

Ronald P. Savageau

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EDU 6710 C15

The Enduring Legacy of the American Revolution – Equality

Title – Writing a Resume

Date – 16 July 2009

Grade Level – 8th

Milestones – Submitting my project. I thought of my project before the class began but, of course, listening to the speakers and talking it over with peers helped with fine tuning. It needs work on details, central and challenging questions, revising and editing.

Second Milestone – Finding resumes that would be appropriate for eighth grade and which would help my students be successful

Seminar Impact - I thoroughly enjoyed all the guest speakers. The field trip to Salem was great, as well. I am reading “Bella” and look forward to the other books. As you know, growing up during this time is helpful, but my mind needed newscasts and the information presented to freshen by fading memory. The TCM Primary Sources and materials, especially Lauren Olewnik’s presentation on TAH resources, will be helpful.

Central Questions –

- 1 How did the civil rights movement change the nation?
- 2 How did the civil rights movement gain momentum?
- 3 What key events marked the beginning of the civil rights movement in the 1950’s?
- 4 What type of background (education, work experience) must a good leader have to be successful?
- 5 What was King’s Strategy of Nonviolence?

Lesson Length - 10 class periods over about two weeks! Maybe three? It ended up being three weeks.

Key Ideas –

- Understand why the civil rights movement broke up into several groups
- Explain Martin Luther King’s use of nonviolent protest to gain equal rights
- Discover the gains made by the women’s movement
- Learn the effect of the War Protester on the War (Vietnam)

Intended Learning Outcomes

- 1 Students will increase background knowledge and vocabulary
- 2 Students will use research materials and learn new research methods
- 3 Students will make connections between the past and the present, and themselves and historical figures
- 4 Students will learn about an individual's background and how it led to their position on civil rights and, ultimately, their impact on history

National History Standards

The student understands how a democratic polity debates social issues and mediates between individual, or group, rights and the common good

- 5-12 Explore the range of women's organizations
- 7-12 Evaluate the continuing grievances of racial and ethnic minorities
- 9-12 Evaluate the continuing struggle for *e pluribus unum*

Vermont GE's

- H&SS7-8:8 Students connect the past with the present by Investigating and evaluating how events, people, and ideas have shaped the United States
- H&SS7-8:10 Students show understanding of past, present, and future time by Identifying why certain events are considered pivotal
- H&SS7-8:14 Students act as citizens by Identifying the various ways individuals have brought about change locally, nationally, or internationally.
- H&SS7-8:4 Students conduct research

Preparation for Teaching – Learn how to write a resume by using a person they will study. I modeled this by using John Kerry as my subject.

The student will choose a person from either the Civil rights movement, Women's movement or a Protest movement. Next students will gather details: what kind of jobs their person may have had before becoming an activist, what jobs they may have wanted, their work experience, hobbies (if known), education, socioeconomic/ethnic background, family history, etc.

Students will use age-old research sources such as encyclopedias, history texts, etc.. However, given they are a technologically savvy generation, students will also learn to

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use internet search engines/Google to investigate videos/images/recordings/texts. In addition to the student learning to write a resume, they will learn to gather further data to help them better understand their person and to assist them to prepare for their presentation at the end of the Lesson. Plus, hearing their person's voice, seeing them in a moving picture, could bring the person "alive" for the students.

Activities - Present Final copy of resume in class

Accommodations – Providing reading materials and research material to support all levels. Support and help on project will be aided by school-wide teacher support.

Annotated Bibliography

Scholarship

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

. What role did family, school, and church have in social acceptance? The author/historian pens an in-depth account of the sit ins at the lunch counter at Woolworths in Greensboro, North Carolina in 1960. It begins five years before the peaceful boycott and continues past it into the 1980s. Readers enjoy a sense of "being there" as we learn about key community and school personnel who had differing perspectives of the issues and how that affected their decisions. It is written for an adult audience and was an enjoyable and comprehensive narrative of a thirty year period of time. I would recommend this book.

Levine, Susan Braun & Mary Thom. *Bella Abzug: How One Tough Broad From the Bronx Fought Jim Crow and Joe McCarthy, Pissed Off Jimmy Carter, Battled for the Rights of Women and Workers, Rallied Against War and for the Planet, and Shook Up Politics Along the Way.*

I was surprised by the book, You knew where you were during crucial events. The authors new Bella on a personal level which brings that first hand perspective and passion which made it enjoyable to read. The book is a rollercoaster. I recommend it.

Powers, Ron. *Mark Twain: A Life.* New York: Free Press, 2006.

This 600 plus page biography was a bit daunting at first glance. The book is interesting. You learn a lot about Mr. Twains early years. Enormous amount of facts but I don't think it would be good for middle school application.

Primary Sources

Haskins, Jim. *Delivering Justice, W.W. Law and the Fight for Civil Rights.* Cambridge, MA: Candlewick Press, 2005.

Jim Haskin pairs up with illustrator Benny Andrews to create a beautifully written picture book that tells the story of W.W. Law, another important leader in the civil rights movement. Westley Wallace Law grew up in Savannah, Georgia in the 1930s. He spent most of his time with his grandmother who encouraged him to "be somebody."As a member of the NAACP he helped organize the Great Savannah Boycott, and also set up a teaching center that helped blacks pass the voting exam.

Hill, Christine M. *John Lewis From Freedom Rider to Congressman.* Berkeley Heights, NJ: Enslow Publishers, Inc., 2002.

This book is part of a series called "African-American Biographies" written for elementary aged readers. The very first page was extremely helpful with its list of 45 other biographies in the series. John Lewis was a key player in the civil rights movement but one who most students are unfamiliar with. His story needs to be told and this book did it well. The very first page created an author's hook that caught your attention and made you want to read on. It describes the plan of John Lewis and Albert Bigelow (a white man) to break the state law in the Rock Hill, South Carolina bus terminal.

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King, Casey & Osborne, Linda Barrett. *Oh, Freedom! Kids Talk About the Civil Rights Movement With the People Who Made It Happen.* New York: Alfred A. Knopf, 1997.

This is a fantastic book that conveys important information in an unusual format- a mix of basic information and personal interviews conducted by children. Each interviewer asks simple, straightforward questions to individuals who lived through this time period and were a part of the history that they read in text books. It's the personal experience of the common man. It is very inviting and educational. The Forward is written by Rosa Parks. .

Young, Andrew. *Martin Luther King, Jr. The Dream of Peaceful Revolution.* New York: Silver Burdett Press, 1990.

This book is part of a series called "The History of the Civil Rights Movement" written for middle and upper elementary aged children. Its 15 chapters cover Martin Luther King, Jr.'s life from childhood through the 1983 congressional act that made January 15th a federal holiday. It includes a timeline of the Civil Right Movement from 1954-1968. Each chapter began with a Martin Luther King, Jr. quote which I really liked..

Secondary Sources

Bullard, Sara. *Free At Last-A History of the Civil Rights Movement and Those Who Died in the Struggle.* New York: Oxford University Press, 1993.

This was a very useful resource book for upper elementary through adult readers. Its organization made it reader friendly. The first half of the book was divided into five topics: Early Struggles, Movement of the People, Confrontations, Fighting for the Ballot, and Days of Rage. The second half includes profiles of forty people who gave their lives to the cause. It also had abundance for visuals that depicted important events in the civil rights movement.

Curtis, Christopher Paul. *The Watsons Go to Birmingham-1963.* New York: Scholastic, 1995.

This historical fiction book is written at a 6th grade reading level, but the story would be enjoyed by a much larger audience. I will read it to my third and fourth graders and they loved. "Don't stop!" is the ultimate accolade. I have recommended it to many adults to enjoy themselves. It is told from the perspective of ten year old Kenny Watson. His family consists of a mother, father, brother, and sister who live in Flint, Michigan. The family dynamics is true to life and written with great humor. When the family takes a trip to visit relatives in Birmingham, Alabama they experience a very different set of social norms. They are witness to a tragic event in American history.

Dunn, John M. *The Civil Rights Movement.* San Diego, CA: Lucent Books, 1998.

This book is part of the World History series that focuses on documentation and primary source quotations. It is a resource book for elementary and junior high students. It is well organized and user friendly. It includes many black and white photographs and excerpts from other important publications such as newspapers, narratives, and speeches. I would recommend it.

Turck, Mary C. *The Civil Rights Movement for Kids.* Chicago: Chicago Review Press, 2000.

This book was subtitled "A History with 21 Activities". The book was well organized. It was divided into eleven sections that included a theme (I.E.-Let the Children Lead-Early Days-the 1950s , Tired of Being Mistreated- Montgomery Bus Boycott, 1955-56, You May Be Killed-Freedom Summer, 1964), historical summary, and activities. The activities included songs, plays, recipes, marches, petitions, surveys and ideas for fundraising to support civil right causes. I was hoping to find additional activities for my proposed unit but I ended up not using any of them because they were too advanced for my third-fourth grade class. I would recommend it however for grades 5-8.

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Videos

Iron Jawed Angels. DVD. HBO Films, Home Box Office Inc. (2004).

This true story follows the brilliant and defiant activists Alice Paul and Lucy Burns as they lead the fight for women's rights. They take on President Wilson and put their lives at risk to help American women win the right to vote. The prison scenes are especially powerful. Not only would I recommend this video to others, I forced family members and friends to watch it. Everyone was moved.

Citizen King. DVD. Social Studies School Service (2004).

Maybe it was a mistake to watch this after I watched *Iron Jawed Angels*, but I thought it was a big snooze. Was it informative? Yes. Was it compelling storytelling? I think not.

Mighty Times, VCR, [A Project of the Southern Poverty Law Center](#)

Film documenting the Montgomery Bus boycott and Rosa Parks simple act of defiance against racial segregation. Good movie for the middle school.

A Time for Justice, America's Civil Rights Movement, A film by Charles Guggenheim Teaching Tolerance. (1992)

A Time for Justice depicts the battle for civil rights as told by its foot soldiers. They rode where they weren't supposed to ride, walked where they weren't supposed to walk, sat where they weren't supposed to sit, and they stood their ground until they won their freedom