







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

SECOND GRADE

Inquiry Question: How can children make a difference in their communities?		
C3 Disciplinary Focus: Civics	C3 Inquiry Focus Developing claims and using evidence and Communicating and Critiquing Conclusions	Content Topic The Memphis 13 and how they used their rights and responsibilities as citizens in the Civil Rights Movement
C3 Focus Indicators D2.Civ.14.K-2. Describe how people have tried to improve their communities over time D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present D2.His.10.K-2. Explain how historical sources can be used to study the past. D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.		
Suggested Grade Level: 2nd Grade	Suggested Timeline: Day 1: Stage the compelling question Day 2: Supporting Question 1 Day 3: Supporting Question 2 Day 4: Supporting Question 3 Day 5: Summative Performative Task	
TN Social Studies Standard(s)	2.25 Identify the rights and responsibilities of citizens of the U.S. 2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.	
C3 Framework Indicator	Participation and Deliberation: Applying Civic Virtues and Democratic Principles; Processes, Rules, and Laws	

<p>Staging the Compelling Question</p>	<p>Ask students to share what they already know or what they Think they Know about the Civil Rights Movement. Connect to prior knowledge, such as Ruby Bridges' story. If needed, watch the Studies Weekly CRM review video to review key terms and ideas.</p> <p>In small groups, ask students to look at the Brown vs. Board ruling newspaper source:  The Russell Daily News (Russell, Kansas), Monday, May 17, ...</p> <p>Using  2nd Grade: Primary Source Analysis Document ask students to analyze the primary source.</p> <p>Then, watch the Studies Weekly video about the Brown Vs. Board of Education ruling. After viewing, complete the questions on the back of the sheet.</p>	
<p>Supporting Questions 1</p>	<p>Supporting Questions 2</p>	<p>Supporting Question 3</p>
<p>What is the Civil Rights Movement? How did children in Memphis participate in the Civil Rights Movement?</p>	<p>Who were the Memphis 13? How did they change Memphis schools?</p>	<p>How did people work together to fight for change in Memphis during the Civil Rights Movement?</p>
<p>Formative Performance Task</p>	<p>Formative Performance Task</p>	<p>Formative Performance Task</p>
<p>Together, have students read the Memphis 13 Reader's Theatre.</p> <p>After doing the Reader's Theatre, ask students what we can add to what we know about the Memphis 13? And what do we Want to Know?</p> <p>Students complete the 5-W Summary.</p>	<p>Watch the preview for the documentary here:  The Memphis 13 - 2-min ...</p> <p>Ask students to go on a gallery walk to look at the pictures and read some of the quotes from members of the Memphis 13.</p> <p>In pairs or individually, have students look at the Memphis 13 primary sources used in the Gallery Walk to find examples</p>	<p>Using the gallery walk sources, work in pairs or individually to find and record examples of sources that show people who acted as upstanders to support the Memphis 13 and their cause.</p> <p> 2nd Grade: M13 Primary ...</p> <p>After recording examples, discuss as a whole group: What can we learn about being an</p>

	<p>of sources that show what their experience was like. Use this recording sheet to document:</p> <p> 2nd Grade: M13 Primary ...</p>	<p>upstander from the Memphis 13 and those people who supported them?</p>
Featured Sources	Featured Sources	Featured Sources
<p> Memphis 13 Skit.docx</p>	<p>Memphis 13 Documentary Trailer:</p> <p>If time allows: M13 Documentary with captions https://vimeo.com/788026286</p>	<p>Gallery Walk Materials</p> <p>Memphis 13 sources (e.g. interview, photographs, short videos) following members' experiences from the Memphis 13 Archive</p>
Summative Performance Task	<p>Either as a whole group or in small groups, have students create picture books about the experiences of the Memphis 13. They may decide to write about an individual student, students at a particular school, or the Memphis 13 as a whole. The books should include a clear BME and should be consistent with information shared via the primary sources.</p> <p>Picture Book Planning Document</p> <p>Authors of historical fiction or historical narrative texts often include primary sources in the peritext or the front/back of the book. Ask students to choose which primary sources would be most helpful for their readers to see.</p>	
Taking Informed Action	<p>Consider the following questions by conducting additional research:</p> <ul style="list-style-type: none"> • Who do you know that has influenced their community? How did they influence their community? • What are schools in Memphis like today? What are some 	

	<p>things you might want to change about your school? How could you do that?</p> <ul style="list-style-type: none">● How are other kids taking action to make their schools and communities better? <p>Take action: Local, state, and national holidays are used to honor people who have changed our communities for the better. Write a letter to a civic leader (the mayor, governor, or president) advocating for a Memphis 13 Holiday.</p>
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This curriculum was developed by Anna Falkner and Gina Tillis, in collaboration with Memphis-Shelby County School District teachers, The Memphis 13, University of Memphis, and with generous support from the Library of Congress.