

Lead On! Courageous Civil Rights Leaders

Author Jessica Medlin
Grade Level 1-2
Duration 2 class periods

National Standards

GEOGRAPHY

ELEMENT 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

AZ Standards

ELA Common Core Standards

Reading Standards

Informational Text

Key Ideas and Details
1.RI.2 Identify the main topic and retell key details of a text.
2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Range of Reading and Level of Text Complexity

1.RI.10 With prompting and support, read functional texts including history/social studies, science, and technical texts, appropriately complex for grade 1
2.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two.

Writing Standards

Text Types and Purposes

1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

1.G1.1 Use, explore and construct maps, graphs, and other geographical representations to support content focus. Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

1.G3.2 Compare places past and present as it relates to content focus.
2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.
2.G1.2 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.

CIVICS

Civic virtues and democratic principles are key components of the American political system.

1.C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community.
Citizens have individual rights, roles, and responsibilities.
2.C2.1 Describe roles and responsibilities of people in authority within our country and world.
2.C2.2 Explain how all people, not just official leaders, play important roles in the world.

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.

Patterns of social and political interactions have shaped people, places, and events

order and provide a sense of closure.

throughout history and continue to shape the modern world.

1.H4.1 Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country.
1.H4.2 Draw upon fictional stories, biographies, and non-fiction/informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day.

Overview

Individual leadership has greatly affected and shaped the laws of the United States. While many people may see the need for change, some people step forward as courageous leaders and have gained public support in ending discriminatory laws and practices.

Purpose

In this lesson students will understand the role Rosa Parks, Martin Luther King Jr., and Cesar Chavez each had as courageous leaders in the civil rights movement. They will look at key events in each leader's life that helped change laws and policies in the U.S.

Materials

- Three Leaders with Courage reading
- Courageous Leaders Organizer (2nd grade)
- What happened? (1st grade)
- Leadership Writing (2nd grade)
- The United States with State Capitals map
- Large U.S. wall map or transparency with Montgomery, Alabama; Washington D.C.; Yuma, Arizona; and Delano, California identified.
- Colored Pencils
- Adler, D. (1989). *A Picture Book of Martin Luther King, Jr.* New York: Holiday House
- Adler, D. (1993). *A Picture Book of Rosa Parks.* New York: Holiday House
- Slade, S. (1998). *Cesar Chavez: Champion and Voice of Farmworkers.* Minneapolis, Minnesota: Picture Window Books.

Objectives

The student will be able to:

1. Describe the leadership roles Rosa Parks, Martin Luther King Jr., and Cesar Chavez had in supporting the rights and freedoms of others.
2. Describe events illustrated in biographical picture books
3. Identify Montgomery, Alabama; Washington, D.C.; Yuma, Arizona; and Delano, California on the U.S. map.
4. Illustrate an event that happened at one of the four cities on the map and create a symbol that will go into a map legend.
5. Read informational text and summarize key information into a graphic organizer.
6. Write a narrative explaining the events of Rosa Parks and Martin Luther King Jr. (Grade 1)
7. Write an opinion paper on what it means to be a leader. (Grade 2)

Procedures

SESSION ONE

1. Ask the students if they have ever been separated into groups. For example: tall and short, boys and girls, or by weight (car seat v. no car seat). Ask if it ever bothered them.
2. Explain that at one time in our country we were divided by the color of our skin.
3. Discuss background on the development of civil rights in the United States. Discuss how black people had to be segregated or separate from white people in restaurants, schools, and busses. Explain that our country has had great leaders that helped bring change.
4. Read aloud Three Leaders with Courage worksheet as the students follow along. Start with Rosa Parks. After reading the paragraph, show pictures from *A Picture Book of Rosa Parks*. Summarize the events of a few of the pictures. Ask the students to tell you what they

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think is happening just by looking at pictures you choose to show. Continue this with Martin Luther King, Jr. and follow up with *A Picture Book of Martin Luther King, Jr.* Continue with Cesar Chavez and follow up with the picture book *Cesar Chavez: Champion Voice of Farmworkers.*

5. In Grade 2, discuss the Courageous Leaders Organizer worksheet. Ask the students to choose one leader, write his/her name in the first bubble, draw a picture of the leader in another bubble, and write their favorite thing about this person in the other bubble.
6. Ask the students to share their organizers.
7. In Grade 1, have several students act out the actions for each leader.

SESSION TWO

Before class starts, write Montgomery, Alabama; Yuma, Arizona; Delano, California; and Washington, D.C. on the whiteboard.

8. Review the three leaders and how they supported the rights and freedoms of others. Ask the students to once again act out the leaders' stories.
9. Ask the students to look at The United States with State Capitals map. Project/show a large version of the map. Using the student map, have students identify the title, scale, and compass rose. Identify the 4 cities (listed on the whiteboard) on the large projected map. Have the students place a dot on the 4 cities with 4 different colors on their individual maps. Then ask: "Were all of the dots in the same part of the United States? Since they happen in different parts of the country, does this mean that there were problems in all parts of the country with people being treated fairly? Do you think the United States has the same problems today?"
10. They will then draw a small picture at each site to represent the event that took place there (e.g. a bus at Montgomery). Then have the students make a key in white space on the map.
11. Ask the students to refer to the writing assignment. For 1st grade, use the "What happened?" worksheet. Go over the instructions and discuss. For 2nd grade, use the "Leadership" writing assignment or the 1st grade assignment. Go over the instructions and discuss leadership qualities.

Assessment

1. Students will correctly identify all 4 locations with a symbol and make a key or legend with a score of 100% on their individual maps for a geography grade.
2. Students will score 4 or higher on the 6 Traits Writing Rubric for the traits of ideas and organization for their writing and social studies grade.
3. Grade 2 students will correctly score 80% or higher on identifying key ideas from the readings on the organizer. Grade 1 students will all act out actions for the leaders as their assessment of reading comprehension.

Extensions

The students can use the information collected on the organizer worksheet to create a storyboard or Power Point. With adult help, they can research images to show the 1950s or 1960s.

Project <https://www.google.com/earth/> onto a screen by starting in your hometown. Zoom out to then identify Montgomery, D.C., Delano, and Yuma.

Sources

Adler, D. (1989). *A Picture Book of Martin Luther King, Jr.* New York: Holiday House

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California Department of Education:
http://chavez.cde.ca.gov/ModelCurriculum/Teachers/Lessons/Resources/Biographies/Middle_Level_Biography.aspx

Library of Congress www.loc.gov

National Archives
<http://www.archives.gov/education/lessons/rosa-parks/>

Nobel Prize
http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html

Slade, S. (1998). *Cesar Chavez: Champion and Voice of Farmworkers.* Minneapolis, Minnesota: Picture Window Books.