

Arts Integrated Residency: The Civil Rights Movement

By: Simone Becker

Day 1: Introducing the Civil Rights Movement + Image Work

Day 2: Overview: James Meredith Research Exploration + Staging the Research

Day 3: Overview: Children's March + Creative Writing/ Spoken Word

Day 4: Overview: Privilege Walk/ Introducing Equity + Image Generation

Day 5: Inspirational Kids Project- Research/ Rehearsal

Day 6: Inspirational Kids Project- Performance and Debrief + Devising

Day 7: Inspirational Kids Project- Inspirational Kids in Conversation + Devising

Day 8: Reflect/ Debrief

What you will see below is an excerpt of this unit. I have included Day 1 and Days 5-7 as full length lesson plans. Days 5-7 are grouped into one lesson plan broken up into three days.

This is using the Social Studies National Standards, the Pennsylvania Common Core Standards and the National Core Art Standards.

Name: Simone Becker

Unit: The Civil Rights Movement

Lesson Title: Introducing The Civil Rights Movement

Age Group: 6th graders

Standards Addressed:

National Core Arts Standards

a) Students will organize and develop artistic ideas and work

b) Cooperate as a creative team to make interpretive choices for a drama/theatre work

SS: Time Continuity and Change:

Learners will understand the contributions of key persons, groups and events from the past and their influence on the present

c) Students will understand how leaders of the Civil Rights Movement have shaped the outcome of the movement.

4) Students will identify key figures of the Civil Rights Movement

5) Students will be able to identify and explain major events of the Civil Rights Movement (Brown vs Board, Little Rock 9, James Meredith, The Children's March etc).

Objective:

Students will be able to create a brainstorm/mind map of everything they know about the Civil Rights Movement

Students will be able to collaborate to create quick theatre pieces in response to source material
Students will be able to identify key figures of the Civil Rights Movement

Set Induction:

Students will come and stand in a circle. The teacher will explain that we will be doing a check in. The way that this will work is that the teacher will give students a prompt. For today, this prompt will be what kind of pizza do you feel like? I also want to know your name and your age group.

This will look like this:

Hi I'm (insert name here), I'm a 6th grader and I feel like a pineapple pizza with asparagus and mushrooms.

This will continue until we've made it through the entire circle.

Instructional Strategies and Learning Activities:

Set Induction- 5 min

Focus Activity Pass the Clap- 5 min

Mind-mapping Civil Rights Movement- 10 min

Image Building- 20 min

Reflection/ Debrief/ Closure- 5 min

Focus Activity: Pass the Clap

Instructional Strategy: Whole Group/ Focus

We will come and stand in a circle and the teacher will explain that we will doing an exercise called Pass the Clap. The way that this will work is that I will turn to the person next to me, make eye contact and we will try and clap at the same time. The goal here isn't to verbalize when we are going to clap, the goal here is to connect with the person next to you and feel their energy. Once you've received the clap, you will turn to the person next to you and pass the clap on.

That is level 1!

Level 2: If you want to send the clap in the other direction, you will clap twice. By clapping twice the clap will go in the other direction. Make sure you are paying attention if you receive the clap because your partner might want to clap a second time!

Level 3: This is the most advanced level. We will add on Level 3 if we are working together as an ensemble and you are showing me that you can handle it. For Level 3, you make eye contact with someone across the circle from you (not next to you) and you clap at the same time. Then the clap goes all the way across the circle and from there, the person who received the clap can decide which direction they want this to go in.

One of our goals here is to create a rhythm using our bodies and our focus and to really connect with each other as an ensemble. We want to feel the energy!

As we get to know each other and work together for longer periods of time, we will become an ensemble who can respond based on the needs of the group. Since this is our first time, our goal is to get all the way around the circle one time with Level 1. From there, we'll make group goals about what we want to accomplish.

Let's play!

(Students will play Pass the Clap).

Afterwards, the teacher will ask: What strategies worked really well? What were moments where we were successful as a team? What were moments where we were unfocused? How can we grow for next time?

Students will discuss in pairs and then we will share out.

Mind Mapping: The Civil Rights Movement

Instructional Strategy: Mind Mapping/ Brainstorming/ Engaging Prior Knowledge

The teacher will explain that over the next few sessions, we will be working to create our own original theatre pieces to support our learning about The Civil Rights Movement. In order to get the ball rolling with thinking about what we want to explore, today we will be focusing on brainstorming and then getting those ideas up on your feet.

What I am going to do is place a large piece of butcher paper on the floor and I am going to write The Civil Rights Movement in the middle. What we are going to do is we are going to create a Mind-Map. This is a little different than a general brainstorm because a Mind Map might expand beyond just the topics of The Civil Rights Movement and leap into our own lives (which is what we want to happen because this is a jumping off point) Let's try an example.

Let's say that I want to create a mind map about puppies. I'd put puppies in the middle of my paper. What do you think of when you think of puppies? This can be anything!

Students will share out.

Our mind map might look like this:

Puppies--- Makes us happy--- Gives us comfort- Blankets give us comfort- Friends give us comfort- stability- What does it mean to be stable?-- You need love and support-- okay so family and friends--- stability-- also privilege, steady income, roof over your head etc

Mind maps are meant to be expansive and get us thinking about our artistic associations. Our mind map about The Civil Rights Movement should get us thinking about all of the different themes and conversations that come up. Who are the important people? What are the important events? What do we already know? Whose stories have we heard? How does this connect to our lives? What does it get you thinking about? What conversations does it make you want to engage in?

Our mind-map is just a starting place!

Now I will place my mind map on the floor and I will write The Civil Rights Movement on our piece of butcher paper. Now you will have ten minutes to come and add on to our mind map- whatever it makes you think of. As you see others add, you can come and branch off of their idea or you can create your own line of thought.

When the time is up, we will read through all of our ideas and circle the ones that really stand out to us. The ones that we've circled will be the ideas/themes that we will explore today!

Image Building/ Do Something!

Instructional Strategy: Physicalizing/ Kinesthetic

The teacher will write down all of the circled ideas on slips of paper and put them in a hat. The teacher will explain that today we will do some image work with our base ideas. Here is how this will work. We will split up into teams (I will split you into groups with flavors of ice cream: chocolate, vanilla, mint chip, cookies and cream etc) and you will send one member from your team to come grab a slip of paper with an idea on it. Then you will have four minutes to create a piece of art with that idea or concept- this can be anything- a monologue, a tableau, a song- anything that gets you to physicalize, live in and engage with that idea!

Once time is up, you will send another representative to grab another idea and you will repeat this process all over again! You will do this until our timer goes off! We will probably be able to make it through four rounds of this so you will be creating four mini pieces of art.

After we've created our pieces of art, as a group you will pick one piece of art to share with us. Tell us why it stuck with you and what it brought up for you. What artistic medium did you use? How did this connect to your life? Why?

Reflection/ Debrief/ Closure

Instructional Strategy: Reflection

Now that we've mind mapped and used our bodies and voices to engage with our ideas, what stuck with you? What are you interested in pursuing? What felt the most like you? What ideas were the most challenging to engage with? What ideas were the easiest? What mediums did you engage with? Why did you choose those mediums?

Students will engage in a reflective conversation which will start as a whole group general discussion and will end with a closure activity where students will share a moment that was empowering or exciting for them in today's workshop.

Differentiations/ Accommodations:

Students who need more structure can be given a paper list of different ways they can physicalize their ideas.

Assessment:

Students will be assessed formatively on their Mind Mapping and Image Work.

Materials and Resources:

Butcher Paper

Markers

Binder Paper

Pens/ Pencils

Large Open Space

Name: Simone Becker

Date:

Unit Title: The Civil Rights Movement

Grade Level: 6th

Lesson Title: Inspirational Kids Project

Standards Addressed:

SS Standard Power, Authority and Governance : Learners will understand fundamental values of constitutional democracy (e.g the common good, liberty, justice, equality and individual dignity).

SS Standard Individuals, Groups and Institutions: Learners will understand that when two or more groups with differing norms and beliefs interact, accommodation or conflict may result

SS Standard Civic Ideals and Practices: Learners will understand concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights and civil dissent

1. CC.1.2.6.A

CC1.4.6. V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate

CC1.5.6.C

Interpret information presented in diverse media and formats (eg visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study.

Objectives :

- i) Students will be able to analyze key moments of civil dissent
- ii) Students will be able to synthesize what they know about The Children's March, with primary sources and Belle Teal
- iii) Students will be able to summarize informative texts (both primary and secondary sources)
- iv) Students will be able to answer and explore a question using resources
- v) Students will be able to present historical information in creative and engaging ways

Set Induction:

Students will review our Activism Posters and have a moment to add to any of the three posters now that we are done with Belle Teal (the novel that we've been reading).

We will also go around in a circle and check in- What sort of movie do you feel like today?

Content Outline:**The Children's March**

- A protest in Birmingham, Alabama where thousands of children protested against segregation
- Thousands of children got arrested
- Whole schools of children were there
- Led to Bull Connor stepping down and the passing of the Civil Rights Act by JFK
- Turning point for desegregation and integration

Birmingham in 1963:

-Key events:

-Bull Connor defeated, Letter from Birmingham Jail, I have a Dream Speech, Bombing at Sixteenth Baptist Church, Children's March/ Crusade, JFK starts process of passing the Civil Rights Act, black students enroll in previously white high school, JFK assassinated

Our Source:

- This is a website called Kids of Birmingham
- It is a collection of personal stories and accounts

Instructional Strategies and Learning Activities:**Timeline:****Day 1:**

Set Induction- 3 min

Explanation of Research Project- 5 min

Independent Work Time- 1 hour

Day 2:

Creative Presentations- 45 min

Day 3:

Inspirational Kids in Conversation Tableaus- 15 min

Add to Activism Chart w/ Action Plan- 10 min

Closure- 1 min

(Note: This would be broken up into three days: Work time and presentations would happen on different days).

Day 1

Explanation of Research Project:

Instructional Strategy: Direct

The teacher will explain that today we will be tying all of the work that we've done together this whole unit together with a final project.

Over the course of the semester, we've explored how kids just like you can be allies and activists. We've looked at Belle Teal and how she stood up for Darryl and eventually how Darryl learned that he was worth standing up for, we've looked at the Little Rock 9, James Meredith and The Children's March.

Hopefully, what you've gotten from all this is that kids just like you have the ability to inspire others and enact change. We are going to continue to build on this idea that you have the power to make change by doing a research project about Inspirational Kids who lived in Birmingham in 1963.

1963 was an intense year for Birmingham and the Civil Rights Movement and children played a huge role in this.

This project is going to focus on learning about the story of one inspirational kid of your choice. We are going to be doing this using the source: Kids in Birmingham 1963. This website contains many individuals accounts of their experience in Birmingham 1963. These are all primary sources.

Today we are going to conduct a primary source investigation.

Here are the steps that you will follow:

In the research portion, you will do the following:

Pick a kid that you are interested in learning more about and follow these instructions

- Read their story
- Find 3 moments where they were allies or activists
- How did their actions shape or change history?

Then you will find a creative way to present this Inspirational Kid to us. This can be anything- you can write a poem about them, you can sing us a song, you can do a dance, you can build a tableau- whatever you like that will communicate your research about that person.

What we have been working on is using our bodies and voices to express what we've been learning about.

You will end your presentation with explaining why that kid inspires you and telling us one thing that you can do to make a change and be an ally and activist.

Independent Work Time

Instructional Strategy: Independent Research

Students will follow the above guidelines to conduct their research.

Pick a kid that you are interested in learning more about and follow these instructions

- Read their story
- Find 3 moments where they were allies or activists
- How did their actions shape or change history?
- Why do they inspire you?

Students will have a graphic organizer to help them organize their research.

Once students are done with this, they will work on preparing for their Inspirational Kid presentation, using the following instructions:

Then you will find a creative way to present this Inspirational Kid to us. This can be anything- you can write a poem about them, you can sing us a song, you can do a dance- whatever you like that will communicate your research about that person.

You will end your presentation with explaining why that kid inspires you and telling us one thing that you can do to make a change and be an ally and activist.

Day 2

Creative Presentations

Instructional Strategy: Kinesthetic

Check In:

Students will come and stand in a circle and check in. Check in question: What is a word to describe how you are feeling about performing your Inspirational Kid piece later today?

Prep:

Students will have a few moments to rehearse one last time.

Students will come back to their seats and we will go through the presentations. After each presentation, students are free to ask two questions of the presenter. Students should be thinking about what they can do to be an activist throughout these presentations.

Day 3

Inspirational Kids in Conversation: Tableaus

Instructional Strategy: Kinesthetic

Let's see if we can put all of these artistic pieces in conversation with each other! What did we notice about the pieces? What sort of stories did we tell?

What stories were similar? What stories were different?

How could we put these together to create a piece of art that reflects both their lives and our lives? Let's go back to our essential questions: How can we be activists? What does it mean to stand up for people? Where did we see these in our creative presentations?

Students will discuss. From there, we will build tableaus that look at what activism looks like first for their Inspirational Kid and then for them.

We will do this in two parts:

The first part will be creating tableaus that puts together students research and their Inspirational Kid presentation. The second part will be students identifying where they see themselves in their Inspirational Kid and building tableaus that showcase what it would look like for them to be activists and stand up for others.

When we finish, we should have a series of tableaus (both for Inspirational Kids and students own lives). I will clap once to have us go through our tableaus for Inspirational Kids and twice to have us go through our tableaus as ourselves. How can we use our bodies to tell others stories? How can we use our bodies to tell our own? What is the same and different?

Add to Activism Chart w/Action Plan

Instructional Strategy: Cooperative Learning/ Student Empowerment

The teacher will explain that we will now come back to our Activism Posters. Now that we've engaged in multiple levels of research and critical thought and used our bodies to engage in our learning, it is time to decide what action you are going to take to make our world a brighter place.

Think about these questions:

- 1) What do I want to see change?
- 2) What is one small way that I personally can help enact that change?
- 3) What is one larger way that our community can enact change?

Students will come up one at a time and add their personal "What Activism Looks Like In Me" statements to our poster. They will sign their names as a way of committing to their action. They will then go back to their desk and respond to the above questions. This is their action plan. They will come back to this and see if they have held up their promise.

Differentiations/ Accommodations:

Students who need help coming up with a Creative form of presentation can be given a list of options.

Students who cannot access technology visually can have a partner who will read it to them.

Closure:

Students will stand in a circle and we will each complete the following sentences:

I am an advocate when I....

I am an activist when I...

Assessment:

Students will be assessed formatively on their Inspirational Kids Research Project research and presentation.

Materials and Resources:

<http://kidsinbirmingham1963.org/>

Activism Posters

Research Graphic Organizer

Binder Paper

Markers

Reflection:

Inspirational Kids Project Graphic Organizer

Name of Person	Three Moments Where they are an Ally or Activist	How did their actions shape or change history?	Why are they inspiring to you?