

Teacher Guide **APPLESEEDS: Growing Up In The Civil Rights Movement**

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Objectives:

- To gain an understanding of what it was like to grow up during the Civil Rights Movement
- To gain a perspective from both sides of the argument
- To gain an understanding of the important figures during this time period

Materials:

- Map of the United States and one of the Southern United States
- Internet access
- Materials need to dramatize, "Standing up by sitting in: A Play."

Sowing the Seeds for the Civil Rights Movement (pg. 2-5)

Read the article out loud with the class

1. What are civil rights?
2. a) What is Segregation?
b) List some examples of segregation
3. Describe "separate but equal."
4. a) What does NAACP stand for?
b) What was the main role of the NAACP during the Civil Rights Movement?
5. Describe the "Brown v. Board of Education," fight.

Rosa Refuses (pg. 6-8)

Have students read the letters silently or as a class.

1. Pretend that you are Elizabeth and have just received the letters from Shirley. Write a personal letter to Shirley commenting on what you have just read from the perspective of Elizabeth.

The Little Rock Nine (pg. 9-11)

Read the article with the class.

Discuss how "the little rock nine," must have felt with this treatment.

1. Write two journal entries from the perspective of one of the little rock nine.

Ruby Bridges (pg. 12-13)

Read as a class.

Have a discussion about being in Ruby's shoes, other students during the movement.

Standing Up by Sitting In: A Play (pg. 15-17)

Divide the class into groups of six.

Assign the following roles:

Joseph – Black high school student
David – Black high school student
Linda – Black high school student
Narrator – White waitress
Narrator – White customer

Students should be given time to read over the play. Once they have read over the play they should begin by practicing their roles and creating and necessary props and scenery.

Once the students have had sufficient time allow each group to present their play to the class.

Birmingham Children's Crusade (pg. 18-20)

Read article with class.

Discuss the events that are outlined in the article.

1. Research Martin Luther King Jr. and write a biography including the following headings/categories:
 - A) birth and death
 - B) Childhood
 - C) Family
 - D) Education
 - E) Career
 - F) Accomplishments

Pathways Into the Library (pg. 24-25)

Read the article with the class.

Collect the following books all written by James S. Haskins from the library or purchase online:

Black Eagles: African Americans in Aviation
Rosa Parks: My Story
Black Stars: African American Healers. By Clinton Cox and Edited by James Haskins
Black Stars: African American Millionaires

Against All Opposition: Black Explorers in America
Separate but not Equal: The Dream and the Struggle
James Van Derzee: The Picture Taking Man

If these titles do not suit your students there are many more books written or co-authored by James S. Haskins that can be used.

Assign a book to a group of 4-5 students. (or this can be done as an individual book report) Have the student/s read the book and write a book report on the person or persons that the book is written about.

Brown Eyes Only (pg. 26-28)

1. Define stereotypes
2. List a variety of examples of stereotypes.
3. How can we ensure that stereotypes are not used?
4. Was Jane Elliott's lesson successful? Why or why not?

We Don't Have to Take It (pg. 30-31)

Read the article together.

Visit <http://www.americanrhetoric.com/speeches/mlkihadadream.htm> where you can read Martin Luther King Jr.'s "I had a Dream," speech as well as listen to the speech.

Use the speech to discuss the importance of Martin Luther King Jr.'s vision for the world.