

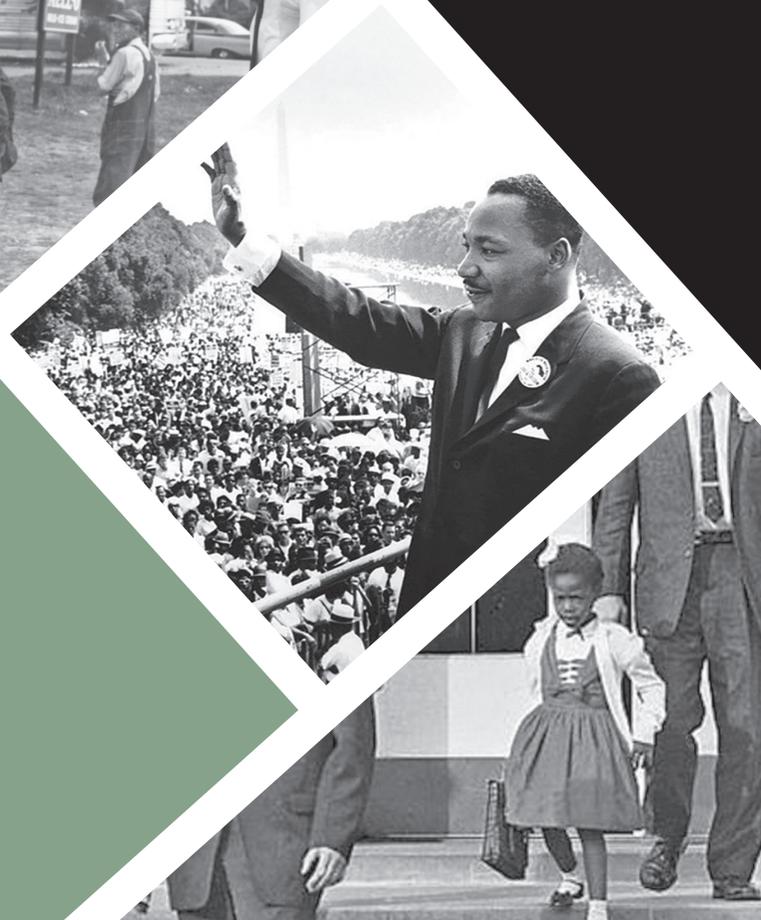


**The Joan Trimpauer  
Mulholland Foundation**

# TEACHER RESOURCE

**UT**  
7th Grade

Standing for Freedom

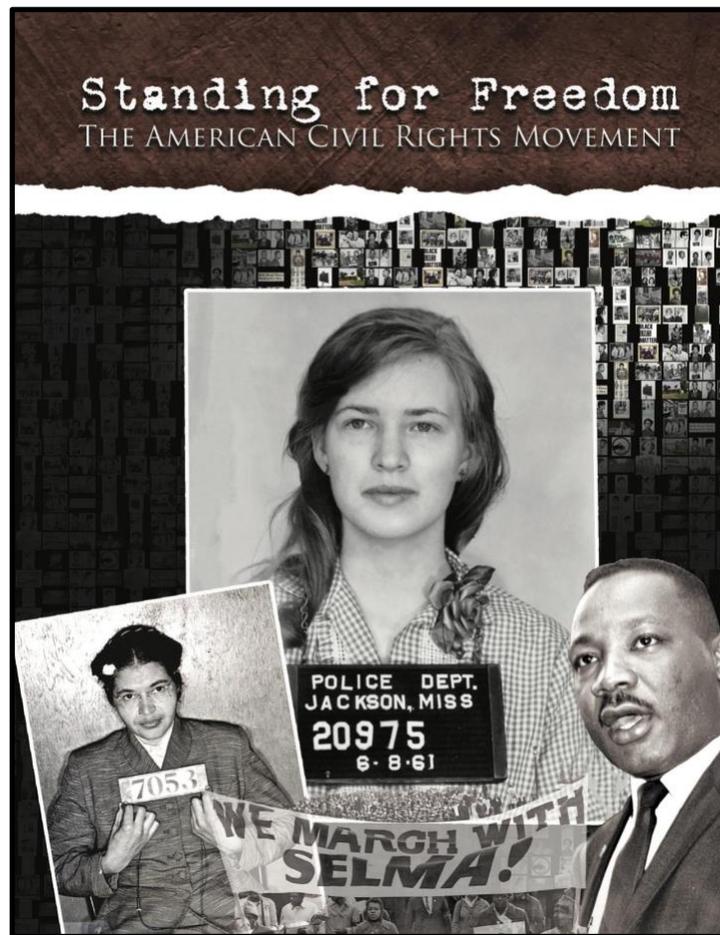


Sponsored by



# Teaching Guide and Resources 7th-Grade Students

## “Standing for Freedom The American Civil Rights Movement”



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

Educational materials written by  
Katrina Rouse, M.Ed., Ed.S., Doctoral Student  
Kim Mogilevsky, NBCT, M.Ed., Doctoral Student

# Table of Contents



- ❑ Note to the Educator and C3 Framework Information
  
- ❑ Lesson Plans & Enrichment Suggestions
  
- ❑ Pre-test and Post-test Assessment
  
- ❑ Worksheets
  
- ❑ Utah Core Standards Alignment
  
- ❑ Certificate of Completion

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

# Note to the teacher



## Learner-Centered Instruction

*"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).*

---

Students should create a journal to use with this publication. Each article will require students to interact with text using close reading techniques of meta-cognition and annotation. Students will also produce a written product for each lesson and use evidence to support their responses. These products will include short pieces such as paragraphs, editorials, one-minute essays, and graphic organizers.

In addition, students will use communication skills to share their thinking and learning throughout all activities.

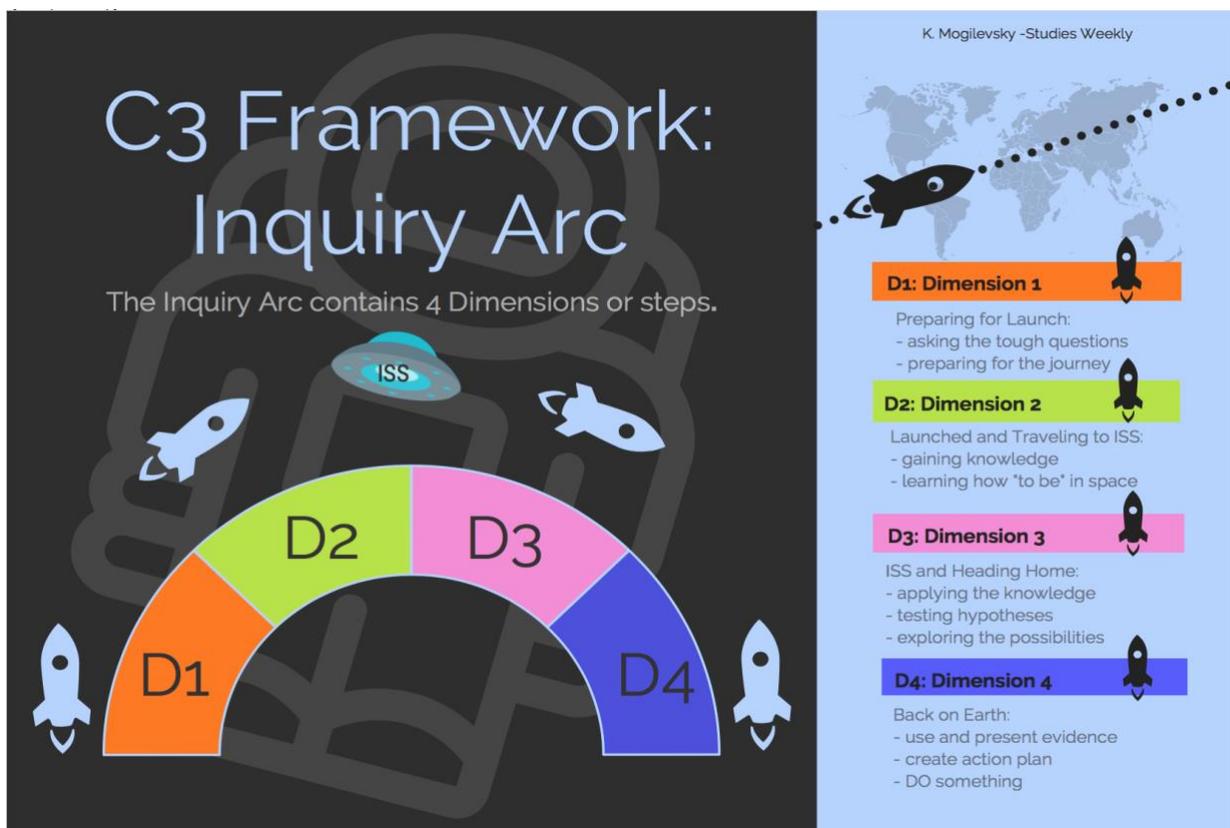
# CC3 Framework Information

**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



# Prerequisite Activities & Lesson Plans



## Lesson 1: Introduction to the Unit

- ❑ The purpose of this lesson is to engage students by activating their prior knowledge regarding figures of the American Civil Rights Movement. Students will use writing and communication skills to demonstrate prior knowledge.

### Materials

- ❑ Colored Index Cards (at least 4 colors)
- ❑ Chart Paper

### Approximate Time for Lesson

- ❑ 30 minutes

### Activities:

1. Ask students to write everything they know about the Civil Rights Movement on the index card.
2. Put students in groups according to the colors of their index cards.
3. In their color groups, allow 2 minutes to share their knowledge.
4. While in their groups, think about the following...Name as many leaders or participants of the Civil Rights Movement as you can in 30 seconds. Write their names on the chart paper. Groups share their responses. As groups share, other groups must check off the name on their chart. They should only share responses that are not checked. Students may return to their seats following this activity.
5. Introduce the theme of the unit which is learning about ordinary people who did extraordinary things to change the world.

## **Pre-Test Standing for Freedom**

Provide students with the pre-test, grade, and retain scores because it will be used for data collections..

## Lesson 2- Doing What is Right Close Reading

- The purpose of this lesson is to set a frame of reference for historical perspective as students read about different historical figures in this publication. Students will use close reading strategies to summarize the article, thinking skills to create a frame of reference for the author's perspective and communication skills to share their learning.

### Materials

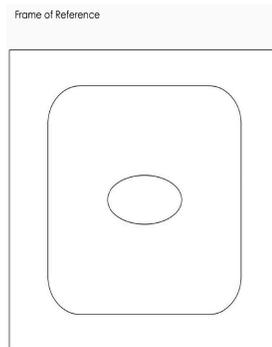
- Frame of Reference Handout
- Close Reading Checklist

### Approximate Time for Lesson

- 20 minutes

### Activities

1. Ask students to silently read or skim the short article, "Doing What is Right". Allow 3- 5 minutes.
2. Have students reread and annotate key points. Have students underline or use sticky notes to identify statements that are interesting, thought provoking, or surprising.
3. After reading, have students share one of their annotations. This can be done with a partner, small group, or whole class discussion.
4. Have students complete the frame of reference activity.
5. In the middle, students will write the name Joan Trumpauer Mulholland. In the next area outside the name, students will write descriptions/ thoughts of JTM based on their reading. On the outside of the circle, students will answer the questions:
  - a. What is the main idea or theme?
  - b. Where did I get my information?
  - c. What is the author's perspective?
  - d. Why is this important?



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Close Reading Checklist for Informational Text

Directions: Use this checklist to help you complete a close reading activity. Put a checkmark "✓" or an "X" in the box to keep track of what you have done.

- Title of Article:

#### First Time Reading the Text:

- The teacher introduces the text.
- The teacher asks the audience or reader why you are reading the text.
- You read the text, or the teacher reads the text to you.
- You summarize the text. (Reading the text with a pencil.)
- What was the main idea?
- What are some supporting details?

#### Second Time Reading the Text:

- What are some of the domain-specific words or unknown words?
- How is the text organized?
- Is the genre of the text apparent? What is it?
- What point of view does the text present? Who might the text represent?
- What do you think is the author's point of view? How do you know?

#### Third Time Reading the Text:

- What types of text features are included?
- Provide examples of simple, compound or complex sentences from the text.
- Turn and talk with a partner about what you understand about the text.
- Your teacher may give you some text-based questions to discuss and answer.
- Your teacher may ask you to write and extend your thinking.

## Lesson 3- The Movement Begins

- The purpose of this lesson is to deepen understanding of how some southern states worked to undermine the rights of African Americans. Students will ponder the questions below as they read. Some questions may require further research. After reading the text, students will create a four door foldable that defines and describes the start of the Civil Rights Movement.

**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:

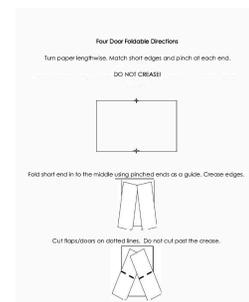
- Blank Paper (Construction or colored printing paper)
- Four Door Foldable Template

Approximate Time for Lesson

- 90 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. Read the rest of the article on pp. 6-7.
6. Use the four flap foldable template to create the foldable. On the front of each flap, students will name an event that led to the start of the CRM.



## Activities Continued

7. On the back of the flap, students will provide a date, short description, and statement of significance.
8. In middle of the foldable, students will write a paragraph or two in response to the following prompt: Why did these events serve as the catalyst for a widespread Civil Rights Movement in America? Define the goals of the Civil Rights Movement.

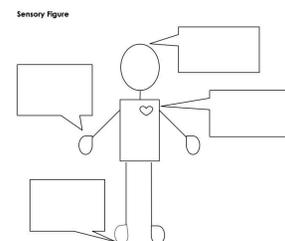
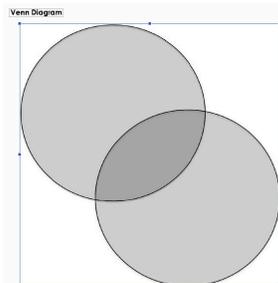
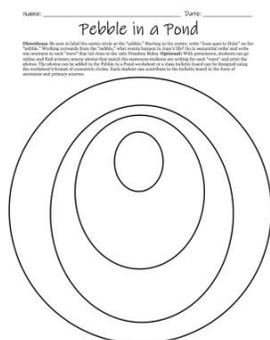


## **Lesson 4- Pebble in a Pond, Sit-Ins, and Freedom Rides**

- The purpose of this lesson is to detail organized events that were planned to challenge the laws of segregation. In addition, students will examine perspectives of those directly and indirectly involved in the modern Civil Rights Movement.

### Materials

- Pebble in a Pond Worksheet (optional) - notebook paper can also be used
- 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/>
- Sensory Figure Template
- Venn Diagram template
- Index Cards



### Approximate time for lesson

- 120 minutes - This lesson can be broken into several class periods.

## Activities

(30-45 minutes)

1. This activity should be done PRIOR to using the publication today. This is a background activity before beginning the days lesson.
2. Display/ Write the quote from p. 12 on the board. Ask students to read it and decide whether they agree or disagree.
3. Have students who agree move to one side of the room and those who disagree move to the other side of the room.
4. In their groups students should discuss why they agree or disagree. Provide evidence to support your response.
5. Allow time for each group to share out with the whole class.
6. Have students return to their seats and think about how their stance influences their thinking. Remind them that perspective often shapes historical narratives.

(50 min)

7. 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."
8. 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.
9. Watch the 30-minute education version of "An Ordinary Hero" movie.
10. 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 4- Pebble in a Pond, Sit-Ins, and Freedom Rides Continued

### Activities

□ (30 min)

1. For this next part, the focus will be on the commonalities and differences between sit-ins and freedom rides and their impact on the Civil Rights Movement.
2. Show the clip of Freedom Rides from the JTM website.
3. Students will read the articles Freedom Rides and Tougaloo College. As they read, ask students to underline or make note of the goal, the plan, and the outcome of the Freedom Rides.
4. After reading, allow time for students to share with a classmate.
5. As students “How were sit-ins and freedom rides different?” Have them Complete a Venn Diagram to show comparisons. Compare the goal, plan, and outcomes.
6. Allow time for sharing. Both progressed the movement. Sit-ins were more localized while Freedom Rides tested interstate law.

(30 min)

8. Have students read about Dorie and Joyce Ladner.
9. Students have read about many people up to this point. Students will choose one of the people and create a sensory figure to contextualize his or her participation in the Civil Rights Movement.
10. A sensory figure is a full body drawing of a person (can be a stick figure or printed image). Students will write thought bubbles by the head, hands, heart, and feet.
  - a. HEAD- What was this person thinking? PERSPECTIVE
  - b. HEART- What were they feeling? MOTIVATION
  - c. HANDS- What were they doing? ACTION
  - d. FEET- Where were they going? LOCATION/ GOALS  
LOCATION/ GOALS

## Lesson 5- Growing Up In Mississippi

- ❑ The purpose of this lesson is to give context to the period of the Civil Rights Movement through close reading and summarizing.

### Materials

- ❑ Question Cards: Growing Up in Mississippi – Luvagh Brown's Experiences Worksheet (optional) - notebook paper can also be used
- ❑ Colored pencils, markers, or crayons
- ❑ Scissors

### Approximate time for lesson

- ❑ 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 – Luvagh 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 flip-the-page organizer. The orange or colored pencils to add colors to each Question Card sheet. Underneath each Question Card sheet write at least five complete sentences. You may need to do additional research online or in the library. Be sure to write your name on the organizer! ©

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

## Lesson 6- The Best and Worst Year

- ❑ The purpose of this lesson is for students to use image analysis and close reading to note progression of positives and negatives of the Civil Rights Movement.

### Materials

- ❑ Positives and Negatives Chart

### Approximate Time for Lesson

- ❑ 20 minutes

### Activities

1. Display the quote, "Change is good" Have students look at the title and images. Do the pictures convey this message?
2. Have students read the article and underline the "best of times" in blue and "worst of times".
3. After reading students will create a chart of positive and negative events of the Civil Rights Movement.

**Positives and Negatives Chart**

+		-	
<small>CAUSE</small>	<small>EVENT</small>	<small>CAUSE</small>	<small>EFFECT</small>



## Lesson 7- Medgar Evers and Black Lives Matter

- ❑ The purpose of this lesson is for students to understand the danger of participating in Civil Rights and how Medgar Evers life and death are connected to the Black Lives Matter Movement.

### Materials

- ❑ 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:

- ❑ 60 minutes

### Activities:

1. Begin by asking students to name any person in history or present who has died or was willing to die to gain rights in America. Students should name people like Patrick Henry, George Washington, Frederick Douglass, Martin L. King, etc. They should also name Medgar Evers. Students will identify Medgar Evers as a catalyst for the national Civil Rights Movement.
2. Ask students to read about Mr. Evers, his legacy, and his willingness to give his life so that all people would be treated equally. Students should annotate as they read noting anything that resonates, is confusing, or causes them to generate a question.
3. After reading, students should share their annotations with a peer.
4. Now have students conduct research to find out what the Black Lives Matter movement is and what they believe.
5. Next, have students think about people who have lost their lives like Trayvon Martin and Michael Brown and Sandra Bland. Pose the following question: Did they have to die? Could they possibly have been saved? Did their lives matter? To whom did they matter? Write responses in the social studies journal.



## **Lesson 8- Freedom is Never Free and Selma to Montgomery**

- The purpose of this lesson is for students to think about the cost of the Civil Rights Movement using the skill of cause and effect.

### Materials

- Paper to make a Cause and Effect Chart
- Journal

### Approximate Time for Lesson

- 60 minutes

### Activities

1. Begin by posing the question; "What is the cost of freedom?" Have students begin thinking about how our freedoms are secured and protected today? Who protects our freedoms?
2. Ask students to read the articles Freedom is Never Free and Selma to Montgomery. As they read tell students to make a list of the "costs" associated with fighting for Civil Rights in America.
3. Students will write events mentioned in the article in the center of the cause and effect chart: Church bombing, missing activists, registering people to vote, murder of Medgar Evers, attacks on the Pettus Bridge.
4. Write a cause and effect for each event. Students will need to draw on background from previous articles.
5. After completing the cause and effect chart, students should go back to the list of "costs" they created during reading.
6. Write an editorial discussing the cost of freedom and the cost of Civil Rights for all Americans. Use evidence from the reading to support responses.



## **Lesson 9- On to Activism**

- The purpose of this lesson is for students to answer a call to action. identify a civil rights issue in their school, community, state or national level.

### Materials

- Journal

### Approximate Time for Lesson

- Time will vary.

### Activities

1. Allow students to work in pairs or groups for this activity
2. Identify a civil rights issue in their school, community, state or national level.
3. Create a plan of action to address the issue. Use the Joan's checklist to help.
4. Students will have to conduct research in outside sources to complete this activity.

## **Post-Test Standing for Freedom**

Provide students with the pre-test, grade, and retain scores because it will be used for data collections. Please share the difference in scores - email is on Answer Key.

## Lesson 10: The Civil Rights Movement Timeline, Map, and Other Notable Civil Rights Activists

### Materials

- 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

### 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 using evidence in disciplinary ways.
3. Review the "A Special Person's Pocket" worksheet.

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!

## Final Wrap-Up

**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?



## Worksheets

- Pre- and Post-test Assessment
- Answer Key
- Frame of Reference
- Close Reading Checklist
- Four Door Foldable Directions
- Pebble in a Pond
- Venn Diagram
- Sensory Figure
- Question Cards: Growing Up in Mississippi  
– Luvagh Brown's Experiences
- Positives and Negatives Chart
- A Special Person's Pocket

**PRE-TEST**  
**Standing for Freedom**  
7th 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**

7th 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 (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](mailto: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

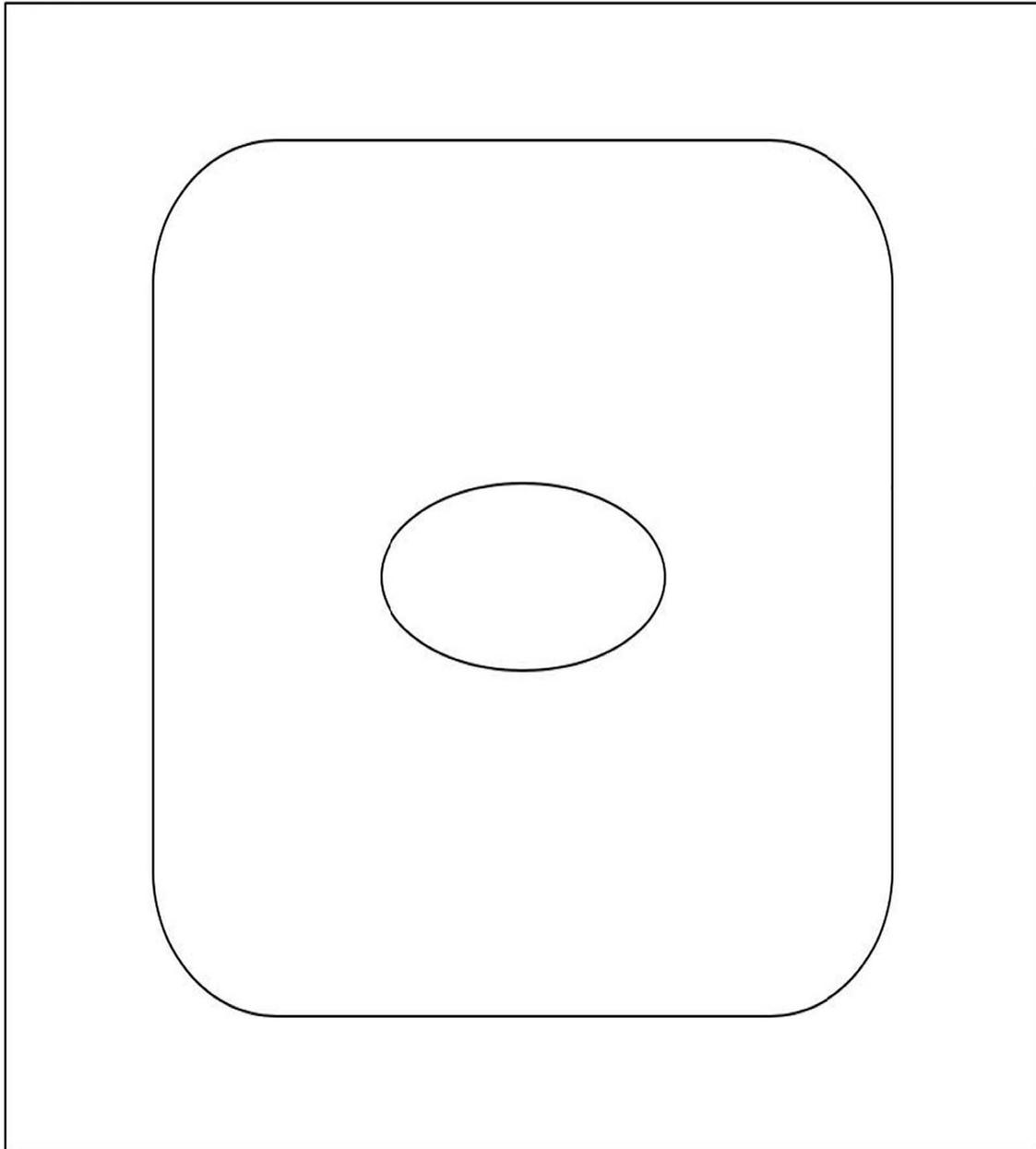
### 7th Grade Summative Assessment

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

## Frame of Reference



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Close Reading Checklist for Informational Text

**Directions:** Use this checklist to help you complete a close reading activity. Put a checkmark ✓ or an X in the box to keep track of what you have done.

**Title of Article:** \_\_\_\_\_



### First Time Reading the Text:

- The teacher introduces the text.
- The teacher sets the purpose or reason why you are reading the text.
- You read the text, or the teacher reads the text to you.
- You annotate the text. (Reading the text with a pencil.)
- What was the main idea?
- What are some supporting details?



### Second Time Reading the Text:

- What are some of the domain-specific words or unknown words?
- How is the text organized?
- Is the genre of the text apparent? What is it?
- What point of view does the text provide? Who might the text represent?
- What do you think is the author's point of view? How do you know?



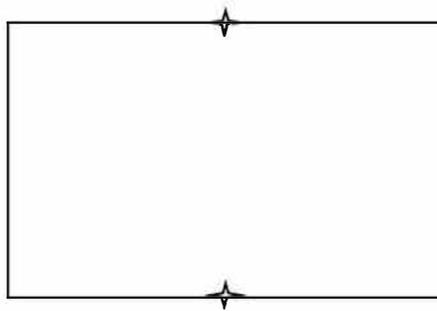
### Third Time Reading the Text:

- What types of text features are included?
- Provide examples of simple, compound or complex sentences from the text.
- Turn and talk with a partner about what you understood about the text.
- Your teacher may give you some text-based questions to discuss and answer.
- Your teacher may ask you to write and extend your thinking.

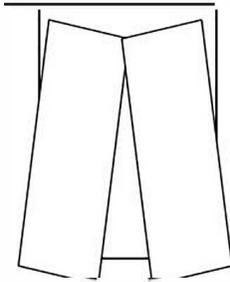
## Four Door Foldable Directions

Turn paper lengthwise. Match short edges and pinch at each end.

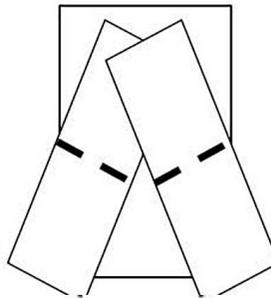
DO NOT CREASE!



Fold short end in to the middle using pinched ends as a guide. Crease edges.



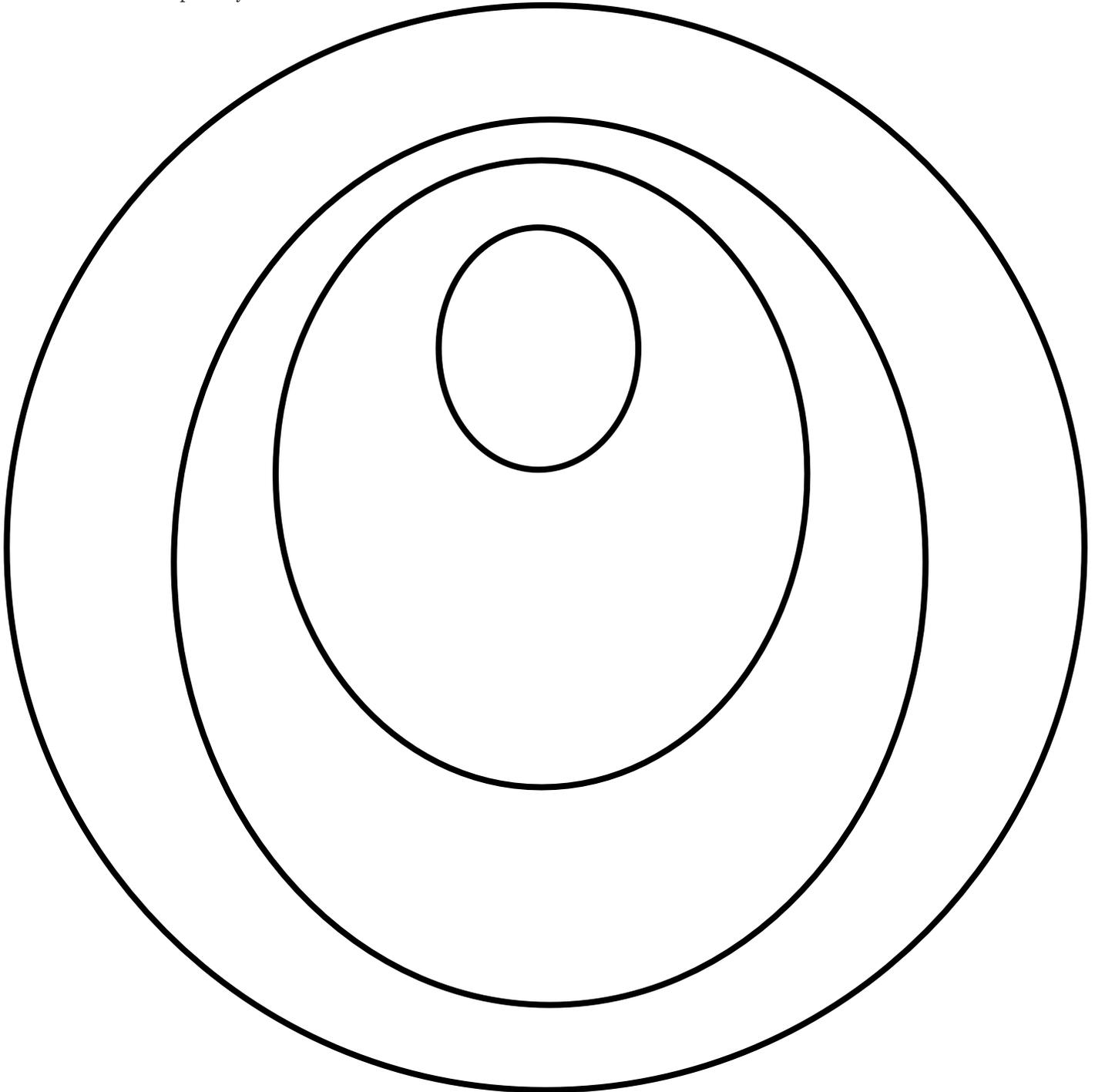
Cut flaps/doors on dotted lines. Do not cut past the crease.



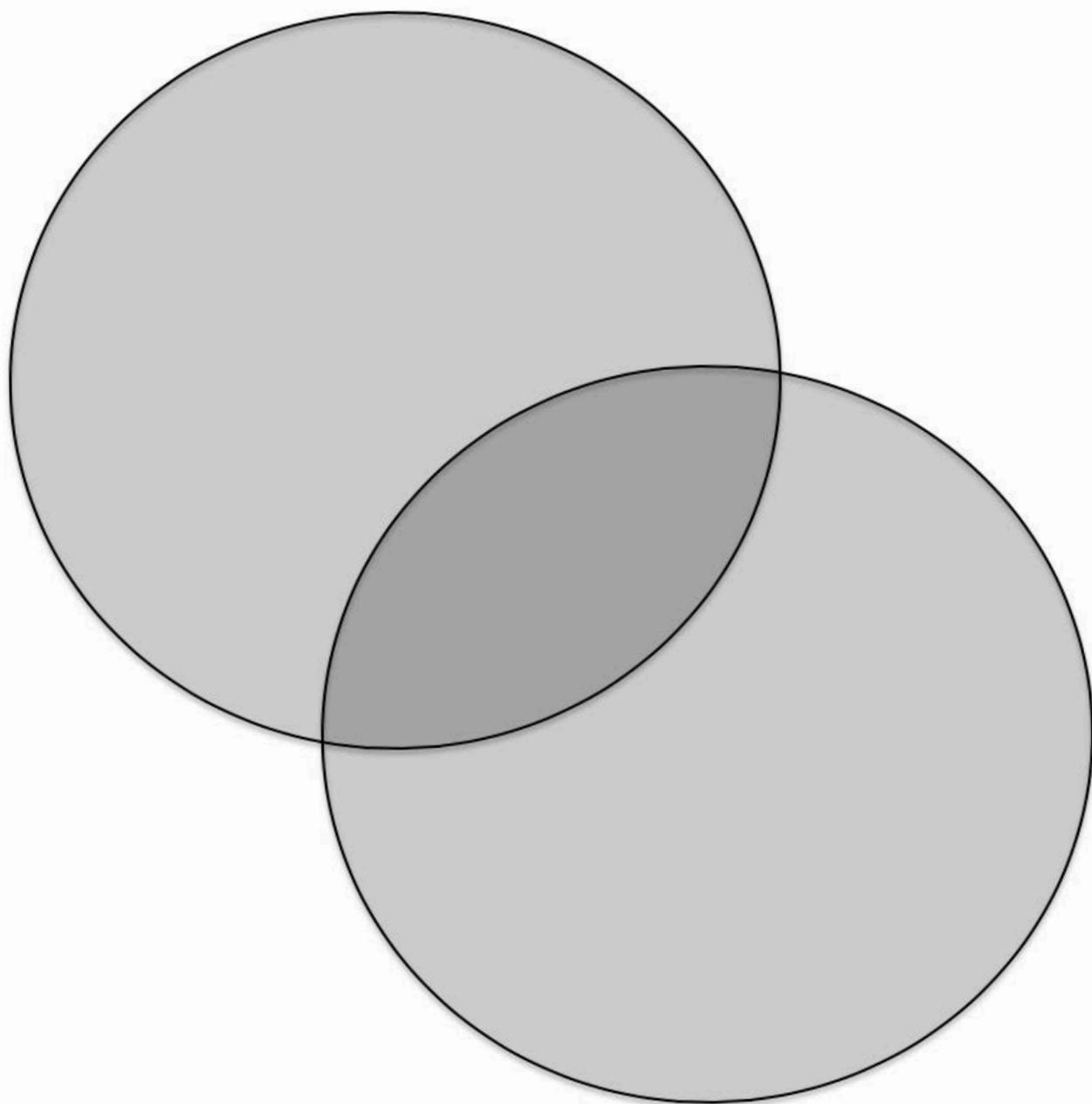
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Pebble in a Pond

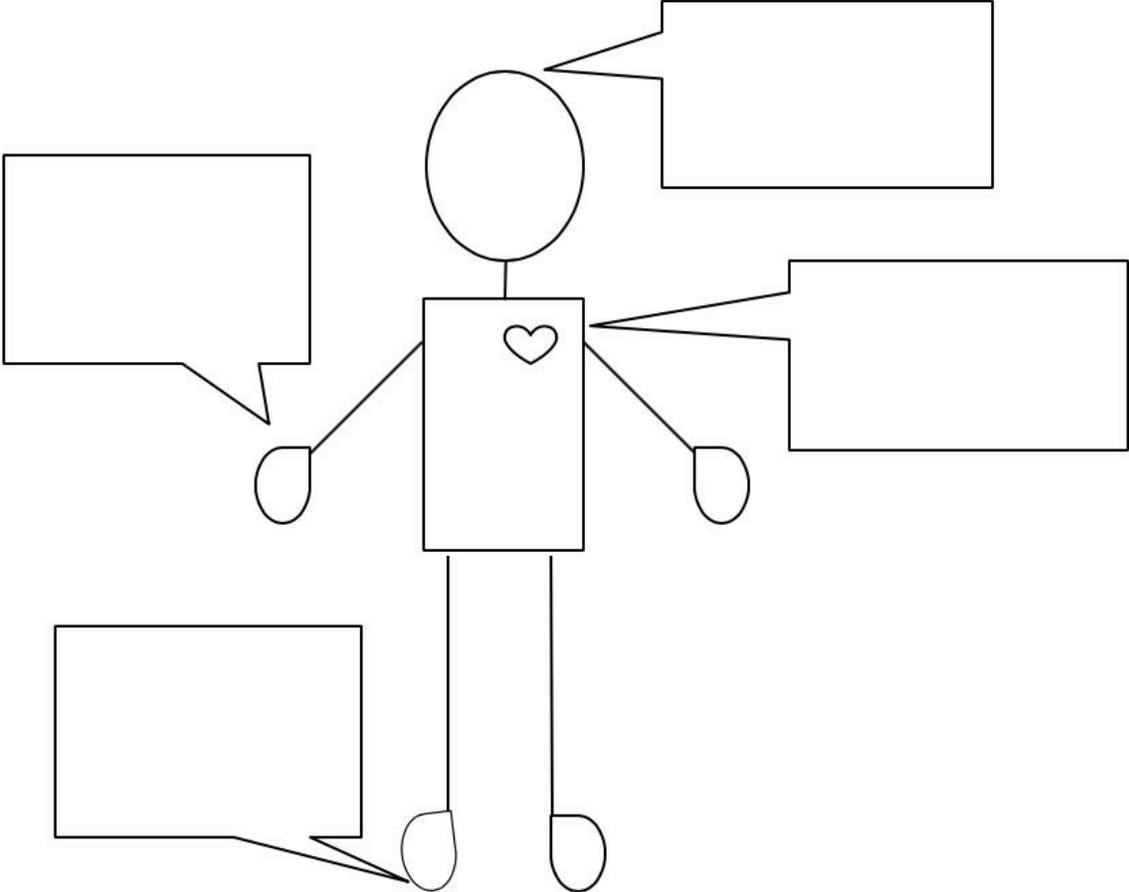
**Directions:** Be sure to label the center circle as the “pebble.” Starting in the center, write “Joan goes to Duke” on the “pebble.” Working outwards from the “pebble,” what events happen in Joan’s life? Go in sequential order and write one sentence in each “wave” that led Joan to the 1961 Freedom 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.



## Venn Diagram



**Sensory Figure**



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! ☐

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

### Positives and Negatives Chart

CAUSE	EVENT	EFFECT

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!

## Utah Core Standards

Lesson	Social Studies	English Language Arts
<b>Lesson 1:</b> Pre-Assessment & Activating Prior Knowledge; Writing, Sharing	UT Standard 4.2 UT Standard 4.4	RH4, RH10, WHST10
<b>Lesson 2:</b> Doing What is Right Close Reading; Frame of Reference, Annotating Text, Main Idea, Info Sources	UT Standard 4.2 UT Standard 4.4	RH1, RH2, RH3, RH4, RH5, RH6, RH10, WHST10
<b>Lesson 3:</b> The Movement Begins; Define & Describe, Text-based Evidence, Analysis	UT Standard 4.2 UT Standard 4.4	RH1, RH2, RH3, RH4, RH5, RH10, WHST10
<b>Lesson 4:</b> Pebble in a Pond, Sit-Ins, and Freedom Rides; Examine Cause & Effects, Analyze Primary Sources	UT Standard 4.2 UT Standard 4.4	RH1, RH2, RH3, RH4, RH5, RH7, RH10, WHST10
<b>Lesson 4 Cont.:</b> Pebble in a Pond, Sit-Ins, and Freedom Rides Cont.; Note-taking, Compare/Contrast, Sensory Figure	UT Standard 4.2 UT Standard 4.4	RH1, RH2, RH3, RH4, RH5, RH10, WHST10

<b>Lesson 5:</b> Growing Up In Mississippi; Close Reading, Summarizing, Locating Evidence	UT Standard 4.2 UT Standard 4.4	RH1, RH2, RH3, RH4, RH5, RH10, WHST10
<b>Lesson 6:</b> The Best and Worst Year; Image Analysis, Close Reading, Analysis of Progress/Negatives	UT Standard 4.2 UT Standard 4.4	RH1, RH2, RH3, RH4, RH5, RH10, WHST10
<b>Lesson 7:</b> Medgar Evers and Black Lives Matter; Analysis, Questioning, Research	UT Standard 4.2 UT Standard 4.4 UT Standard 5.1	RH1, RH2, RH3, RH4, RH5, RH7, RH8, RH10, WHST6, WHST10
<b>Lesson 8:</b> Freedom is Never Free and Selman to Montgomery; Analysis, Cause & Effect, Text-based Evidence	UT Standard 4.2 UT Standard 4.4	RH1, RH2, RH3, RH4, RH5, RH10, WHST10
<b>Lesson 9:</b> On to Activism; Collaborative Problem Solving, Research, Presentation	UT Standard 4.2 UT Standard 4.4 UT Standard 5.1 UT Standard 5.5	RH1, RH2, RH3, RH4, RH5, RH7, RH8, RH10, WHST6, WHST7, WHST9, WHST10
<b>Lesson 10:</b> Narrative Writing, Researching & Analyzing Primary & Secondary Sources; Post-Test	UT Standard 4.2 UT Standard 4.4	RH4, RH10, WHST10

# Core Standards for Social Studies: Seventh Grade

**UT Standard 4.2:** Students will make an evidence-based argument regarding the appropriate roles of local, state, and federal governments in resolving a current and/or historical issue. (civics)

**UT Standard 4.4:** Students will use data and other evidence related to a cultural, ethnic, or religious group in Utah to interpret the group's historic/current conditions and experiences. (history, geography).

**UT Standard 5.1:** Students will select a recent event they think will be worthy of remembering, recording, or interpreting, and make an argument for its potential historical significance. (history)

**UT Standard 5.5:** Students will research issues of civic importance in which city, county, tribal, or state governments have a role. Students will use their research to develop and write a policy proposal to the appropriate governmental entity, such as a board, commission, council, legislator, or agency. (civics)

## Utah State Standards 7th Grade English Language Arts

### Reading Standards for Literacy in History/Social Studies RH

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
9. Analyze the relationship between a primary and secondary source on the same topic.
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

## **Writing Standards for Literacy in History/Social Studies**

**WHST**

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
9. Draw evidence from informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for 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.

# Certificate of Completion

HAS SUCCESSFULLY COMPLETED THE JOAN TRUMPAUER MULHOLLAND FOUNDATION

"STANDING FOR FREEDOM: THE AMERICAN CIVIL RIGHTS MOVEMENT" CURRICULUM



- Pre-Test
- Lessons 1 - 10
- Research Completed
- Information Collected, Analyzed, and Shared
- Post-Test

DATE OF COMPLETION:

*2-1-23*

LOKI MULHOLLAND

*Freedom for all!*

*Joan Trumpauer Mulholland*  
JOAN TRUMPAUER MULHOLLAND