Lead On! Courageous Civil Rights Leaders

Students learn how individuals led protests to improve civil rights in the United States

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Grade Level: 1st and 3rd Grade
Duration: 2 Class Periods

National Geography Standards
ESSENTIAL ELEMENT ONE: The World in Spatial Terms
1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Arizona Geography Strand
Concept 1 The World in Spatial Terms
Grade 1
PO 2. Identify characteristics of maps and globes:
   a. compass rose
   b. symbols
   c. map key/legend
PO 3. Construct maps of a familiar place including a compass rose, symbols, and map key/legend.
Grade 3
PO 2. Interpret political and physical maps using the following elements:
   a. alpha numeric grids
   b. title
   c. compass rose - cardinal directions
   d. key (legend)
   e. symbols
PO 4. Construct maps using symbols to represent human and physical features.

Concept 2: Places and Regions
Grade 3
PO 2. Describe how physical and human characteristics of places change from past to present.

Concept 6: Geographic Applications
Grade 3
PO 1. Discuss the ways places and regions change over time.

Other Arizona Standards
Strand 1 American History
Grade 1
Concept 9: Postwar United States
PO 1. Recognize that Rosa Parks, Martin Luther King Jr., and César Chavez worked for and supported the rights and freedoms of others.
Grade 3
Concept 9: Postwar United States
PO 1. Recognize that individuals (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez) have worked for and supported the rights and freedoms of others.

Strand 3 Civics and Government
Grade 3
Concept 4: Rights, Responsibilities, and Roles of Citizenship
PO 3. Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy.

ELA Common Core Standards
Reading Standards
Informational Text
Key Ideas and Details
1.RI. Identify the main topic and retell key details of a text.

Range of Reading and Level of Text Complexity
AZ.1.RI.10 With prompting and support, read functional texts including history/social studies, science, and technical texts, appropriately complex for grade 1
3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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 (3rd grade)
- What happened? (1st grade)
- Leadership Writing (3rd 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

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 3)

**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 buses. 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 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 3, 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 first grade, use the “What happened?” worksheet. Go over the instructions and discuss. For 3rd grade, use the “Leadership” writing 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 3 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 www.googleearth.com onto a screen by starting in your hometown. Zoom out to then identify Montgomery, D.C., Delano, and Yuma.
Sources


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

Library of Congress [www.loc.gov](http://www.loc.gov)

