

C3 Inquiry Overview: The Civil Rights Movement & Memphis School Desegregation FIFTH GRADE

Inquiry Question: What is the role of children in social movements?		
C3 Disciplinary Focus:	C3 Inquiry Focus	Content Topic
Civics	Developing claims and using evidence and Communicating and Critiquing Conclusions	Children using their rights and responsibilities as citizens in the Civil Rights Movement
<p>C3 Focus Indicators</p> <p>D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.</p> <p>D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>D2.His.10.3-5. Compare the information provided by different historical sources about the past.</p> <p>D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments</p> <p>D3.4.3-5. Use evidence to develop claims in response to compelling questions.</p>		
<p>Suggested Grade Level: 5th Grade</p>	<p>Suggested Timeline:</p> <p>Day 1: Stage the compelling question</p> <p>Day 2: Supporting Question 1</p> <p>Day 3: Supporting Question 2</p> <p>Day 4: Supporting Question 3</p> <p>Day 5: Summative Performative Task</p>	
<p>TN Social Studies Standard(s)</p>	<p>Students will analyze the key people and events of the Civil Rights Movement, including • Martin Luther King Jr. and nonviolent protests • Montgomery Bus Boycott and Rosa Parks • Brown v. Board of Education and Thurgood Marshall • Freedom Riders and Diane Nash. Students will also explain the impact of John F. Kennedy's presidency on the country, including the</p>	

	<p>passage of the Civil Rights Act, the Voting Rights Act, the space program, and his assassination. 5.24, 5.25</p>
<p>C3 Framework Indicator</p>	<p>Historical Sources and Evidence Participation and Deliberation: Applying Civic Virtues and Democratic Principles</p>
<p>Staging the Compelling Question</p>	<p>This unit focuses on the importance of remembering, the role of children in The Civil Rights Movement, intergenerational conversations, and local history and heros.</p> <p>Preface: The importance of The Civil Rights Movement, Brown v Board of Education, school desegregation, and the role children had in The Civil Rights Movement. Highlight how instrumental school desegregation was to civil rights in our community, how freedom is a constant struggle, the synergy of past-present relations, and the role of remembering via social studies, civics, and history in schools. Emphasize the importance of remembering our stories with Toni Morrison's "Remember" Book Talk (10:00-14:40 mins).</p> <p>Remembering: How do we use primary sources to document our memories (history) in our community?</p> <ul style="list-style-type: none"> ● Share the LOC oral history with Glenda Funchess (first 5 minutes or so). Glenda Funchess speaks about her childhood in Hattiesburg, Mississippi. She remembers her experiences as one of the first children to desegregate Hattiesburg schools. ● As students listen to the oral history, ask them to jot down questions the interviewer asked. Afterward, use the Glenda Funchess interview to discuss how to conduct oral histories and collect primary sources from elders. Make note of techniques (questions asked) and how the interview is collecting insight documented from the people who experienced desegregation (primary source). ● In small groups, have students discuss potential interview questions. What are good questions to ask and

	<p>why? Feel free to use the TMSH Interview with Elders and for more support the StoryCorp Tips for a great conversation and Smithsonian How to Oral History website.</p> <ul style="list-style-type: none"> ● If the student does not have an elder to interview, they can use the data from our website to contribute to our/story of school desegregation in Memphis. <p>Provide Summative Project Overview and Expectations:</p> <ul style="list-style-type: none"> ● Let students know they, like historians, will be engaged in documenting stories of their elder's experiences with school desegregation. Provide the expected report format for documenting these stories using primary sources (interviews, photos, music, newspaper clippings) and establish a due date for the collection of primary sources, summative reports and or class or community presentations. <p>Prep needed: Notify students and guardians of the upcoming curriculum unit. Request that students begin to recruit an elder and schedule time to meet with them for an interview prior to this lesson. Students should also collect copies complimentary primary sources (photos, music, newspapers...) to share.</p>	
Supporting Question 1	Supporting Question 2	Supporting Question 3
<p>How have people used primary source documents (photos, newspapers, school board meetings, music...) to engage in historical thinking, remembering, and cultural memory making?</p>	<p>How have people used primary sources to share our/stories and help us remember how Brown vs. The Board of Education impacted our schools and the role that schoolchildren had in desegregating schools in our community?</p>	<p>How do we effectively use the primary sources we have collected to create our/story of school desegregation in Memphis?</p>
Formative Performance Task	Formative Performance Task	Formative Performance Task

<p>Discuss the role of primary sources (story telling, oral history,, photos, documents,and music) in remembering, cultural memory making, and sharing our history. Host a ConverStations Gallery Walk using the 5th Grade Primary Sources. Play Suggested Civil Rights Music in the background while students are walking around and reflecting on the primary sources in the gallery.</p> <p>Have students discuss and record their responses to the supporting question on the 5th Grade: M13 Primary Source Analysis Guide.</p> <p>Remind student to conduct their interviews.</p>	<p>Students watch The Memphis 13 Documentary. Complete 5-W overview that explains WHO The Memphis 13 are, HOW they and their family worked to make a difference, WHEN, WHERE, and WHY they wanted to desegregate our Memphis city schools.</p> <p>5th Grade: The Memphis 13 5-W Summary</p> <p>Analyze the documentary and discuss how the primary sources were used to document what were the experiences of the Memphis 13, and how did they change our schools and our community?</p>	<p>Students participate in small (3-4) group discussions about their experiences interviewee an elder and collecting primary sources with their peers. Student share the primary sources gathered from their elders and reflect on how it compares or contrasts what what they learned from primary sources in the Galary Walk and in The Memphis 13 documentary.</p> <p>Use the Making History Reflective Questions to spur conversation about how to conduct oral histories effectively and reflect on the historical significance of these primary sources as they impact us today.</p>
<p>Featured Sources</p>	<p>Featured Sources</p>	<p>Featured Sources</p>
<p>Converstations Primary Sources</p> <p>Additional sources in The Memphis 13 Primary Source Archive</p> <p>Suggested Civil Rights Music</p> <p>The Memphis 13 Primary Source Analysis Guide</p> <p>Additional Resources:</p>	<p>The Memphis 13 Documentary</p> <p>Additional Resources:</p> <p>LOC Exploring Community through Local History</p> <p>Black Education in Tennessee</p>	<p>Making History Reflective Questions</p>

<p>Youth Civil Rights Activist Birmingham Children's March School Desegregation LOC The Civil Rights Movement</p>		
<p>Summative Performance Task</p>	<p>As a class, make a concept connection web and collective mural or Jamboard/Prezi of school desegregation in Memphis. Have students write on post-it notes (oral history quotes) and post photos, news clippings, and more to collectively capture our stories about the role that school children played in desegregating our schools. Prompt students to add information about the CRM's goals, major events, people, places, and how children were involved.</p> <p>Exit Ticket:</p> <ul style="list-style-type: none"> ● Which 3 primary sources did you choose and why? ● What 2 things have you learned about the history of our schools and Why are they important to know? ● How will YOU be remembered? <p>EXTENSION: The Memphis 13 and others like them are not always included in textbooks. Have students create a pretend textbook entry for the Memphis 13. What would it include? What primary source(s) would be useful for Tennessee students to learn more about the Memphis 13?</p>	
<p>Taking Informed Action</p>	<p>Consider the following questions by conducting additional research:</p> <p>Community Conversation: Share the collectively composed (electronic) mural with The Memphis 13 and education leaders, educators, and students in your community.</p> <ul style="list-style-type: none"> ○ Compare and contrast stories shared by elders with members of The Memphis 13 from their audience's experiences? ○ Discuss policies and practices that would honor the life and legacy of our elders and the Memphis 	

	<p>13 in the sacrifices to create more equitable and inclusive schools.</p> <p>Write a letter to your campus leaders (teachers, principals, counselors) about the importance of equitable and inclusive schools and what you would like to see on campus.</p> <p>Participate in an MSCS school board meeting and advocate for a policy or practice that you believe increases inclusivity and equity at schools.</p>
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This curriculum was developed by Gina Tillis and Anna Falkner, in collaboration with Memphis-Shelby County School District teachers, The Memphis 13 Foundation, the University of Memphis, and with generous support from the Library of Congress.