

“Stony the Road We Trod . . .” Institute 2019 LESSON PLAN

Author of Lesson:

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Group Concept: Racial Empathy

Subject/Course : Social Studies

Lesson Plan Title: Interstate Heros



Scene outside of Anniston, Alabama as the Greyhound bus full of Freedom Riders was bombed. (<https://www.thoughtco.com/the-freedom-riders-movement-2834894>)

Brief Narrative

The lesson activities provided herein are designed so that students have choices for demonstrating their understanding and interpretations of a primary source focused on the Freedom Riders during the Civil/Freedom Rights Movement (1961). Students will be able to work individually and in small groups to complete the activities provided. Each activity includes a topic-based example that can be used to model for students or assist students with independent practice.

Guiding Questions (4)

1. How can you describe racial empathy?
2. What does it mean to put yourself in someone else's shoes?
3. How can understanding a historical event, such as The Freedom Rides, help you develop racial empathy?
4. How does racial empathy enhance relationships in today's society?

Learning Objectives

- Understanding of or the ability to identify with another person's struggles, feelings, or experiences

Class Periods: 3-6 days (A/B Schedule, 270 minutes)

College and Career Readiness Standards (North Carolina)

8.C&G.2 Understand the role that citizen participation plays in societal change.

- 8.C&G.2.1 Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States (e.g. picketing, boycotts, sit-ins, voting, marches, holding elected office and lobbying).
- 8.C&G.2.2 Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).
- 8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.

A. Preparation

- **Students will be asked to examine these photos for 2 minutes, carefully identifying all of the details in each of them, using the Photo Analysis Worksheet provided to them. After two minutes of individual observations, students are going to be given some questions that they will use with a partner to analyze their photo as a group.**





After group discussion of the photos, the teacher will share **Freedom Rides Info Sheet** provided by the National Museum of American History, with the students. Students will watch a short video clip titled, "Who Were the Freedom Riders?" [Who Were the Freedom Riders?](#)

After viewing the short video clip; students will then read as a group, **Freedom Riders** by **Heather E. Schwartz**, for the purpose of completing the lesson activities.

B. Lesson Activities

Activity 1- Exploration Chapter Cube

Using the six chapters from the Primary Source: Freedom Riders, the students will create a six sided learning cube. Each side of the cube will be designed to summarize the main idea or important details of a chapter from the Primary Source.

Cube components may include:

- Important Fact
- Important Dates
- Key People
- Key Geographic Locations
- Quotes

Activity 2- Freedom Cereal Box

Students will research the people that participated in the Freedom Rides, and choose one of them to complete a Freedom Cereal Box on. The Freedom Cereal box will serve as a mini biography on the Freedom Rider. Students will completely cover their cereal boxes in plain paper (any color), and design it to include the following information about the Freedom Rider:

- Full Name and Picture (Front Side)
- Information about birthdate (Left Panel)
- Then & Since Then Description (Back Side)
- Quotes and/or Interesting Facts

D. Lesson Extensions

Students will create posters of the Freedom Rides through the South depicting the horrific mob attacks that happened during 1961. They will also use their Freedom Cubes and Boxes; to become an “expert” on their Freedom Rider. The artifacts created by the students will be placed on display in the school. This location will be referred to as the Interstate of Freedom. Students will be placed along “mile markers” to provide information and answer any questions from their peers and staff members.

E. Assessment

Video Response to the following prompts:

1. What did the Freedom Riders accomplish?
2. What is the most important lesson learned from the Freedom Riders?
3. What was the degree of local empathy received by the Freedom Riders from the community.
4. What issue matters to you today? What will and/or can you do to address it?

F. Reference Websites

[Freedom Rider Photo](#)

[Freedom Rides Photo 2](#)

[Photo Analysis Worksheet](#)

[Freedom Ride Information Sheet pg.3](#)

[Slide 2 Photo](#)

[Slide 3 Photo](#)

G. Materials and Media (supported files)

1. Freedom Riders: A Primary Source Exploration of the Struggle for Racial Justice
2. Computers (MS Word, Powerpoint or Google Docs)
3. Exploration Cube Example: [Freedom Rider Cube](#)
4. [Cube Boxes for Order Link](#)
5. [Freedom Riders Movie \(2010\)](#).....If time permits