

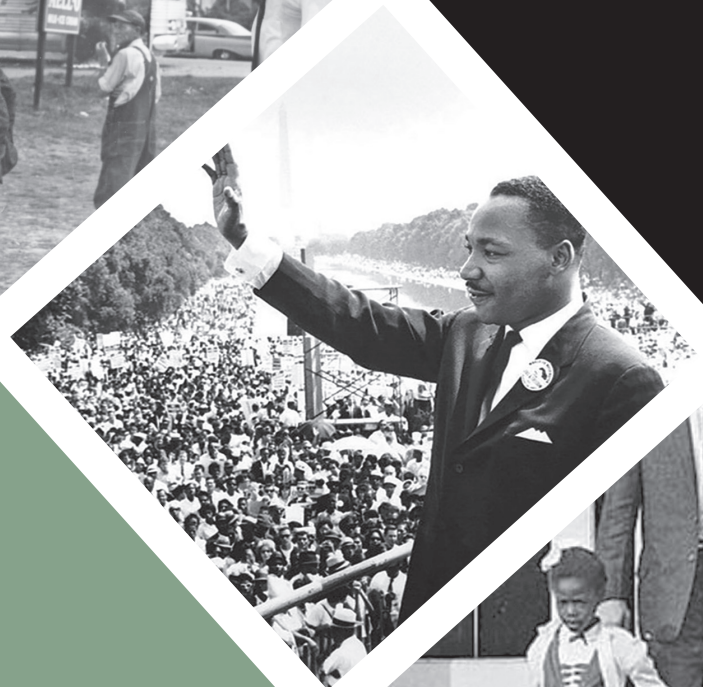


**The Joan Trumpauer
Mulholland Foundation**

TEACHER RESOURCE

CA
5th Grade

Standing for Freedom



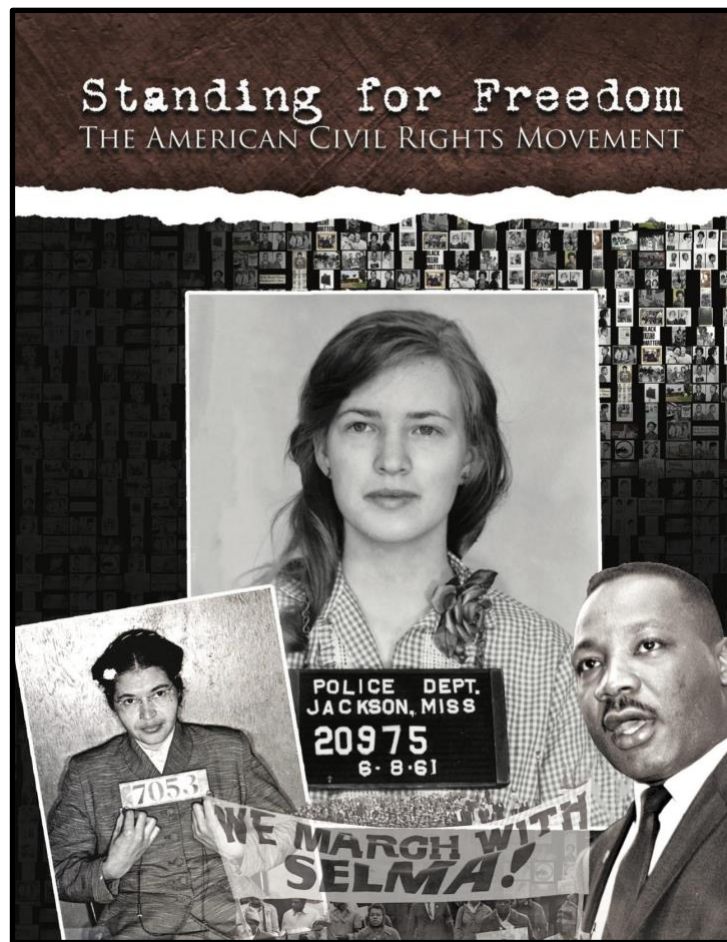
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Teaching Guide and Resources

5th Grade Students

“Standing for Freedom The American Civil Rights Movement”



Author and Producer: Loki Mulholland
The Joan Trumpauer Mulholland Foundation
<https://joantrumpauermulholland.org/>

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Dear Educator,

These are suggested lesson plans and resources to be used in conjunction with the magazine "Standing for Freedom: The American Civil Rights Movement" and recommended videos and primary sources. Teachers should use their professional judgment to decide which activities and projects are appropriate for the unique needs of their classes and individual students. Teachers will need to differentiate the ideas presented here to ensure all students, regardless of exceptionality or first language, are able to meet with success and enjoy learning about this special time in American history and this special lady, Joan Trumpauer Mulholland.



Joan Trumpauer Mulholland and her son Loki Mulholland

Recommended Organizational



Materials

"The roots of learner centeredness are found in constructivism. That is, knowledge is constructed in a social inquiry context where the student or learner is an active participant in the construction, renovation and demolition of knowledge as they make sense of the world in which they live" (Jonassen, 1991). "To the constructivists, the development of an instructional activity includes two parts: the identification of a problem and providing the students with the resources to solve the problem (Bednar et al., 1992)" (Newmaster, Lacroix, and Roosenboom, 2006).

It is recommended that the teacher prepare or provide a notebook or folder for each student with the purpose of using it as an interactive learning tool. This can be a spiral notebook, a composition notebook, a plain manila folder, or a three-pronged folder. Students can expect to develop a vocabulary section, draw a variety of simple graphic organizers on notebook paper, create foldables (3-D graphic organizers) and add primary source materials throughout this unit of study.

List of Materials Recommended for Each Student:

- ☐ 1 notebook OR 1 folder
- ☐ Construction paper
- ☐ Scissors
- ☐ Tape or glue stick as needed/ Stapler as needed
- ☐ Student Magazine "Standing for Freedom: The American Civil Rights Movement"
- ☐ 2 copies of the pre-test/post-test Assessment

Optional Materials for Each Student (available within this packet):

- ☐ One copy of the following -
 - ☐ Pre- and Post-test Assessment
 - ☐ Mugshot Cover Sheet for Folder/Notebook

- ☐ Mugshot for PSAT
- ☐ Primary Source Analysis Tool
- ☐ Cooperative Job Cards
- ☐ World's Smallest KWL Chart
- ☐ Four Square - Reciprocal Teaching Method
- ☐ "A" is for Arkansas and "C" is for Claudette Cloze Activity
- ☐ Pebble in a Pond
- ☐ Mr. Thomas' Character Traits
- ☐ Tougaloo College Cause and Effect Timeline
- ☐ Question Cards: Growing Up in Mississippi – Luvaghn Brown's Experiences
- ☐ Compare and Contrast: Then and Now Venn Diagram

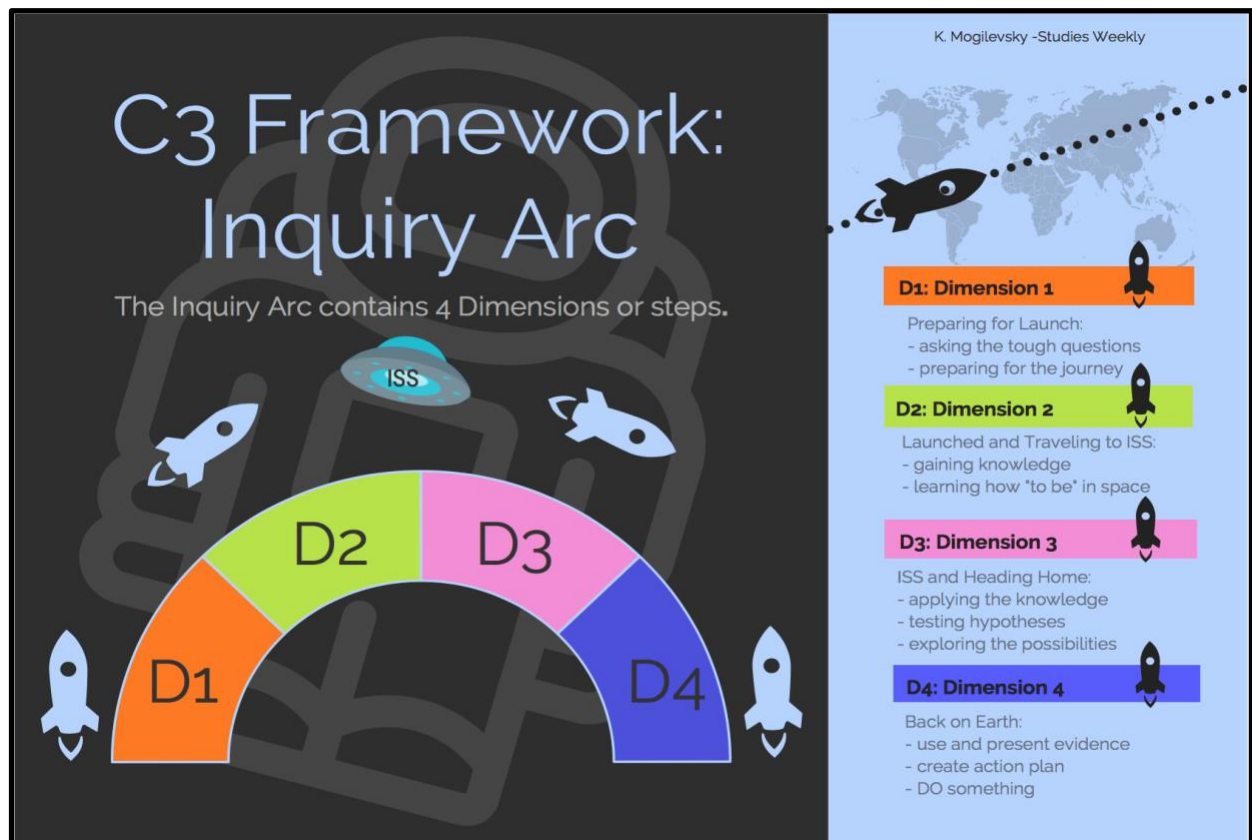
Prerequisite Activities & Information



This Teaching Guide incorporates the C3 Framework. "The C3 is driven by the following shared principles about high quality social studies education:

- Social studies prepares the nation's young people for college, careers, and civic life.
 - Inquiry is at the heart of social studies.
 - Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
 - Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
 - Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts"
- ~National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* (Silver Spring, MD: NCSS, 2013). <https://www.socialstudies.org/c3>

The C3 Framework is organized into Four Dimensions to support the inquiry and learning process. Please review the infographic to gain an overview of what the Four Dimensions are and how they work together to support robust social studies instruction.



Prerequisite Activities: Pre-Assessment and Dimension 1

Materials needed per student:

- ☐ 1 sheet of notebook paper
- ☐ Interactive notebook/folder/large construction paper folded in half
- ☐ Copy of the Pre- and Post-Assessment

Approximate Time the Lesson Will Take:

- ☐ 30 minutes

Activities:

1. Post the three main questions for the unit of study and explain to the students that the questions will be explored. Question C requires a hypothesis statement.
2. Provide a sheet of notebook paper to each student and ask them to copy Question C and then provide their own hypothesis statement. At the end of the entire unit, the students will come back to Question C and provide supporting evidence and documentation to support their point of view in a final culminating project. Collect the notebook papers and hold onto them until the culminating lesson or have students place them in their interactive notebooks/folders.
3. Administer the Pre-Test Assessment to the students, collect, score, and retain for comparison data upon the completion of this unit of study. Pre-test and Post-test Assessment is located after the lesson plans and enrichment suggestions.

Overarching Questions: Why does the Civil Rights Movement continue to bubble up from the past to our present day? How do events from the past impact today's events?

C3 Framework Dimension 1:

There are three main questions for this inquiry unit.

- Question A: What common theme do the stories and articles in this magazine all share?
- Question B: What **don't** you know about the Civil Rights Movement?
- Question C: Is the Civil Rights Movement over?

Building Background & Inquiry Activities



Please complete the following activities before providing any information about the magazine "Standing for Freedom: The American Civil Rights Movement."

Lessons 1-3

1. Setting the Stage: The "Hook" Activity
2. Mini Vocabulary Flipbook
3. World's Smallest KWL Chart

Lesson 1: Setting the Stage: The "Hook" Activity

Dimension 2

Materials needed per small cooperative group:

- ☐ Mugshot Photograph located on the front cover of the magazine "Standing for Freedom: The American Civil Rights Movement" (center image; the woman is wearing a sign that includes "Police Dept. Jackson, Miss.")
- ☐ Primary Source Analysis Tool
- ☐ Cooperative Job Cards (optional)

Materials needed per student:

- ☐ Interactive notebook/folder/large construction paper folded in half (optional)
- ☐ "Standing for Freedom: The American Civil Rights Movement" magazine
- ☐ Crayons, markers, or colored pencils
- ☐ Glue stick, scissors, and folder cover sheet (optional)

Approximate Time the Lesson Will Take:

- ☐ 30 minutes

Activities:

1. Introduce the purpose of the Primary Source Analysis Tool – review each of the four steps. Remind students that a primary source can be a photograph, a video, an audio clip, a historic document, a diary entry, or any other artifact from a specific time period. What makes the artifact a

primary source is that it was a first-hand account of an event created during the time period or shortly thereafter. During this activity, the students will only observe, reflect, and question – the research portion will not be used.

2. Students will analyze the Mugshot Photograph and complete the Primary Source Analysis Tool. Guide students to generate questions such using the 5 W's. Examples:
 - a. Who is this person?
 - b. Where was this photograph taken?
 - c. When was the photograph taken?
 - d. What did she do?
 - e. Why does she look calm?
3. Allow students to share their completed Primary Source Analysis Tool (present to the class).
4. Tell the students that they will be learning about the woman in the mugshot and her name is Joan Trumpauer Mulholland.
5. Allow students to set up their interactive notebook/folder and personalize it. The students will be using this interactive notebook/folder to organize materials, record their progress, and develop a portfolio. If desired, have students write their name and date on the folder cover sheet (mugshot).
6. The portfolio will serve as part of a culminating project for students and document evidence that they have achieved the standards and benchmarks. Have students make a list of items and lessons on the inside left-side of their folder or notebook or you may provide them with a checklist (available in the Worksheets & Artifacts section of this guide).

Lesson 2: Mini Vocabulary Flipbook

Dimension 2

Materials needed per student:

- ☐ 1 sheet of white copy paper or light-colored construction paper
- ☐ Scissors
- ☐ Glue stick
- ☐ Interactive notebook/folder



Approximate Time the Lesson Will Take:

- ☐ 20 minutes

Activities:

1. Fold the paper lengthwise in half. Using scissors, create four “lift-the-flap” sections. Be sure to tell students to only cut one side of the fold.
2. Use glue and secure the solid backside of the flipbook inside the interactive notebook.
3. Have students write the following words and phrases on each “flap” on the front part of the flipbook.
 - a. Equality
 - b. Civil Rights
 - c. Freedom Rider
 - d. Peaceful Protest
4. On the inside of the flipbook, ask students to write what their own definition of each term on the left side only – jot down a few words.
5. Tell students that they will revisit this vocabulary flipbook during a future lesson.

Lesson 3: World's Smallest KWL Chart

Dimensions 1 & 2

Materials needed per student:

- ☐ Interactive notebook/folder
- ☐ World's Smallest KWL Chart – (optional; 4 charts per 1 sheet)
- ☐ Glue stick/tape

Approximate Time the Lesson Will Take:

- ☐ 20 minutes

Name: _____ Date: _____		
Topic: _____		
K	W	L

Activities:

1. Provide one World's Smallest KWL Chart to each student. The teacher should use the whiteboard or document camera to lead a shared KWL discussion.
2. Topic: The Civil Rights Movement
3. "K" – What do they "Know" section: Have students jot down things they know about the Civil Rights Movement and allow them to share with the class. The teacher should record the information on the shared KWL Chart.
4. "W" – What do they "Want to Know" section: Have students jot down things they want to know about the Civil Rights Movement and allow them to share with the class. The teacher should record the information on the shared KWL Chart. As a class, address Question B: What **don't** you know about the Civil Rights Movement? Students will record things they do know about the Civil Rights Movement in the "W" section of the graphic organizer.
5. Leave the "L" – What they "Learned" section blank for now.
6. Have students glue or tape their KWL Chart into their interactive notebook/folder.

Lesson 4: Doing What is Right

Dimensions 2 & 3

Materials needed per student:





- ☐ Student Magazine "Standing for Freedom: The American Civil Rights Movement" -- pages 2 & 3
- ☐ Interactive notebook/folder
- ☐ Four Square - Reciprocal Teaching Method worksheet (optional)
- ☐ Glue stick/tape

Approximate Time the Lesson Will Take:

- ☐ 45 minutes

Activities:

1. Reintroduce the topics of equality, fairness, civil rights and peaceful protest. Ask students to share their ideas and definitions of each topic.
2. Explain to the students that as a whole group, you will be completing a shared Four Square activity. Have students notice the four different parts of the worksheet and tell them they will make a prediction, read the article, clarify unknown words, summarize, and then generate questions from the text.
3. Each students should have their own copy of the "Standing for Freedom: The American Civil Rights Movement" magazine. Today's lesson will focus primarily on the article "Doing What is Right."
4. Read the title of the article aloud for the students and ask students to begin thinking about what they predict this story will be about. Have students turn and talk or "pair and share."
5. Have students read the article "Doing What is Right" either aloud at the same time or silently while the teacher reads aloud.
6. Guide students to complete the clarification portion of the Four Square by eliciting the answers from the students using strategies to figure out the meaning of unknown words (context clues, examine the illustrations, etc.).
7. Then move onto the summarizing portion of the Four Square process. This is a great opportunity to incorporate a mini lesson on grammar, punctuation and the main idea. Have students summarize the article of "Doing What is Right" in one to three sentences.

The Reciprocal Teaching Method	
Four Square	
Predicting  Examine the story or article: look at the words, pictures/drawings, photos, maps, text features. Write a sentence or two predicting what you think this story or article will mostly likely be about. Access Background Knowledge!	Questioning  Use the text from the story or article to generate a question. Be sure to include the answer and cite text-based evidence. Who? Where? What? Why? When? How?
Clarifying  After reading the story or article, take a closer look at some of the unknown words or phrases. Use context clues and make a good guess at what those unknown words or phrases mean.	Summarizing  Summarize the story or article in one simple sentence. If this is a longer story, you may write up to three sentences.

8. Finally have students create a question they could pose to the class about the article. The question can be a “who, what, when, where, why or how” format, but it must be something someone can answer if they have read the article. Be sure to have students record the answer to their question and cite the source (page number, paragraph or a specific sentence).
9. Allow students (randomly select several or ask for volunteers) to stand before the “audience” of classmates. The presenter should review their answers and/or responses from the Four Square. Be sure to allow “wait time” for the audience to answer the posed question from the Question section of the activity.
10. Students should glue or tape the Four Square worksheet into their interactive notebook/folder.
11. Ask students to revisit their World’s Smallest KWL Chart and add information as needed.
12. Have students examine the Table of Contents, the short article beneath the Table of Contents, and provide time for the students to examine the primary source photos on pages two and three. Lead a short discussion the text features, the numbered captions for the photographs, and “anyone can make a difference.”. (Hopefully, students will notice that Joan was a child when she noticed the way African Americans were treated and that she was going to doing something about it.)



Lesson 5: The Movement Begins

Dimension 1 & 2

Note to the Teacher: Please download the video titled "Emmett Till" to your desktop the day before to ensure lesson continuity. Video: <https://joantrumpauermulholland.org/civilrightsmap/> and locate August 1955.

Materials needed per student:

- ☐ Student Magazine "Standing for Freedom: The American Civil Rights Movement" -- pages 4 & 5
- ☐ Interactive notebook/folder
- ☐ Notebook Paper (optional)

Approximate Time the Lesson Will Take:

- ☐ 15-20 minutes

Activities:

1. Explain to students that they will write down a hypothesis to the following question: Was there a single event that started the Civil Rights Movement? Student should respond with "Yes, the single event was ..." or "No, it was several events and those include ..." Students will revisit this question later on in this lesson and future lessons.
2. Watch the video titled "Emmett Till".
3. Students will skim the article titled "The Movement Begins" and jot down the answers to the Five W's using the text. Student may work in cooperative groups, but all students must write down the responses to the Five W's on their notebook paper.
 - a. Who?
 - b. What?
 - c. When?
 - d. Where?
 - e. Why?
4. Provide time for discussion, examination of the primary sources and captions.
5. Optional Empathy Builder Question: Emmett Till was 14-years old when two men took his life. How old are you?

Lesson 6: "A" is for "Arkansas" and "C" is for "Claudette" Cloze Activity

Dimensions 2 & 3

Materials needed per student:

- ☐ Student Magazine "Standing for Freedom: The American Civil Rights Movement" -- pages 6 & 7
- ☐ Interactive notebook/folder
- ☐ Cloze Activity Worksheet (Answer Key for Teachers provided, too)
- ☐ Cooperative Job Cards (optional)

Approximate Time the Lesson Will Take:

- ☐ 20 minutes

Background information: "The cloze procedure can be used to teach reading because it goes beyond the sampling, reconstructing and matching demands of normal reading. The reader not only reads the text but must also produce a word to fit a given context. This use of information across sentence boundaries is an important aspect of reading comprehension, for it helps readers to recognize the interrelationships of language and to develop an awareness of sequence, both of which could help prediction. It also forces readers to reconstruct on the basis of a wider range of context cues, for they have to read beyond the unknown word for additional cues" (Raymond, 1988, p. 91).

Raymond, P. (1988). Cloze procedure in the teaching of reading. *TESL Canada Journal*, 6, (1), retrieved from <https://files.eric.ed.gov/fulltext/EJ387352.pdf>

Activities:

1. Students will read pages 6 & 7 in the "Standing for Freedom" magazine. You may wish to have students read with a partner or in a small group.
2. Provide copies of the worksheet "'A' is for Arkansas and 'C' is for Collette. Explain to the students that they will use context clues to fill in the missing words.
3. **NOTE:** A Word Bank has been provided to assist students with disabilities or English Language Learners. For regular education students and/or gifted/talented, you may wish to cut off the Word Bank with scissors before handing out the worksheets.
4. Students may complete the worksheet activity independently, with a partner, or in a small group setting.



Lesson 7: Pebble in a Pond

Dimension 2

Materials needed per student:

- ☐ Student Magazine "Standing for Freedom: The American Civil Rights Movement" -- pages 8 & 9
- ☐ Interactive notebook/folder
- ☐ Pebble in a Pond Worksheet (optional) - notebook paper can also be used
- ☐ Cooperative Job Cards (optional)
- ☐ Video: Please make sure

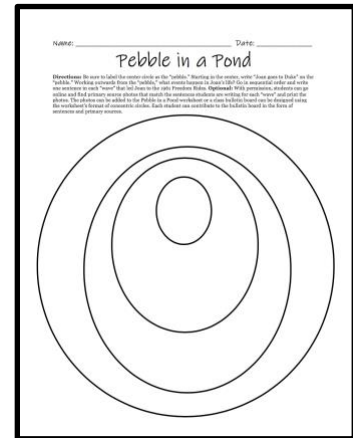
that you have previewed the movie beforehand in order to anticipate some questions your students may have during the after-movie discussion. *There are two versions available: 45-minute and 30-minute lengths plus the clips. The link features the 30-minute version. <http://joantrumpauermulholland.org/an-ordinary-hero-education-version-30-mins/>

Approximate Time the Lesson Will Take:

- ☐ 50 minutes

Activities:

1. Use the Pebble in a Pond Worksheet or notebook paper with concentric circles. Be sure to label the center circle as the "pebble." Starting in the center, write "Joan goes to Duke" on the "pebble."
2. Working outwards from the "pebble," what events happen in Joan's life? Go in sequential order and write one sentence in each "wave" that led Joan to the 1961 Freedom Rides.
3. Watch the 30-minute education version of "An Ordinary Hero" movie.
4. **Optional:** With permission, students can go online and find primary source photos that match the sentences students are writing for each "wave" and print the photos. The photos can be added to the Pebble in a Pond worksheet or a class bulletin board can be designed using the worksheet's format of concentric circles. Each student can contribute to the bulletin board in the form of sentences and primary sources.



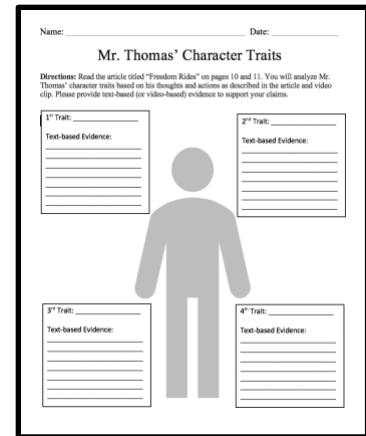
Lesson 8: The Freedom Rides

Dimension 2

Materials needed per student:

- ☐ Student Magazine "Standing for Freedom: The American Civil Rights Movement" -- pages 10 & 11
- ☐ Interactive notebook/folder
- ☐ Mr. Thomas' Character Traits Worksheet (optional) - notebook paper can also be used
- ☐ Cooperative Job Cards (optional)
- ☐ Video clip - visit

<http://joantrumpauermulholland.org/teacher-resources/> and select the video "Freedom Rides"

The worksheet is titled "Mr. Thomas' Character Traits" and includes fields for "Name:" and "Date:". It contains a central graphic of a person and four boxes for character traits, each with a "Text-based Evidence:" section. The directions at the top read: "Directions: Read the article titled 'Freedom Rides' on pages 10 and 11. You will analyze Mr. Thomas' character traits based on his thoughts and actions as described in the article and video clip. Please provide text-based (or video-based) evidence to support your claims." The four trait boxes are labeled "1st Trait:", "2nd Trait:", "3rd Trait:", and "4th Trait:". Each box has five lines for text-based evidence.

Name: _____ Date: _____

Mr. Thomas' Character Traits

Directions: Read the article titled "Freedom Rides" on pages 10 and 11. You will analyze Mr. Thomas' character traits based on his thoughts and actions as described in the article and video clip. Please provide text-based (or video-based) evidence to support your claims.

1st Trait:

Text-based Evidence: _____

2nd Trait:

Text-based Evidence: _____

3rd Trait:

Text-based Evidence: _____

4th Trait:

Text-based Evidence: _____

Approximate Time the Lesson Will Take:

- ☐ 15-20 minutes

Activities:

1. Read the article titled "Freedom Rides" on pages 10 and 11. This can be a modeled, shared, or independent reading activity.
2. Watch the video title "Freedom Rides" - the video is approximately five minutes in length.
3. Review the worksheet "Mr. Thomas' Character Traits" and explain to the students that they will analyze Mr. Thomas' based on his thoughts and actions as described in the article and video clip. Students must provide text-based (or video-based) evidence to support their claims.

Lesson 9: Tougaloo College

Dimension 2

Materials needed per student:

- ☐ Student Magazine "Standing for Freedom: The American Civil Rights Movement" -- pages 12 & 13
- ☐ Interactive notebook/folder
- ☐ Tougaloo College Cause and Effect Timeline Worksheet (optional) - notebook paper can also be used

Approximate Time the Lesson Will Take:

- ☐ 20-25 minutes


Activities:

1. Read the article titled "Tougaloo College" on pages 12 and 13. This can be a modeled, shared, or independent reading activity.
2. Review the worksheet "Tougaloo College Cause and Effect Timeline" and explain to the students that they will reread the article "Tougaloo College". Students will select two or three events or causes from the Tougaloo article and place them on the timeline below. Students may draw a square or bubble around their writing. Students will use both spaces above and below the timeline. Students should consider the effect each "cause" listed and add the effect on the timeline. Please label each pair (cause and effect) with the same letter (A, B, C). Be sure to include the year of each cause and effect.

Name: _____ Date: _____

"Tougaloo College" Cause and Effect Timeline

Directions: Reread the article "Tougaloo College". Select two or three events or causes from the Tougaloo article and place them on the timeline below. You can draw a square or bubble around your writing. Remember you can use both spaces above and below the timeline. Consider the effect each "cause" listed. Add the effect on the timeline. Please label each pair (cause and effect) with the same letter (A, B, C). Be sure to include the year of each cause and effect.



Lesson 10: Growing up in Mississippi

Dimension 2

Materials needed per student:

- ☐ Student Magazine "Standing for Freedom: The American Civil Rights Movement" -- pages 14 & 15
- ☐ Interactive notebook/folder
- ☐ Question Cards: Growing Up in Mississippi – Luvaghn Brown's Experiences
- Worksheet (optional) - notebook paper can also be used
- ☐ Colored pencils, markers, or crayons
- ☐ Scissors

Approximate Time the Lesson Will Take:

- ☐ 25-30 minutes

Activities:

1. Read the article titled "Growing Up in Mississippi" on pages 14 and 15. This can be a modeled, shared, or independent reading activity.
2. Review the worksheet "Question Cards: Growing Up in Mississippi – Luvaghn Brown's Experiences" and explain to the students that they will use the article to answer the questions featured on the flipbook worksheet. Students may share final their work with a partner, their cooperative group, or the class.

Name: _____ Date: _____

QUESTION CARDS: GROWING UP IN MISSISSIPPI – LUVAGHN BROWN'S EXPERIENCES

Directions: Cut along the dotted lines and fold along the solid lines. Fold to make a 10-flap organizer. Use colored or patterned pencils to add colors to each Question Card label. Cut out each Question Card label, write at least two complete sentences. You may need to do additional research online or at the library. Be sure to write your name on the organizer. ©

WHAT WERE SOME SIGNIFICANT DETAILS?	AFTER READING THIS ARTICLE, WHAT ARE YOU CURIOUS TO LEARN MORE ABOUT?
GROWING UP IN MISSISSIPPI QUESTION CARDS LUVAGHN BROWN'S EXPERIENCES	
SUMMARIZE THIS ARTICLE IN 25 WORDS OR LESS.	HOW DOES LUVAGHN'S STORY RELATE TO YOUR LIFE?

Lesson 11: The Best and the Worst Year

Dimension 2

Materials needed per student:

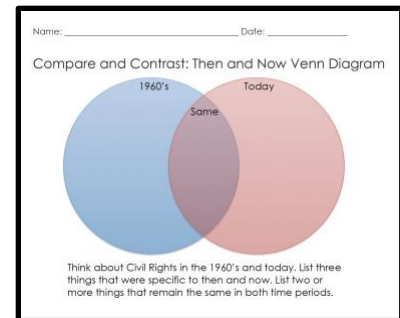
☐ Student Magazine "Standing for Freedom: The American Civil Rights Movement" -- pages 16 & 17

☐ Interactive notebook/folder

☐ Compare and Contrast: Then and Now Venn

Diagram worksheet (optional) – students may draw a Venn diagram in their interactive notebook/folder

☐ Video clip - visit <http://joantrumpauermulholland.org/teacher-resources/> and select the video "Jackson Woolworth's Sit-In" and the "16th Street Baptist Church Bombing"



Approximate Time the Lesson Will Take:

☐ 20-25 minutes

Activities:

1. The students watched the educational version of "An Ordinary Hero" in Lesson 7. The video clips are approximately four minutes long each and will help students reconnect with the content.
2. Read the article "The Best and the Worst Year" as a class (modeled or shared).
3. Ask students to review the activities they have completed in the interactive notebook/folder.
4. Draw a "T-chart" on the front whiteboard and label one side "1960's" and the other "Today."
5. As a whole group, elicit examples from the students about how events were specific to each time period. Encourage students to think about what they have learned, viewed, and heard from the newspaper articles and the movie. Diagram
6. Once the "T-chart" is complete, provide the Compare and Contrast: Then and Now Venn Diagram worksheet or students may draw a Venn diagram in their interactive notebook/folder. Call upon a student to read the directions to the class. Refer students back to the "T-chart" for inspiration.

7. Once the Venn diagram is completed, have students glue or tape it into their interactive notebook/folder.
8. Optional: In order to encourage original thinking and increase the rigor of this activity, have students read their Venn diagram responses. If a response has already been shared, no points are awarded. However, if the response is truly unique, that response and student earn a point. The student or students with the most points or have one point or more can win a prize such as a homework pass, additional free time, or a sticker/small prize.



Lesson 12: Medgar Evers

Dimension 2

Materials needed per student:

- ☐ Student Magazine "Standing for Freedom: The American Civil Rights Movement" -- pages 18 & 19
- ☐ Interactive notebook/folder
- ☐ Civil Rights Interactive Map - available online at <https://joantrumpauermulholland.org/teacher-resources/>
- ☐ Click on Jackson, MS and select the video clip - "Virtual Field Trip: Medgar Evers Home" (approximately 5 minutes)

Approximate Time the Lesson Will Take:

- ☐ 20 minutes

Activities:

1. Students will identify Medgar Evers as a catalyst for the national Civil Rights Movement. Students will question why Dr. Martin Luther King, Jr. and Rosa Parks have been prominent figures of the time period. Students will draw conclusions about the contributions of Medgar Evers, the students he mentored, and sacrifices those students made for all people.
2. Students should work in small cooperative groups to create a description of the kind of man Medgar Evers was and how he contributed to the national Civil Rights Movement. Students should jot down their own descriptions in their interactive notebooks/folder.
3. Students should work within the small groups to discuss the following questions:
4. Do you think Medgar Evers should be a more prominent figure in Civil Rights lessons and readings in the same way that MLK and Rosa Parks are featured? Why or why not?
5. Why do you think MLK and Rosa Parks are more widely known when compared to Medgar Evers?
6. How do you think should Medgar Evers be honored?
7. Students should share their responses to the class. Assign two students to record the groups' responses on the whiteboard. Allow students to select one of the discussion questions and write a full response in the interactive

notebook/folder. Their full response should be in paragraph format, proper spelling, grammar, and punctuation is required.

8. Revisit the 3 Main Inquiry Questions (discuss and take notes)

- Question A: What common theme do the stories and articles in this magazine all share?
- Question B: What **don't** you know about the Civil Rights Movement?
- Question C: Is the Civil Rights Movement over?

Lesson 13: Freedom is Never Free

Dimension 2

Materials needed per student:

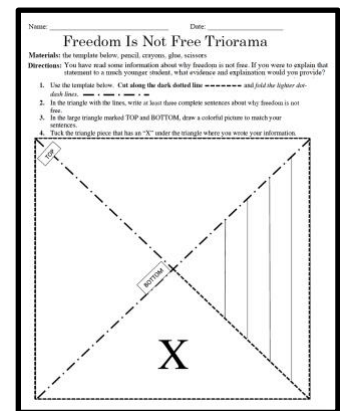
- ☐ Student Magazine "Standing for Freedom: The American Civil Rights Movement" -- pages 20 & 21
- ☐ Interactive notebook/folder
- ☐ Freedom Is Not Free worksheet

Approximate Time the Lesson Will Take:

- ☐ 30 minutes

Activities:

1. Read the article titled "Freedom Is Never Free" on pages 20 and 21. This can be a modeled, shared, or independent reading activity.
2. Review the worksheet "Freedom Is Not Free" and explain to the students that they will use the article to design and create a triorama. Students may share final their work with a partner, their cooperative group, or the class.
3. Trioramas are easy to display on a shelf or stapled to a bulletin board.





Lesson 14: Selma to Montgomery

Dimension 2

Materials needed per student:

- ☐ Student Magazine "Standing for Freedom: The American Civil Rights Movement" -- pages 22 & 23
- ☐ Interactive notebook/folder
- ☐ Art supplies (construction paper, crayons, markers, etc.)

Approximate Time the Lesson Will Take:

- ☐ 30-35 minutes

Activities:

1. Pre-reading strategy: Write the following questions on the board and ask students to keep it in mind as the article "Selma to Montgomery" is read:
 - a. What conditions created the need for a protest march from Selma to Montgomery, Alabama, in 1965?
 - b. What did that march achieve?
2. Read the article titled "Selma to Montgomery" on pages 22 and 23. This can be a modeled, shared, or independent reading activity.
3. Revisit the two questions and have students jot down their thoughts and answers in their interactive notebook or record their responses on the board.
4. Have students design a book jacket for a fictional book on the voting rights struggle and its impact on Joanne Blackmon Bland.

Lesson 15: What Can You Do?

Dimension 4

Materials needed per student:

- ☐ Student Magazine "Standing for Freedom: The American Civil Rights Movement" -- pages 24-29
- ☐ Interactive notebook/folder
- ☐ The World's Smallest KWL Chart that was started in Lesson 3

Approximate Time the Lesson Will Take:

- ☐ 30 minutes initially and the time needed to complete the culminating activity/project

Activities:

1. Have students revisit their World's Smallest KWL Chart that was started in Lesson 3. Allow students a few minutes to review their "K" and "W" sections and add what they "Learned" in the "L" section.
2. As a culminating activity the students will help make the world a better place. The place can be within themselves, the class, the school, the community, etc. Meet as a whole group and begin brainstorming problems that need to be solved or an issue that should be addressed to improve the quality of life for others.
3. Specifically/clearly identify the problem (e.g. bullying, not recycling containers at lunch time, the school grounds are unkempt, over-testing).
4. As a group come into consensus and connect with people who agree. This can be in the form of general discussions with friends or put up a notice of a meeting to discuss the problem so students, parents, school staff and community members can work together.
5. Consider plans of action and decide on the one to try first.
6. Do it. If appropriate, put the word out to the school/church/temple/other houses of worship/press about what the group will be doing. The group may just do "random acts of kindness" type things and not make a big deal of it except in conversations with people who may or may not agree with you. Consider posting on <https://thewonderment.com/> to share ideas and projects.
7. Make sure that responsible adults are involved and can assist students if needed.

Lesson 16: The Civil Rights Movement Timeline, Map, and Other Notable Civil Rights Activists

Dimension 3 - Evaluating Sources & Using Evidence

- ☐ Student Magazine "Standing for Freedom: The American Civil Rights Movement" -- pages 26-31
- ☐ Interactive notebook/folder
- ☐ A Special Person's Pocket worksheet
- ☐ Notebook paper for student narratives
- ☐ Art materials, colored paper to create "primary sources" (as needed)
- ☐ Optional - Access to primary and secondary sources via media center, library, or Internet; ability to download and print images

Name: _____ Date: _____

"A Special Person's Pocket"
Activity Project Guide

"Students will develop a capacity for gathering and evaluating sources and then using evidence in disciplinary ways." -- NCSS C3 Framework

Materials:

- Student Magazine "Standing for Freedom: The American Civil Rights Movement" -- pages 26-31
- Art materials, colored paper to create "primary sources" (as needed)
- Folder or envelope or sandwich bag to hold artifacts

1. Write the name of the person whose "pocket" you will be investigating:
2. Locate a picture, drawing or photograph of the person. You may use "Standing for Freedom: The American Civil Rights Movement" pages 26-31 or the library/media center or the internet (with adult permission). Examine the image for details such as how old this person was, where they were at this stage in their life, and what situation they may have been in.
3. On a separate piece of paper, create a narrative of what items and artifacts would be in his/her pocket(s) at that particular point in time of his/her life and situation. Items may include wallet with photos, a driver's license, or maybe membership cards. Use your imagination!
4. Make every attempt to locate authentic items (primary sources) for your "Special Person's Pocket" activity. This may include visits to the library/media center or researching on the internet (with adult permission). Download and print or make copies of the authentic items.
5. Use the back of this paper to list your resources. The resources can include a bibliography, webography, or a list of references. Make sure you document the resources you used for this activity! ©
6. Be prepared to present your project to the class. Public speaking is a great life skill!

Approximate Time the Lesson Will Take:

- ☐ 60+ minutes (possibly more than one class period depending on how much time students need for research)

Activities:

1. This lesson puts all of the previous lessons and acquired skills thus far to the test.
2. Students will develop a capacity for gathering and evaluating sources and then
3. using evidence in disciplinary ways.
4. Review the "A Special Person's Pocket" worksheet. You may use Medgar Evers, for example (see page 27) and complete this activity as a shared project.

Final Wrap –up Activities & Portfolio Project

Overarching Questions: Why does the Civil Rights Movement continue to bubble up from the past to our present day? How do events from the past impact today's events?

C3 Framework Dimension 1:

Revisit the three main questions for this inquiry unit and have a discussion.

- Question A: What common theme do the stories and articles in this magazine all share?
 - Question B: What **don't** you know about the Civil Rights Movement?
 - Question C: Is the Civil Rights Movement over?
1. Revisit the vocabulary flipbook, allow students to add information as needed.
 2. Students should take their posttest assessment.
 3. The teacher should compare scores from pretest and posttest. Take the time to meet with each student, if possible, and show the growth the student achieved.
 4. Students can add the pretest and posttest to their interactive notebook/folder.



Enrichment Ideas

☐ Recommended Literature:

- "Freedom Walkers: The Story of the Montgomery Bus Boycott" by Russell Freedman
 - "Sit-In: How Four Friends Stood up by Sitting Down" by Andrea Davis Pinkney
 - "Cracking the Wall: The Struggles of the Little Rock Nine" by Eileen Lucas and Mark Anthony
 - "Through My Eyes" by Ruby Bridges
 - "The Split History of the Civil Rights Movement" (Perspectives Flip Book Series) by Nadia Higgins
1. Invite community members, grandparents into the school/classroom to share what they remember life was like before, during and after the Civil Rights Movement of the 1950's and 1960's.
 2. Learn more about biographies and history by taking a "field trip" to your school's library or media center. Ask your librarian or media specialist to provide lessons on how the media center is arranged and how to find particular genre of book or a specific topic.
 3. Visit *The Wonderment* web site <https://thewonderment.com/> and locate the "An Ordinary Hero" Path. Share your students' "You are a Hero" activity/activities and accomplishments with students around the world.
 4. Inspire others and be inspired!



Worksheets and Artifacts

- ☐ Pre- and Post-test Assessment
- ☐ Mugshot Cover Sheet for Folder/Notebook
- ☐ Mugshot for PSAT
- ☐ Primary Source Analysis Tool
- ☐ Cooperative Job Cards
- ☐ World's Smallest KWL Chart
- ☐ Four Square - Reciprocal Teaching Method
- ☐ "A" is for Arkansas and "C" is for Claudette Cloze Activity
- ☐ Pebble in a Pond
- ☐ Mr. Thomas' Character Traits
- ☐ Tougaloo College Cause and Effect Timeline
- ☐ Question Cards: Growing Up in Mississippi – Luvaghn Brown's Experiences
- ☐ Compare and Contrast: Then and Now Venn Diagram
- ☐ Freedom is Not Free Triorama
- ☐ A Special Person's Pocket

PRE-TEST
Standing for Freedom
5th Grade Summative Assessment

Student Name: _____ Date: _____

School Name: _____ Teacher Name: _____

1. Why was Joan Trumpauer Mulholland's participation in the Civil Rights Movement unusual for someone like her back in the 1950's and 1960's?

2. What is a "Freedom Rider"?

3. Why was Joan Trumpauer Mulholland sent to Parchman Prison?

4. Joan attended Tougaloo College in 1962. Why was Joan's attendance at Tougaloo College significant or unusual?

5. Who was Medgar Evers and why is he remembered as a significant contributor to the Civil Rights Movement?

6. How was Emmett Till's murder a defining moment for many Civil Rights Movement legends such as Rosa Parks and Luvaughn Brown?

7. What does the saying "freedom is never free" really mean?

8. What was the main purpose of the 1963 Jackson, Mississippi Woolworth's lunch counter sit-in?

9. Why was Joanne Blackmon Bland on the Edmund Pettus Bridge?

10. What are some peaceful ways of making a positive change?

Being a hero or doing something good doesn't always have to be dangerous or risky. Sometimes doing little things can make you a hero for a friend, family member, the environment, etc.

11. Do you think you can make someone's life better? Yes No
If so, how?

12. Have you ever decided to get involved in a project that made something better? Yes No If so, please describe.

This Area for Teacher Use Only

For this student, please calculate the following (questions 1-10 only):

Score: *Pre-test* _____/10 x 100 = _____

POST-TEST
Standing for Freedom
5th Grade Summative Assessment

Student Name: _____ Date: _____

School Name: _____ Teacher Name: _____

1. Why was Joan Trumpauer Mulholland's participation in the Civil Rights Movement unusual for someone like her back in the 1950's and 1960's?

2. What is a "Freedom Rider"?

3. Why was Joan Trumpauer Mulholland sent to Parchman Prison?

4. Joan attended Tougaloo College in 1962. Why was Joan's attendance at Tougaloo College significant or unusual?

5. Who was Medgar Evers and why is he remembered as a significant contributor to the Civil Rights Movement?

6. How was Emmett Till's murder a defining moment for many Civil Rights Movement legends such as Rosa Parks and Luvaughn Brown?

7. What does the saying "freedom is never free" really mean?

8. What was the main purpose of the 1963 Jackson, Mississippi Woolworth's lunch counter sit-in?

9. Why was Joanne Blackmon Bland on the Edmund Pettus Bridge?

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Being a hero or doing something good doesn't always have to be dangerous or risky. Sometimes doing little things can make you a hero for a friend, family member, the environment, etc.

11. Do you think you can make someone's life better? Yes No
If so, how?

12. Have you ever decided to get involved in a project that made something better? Yes No If so, please describe.

This Area for Teacher Use Only

For this student, please calculate the following (only for questions 1-10):

Score: **Pre-test** _____ / 10 x 100 = _____ (calculated earlier)

Score **Post-test** _____ / 10 x 100 = _____

Difference (Post-test – Pre-test) = _____

When the student has completed both the pre-test and post-test surveys, please put them in order (by student name and page number), scan (into PDF) and email them to:

rhanson@thejtmfoundation.org

While it is not required, you may wish to keep the original surveys for your own classroom grading.

ANSWER KEY

Standing for Freedom

5th Grade Summative Assessment

1. Acceptable responses include: She was a white southern woman from a family that disowned her for joining the Movement. She decided at age nine to do something about the segregation she saw all around her (schools, communities, restaurants, shops, etc.).
2. A Freedom Rider was civil rights activist who rode interstate buses into the segregated southern United States in 1961 and following years in order to challenge the non-enforcement of the United States Supreme Court decisions *Morgan v. Virginia* (1946) and *Boynton v. Virginia* (1960), which ruled that segregated public buses were unconstitutional.
3. Joan was arrested in Jackson, Mississippi for participating in the Freedom Rides and was sent to Parchman Prison.
4. Tougaloo College was and is a historically Black College/University. When Joan attended Tougaloo, she broke a barrier by being accepted into the college and then broke another barrier when she was invited to join the Delta Sigma Theta sorority.
5. Acceptable responses include: Medgar Evers became the Mississippi field secretary of the National Association for the Advancement of Colored People (NAACP) in 1954. Medgar was to investigate and report all of the horrible things that were happening around the state to African-Americans like lynchings and bombings. He knew it was perilous work, but Medgar chose to work for equality, civil rights, fairness, and justice for African-Americans and all of the citizens of Mississippi. He served as a mentor to young activists at Tougaloo College and across the state. Tougaloo College was the "cradle of the Civil Rights Movement" beginning in the early 1950s and Medgar Evers served as a mentor on campus to students. Tougaloo's students (teenagers and young adults) were on the front lines of the Civil Rights Movement. Teachers and staff members like Prof. John Salter and Rev. Ed King were actively involved, too. A few famous alumni include Dr. Joyce Ladner,

Dorie Ladner, Anne Moody, Hollis Watkins, Memphis Norman, Perlina Lewis, Walter Williams, Rep. Bennie Thompson, Reuben Anderson and Joan Trumpauer Mulholland.

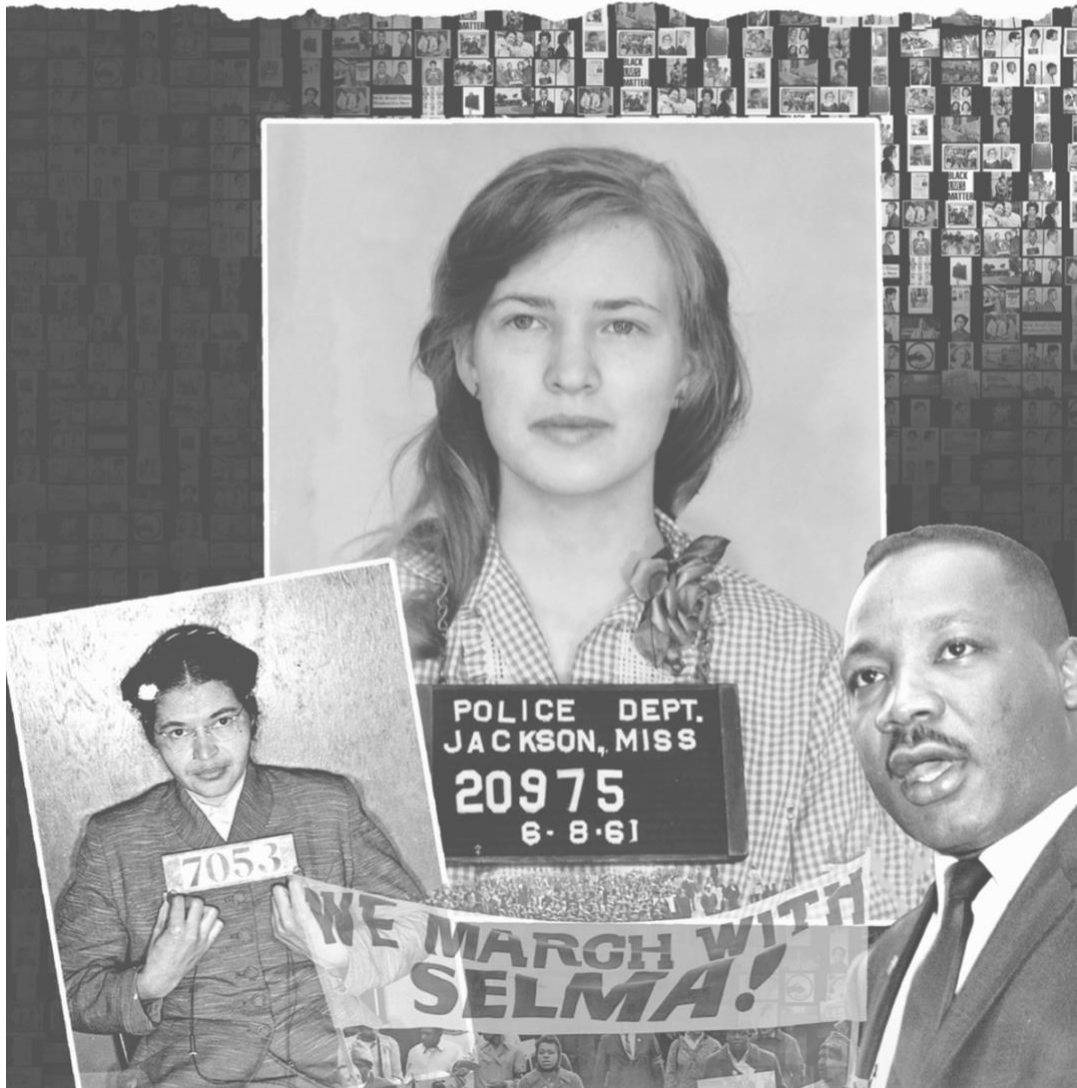
6. Acceptable responses include: Many of the Civil Rights activists were around Emmett Till's age when he was murdered. They were children and it made them aware of what could possibly happen to them. As the Civil Rights activists got older, they decided to do something because Emmett Till could not and they wanted the segregation, beatings, lynching, Jim Crow laws and unequal treatment to end.
7. Acceptable responses include: The saying "freedom is never free" really means that sacrifices are made to win freedom for everyone. Many people worked hard and spend time and money to change the laws. Some people were hurt and some even lost their lives.
8. The main purpose of the lunch counter sit-in was to desegregate public places, including businesses.
9. Joanne Blackmon Bland was on the Edmund Pettus Bridge to protest segregation and Jim Crow laws.
10. Acceptable responses include: holding signs; marching; making speeches; boycotting; sit-ins; contacting your elected representatives and asking for their help; participate with an aligned movement/charity

Books for Children (all on Amazon):

- *Real Kids, Real Stories, Real Change: Courageous Actions Around the World* by Garth Sundam
- *The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference* by Barbara A. Lewis
- *UnSelfie: Why Empathetic Kids Succeed in Our All-About-Me World* by Michele Borba

Standing for Freedom

THE AMERICAN CIVIL RIGHTS MOVEMENT



Name: _____



Name: _____

Date: _____

PRIMARY SOURCE ANALYSIS TOOL



STEP 1 List what you see: people, objects, setting, words, etc.

OBSERVE

STEP 2 Think: What might be different if someone took this picture/video today?

REFLECT

STEP 3 Be curious: What questions do you ask when you see this photo/video?

QUESTION

FURTHER INVESTIGATION

STEP 4 Research: Choose one of your questions and research the answer or related details. Record your information on the back. Include the web address of your source.

Studies Weekly Job Description Cards for Cooperative Groups

Director

- Makes sure group members are completing their jobs
- Makes sure rules are followed for the task
- Notifies teacher of any problems



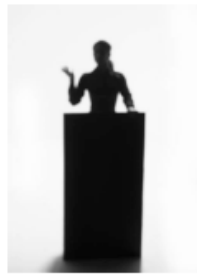
Materials Manager

- Gathers materials for the group
- Makes sure that materials are taken care of by other group members
- Returns materials for the group



Presenter

- Reports group findings to the class
- Speaks in a loud, clear voice



Recorder

- Records teams answers on group sheet
- Makes sure writing is clear and easy to read



Director

- Makes sure group members are completing their jobs
- Makes sure rules are followed for the task
- Notifies teacher of any problems



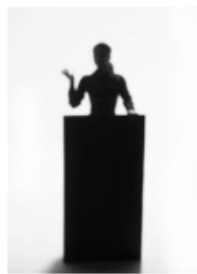
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- Returns materials for the group



Presenter

- Reports group findings to the class
- Speaks in a loud, clear voice



Recorder

- Records teams answers on group sheet
- Makes sure writing is clear and easy to read



World's Smallest KWL Chart

Name: _____ Date: _____
Topic: _____

K	W	L

Name: _____ Date: _____
Topic: _____

K	W	L

Name: _____ Date: _____
Topic: _____

K	W	L

Name: _____ Date: _____
Topic: _____

K	W	L

Name: _____ Date: _____

Topic: _____

L

L

Name: _____ Date: _____

Topic: _____

L

L

Four Square

Predicting



Examine the story or article: look at the words, pictures/ drawings, photos, maps, text features. Write a sentence or two predicting what you think this story or article will mostly likely be about.

Access Background Knowledge!

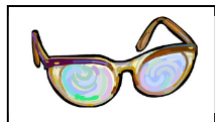
Questioning



Use the text from the story or article to generate a question. Be sure to include the answer and cite text-based evidence.

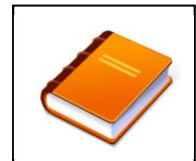
Who? What? When?
Where? Why? How?

Clarifying



After reading the story or article, take a closer look at some of the unknown words or phrases. Use context clues and make a good guess at what those unknown words or phrases mean.

Summarizing



Summarize the story or article in one simple sentence. If this is a longer story, you may write up to three sentences.

Name: _____ Date: _____

"A" is for Arkansas and "C" is for Claudette

Directions: Read the articles on pages 6 and 7 in the "Standing for Freedom" magazine with a partner or in a small group. Next, read the passages below. You will fill in the missing words using context clues and the Word Bank. Good luck!



While the historic *Brown v. the Board of _____* of Topeka decision happened in May of 1954, many states were slow to integrate their _____. However, on August 23, 1954, in the little town of Charleston, Arkansas, 11 black _____ attended school along with 480 white students. It was the first school district in the _____ to take such action.

A handful of other schools in Arkansas followed. White resistance to school _____ came to a head in Little _____, the capital, when nine _____ students tried to integrate Little Rock Central High School in the fall of 1957. The students would come to be known as the _____ Rock _____. After much resistance from local _____, the students were finally able to attend school under the protection of federal _____ when President Eisenhower sent in the 101st Airborne Division as _____ into the school building.



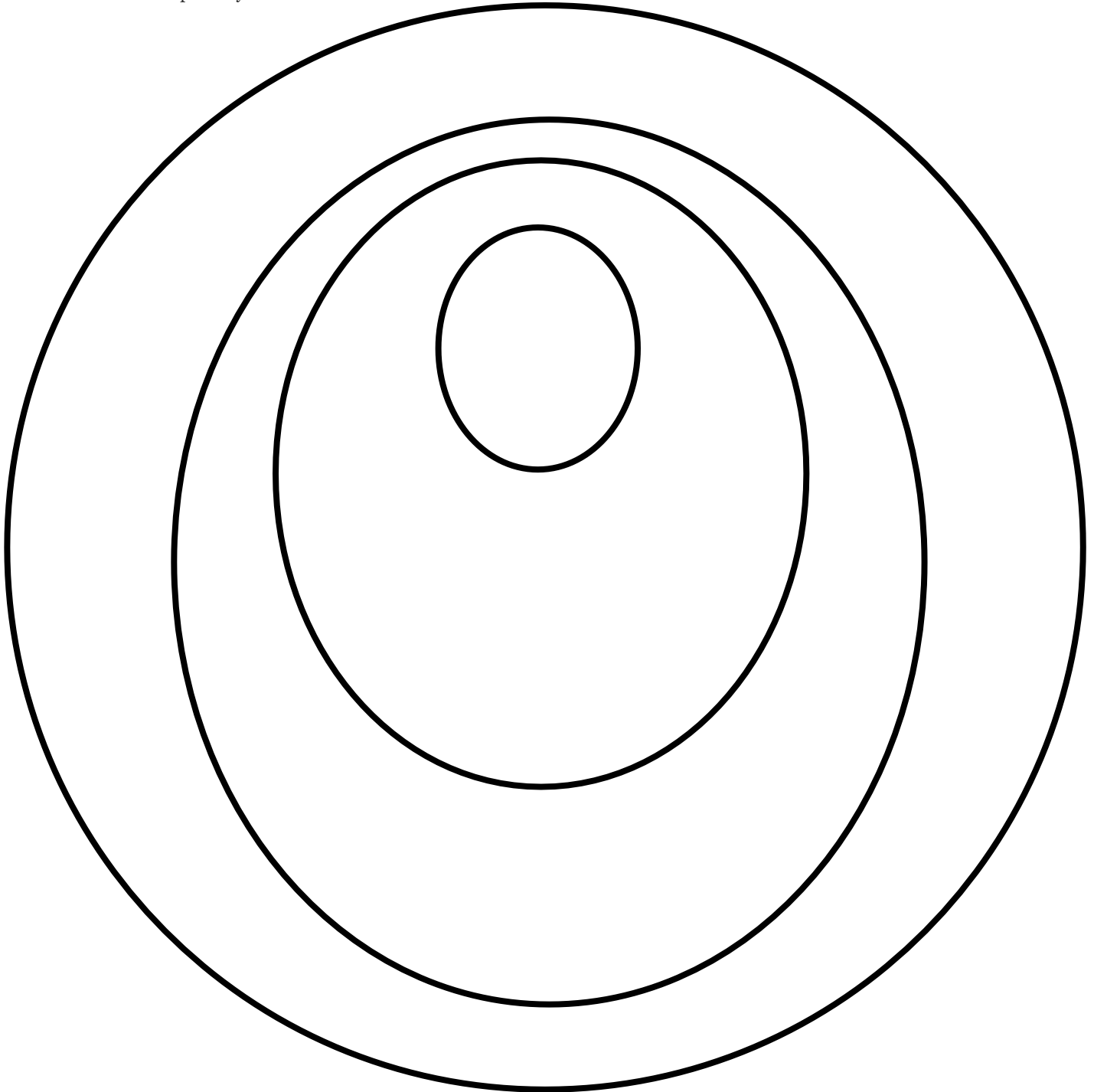
Before Rosa _____ there was Claudette Colvin. Claudette was a 16-year old student at the segregated Booker T. _____ High School in Montgomery, Alabama when, on March 2, 1955, she was _____ for refusing to move to the back of the bus. A few days earlier Claudette had written a school paper about local _____ customs that kept blacks from using dressing rooms and trying on clothes or hats in department stores. She, too, was _____ of being treated as a second-class _____. So, why do people remember Rosa Parks and _____ Claudette Colvin? The NAACP felt that Colvin was too _____ and didn't have the right appeal.

Word Bank: arrested, black, citizen, Education, escorts, integration, Little, Nine, not, Parks, Rock, schools, segregation, segregationists, South, students, tired, troops, Washington, young

Name: _____ Date: _____

Pebble in a Pond

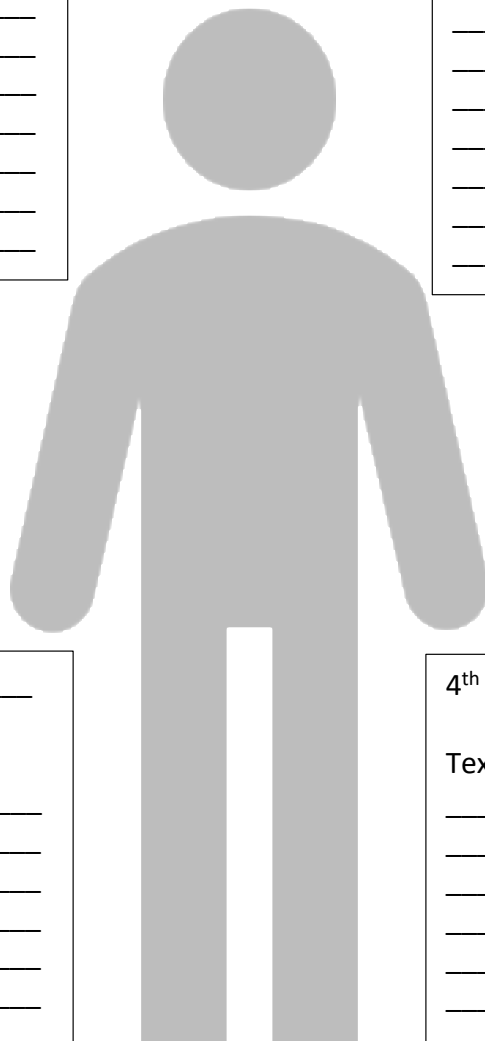
Directions: Be sure to label the center circle as the “pebble.” Starting in the center, write “Joan goes to Duke” on the “pebble.” Working outwards from the “pebble,” what events happen in Joan’s life? Go in sequential order and write one sentence in each “wave” that led Joan to the 1961 Freedom Rides. **Optional:** With permission, students can go online and find primary source photos that match the sentences students are writing for each “wave” and print the photos. The photos can be added to the Pebble in a Pond worksheet or a class bulletin board can be designed using the worksheet’s format of concentric circles. Each student can contribute to the bulletin board in the form of sentences and primary sources.



Name: _____ Date: _____

Mr. Thomas' Character Traits

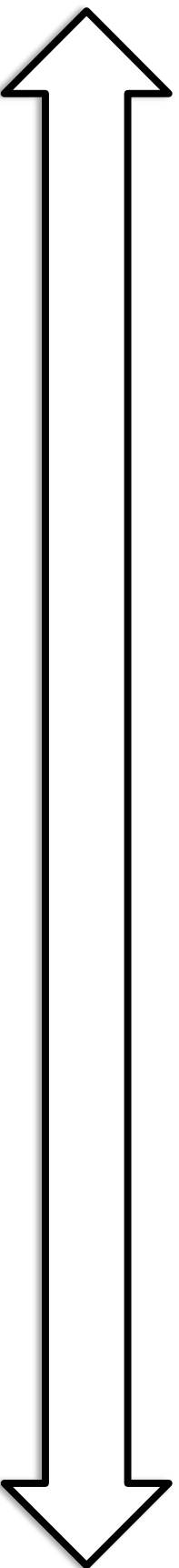
Directions: Read the article titled “Freedom Rides” on pages 10 and 11. You will analyze Mr. Thomas’ character traits based on his thoughts and actions as described in the article and video clip. Please provide text-based (or video-based) evidence to support your claims.

[illegible][illegible][illegible][illegible]

Name: _____ Date: _____

“Tougaloo College” Cause and Effect Timeline

Directions: Reread the article “Tougaloo College”. Select two or three events or causes from the Tougaloo article and place them on the timeline below. You can draw a square or bubble around your writing. Remember you can use both spaces above and below the timeline. Consider the effect each “cause” listed. Add the effect on the timeline. Please label each pair (cause and effect) with the same letter (A, B, C). Be sure to include the year of each cause and effect.



Name: _____ Date: _____

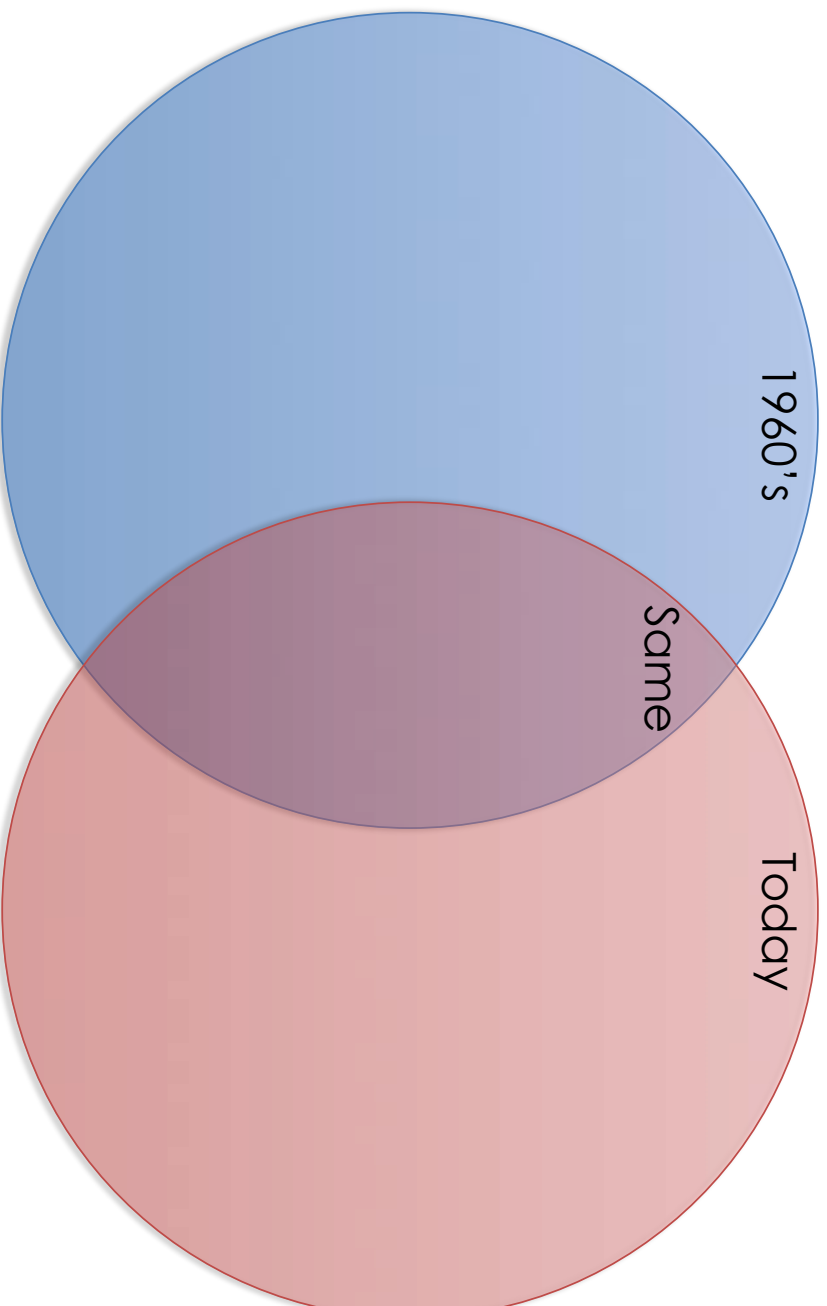
QUESTION CARDS: GROWING UP IN MISSISSIPPI – LUVAGHN BROWN’S EXPERIENCES

Directions: Cut along the dotted lines and fold along the solid lines. Fold to **make a lift-the-flap organizer**. Use crayons or colored pencils to **add colors** to each Question Card label. Underneath each Questions Card label **write at least two complete sentences**. You may need to **do additional research** online or at the library. Be sure to write your name on the organizer! □

AFTER READING THIS ARTICLE, WHAT ARE YOU CURIOUS TO LEARN MORE ABOUT?	WHAT WERE SOME SIGNIFICANT DETAILS?
GROWING UP IN MISSISSIPPI QUESTION CARDS LUVAGHN BROWN’S EXPERIENCES	
SUMMARIZE THIS ARTICLE IN 25 WORDS OR LESS.	HOW DOES LUVAGHN’S STORY RELATE TO YOUR LIFE?

Name: _____ Date: _____

Compare and Contrast: Then and Now Venn Diagram



Think about Civil Rights in the 1960's and today. List three things that were specific to then and now. List two or more things that remain the same in both time periods.

Name: _____

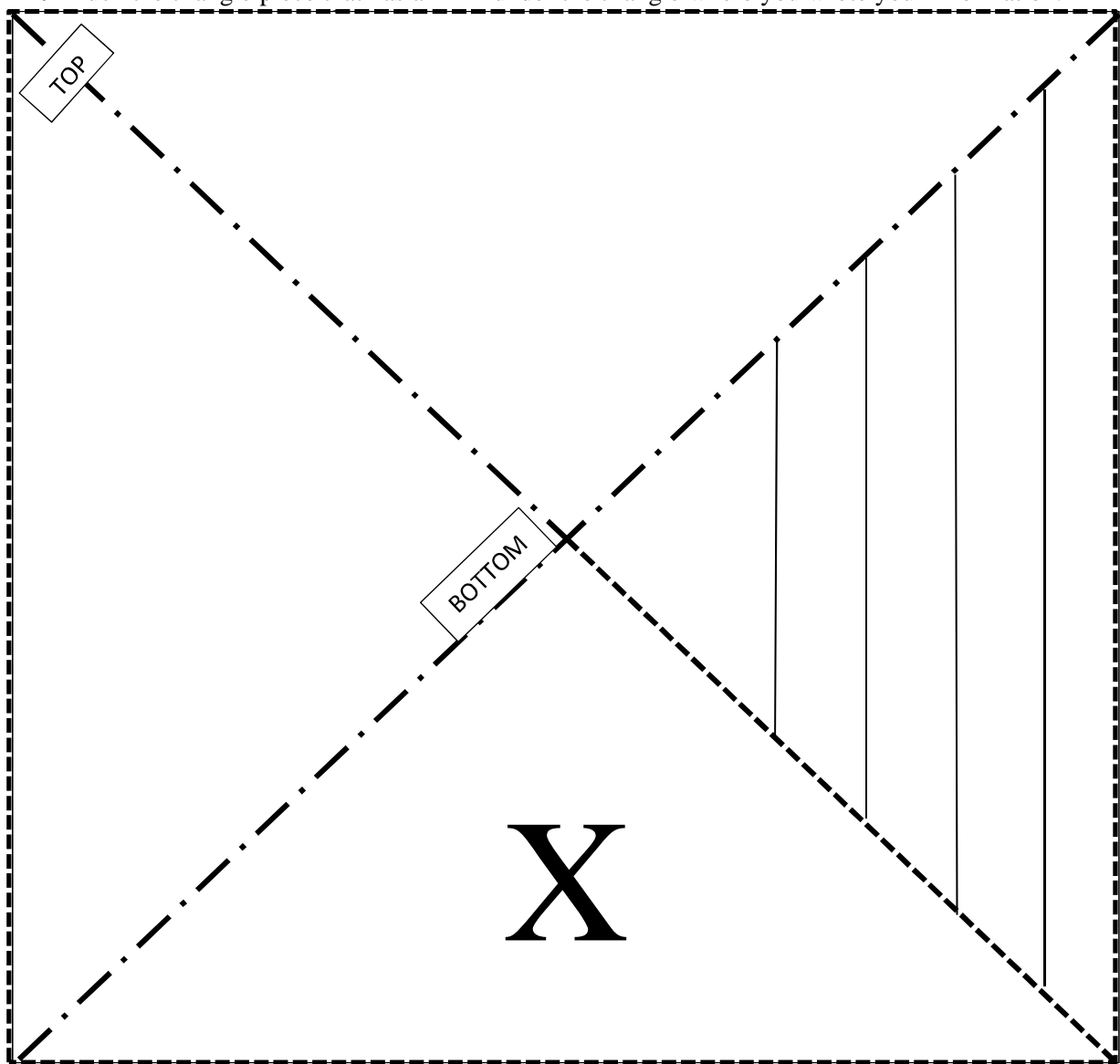
Date: _____

Freedom Is Not Free Triorama

Materials: the template below, pencil, crayons, glue, scissors

Directions: You have read some information about why freedom is not free. If you were to explain that statement to a much younger student, what evidence and explanation would you provide?

1. Use the template below. **Cut along the dark dotted line - - - - -** and *fold the lighter dot-dash lines. — . — . — . —*
2. In the triangle with the lines, write at least three complete sentences about why freedom is not free.
3. In the large triangle marked TOP and BOTTOM, draw a colorful picture to match your sentences.
4. Tuck the triangle piece that has an “X” under the triangle where you wrote your information.



Name: _____

Date: _____

“A Special Person’s Pocket”

Activity Project Guide

“Students will develop a capacity for gathering and evaluating sources and then using evidence in disciplinary ways.” ~ NCSS C3 Framework

Materials:

- ☐ Student Magazine “Standing for Freedom: The American Civil Rights Movement” -- pages 26-31
- ☐ Art materials, colored paper to create “primary sources” (as needed)
- ☐ Folder or envelop or sandwich bag to hold artifacts

1. Write the name of the person whose “pocket” you will be investigating:

2. Locate a picture, drawing or photograph of the person. You may use “Standing for Freedom: The American Civil Rights Movement” pages 26-31 or the library/media center or the internet (with adult permission). Examine the image for details such as how old this person was, where they were at this stage in their life, and what situation they may have been in.
3. On a separate piece of paper, create a narrative of what items and artifacts would be in his/her pocket(s) at that particular point in time of his/her life and situation. Items may include wallet with photos, a driver’s license, or maybe membership cards. Use your imagination!
4. Make every attempt to locate authentic items (primary sources) for your “Special Person’s Pocket” activity. This may include visits to the library/media center or researching on the internet (with adult permission). Download and print or make copies of the authentic items.
5. Use the back of this paper to list your resources. The resources can include a bibliography, webliography, or a list of references. Make sure you document the resources you used for this activity! □
6. Be prepared to present your project to the class. Public speaking is a great life skill!

California State Standards	
Lesson	English Language Arts
Pre-Assessment & Dimension 1 Activities	RI1, RI3, RI4, RI5, W4, W9, W9a W10, SL1, SL1b, SL1c, SL1d, SL2, SL3, L2, L4, L6
Lesson 1: Setting the Stage: The “Hook” Activity	SL1, SL1b, SL1c, L6
Lesson 2: Mini Vocabulary Flipbook	W4, W10, L2e
Lesson 3: World’s Smallest KWL Chart	W4, W10, SL1
Lesson 4: Doing What is Right	RI1, RI3, RI4, RI10, W4, W9, W10, SL1, SL2, L2, L4, L6
Lesson 5: The Movement Begins	RI1, RI3, RI4RI10, W4, W9, W10, SL1, SL2 L2, L4, L4a, L4b, L6
Lesson 6: “A” is for “Arkansas” and “C” is for “Claudette” Cloze Activity	RI1, RI3, RI4, RI10, W9, W9a, SL1, SL1a, SL1b, SL2, L4, L4a, L4b
Lesson 7: Pebble in a Pond	RI1, RI3, RI4, RI5, RI10, W10, SL1, SL1a, SL1b, SL1c, SL1d
Lesson 8: The Freedom Rides	RI1, RI3, RI4, RI10, W4, W9, W9a W10, SL1, SL1a, SL1b, SL1c, SL1d, SL2, L2, L2a, L2b, L2c, L2d, L2e, L4, L4a, L4b, L6
Lesson 9: Tougaloo College	RI3, RI4, RI5, RI10, W4, W9, W10, SL1
Lesson 10: Growing up in Mississippi	RI1, RI3, RI4, RI10, W4, W9, W9a W10, SL1, SL1a, SL1b, SL1c, SL1d, SL2, L2, L2a, L2b, L2c, L2d, L2e, L4, L4a, L4b, L6
Lesson 11: The Best and the Worst Year	RI4, RI5, RI10, W4, W9, W10, SL1, SL2, L2, L4, L6

Lesson 12: Medgar Evers	RI1, RI3, RI4, RI5, RI10, W4, W9, W10, SL1
Lesson 13: Freedom is Never Free	RI1, RI3, RI4, RI10, W4, W9, W9a W10, SL1, SL1a, SL1b, SL1c, SL1d, SL2, L2, L2a, L2b, L2c, L2d, L2e, L4, L4a, L4b, L6
Lesson 14: Selma to Montgomery	RI1, RI3, RI4, RI10, W4, W9, W9a W10, SL1, SL1a, SL1b, SL1c, SL1d, SL2, L2, L2a, L2b, L2c, L2d, L2e, L4, L4a, L4b, L6
Lesson 15: What Can You Do?	RI1, RI3, RI4, RI5, RI10, W4, W9, W10, SL1, SL2, SL3, L2, L4, L6
Lesson 16: The Civil Rights Movement Timeline, Map, and Other Notable Civil Rights Activists	RI1, RI3, RI4, RI5, RI10, W4, W9, W10, SL1, SL2, SL3, L2, L4, L6
Final Wrap –up Activities, Portfolio Project & Post-Assessment	RI1, RI3, RI4, RI5, RI10, W4, W9, W9a W10, SL1, SL1a, SL1b, SL1c, SL1d, SL2, SL3, L2, L2a, L2b, L2c, L2d, L2e, L4, L4a, L4b, L6

California State Standards 5th-Grade English Language Arts

Reading Standards for Informational Text

RI

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
4. Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 5 topic or subject area.
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts,

or information in two or more texts.

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. Continue to develop fluency when reading documents written in cursive.

Writing Standards

W

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 5 Reading Standards to literature (i.e., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

SL

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Summarize the points a speaker makes and explain how each claim is

supported by reasons and evidence.

Language Standards

L

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation to separate items in a series.*
 - b. Use a comma to separate an introductory element from the rest of the sentence.
 - c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
 - d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

5th Grade Pacing Guide

Standing for Freedom: The American Civil Rights Movement

Week 1	Monday	Pretest: 5th-Grade Summative Assessment – Standing for Freedom	Lesson 1: Setting the Stage: The “Hook” Activity	Lesson 3: World’s Smallest KWL Chart	Lesson 5: The Movement Begins	Lesson 7: Pebble in Pond and 30- or 45-minute video “An Ordinary Hero”
	Prerequisite Activities	Lesson 2: Mini Vocabulary Flipbook	Lesson 4: Doing What is Right	Lesson 6: “A” is for Arkansas and “C” is for Claudette Cloze Activity		
	Monday	Lesson 8: The Freedom Rides	Lesson 9: Tougaloo College	Lesson 11: The Best and the Worst Year - Compare and Contrast: Then and Now Venn Diagram	Lesson 12: Medgar Evers and work on the 3 Main Inquiry Questions	Lesson 13: Freedom is Never Free
Week 2						
	Monday	Lesson 14: Selma to Montgomery	Lesson 15: What Can You Do?	Lesson 16: The Civil Rights Movement Timeline, Map, and Other Notable Civil Rights Activists	Final Wrap –up Activities & Portfolio Project	Posttest: 5th-Grade Summative Assessment – Standing for Freedom
					Enrichment Ideas	Celebration and Award Certificates to Students
Week 3						

Certificate of Completion

HAS SUCCESSFULLY COMPLETED THE JOAN TRUMPAUER MULHOLLAND FOUNDATION
"STANDING FOR FREEDOM: THE AMERICAN CIVIL RIGHTS MOVEMENT" CURRICULUM



- ✓ Prerequisite Activities: Pre-Test and Dimension 1 Questions
- ✓ Building Background & Inquiry Activities: 16 Lessons: Analyzing Primary Sources, KWL, Reciprocal Teaching Method, Cloze Activity, Pebble in a Pond, Character Traits, Cause & Effect Timeline, Question Cards, Compare & Contrast Venn Diagram, Freedom is not Free Triorama, A Special Person's Pocket
- ✓ Multimedia Sources: "An Ordinary Hero" movie, Primary & Secondary Source Video Clips, On-line Research
- ✓ Wrap-Up Activities: Portfolio Project & Dimension 1
- ✓ Enrichment Opportunities
- ✓ Post-Test

DATE OF COMPLETION: _____

Det. Jackson
LOKI MULHOLLAND

Freedom for all!
Joan Mulholland
JOAN TRUMPAUER MULHOLLAND