

Envisioning Equality

Teacher's Guide

Grade Level: 6–8

Curriculum Focus: Social Studies

Lesson Duration: 2–3 class periods

Program Description

With All Deliberate Speed (13:59) – Learn about the continuing fight for equal education in American schools. *MLK Boulevard* (6:58) – Investigate the battle to rename a street in Eugene, Oregon, in honor of Martin Luther King, Jr.

Onscreen Questions

- Why do you think some schools have more resources than others?
 - Why would a town rename a street after Martin Luther King, Jr.?
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Lesson Plan

Student Objectives

- Identify important civil rights leaders.
- Describe the life and legacy of a particular civil rights leader.

Materials

- *Envisioning Equality* video
- Poster board, 1 per group
- Markers, crayons, or colored pencils
- Encyclopedias and reference books with biographical information on civil rights leaders
- Computer with Internet access (optional)
- Index cards
- Pencils and erasers

Procedures

1. Hold a class discussion about the civil rights movement. Ask students what they know about it. Who were some civil rights leaders? What did they achieve? Who was Martin Luther King, Jr.? How did he and other civil rights activists influence our nation?
2. Tell students that there have been many heroes in the fight for equality in the United States. The class will research and prepare group oral reports about some of these people. Make a class list of possible candidates for the reports. The list should include these names:
 - Martin Luther King, Jr.
 - Rosa Parks
 - W.E.B. Du Bois
 - Medgar Evers
 - Thurgood Marshall
 - Fannie Lou Hamer
 - Any other leaders students can identify
3. Divide the class into groups of four or five students and assign each group a person from the list to research. Their reports must be five minutes long, include a visual aid, and the following information:
 - Date of birth and death
 - Role in the civil rights movement
 - Adversities overcome
 - Important speeches
 - Historic events associated with this person
 - Why this person is considered a hero
 - Legacy of this person

The visual aid should be colorful and clearly identify the name of the person and at least three interesting or important facts about them.

4. Allow time for the groups to research their leaders, prepare oral reports, and create visual aids. In addition to any reference books you have available, the following Web sites should be helpful:

<http://www.infoplease.com/spot/bhmheroes1.html>

<http://www.infoplease.com/spot/bhmpeople2.html>

<http://www.spartacus.schoolnet.co.uk/USAcivilrights.htm>

<http://www.cr.nps.gov/nr/travel/civilrights/sitelist1.htm>

http://www.africanaonline.com/civil_rights.htm

5. As each group presents its report, the rest of the class should take notes. Allow time after each report for questions and discussion.
6. When the presentations are finished, have students write a paragraph about their role in the report and what they learned in their research. Tell them to address the following in their paragraphs:
 - What role did you play in researching and presenting your group report?
 - What did you learn about the person you researched?
 - What are this person's achievements?
7. Then have students write a paragraph about what they learned about the civil rights leaders researched by other groups.
 - Who were the civil rights leaders presented?
 - What were their achievements?
 - Why were these achievements important to the civil rights movement and the United States?

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points:** Students identified all of the civil rights leaders and the achievements presented in the class reports; greatly participated in a well-organized, thought-provoking group report that clearly met all of the stated criteria for describing the life and legacy of a particular civil rights leader; and wrote legible, unique paragraphs that clearly demonstrated a solid understanding of the achievements of several leaders of the civil rights movement.
- **2 points:** Students identified only a few civil rights leaders and the achievements presented in the class reports; somewhat participated in fair group reports that met most of the stated criteria in describing the life and legacy of a particular civil rights leader; and wrote legible, somewhat unique paragraphs that demonstrated an adequate understanding of the achievements of several leaders of the civil rights movement.
- **1 point:** Students did not identify any civil rights leaders or their achievements presented in the class reports; minimally participated in incomplete group reports that met little of the stated criteria in describing the life and legacy of a particular civil rights leader; and wrote illegible, incomplete paragraphs that did not demonstrate an understanding of the achievements of several leaders of the civil rights movement.

Vocabulary

civil rights

Definition: Rights that a nation's inhabitants enjoy by law

Context: In America more than 680 streets, boulevards, and drives are named in honor of the civil rights leader Martin Luther King, Jr.

discrimination

Definition: Treatment or consideration based on class or category rather than individual merit; partiality or prejudice

Context: The ultimate objective is to abolish all forms of discrimination in public education.

equal

Definition: Having the same quantity, measure, or value as another

Context: The theory was separate but equal, but in fact it was unequal.

racism

Definition: The belief that race accounts for differences in human character or ability and that a particular race is superior to others; discrimination or prejudice based on race

Context: Early civil rights leaders stood on the front lines, risking their lives and livelihoods to combat institutionalized racism and inequality.

segregation

Definition: The policy or practice of separating people of different races, classes, or ethnic groups in schools, housing, and public or commercial facilities, especially as a form of discrimination

Context: During the late 1940s and early 1950s a movement began in communities across the country to fight segregation in American society.

Academic Standards

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit

<http://www.mcrel.org/compendium/browse.asp>.

This lesson plan addresses the following national standards:

- Historical Understanding – Understands the historical perspective.
- U.S. History: Era 9 – Understands the struggle for racial and gender equality and for the extension of civil liberties.
- U.S. History: Era 10 – Understands economic, social, and cultural developments in the contemporary United States.

The National Council for the Social Studies (NCSS)

NCSS has developed national guidelines for teaching social studies. To become a member of NCSS, or to view the standards online, go to <http://www.socialstudies.org/standards/strands/>.

This lesson plan addresses the following thematic standards:

- Time, Continuity, and Change
 - Culture
 - People, Places, and Environments
 - Individual Development and Identity
 - Power, Authority, and Governance
 - Civic Ideals and Practices
 - Individuals, Groups, and Institutions
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Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

How To Use the DVD

The DVD starting screen has the following options:

Play Video – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index – Here the video is divided into sections indicated by video thumbnail icons; brief descriptions are noted for each one. Watching all parts in sequence is similar to watching the video from start to finish. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units—These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

Standards Link—Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources—This screen gives the technical support number and Web site address.

Video Index

I. With All Deliberate Speed (14 min.)

Although schools in the United States were officially desegregated in the 1950s, not all students receive the same level of education. Learn about the history and continuing fight for equal education in America.

II. MLK Boulevard (7 min.)

Naming a street after a heroic American is a common practice in the United States. Investigate the debate in Eugene, Oregon, to rename a street in honor of Martin Luther King, Jr.

Curriculum Units

1. The Struggle for Educational Resources

Pre-viewing question:

Q: What does the phrase "with all deliberate speed" mean to you?

A: Answers will vary.

Post-viewing question:

Q: Do you think all schools should have equal funding? Explain your answer.

A: Answers will vary.

2. Educational Inequalities

Pre-viewing question:

Q: Do you think all students at your school are treated equally?

A: Answers will vary.

Post-viewing question:

Q: What were some educational inequalities highlighted in Charles Houston's film?

A: In his film on educational inequalities in South Carolina, Charles Houston showed that the annual budgets for white students' education were ten times greater than that for African American students. School buses that were commonly used for white students were rarely provided for African-American students.



3. A Request for School Buses

Pre-viewing question:

Q: Have you ever fought for something you believed in?

A: Answers will vary.

Post-viewing question:

Q: How did the fight for racial equality in Clarendon County schools begin?

A: In 1947 an African-American named Levi Pearson requested a bus for his children because they had to walk nine miles to school. The school board denied the request, which claimed that African Americans taxes were not high enough to pay for a school bus.

4. Fighting Segregation and Discrimination

Pre-viewing question:

Q: What is discrimination?

A: Answers will vary.

Post-viewing question:

Q: How do you think the fight for equal education has changed since *Briggs v. Elliot*?

A: Answers will vary.

5. Streets Honoring Martin Luther King, Jr.

Pre-viewing question:

Q: What do you know about Martin Luther King, Jr.?

A: Answers will vary.

Post-viewing question:

Q: Do you think streets honoring Martin Luther King, Jr., make a different impact in black, white, or interracial neighborhoods?

A: Answers will vary.

6. Eugene Votes on MLK Boulevard

Pre-viewing question:

Q: What is the role of a city council?

A: Answers will vary.

Post-viewing question:

Q: How would you have voted if you were on the Eugene City Council?

A: Answers will vary.