article from abc teach called “The Bill of Rights”. Students will answer the questions that accompany the article.

Activity: The students will, with help, simplify the language of the Bill of Rights. The simplified statements will be typed and printed from the Smart Board. Students will create a mobile with each right hanging from the circular title.

Day 4: Amendments to the Constitution

Students will create a time line of the 13th, 14th, 15th, 19th, 24th, 25th amendments to the Constitution to see how changes were made over time to the rights of American citizens.

Day 5: Assessment

Students will answer a three-question short essay quiz about the U.S. Constitution, Bill of Rights, and additional amendments.

What do you know about the rights Americans have by law under the United States Constitution? How do these rights affect you? How did Dr. Martin Luther King, Jr. help Americans get equal rights?

Week Two Lesson Plans The Three Branches of Government

Day 1: The Legislative Branch

Using the e-source, Ben's Guide: Branches of Government (3-5), students will read about the Legislative Branch and its responsibilities. Students will record facts in their Social Studies notebooks. Using the Smart Board is a great tool to use for this lesson. Other sites to visit with the students to help them understand our government is:
<http://www.historyforkids.org/learn/northamerica/after1500/government/constitution.htm>
<http://www.socialstudiesforkids.com/www/us/billofrightsdef.htm>

Day 2: The Executive Branch

Students will read, discuss, and record facts about the Executive Branch, using Ben's Guide e-source, and the Smart Board. Students will read, discuss, record facts about the Executive Branch in their Social Studies notebooks.

Day 3: The Judicial Branch

Students will again read, discuss, and record facts about the Executive Branch using Ben's Guide e-source.

Day 4: Review/Activity Day

Students will be divided into 3 groups, each representing 1 of the Branches of Government. Congress will "create a Bill" and pass it through Congress, have it signed/vetoed by the President (Executive Branch), and have the Judicial Branch/Supreme Court decide if the law is Constitutional.

Students will cut, assemble, paste the Branches of Government cut-outs and match the questions with the appropriate answers.

www.totally3rdgrade.com/branches_of_government_wiki.html

Students will sing along to the song about the Branches of Government from the e-site
www.totally3rdgrade.com/branches_of_government_wiki.html

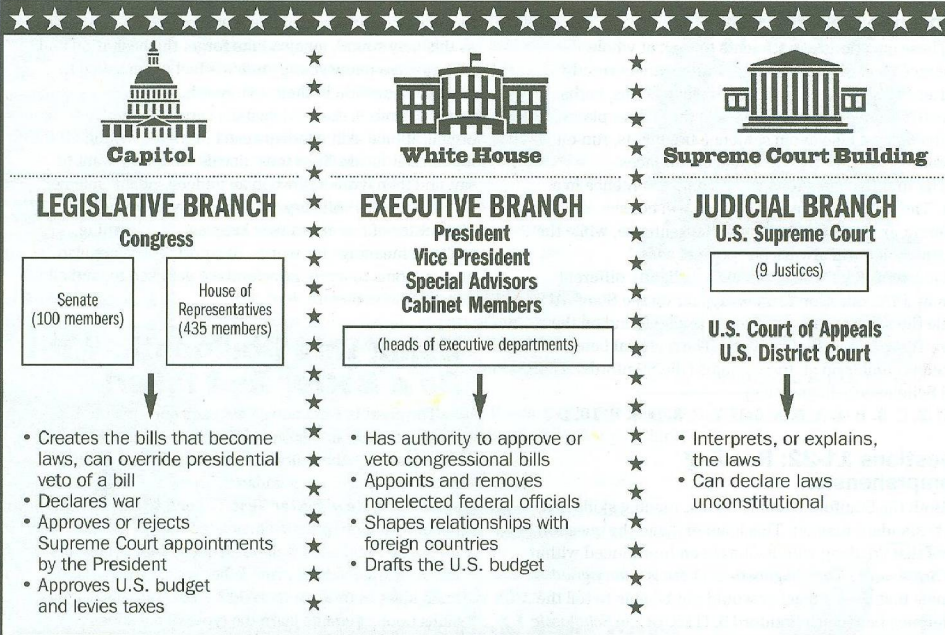
Day 5: Assessment

Students will complete the Branches of Government assessment sheet.

Name: _____

THE THREE BRANCHES OF U.S. GOVERNMENT

The United States has three separate branches of government. Each branch has special powers to help run the nation. There are built-in "checks and balances" which help to keep a balance of power between each branch so that no one government official, or group, has too much power in creating and enforcing the laws that govern our nation. Read the chart and use your knowledge of how our government works to answer the questions below.



1. How many branches of government get involved with interpreting and explaining laws?

2. Which branch declares war? Why do you think that branch holds that power?

3. Who appoints Supreme Court Justices? Who approves those appointments?

4. If Congress overrides a presidential veto of a bill, thereby making it a law, how might that law still be checked on by another branch of government?

Week Three Lesson Plans Civil Rights Movement

Day 1: Read Aloud/Timeline of Civil Rights Era

Students will listen to the picture book, I've Seen the Promised Land, By Coretta Scott King.

Students will put into chronological order the timeline of events that occurred in the mid 1900's regarding the Civil Rights Movement. Students will move the events on the Smart Board to the correct dates. Students at their seats will cut/paste events in order into their Social Studies notebooks.

Day 2: Check it out, Circle!

Students will sit in a circle. Each student will be given a picture history book. The timer will be set for 1 minute. Students will have one minute to check out each book then pass the book to the right until all books have gone around the circle. Then students will choose the book/person they are interested in learning more about. (The teacher may assign books as appropriate to meet students reading abilities.) . Next, students will share something interesting about the book they have selected. Finally, students will return to their seats to read their books and begin to take notes about their Civil Rights event or person.

Day 3, 4, 5 and possibly the next week.

Students read their books and record information about their person or event. Using that information and information found on the internet, students write a report about their person or event. Students also create a documentary using e-sources, images, video clips, background music, and voice-overs using Photo Story or Moviemaker. Once their reports are complete and their documentaries are complete, students will use the laptop and Smart Board to present their research project to the class, other classes, principal, and parents. Assessment of student projects will be based on a project rubric. (See attached)

Figure 4.11

Check It Out! Circle



- The teacher selects enough books for the number of students in the circle. The selections may be the same genre or topic, or a random collection of titles.
- All of the students sit in a circle on the floor. (or you may decide to have two smaller circles that take place simultaneously)
- Explain the kinds of books you have collected and the purposes for the "Check it out" circle. (to practice previewing books and to find book they might be interested in reading independently.) Give each child a book and explain that they should preview their book, and then, after a signal is given, pass the book to the next child.
- Ring a bell or give a signal after one minute (or thirty seconds) and ask students to pass the book to the child on their right. (Limit the time so students have just enough time to preview the book .)
- Continue doing this until every child has had a chance to briefly preview each book.

Once everyone has had a chance to look at each book, pose questions such as:

1. Which books did you see that you want to go back to at independent reading time? Why?
2. How did you go about previewing the books in such a short time?

You might want to have students talk about these questions in pairs, or as a whole-class debriefing.

From *Still Learning to Read: Teaching Students in Grades 3-6* by Franki Sibberson and Karen Szymusiak, © 2003, with permission of Stenhouse Publishers (www.stenhouse.com).

Bibliography
E-sites

http://teachertube.com/viewVideo.php?video_id=71471&title=MLK_B_DAY-

This is a teacher-tube video that has the “I Have a Dream” speech as well as background information about civil rights. This is an excellent video to sum up or introduce the idea about Dr. Martin Luther King, Jr. and other civil rights activists. *****

<http://www.apples4theteacher.com/holidays/martin-luther-king-jr-day> -

This site has a variety of student-based activities. Students learn about the life of Dr. Martin Luther King, Jr. through text, jigsaw puzzles, word searches, and a word scramble. Students may use the site or teachers may make hard copies from this site. This site also includes other famous African- Americans, like Oprah Winfrey and Barack Obama.

<http://www.factmonster.com/spot/mlkquotes1.html> -

This site contains quotes, factual text about Dr. Martin Luther King, Jr., excerpts from his “I Have a Dream” speech, informational text about other civil rights leaders, including quizzes for kids about Dr. Martin Luther King, Jr., and other civil rights leaders.

<http://kids.nationalgeographic.com/Photos/Gallery/Martin-luther-king-jr>

This site is a slide show of the major events about Dr. King and his life. Under each photograph is a caption about that photo. This is an excellent site to introduce Dr. Martin Luther King, Jr.

http://www.educationworld.com/a_lesson/lesson/lesson294.shtml

This site is an excellent site that includes lesson plans about Dr. Martin Luther King, Jr. and his life, but also includes lessons about Tolerance. This site also takes you to other sites about Tolerance. This is a five-star site! *****

<http://www.enchantedlearning.com/history/us/MLK/>

This Enchanted Learning on-line site has printable books at several levels from easy to medium. It also includes printable worksheets, activities, and quizzes about Dr. Martin Luther King, Jr. This is a ready-made, easy-to-use site for teachers. *****

“Rosa Parks: How I Fought For Civil Rights”

<http://teacher.scholastic.com/rosa/interview.htm>

This site takes you on a journey with Rosa Parks. Rosa is interviewed and answers questions about growing up in the south and living with prejudice. It includes images of the bus and images of Rosa being fingerprinted. This article explains the process of her as part of the bus boycott in Montgomery, Alabama.

I accessed this resource through Google.com. The search term I uses was Rosa Parks.

The Story of Martin Luther King Jr., The Story of a Dream, Grandview Library, East Ramapo School District

http://www.grandviewlibrary.org/pdfs/MLKPlay_Script.pdf

This site is a Reader’s Theater site. It contains Readers theater scripts for elementary levels. It includes some historical plays as well as scripts based on primary story characters.

I accessed this resource through Google.com. The search term I used was readers theater scripts about Dr. Martin Luther King, Jr.

<http://nchs.ucla.edu/standards/era9-5-12.html>

This is the National History Standards site.

Bibliography
Reference Books

Chafe, William H., Civilities and Civil Rights: Greensboro, North Carolina, and the Black Struggle for Freedom, Oxford University Press, New York, 1981

This book states in detail the struggles Greensboro, North Carolina had with equal rights, civil rights, segregation, desegregation, and integration. In the beginning, the polio crisis and the need to treat patients brought integration of blacks and whites. Once the crisis was over, segregation was reinstated. This book tells how the once thriving and growing community would become the center of the volatile struggle for equal rights and civil rights. Upper middle-class leaders were resistant to racial breakthroughs. Black leaders like Martin Luther King encouraged others to demonstrate peacefully and persistently, with marches, speeches, and sit-ins. Eventually, over the course of more than 50 years, the struggle for desegregation and equal rights was won.

Levine, Suzanne Braun and Thom, Mary, Bella Abzug, Farrar, Straus and Giroux, New York, 2007

This book is an oral history of the life of Bella Abzug. People give personal accounts of their relationship with Bella, their reaction to Bella, and their memories of Bella's professional, personal persona. This book begins at the beginning of Bella's struggle for women's equality in her temple through her college years, to her years as a lawyer, congresswoman, and mother. Despite her brashness, one begins to "love" Bella for her tenacity and perseverance.

Norris, Betsy, Ed. S., Brock, Donna, M.S. Ed., Exploring History Through Primary Sources: Civil Rights Movement, Teacher Created Materials, Inc., U.S.A., 2009

This kit is a collection of primary sources, and background information regarding the Civil Rights Era. It contains a CD of photos of Dr. Martin Luther King, Jr., Rosa Parks, the Greensboro sit-ins, a letter from a student, posters, and much more information. It is ready and easy to implement into history lessons of this era.

Powers, Ron, A Life of Mark Twain, Free Press, New York, 2006

Ron Powers gets to the heart of Samuel Longhorne Clemens. He writes about Mark Twain's life, explaining the parallels of his childhood experiences with the experiences of the characters in his books. This book depicts Mark Twain for who he really was rather than whom we want him to be.

Bibliography
Children's Picture Books
That Teach History

Allen, Kathy, The U.S. Constitution, Capstone Press, Minnesota, 2007.

This is a picture book about the Constitution. The information it covers is what the Constitution is, how it was made, who created it, the basic establishment of our government and its branches. It contains a glossary and internet sites. The pictures are colorful, some are reprints of primary documents. This is short and packed with facts.

Catrow, David, We the Kids: The Preamble to the Constitution of the United States, Penguin Young Readers Group, New York, 2002.

This is a colorful book that explains the Preamble to the Constitution. It uses cartoon type pictures to explain or show what each phrase of the preamble means. Kids love this book!

Coles, Robert, The Story of Ruby Bridges, Scholastic Inc., New York, 1995.

This picture book uses primary sources through quotes about the story of Ruby Bridges. It uses muted colors to show the incredible life and bravery of a young school girl who walked to school everyday, protected by federal marshals, to get an equal education in the desegregated Frantz Elementary School in New Orleans, Louisiana.

Edwards, Pamela Duncan, The Bus Ride that Changed History: The Story of Rosa Parks, Houghton Mifflin Company, Boston, Massachusetts, 2005.

This book is illustrated in comic book fashion. The characters explain the laws and inequities of the South in the mid 1900's. It tells of the story of Rosa Parks and how her refusal to move for a white man on the bus started the boycott of buses in Montgomery, Alabama. This simple text with explanations secondary source, yet at the end of the book there is a photograph of and quote from by the comic characters makes it a book students will understand. Most of the book is secondary source information, yet at the end of the book there is a photograph of and a quote from Rosa Parks.

Haskins, Jim, **Delivering Justice: W.W. Law and the Fight for Civil Rights**, Candlewick Press, Cambridge, Massachusetts, 2008.

This historical picture book is about Westley Wallace Law and how he peacefully led the blacks in the Great Savannah Boycott. This biography explains how he became a peace activist and helped change the community of Savannah, Georgia from a segregated city to a desegregated community three years before the federal Civil Rights Act became law. The images are oil and collage on paper.

Hopkinson, Deborah, Sweet Land of Liberty, Peachtree Publishers, Atlanta, Georgia, 2007.

This nonfiction picture book tells about the life of Oscar Chapman. It explains why he felt so strongly about equal rights and how he arranged for Marian Anderson, the famous black singer, to sing at the Lincoln Memorial for a crowd of 75,000 people. At the end of the book there are primary sources (photographs) of Oscar Chapman and Marian Anderson.

Johnson, Angela, A Sweet Smell of Roses, Aladdin Paperbacks/Simon & Schuster, New York, 2005.

This charcoal sketched picture book tells of countless children who in their personal ways helped the cause of civil rights. Two girls join Dr. Martin Luther King Jr.'s march to freedom. This book is a secondary source. The text is simple to read. It is designed for children ages 5-8. Although the text is simple, the interpretation of the children's participation requires deeper thinking.

Maestro, Betsy and Giulio, A More Perfect Union: The Story of Our Constitution, Mulberry Books, New York, 1987.

This is a water-color picture book that gives detail about the men who wrote the Constitution, significant dates leading to its adoption, as well as the Bill of Rights in words that explain it in terms children can understand.

McDonough, Yona Zeldis, Peaceful Protest: The Life of Nelson Mandela, Walker & Company, New York, 2002.

This colorful biography of Nelson Mandela explains his childhood, his desire to see his country allow blacks and whites the same freedom. It uses “African-like” images to depict his life. Though most of the book is a secondary source, it does contain at least one quote of Nelson Mandela.

Myers, Walter Dean, I’ve Seen the Promised Land: The Life of Dr. Martin Luther King, Jr., HarperCollins Publishers, China, 2004.

This muted-tone color picture book is a biography of the life of Dr. Martin Luther King Jr.. It tells about the history of Dr. King and the many tragedies of activists and children who succumbed to the fight for civil rights. It is a secondary source that contains a timeline of the life of Dr. Martin Luther King, Jr.

Michelson, Richard, As Good as Anybody: Martin Luther King Jr. and Abraham Joshua Heschel’s Amazing March Toward Freedom, Random House Inc. New York, 2008.

This colored pencil and water color picture book about how Dr. Martin Luther King Jr. and Abraham Joshua Heschel’s lives became intertwined through the cause of civil and equal rights. King, a black minister, and Heschel, a Jewish rabbi, link their arms and lives through joining in the march of 3000 people in Selma, Alabama on March 21, 1965. This book includes primary and secondary sources.

Myers, Walter Dean, Ida B. Wells: Let the Truth Be Told, **Harper** Collins Publishers, 2008.

This picture and text book is for ages 5 through 9. It uses watercolor painting to depict Ida B. Wells’s life. It is a simple autobiography of her life, highlighting the ways she fought for equal rights, women’s rights, and equal justice for black men and women. The text includes quotes from Ida herself. It contains primary sources and secondary sources of information. It is simple to read yet is packed with details, including a timeline, of Ida’s life.

Pearl, Norman, The U.S. Constitution, Picture Window Books, Minnesota, 2007.

This colorful picture book is told by James Madison, a cartoon image in the book. It explains in simple, yet direct terms the Preamble, Articles, and Amendments to the Constitution. It simply explains the three branches of government. It explains how the Constitution affects kids. It contains a simple glossary. It is excellent, short, and direct.

Pinkney, Andrea Davis, Boycott Blues: How Rosa Parks Inspired a Nation, Greenwillow Book, HarperCollins Publishers Inc., 2008.

This picture book uses colored ink on clay board to depict the serious mood of the treatment and segregation of blacks and the boycott of public transportation in Montgomery, Alabama. It tells of Rosa Parks taking a stand. This book is in poetry format. It includes an explanation of the boycott and the history of it in the back of the book. Although this book doesn't include primary sources, it is an excellent written and artistic secondary source.

Rappaport, Doreen, Martin's Big Words: The Life of Dr. Martin Luther King, Jr., Scholastic, Inc., New York, 2001

This is a simple picture book about the life of Dr. Martin Luther King, Jr. The illustrations are life-like. It tells the story of the importance of Dr. King's life in simple language primary and intermediate level students can comprehend. This book is a must-have for your library corner. *****

Ryan, Pam Munoz, When Marian Sang, Scholastic Press, New York, 2002.

This picture book is illustrated in shades of brown and black color. It tells of the life of Marian Anderson. She was a black singer who broke the color barrier through her singing. This book tells of her life and her persistent struggle to sing at the Metropolitan Opera, Constitution Hall, Lincoln Memorial, anywhere in the United States. Her talent and popularity as an opera singer helped break the "whites only" barrier in the United States of America. This biography includes primary and secondary sources.

Weatherford, Carole Boston, Freedom on the Menu: The Greensboro Sit-ins, Puffin Books, New York, 2005.

This historical fiction book depicts the Greensboro sit-ins through the eyes of a child and her family. It explains in simple details what the sit-ins were and why blacks began sit-in for equal rights with whites. The illustrations are in muted tones of brown, beige, oranges blended with other colors. At the end of the book there is primary documentation as well as historical facts about the Greensboro, North Carolina sit-in.

Vocabulary – Constitution

- 1. Framers of the Constitution – the men who wrote the Constitution**
- 2. Congress – the group of people in the U.S. government who make laws**
- 3. delegates – people who are chosen to speak for others**
- 4. democracy – a kind of government in which the people make decisions by voting**
- 5. amendment – an addition or correction**
- 6. national – belonging to a country**
- 7. patriotic – showing love for one's own country**
- 8. Revolutionary War – (1775-1783) the Colonies' fight for freedom from Great Britain; the Colonies later became the United States of America**
- 9. symbol – an object that stands for something else**
- 10. vote – to choose someone to work in the government**

Vocabulary Words for Civil Rights

1. **discrimination**
2. **segregation**
3. **equality**
4. **desegregation**
5. **civil rights**
6. **prejudice**
7. **racism**
8. **feminists**
9. **suffragists**
10. **Jim Crow Laws**
11. **abolitionists**
12. **Ku Klux Klan**
13. **African-Americans**
14. **Blacks**
15. **oppression**
16. **suppression**
17. **tolerance**
18. **violence**
19. **nonviolence**
20. **peace**
21. **activists**
22. **injustice**
23. **apartheid**

Major Projects Products Developed by Students

Student's Name _____ Project Title _____	Quality	Accept.	Not Accept.
General Considerations <ul style="list-style-type: none"> • Completed on time • Complete <ul style="list-style-type: none"> ___ completed as assigned ___ details finished • Fits the accepted standards for decency of this school/community 	___	___	___
Technical Applications <ul style="list-style-type: none"> • Used technical equipment, such as camera, computer, lighting, stage, puppets, tools, etc. • Used materials, such as paint and canvas, costumes, wood, etc. • Used equipment and materials carefully, properly, and creatively 	___	___	___
Communication <ul style="list-style-type: none"> • Communicated the intended message clearly • Message is pertinent (valid, specific, insightful, pertinent to assignment) • Message is appealing, interesting, thought-provoking for intended audience 	___	___	___
Research <ul style="list-style-type: none"> • Written and interviewed sources are current, valid, multiple/varied, etc. • Research is valid, clear, specified, complete • Research is properly and clearly cited 	___	___	___
Special Considerations <ul style="list-style-type: none"> • Used current concepts and skills • Used technology in completing project 	___	___	___

Name _____

Date _____

Independent Reading Project

Rubric Scoring Guide

Comments:

Criteria	Getting Started 1	Not Yet 2	Got It 3	Wow! 4
Accuracy	More than 2 errors	1 – 2 errors	No errors	No errors
Appearance	Messy No outlining Torn, crumpled	Outlined in pencil Some smudges	Neat Outlined in pen or marker	Neat Outlined in pen or marker Use of computer lettering/images
Artistic Dimension	Few details No color Sloppy lettering	Some detail Some color Not much effort with lettering	Many details May be colorful Neat lettering Appropriate sized letters	Use of computer programs like Photostory or other technology
Content	Few Facts 1 or 2	Several facts expressing understanding 3 – 4 facts	5 or more facts expressing understanding	5 or more facts expressing understanding Explaining why and how that person made a difference

Name _____

Date _____

United States Constitution
Quiz

True or False: Write T if it is true. If it is false, rewrite the sentence making it true.

1. _____ The Constitution was written by poor white, black, and Native American men.

2. _____ Fifty-five delegates signed the Constitution.

3. _____ George Washington was the leader of the Constitutional Convention.

4. _____ The Constitution is the symbol of democracy in America.

5. _____ The Constitution has 3 parts: Preamble, Articles, Amendments.

6. _____ The Declaration of Independence was written before the Constitution.

7. _____ The Declaration of Independence and Constitution are in the National Archives Building in Washington, D.C.

8. _____ The Constitution created our 3 branches of government.

9. The three branches are: Legislative, Judicial, and Incredible.

10. _____ The President is in the Executive Branch. The Supreme Court is in the Judicial Branch. The Congress is in the Legislative Branch.
