

## History/ELA

**Grade Level: Grade 6 - 8**

### History - The Civil Rights Movement

#### Learning Objectives:

- Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period
- Utilize timelines to identify the time sequence of historical data.
- Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement
- Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights
- Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, and the rights of the accused

#### Common Core Standards:

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure:

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

### **Learning Activities:**

Directly teach the key figures and key movements of the Civil Rights Movement. Use the Civil Rights Movements - When and Where presentation: [When and Where Presentation](#)

Have a discussion about the events of the time and the implications of each of the events. The following questions could be used to guide the discussion:

- What were the implications of the legal and social challenges of racial segregation in the 1940s and 1950s?
- How is civil disobedience an effective method to protest an unjust law?
- How did the movement change in the 1960s?
- What were the effects of the Freedom Rides?
- How were the conditions of Southern African-Americans different from Northern African-Americans?

Students should begin with creating a map of the midwest and southern part of the US to include the following states: Illinois, Indiana, Ohio, Florida, Georgia, Alabama, Mississippi, Louisiana, Arkansas, South Carolina, North Carolina, Virginia, West Virginia, Kentucky and Tennessee.

Options include drawing a map or download the image found here: [Map of USA](#)

Pair the students and have them create a video which tells a story of "When and Where". Students choose 4 of the following events to create a video describing this history event in the civil rights movement. Place each of the moments on their map, using an item from 3D Bear to represent the event. Suggested items are below.

- Thurgood Marshall joins the Supreme Court: a gavel
- Montgomery Bus Boycott: a bus
- Beginning of the Voting Rights March: a sign
- Lunch Counter Sit In: a stool
- President Johnson Signs the Civil Rights Act: a pen
- March on Washington: a boot
- The Chicago Freedom movement: a house

Students should also use the app to add text which includes the year that the event occurred.

## History/ELA

**Grade Level: Grade 9-10**

### History - Eatonville and Zora Neale Hurston

#### Learning Objectives:

- Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period
- Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science and culture.
- Learn key points in the development of the town of Eatonville, Florida.

#### Common Core Standards:

##### Key Ideas and Details:

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

##### Craft and Structure:

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

##### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

**Learning Activities:**

Introduce students to history of Eatonville, the oldest black town in the US, and Zora Neale Hurston.

Resources on Eatonville History can be found here: [Eatonville History - www.blackpast.org](http://www.blackpast.org)

About Zora Neale Hurston: [About Zora Neale Hurston](#)

Support the initial direct instruction about the history of Eatonville and Zora's link to the town using the free resources found on PBS website, accessible through this link: [PBS - Eatonville and Zora Neale Hurston resources](#)

**3D Bear Activities:**

- Have students re-create any portions of the videos seen on the PBS website using 3D Bear. Students should prepare a 2 minute presentation.

OR

- Have students select from any of the excerpts of her most famous work: *Their Eyes Were Watching God* and create a AR/VR scene. Students will have to use Sketchfab and Thingiverse to find models of items mentioned in the excerpts. Prepare a video using portions of the excerpt to describe the scene.

Excerpts found here: [Excerpts from Their Eyes Were Watching God](#)