

**“Stony the Road We Trod . . .” Institute 2019**

**LESSON PLAN**

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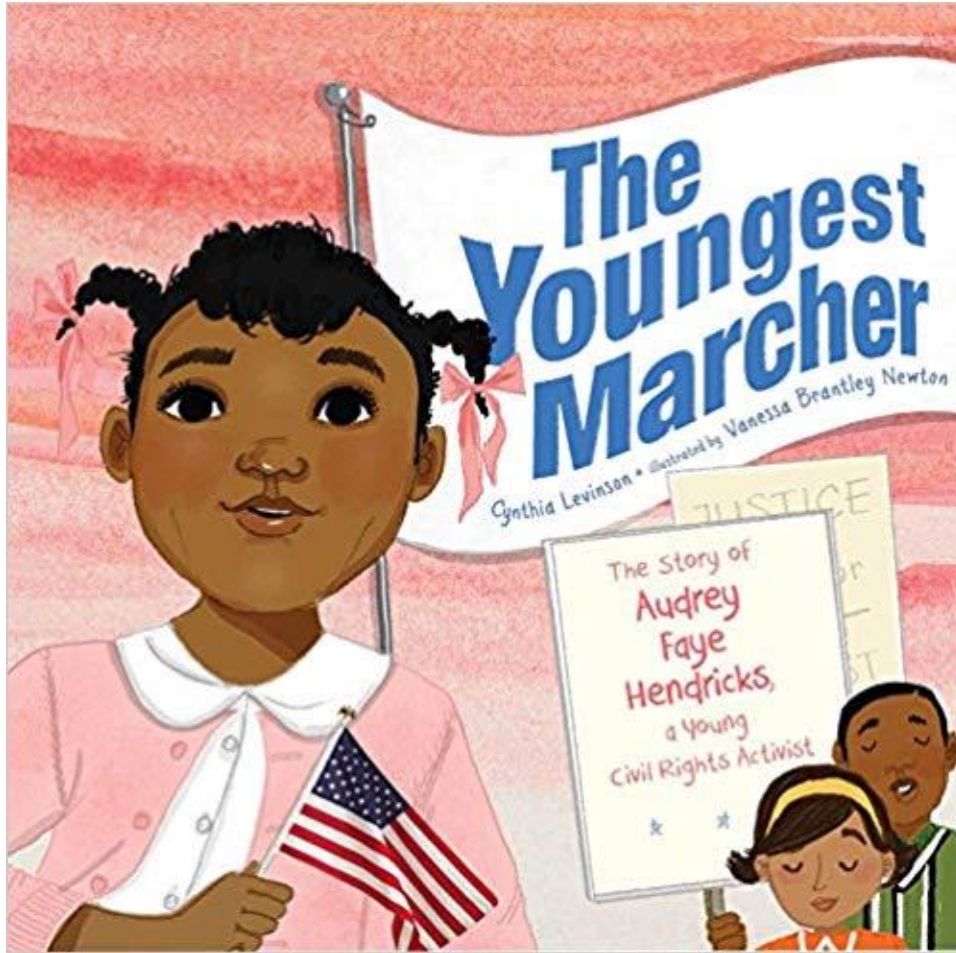
**214-478-8434**

Group Concept - Leadership

Subject/Course - Social Studies (2<sup>nd</sup> grade)

Lesson Plan Title - Kids Are Leaders, Too!

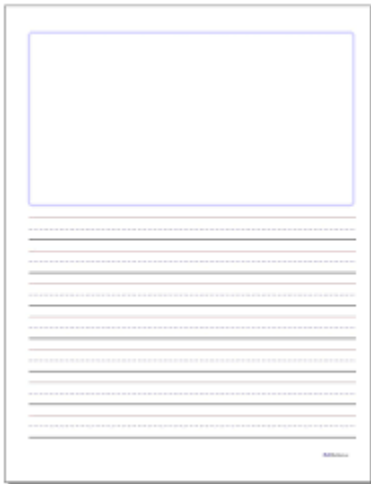
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This lesson will follow an introductory lesson about the civil rights movement. The teacher will introduce second graders to the children's crusade and the role children played in the fight for racial equality in the 1960s. The teacher will read aloud The Youngest Marcher: The Story of Audrey Faye Hendricks, a Young Civil Rights Activist (written by Cynthia Levinson) to the students, pausing periodically to discuss the characters and information on the pictures. Students will sit on the carpet, listen to the book, and become familiar with the main character, nine-year-old Audrey Faye Hendricks.

After reading the story, the teacher will lead a discussion about the theme of leadership at all levels, referring to the story about Audrey. The teacher will help the students understand that leadership encompasses not only the people on the forefront, but the those behind the scenes as well. All people involved in a movement can be considered leaders in their own way, even children. Everyone can make a meaningful contribution.

The teacher and students will discuss the book using the guiding questions to steer the discussion. Students will go back to their tables and discuss current causes that they feel are important. Students will work with their tablemates to make posters about the important causes they chose. Students will present their posters to the rest of the class and the teacher will display the posters in the classroom or in the hallway bulletin board. Students will continue to work in small groups to develop ways they can contribute or show leadership in their chosen causes. Students will write and illustrate themselves fighting for an important cause. (They can use this type of paper to illustrate and write.)



At the conclusion of the lesson, students will discuss how all people can be a leader in their own ways and the students will watch the interview with the real Audrey Faye Hendricks on

<https://thinktv.pbslearningmedia.org/resource/iml04.soc.ush.civil.ahendric/audrey-hendricks/>

### **Guiding Questions:**

1. What did Audrey learn about segregation from listening to the adults?
2. What are some of the examples of segregation Audrey experienced in everyday life?
3. Why do think the grown-ups were reluctant to protest and “fill the jails”?
4. How do you think Audrey felt in jail? Why?
5. How was Audrey a leader?
6. Do you think Audrey was courageous? Why or why not?
7. Would you ever be willing to go to jail for an important cause?

**Learning Objective:**

After reading a story about the youngest marcher in the civil rights movement, students will write about how they can be leaders in important causes.

**Class Periods (required to complete the lesson) :**

This lesson should take one class session (approximately one hour).

**Second grade Common Core Standards:**

RI.K - 2.1 - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.K – 2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RI.K - 2.3 - Describe how characters in a story respond to major events and challenges.

RI.K - 2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**Preparation**

Review information about the civil rights movement. Read the book aloud. Have poster board, markers, crayons, pencils and writing paper ready beforehand.

**Lesson Activities**

1. Read the book.
2. Discuss guiding questions.
3. Think of important topics (with your table mates).
4. Write and illustrate yourself as a leader working for your cause.

**Assessment**

Teacher will assess by listening to the discussion among the children and by grading their individual writing work.

## **Lesson Extensions**

If the class wants to refer back to the story, students can independently watch the book being read aloud on youtube: <https://www.youtube.com/watch?v=E5jnBdQ3lgE&t=28s> on their individual technology (laptops, iPads, etc.) or in a listening center.

## **Reference Websites**

Storybook: <https://www.youtube.com/watch?v=E5jnBdQ3lgE&t=28s>

Real Audrey Faye Hendricks interview:

<https://thinktv.pbslearningmedia.org/resource/iml04.soc.ush.civil.ahendric/audrey-hendricks/>

Writing paper: <https://www.dadsworksheets.com/worksheets/handwriting-paper-blank-top-handwriting-paper.html>