

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

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Group Concept: Racial Empathy

Subject/Course : 8th Grade English Language Arts

Title: Keep Your Eyes on the Prize: Spotlight on the Children of the Civil Rights Movement

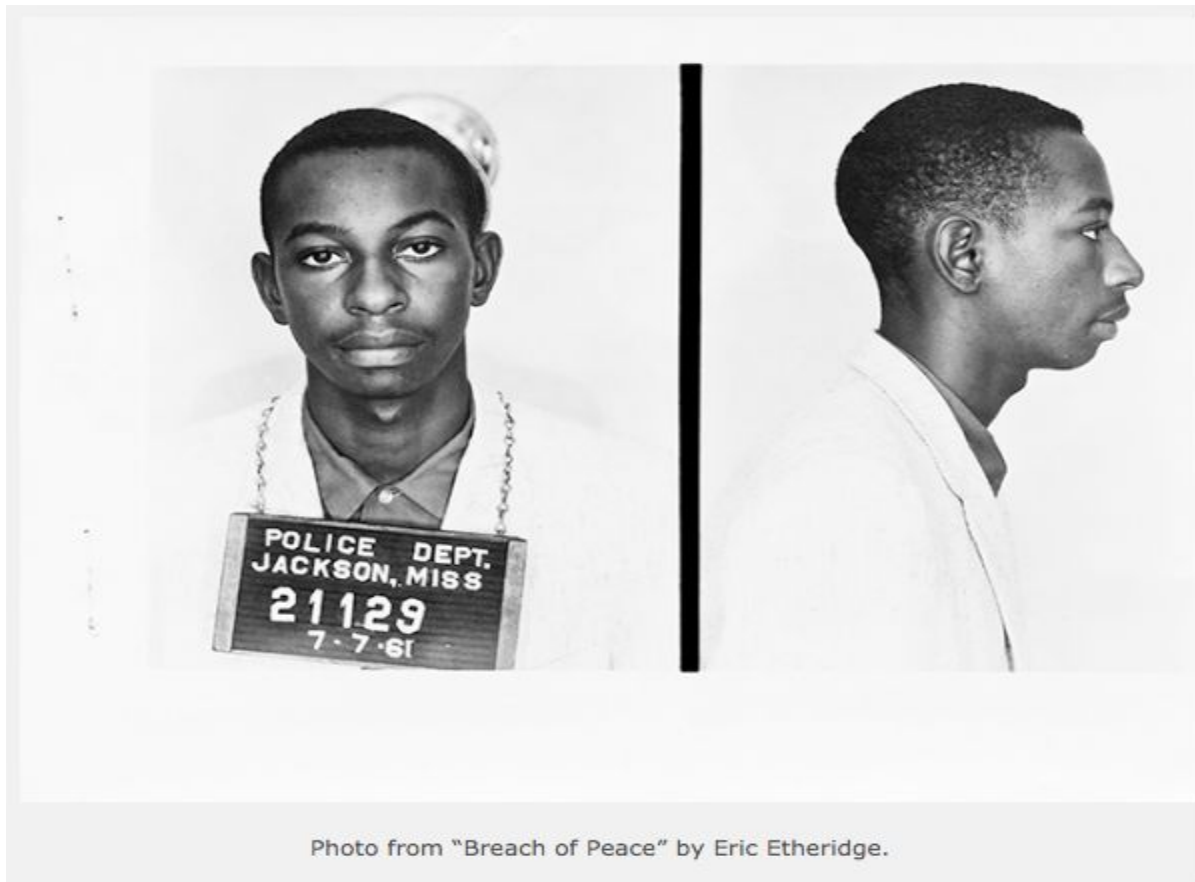


Photo of Hezekiah Watkins, a 13 year old from Jackson, Mississippi, who was arrested for being mistaken as a Freedom Rider and then was inspired to join the movement.

Essential 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 historical events help you develop racial empathy?
4. How does racial empathy enhance relationships in society?

Guiding Questions:

- What were some ways in which young people were involved in the movement?
- What does it mean to take a stand?
- What risks are involved with using your voice to create change?
- How does hearing someone's story help you to empathize with what they endured?

Learning Objectives

- Read literature and watch video clips about children involved in the civil rights movement.
- Examine perspective of each piece and analyze for comprehension and content.
- Broaden understanding of people involved so that students hear more voices than are traditionally presented in the "greatest hits" of the movement.

Class Periods (required to complete the lesson)

- One 80 minute ELA block period

Common Core State Standards

CCSS.ELA-LITERACY.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-LITERACY.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Preparation (prior instruction)

Students will have already have a basic understanding of the civil rights movement, including a timeline of major events, an overview of the origins of discrimination and inequality present in America, and key figures and places involved in the movement before this lesson.

Lesson Activities (numbered and in order) - description and links

1. Have students discuss the following questions in pairs and tell them they will share out with the larger class. (10-15 minutes)
 - What does it mean to be empathetic?
 - What is an example of a time when you have been empathetic?

 - Check in for prior knowledge: Do you think children could help with the work of the civil rights movement? If so, how?

2. Stations activity directions (50 minutes)
 - Divide students into four groups.
 - Set up four stations around the room. Two stations include audio clips and will require a laptop or tablet.
 - Each group will visit each station for 10 minutes (use a timer)
 - When the ten minutes is over, play a song from the movement, such as “Eyes on the Prize,” “We Shall Overcome,” “Marchin’ on to Freedom Land,” “Ain’t Gonna Let Nobody Turn Me Around,” or “This Little Light of Mine.”
 - Worksheet - Explain the purpose of the activity: while rotating through stations, students should answer the following questions:
 - i. Who is the narrator of this piece?
 - ii. How old was that person when he or she was involved in the movement?
 - iii. Why did that person get involved?
 - iv. Where was the narrator living at the time?
 - v. What did that person have to endure to work towards bringing about change?
 - vi. Reflect empathetically

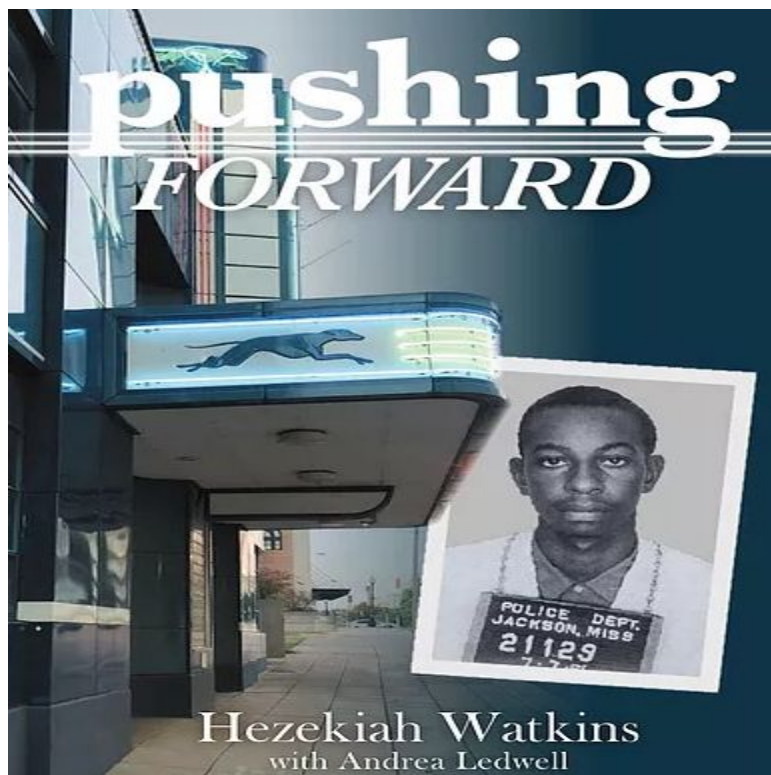
Materials for stations:

1. Video clip of Janice Kelsey’s account of being a teenager in Birmingham in 1963 involved in the movement and getting arrested on D Day.



<https://youtu.be/0yrnY87EPdQ>

2. Read selections of Pushing Forward by Hezekiah Watkins' for an account of a 13 year old's experience in the movement. Assign pages: 32-33, 45, 55-56, bottom of 76-top of 77, 95.

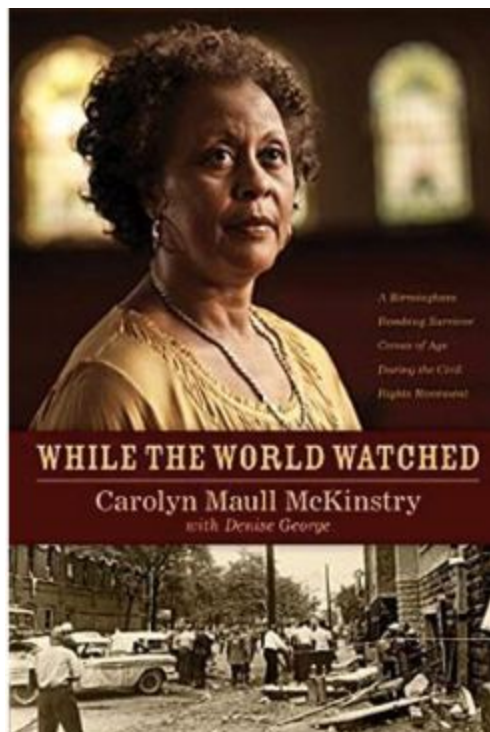


3. Watch Joanne Bland's description of what happened when she joined the marches from Selma to Montgomery to demand voting rights for African Americans.



https://youtu.be/_Aj9Tg27G7U

4. While the World Watched by Carolyn Maull McKinstry, a memoir by a survivor of the 16th Street Baptist Church Bombing. Bookmark Pages 2 to the end of the top paragraph of page 3, bottom of 16-21, 61-62.



Closing activity (10-15 minutes) Collect the worksheets. On the back, have each student write a reflection of no more than two sentences describing the experience and share something they learned, felt, or realized while viewing the material. Then, have each student share out his or her reflection in a circle share around the room without others commenting on responses.

Before class ends, assign the journal entry prompt.

Assessment: Students will produce a written reflection in the form of a journal entry to reflect upon how what they learned from the stations activity helped them to understand more about the movement, helped them to gain empathy, and to share what causes (if any) they believe in so strongly that they'd be willing to take a stand and use their voice to seek justice.

Lesson Extensions

- "Mighty Times: The Children's March" available (free for teachers) through Teaching Tolerance.
 - <https://www.tolerance.org/classroom-resources/film-kits/mighty-times-the-childrens-march>
- Marching For Freedom: Walk Together, Children, and Don't You Grow Weary by Elizabeth Partridge for additional reading selections
- We've Got A Job: The 1963 Birmingham Children's March by Cynthia Levinson for additional reading selections

Reference Websites

Joanne Bland <https://www.iamjoannebland.com/>

Hezekiah Watkins <https://www.pushingforwardbook.com/>

Carolyn Maull McKinstry <https://www.wordserveliterary.com/authors/carolyn-maull-mckinstry/>

Janice Kelsey <http://kidsinbirmingham1963.org/category/janice-wesley-kelsey/>

Materials and Media - videos for stations

Joanne Bland: https://youtu.be/_Aj9Tg27G7U

Janice Kelsey: <https://youtu.be/0yrmY87EPdQ>