

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

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Group Concept:
Resistance

Subject/Course: U.S. and World Integrated Studies Grade 10

Lesson Plan Title: What can I do in the face of injustice?



Photo of Rosa Parks fingerprinted after her arrest on February 22, 1956.

<https://rosaparksbiogrpahy.org/bio/files/2016/05/rosa-parks-being-fingerprinted.jpg>

Photo of citizens walking to work supporting the Montgomery bus boycott, 1956.

<https://www.gettyimages.com/photos/montgomery-bus-boycott?family=editorial&phrase=montgomery%20bus%20boycott&sort=mostpopular#license>

Resistance comes in many forms. There will be leaders and followers, formal and informal organizations, people in the public eye and those behind the scenes. Who will get the credit?

Brief narrative Too often students say, “There is nothing I can do” when faced with injustice. Of course, the study of the resistance movement directly counters this refrain. Showing students specific examples and types of resistance allow them to see that individuals do have power and there are effective methods of

change both within and without our system of institutions. How can you work within an institution to effect change? This we saw in the NAACP legal team's success in the *Brown v. Board of Education* Supreme Court case of 1954. And if the institutions are closed to you what are your choices? This can be seen in the nonviolent direct action of the lunch counter sit-ins, selective buying campaigns, and the marches of Birmingham. Preparing students for participating as engaged citizens is the goal of this lesson. Effective resistance comes in many forms, and analyzing people's active engagement and the reasons for their resistance will illuminate the ongoing struggle for racial equality and what can be done today. This lesson starts from the premise that the best means to ensure the constitutional value of equality lives outside the text of the 14th Amendment is to explore the lived experience of the Jim Crow resistance.

This lesson focuses on broadening students' understanding of segregation in the South by examining the story of Emmett Till and the Montgomery bus boycott. Students will analyze the root causes of these events by exploring the Jim Crow era where segregation was codified into law, how those laws were utilizing power structures to legitimize segregation, and how specific resistance strategies were employed and to what effect. Importantly, to help students see the pervasive nature of Jim Crow in the South and to help them identify contemporary analogs, we will explore the varied means and methods of practicing and justifying Jim Crow: legal, political, economic, social, science, and violence.

Guiding Questions

1. What conditions lead to resistance and how do people resist?
2. How is resistance justified?
3. What makes resistance effective?
4. Why are so many people reluctant to engage in resistance?

Learning Objectives

1. Examine segregation using the "Jim Crow System" categories through the stories of Emmett Till and the Montgomery bus boycott.
2. Analyze the types and effectiveness of resistance used to fight for freedom rights in the Emmett Till and the Montgomery bus boycott video clips.
3. Evaluate the role and power of the individual and organizations in effective resistance.

Class Periods Two 75-minute periods

Lesson Plan

• College and Career Readiness Standards

CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CCSS.ELA-LITERACY.RH.9-

10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

• Preparation

Students have previously learned about Amendments 13, 14, 15, conditions in the South, specifically the effort to maintain white supremacy and segregation through Plessy v. Ferguson, Jim Crow laws and convict leasing. Students learned about Brown v. Board of Education 1954.

Activities

Activity 1 Project the following questions and do a Think-Pair-Share.

- What is resistance training at the gym?
- When is a time when you pushed to act against the status quo or resist an act of injustice?
- Why doesn't everybody resist?
- Define resistance.

Activity 2

A. Remind students of the "Jim Crow System" categories and descriptors (handout #1). To help refresh their memory, ask students, "If you were going to give the handout a new title, what would it be? Write it at the top."

B. Students will view two stories from *Eyes on the Prize*. One clip is about a young boy named Emmett Till; the other is about the Montgomery Bus Boycott.

Project or have written on the board to help focus students:

As you watch, think about these questions:

1. What are the conditions that lead to resistance?
2. What examples of the Jim Crow system categorization are seen in the video?
3. What examples of resistance do you see? Think about the different social institutions.
4. White supremacy is shown clearly through this video. Define the term based on your viewing and the categories of Jim Crow.

C. Students complete the chart (handouts #2A or #3A) for the story of Emmett Till using *Eyes on the Prize* "Awakenings (1954-1956)" from 6:15- 21:00.

One partner will complete Handout #2A, focusing on classifying the types and examples of injustice observed. The other partner will complete Handout #3A, focusing on classifying acts of resistance observed in the Emmett Till video clip. There are two different handouts, A and B, so students will need to work cooperatively to complete the handout and to address the four questions projected.

D. Students will discuss and share their chart with their partner or small group.

E. Debrief using the four focus questions.

F. Analyze the Montgomery Bus Boycott clip reversing the focus, if student focused on resistance, this time they will focus on examples of injustice. This is on the back of their handout.

View *Eyes on the Prize* from 21:00-49:55 about the Montgomery Bus Boycott as they complete their handout.

G. Students share and discuss their charts.

H. All class discussion to wrap up. Possible questions to use:

What surprised you?

What questions does the video leave you with?

You all knew about Rosa Parks before the video. What did you notice about her story in this video? (This will lead into tomorrow's lesson.)

What conditions lead to resistance and how did they resist?

How is resistance justified?

What makes resistance effective?

Why are so many people reluctant to engage in resistance?

I. Closing the lesson.

Our goal today was to understand the mechanisms of Jim Crow in the South. We saw how segregation was controlled through legal, political, economic, social, and violent means. The video didn't talk about the science used to reinforce segregation. That fits with the eugenics we learned about earlier. But more importantly, we dissected the acts of resistance to the inhumane treatment of Emmett Till, Rosa Parks, and the majority of the population in Montgomery, Alabama. Hopefully the handout from yesterday, "Jim Crow Systems" helped you go beyond the obvious in the videos.

At the bottom of your video handout, record something that you would like to know more about and explain why.

● **Assessment**

Theodore Roosevelt said, "Do what you can, where you are, with what you have." Write an academic paragraph using either the Emmett Till story or the Montgomery bus boycott story, explain how the resistance supports or doesn't support this quote.

This academic paragraph should include a thesis statement, evidence from the video, an explanation for how the evidence backs up the thesis, and a so what statement. This will probably be a one-page document double-spaced.

● **Lesson Extensions**

History of Rosa Parks and Resistance:

<https://rosaparksbiography.org>

● **Reference Websites**

Eyes on the Prize

<http://www.pbs.org/wgbh/americanexperience/films/eyesontheprize>

● **Materials and Media**

Eyes on the Prize

<http://www.pbs.org/wgbh/americanexperience/films/eyesontheprize>

Corley, Robert. "Jim Crow System". July, 10, 2019. Handout

Jim Crow Systems Handout #1 https://docs.google.com/document/d/1cv-h9ScZCftsILScgr62wIS0w7EzznNvnJ_raxwl0MM/edit?usp=sharing

Eyes of the Prize Handout #2 <https://docs.google.com/document/d/1OkXA2gil-fWkncHeJznuL0izcddsFbahviXfMO71WIs/edit?usp=sharing>

Eyes in the Prize Handout #3

https://docs.google.com/document/d/1m8XUXbISppTqNnlxKThcTGs_zDe6XZWccKyXhN11pWw/edit?usp=sharing