



The Civil Rights Movement for Kids

A History with 21 Activities

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Teaching Guide

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Evaluation Questions for Students

Use the following chapter-by-chapter questions to prepare students for reading and to check their understanding of main ideas and concepts. These questions may also be used as journal prompts.

1 Let the Children Lead: Early Days, the 1950s

- How has life changed and how has it stayed the same for African Americans since the 1950s?
- Why was the NAACP created, and what role did it play as minorities began to fight against racial segregation and inequality?

2 Tired of Being Mistreated: Montgomery Bus Boycott, 1955–1956

- How did black people use nonviolent actions to take a stand against bus segregation in Montgomery, Alabama, in 1955 and 1956?
- What effects did the resolution of the Montgomery bus boycott have on Americans, particularly minorities?

3 Nonviolent Resistance: Student Sit-Ins, 1960

- How did local white residents and law-enforcement officials react to the sit-in protests that took place during the 1960s?
- Do you think that nonviolent resistance and civil disobedience are effective ways to change something or achieve a goal?

4 “If Not Us, Then Who?”: Freedom Riders, 1961

- Who were the Freedom Riders, and what did they hope to prove through their actions?
- How do you think young people like you contributed positively toward the Civil Rights Movement?

5 Standing Up for Freedom: From Birmingham to Selma, 1963–1965

- What tactics did police use in their attempt to suppress nonviolent young protestors in Birmingham in 1963?
- Why did civil rights leaders organize a march from Selma to Montgomery, Alabama?

6 “I Have a Dream”: March on Washington, 1963

- What did civil rights leaders such as Martin Luther King Jr. hope to accomplish by organizing the March on Washington in August 1963?
- What types of responses did the 1963 march evoke from blacks, whites, and the U.S. government?

7 “Praying with My Feet”: Religion and Civil Rights

- What role did religion play in the push for racial equality in the 1960s?
- Do you think people’s religious beliefs and practices influence their views toward people of races other than their own?

8 “You May Be Killed”: Freedom Summer, 1964

- How did northerners help advance the Civil Rights Movement during the Freedom Summer of 1964?
- What was the Mississippi Freedom Democratic Party?

9 The Struggle Continues: Late 1960s, Keeping On

- Why did the Civil Rights Movement extend into the northern states in the late 1960s?
- What was Operation Breadbasket, and what purpose did it serve?

10 Keep Hope Alive: Civil Rights Today

- How has the Civil Rights Movement of today changed since the 1950s and 1960s?
- Why do many people view poverty as a way that racial discrimination lives on among people of color?

Using *The Civil Rights Movement for Kids'* Activities in the Classroom

The 21 activities in *The Civil Rights Movement for Kids* were created for kids to do at home. Most, however, can be used in the classroom as well. Below are some ideas for adapting and/or extending some of the book's activities for classroom use.

STARTING SOMEWHERE SURVEY (page 15): Have the students complete a copy of the Starting Something Survey themselves. Then form small groups of three or four students to discuss their responses to items 1 through 3. Have them look for similarities and differences among the answers, and discuss possible reasons the responses might be alike or different. Ask the group to discuss item 4 on the survey, and agree upon the three questions the group would most like to ask someone of a different skin color. Have a representative from each small group record its group's top three questions on a large sheet of paper. Post the sheet of questions in your classroom, and if possible, invite a panel of students, teachers, school staff, and parents with different skin colors to your classroom to discuss the questions.

LUNCH COUNTER PLAY (page 47): Perform the play as instructed in this activity. After the play is finished, invite the audience members (those students not acting in the play) to ask questions of the *characters* (not the actors) in the play. Each actor must do his or her best to answer the questions as he or she feels his or her *character* would respond, not as he or she personally would respond. Select one student to act as the "talk show host" of this question-and-answer session to mediate between audience members and characters. Questions should focus on the motivations, beliefs, fears, backgrounds, and actions of the characters in the play, based on the students' understanding of this period in history.

FREEDOM SCHOOL (page 53): Have the students answer the questions in the activity. Then ask them to focus on their answer to question 2. Have them create a three-column KWL chart about a culture they'd like to learn more about. They should label the first column *Things I Know*, the second column *Things I Want to Know*, and the third column *Things I Have Learned*. Provide library and Internet research time for students to research the culture they have chosen. If possible, encourage students to interview someone from that culture to increase their understanding and cultural awareness. Have them complete their chart using the information they have found, and share it with classmates in a small-group setting.

WRITE A FREEDOM RIDE JOURNAL (page 68): Assign each student the name of an individual famous in some way for his or her involvement in the advancement of or interference with the Civil Rights Movement. Options include: Rosa Parks, Diane Nash, Malcolm X, Elijah Muhammad, Coretta Scott King, Ruby Bridges, A. Phillip Randolph, U.S. Attorney General Robert Kennedy, John Siegenthaler, John Lewis, Rabbi Abraham Heschel, J. Edgar Hoover, Dr. Martin Luther King Jr., Jesse Jackson, Robert Moses, and Barbara Jordan. Ask students to write a journal entry from the per-

spective of his or her assigned historical figure describing an experience or viewpoint the character might have had. Then invite the students to read their journal entries aloud (or exchange them with another student) without disclosing the name of the historical figure from whose perspective the journal entry was written. Have other students guess which historical figure might have written such a journal entry. (Provide a list of the assigned historical figures to give students a hint, if necessary.)

DEMONSTRATE YOUR COMMITMENT (page 101): Challenge students to develop a campaign that shows their own commitment to a worthy cause while increasing awareness about it, too. Students should select a cause to promote, such as civil rights, racial or gender equality, child welfare, improved schools, animal rights, or environmental protection. Individuals (or small groups of students) should create a poster, a demonstration sign, and a flyer. These materials should be informative, professional, and creative. They should include a student-created logo of some sort, as well as a slogan, and should be developed with the intention to attract attention, inform the public, and gain supporters. Each campaign should be based on facts, so research time will be necessary. Once the campaigns are complete, students should present them to the class and possibly even participate in a march to draw attention to their chosen cause.

RECORD ORAL HISTORIES (page 112): Ask each student to select a civil rights activist and create a fictional written or spoken interview with him or her. Students can use interview questions such as those included in the activity and additional ones that might be relevant to their interviewee. They can create a written interview by providing written responses to their own questions in the way they believe their interviewee might have answered them. Or students can create an audio recording of themselves “interviewing” an activist, for which the student takes on the role of both interviewer and interviewee. Interview answers should be based on published facts about the civil rights activists, but students should be encouraged to use their creativity when developing their interviewee’s responses to the interview questions.

Cross-Curricular Classroom Activities

Below are some additional activity ideas to extend student learning across the curriculum. Those with an asterisk (*) feature student-directed reproducible pages.

***LANGUAGE ARTS:** Students document how Malcolm X's beliefs, practices, and ideals compared to those of the members of the Civil Rights Movement and their own beliefs using the "Comparing Beliefs" three-column chart.

***MATH:** Students interpret data from the time line (pages xii–xiii) to answer questions about the Civil Rights Movement on the "Timing It Right" reproducible.

LANGUAGE ARTS: Brainstorm with the class to identify civil rights issues today. Ask students to write a letter to their senator or governor to express their feelings about a civil rights issue they feel strongly about, and to request support, funding, reform, or legislation. Letters can be sent through the mail or via e-mail using addresses available at www.congress.org and www.usa.gov.

***SOCIAL STUDIES/LANGUAGE ARTS:** The nonviolent protests led by Martin Luther King Jr. in Birmingham in 1963 had many different effects on civil rights activists and black Americans. Within the text (or in other sources), have students locate examples of the accomplishments and achievements that resulted from the nonviolent protests and from the sacrifices that were made. Students should record the examples they find on the "What Did We Accomplish?" graphic organizer.

Comparing Beliefs

Reread chapter 7 in *The Civil Rights Movement for Kids* book, and think about how Malcolm X's beliefs and actions compared to those of the members of the Civil Rights Movement and your beliefs today. Then use this three-column chart to make comparisons.

Malcolm X	Civil Rights Movement Members	I Believe That...
Believed that nonviolence would not work	Believed in the use of nonviolence.	

Timing It Right

Use information from the Civil Rights Time Line (pages xii–xiii) to complete this activity.

1. In which year did protesters stage the March on Washington? _____
2. In which year did the famous Greensboro sit-ins begin? _____
3. In which year did President Harry Truman order the integration of the armed forces? _____
4. How many years of the Civil Rights Movement does this time line represent? _____
5. Which 1955 civil rights event was sparked by Rosa Parks's refusal to give up her seat on the bus? _____
6. In which year was Martin Luther King Jr. assassinated? _____
7. Use the time line and your book to complete the following chart.

Date	Civil Rights Event	Historical Significance
1954		
1957		
1960		
1962		

8. Look at the civil rights milestones you recorded in the chart above. What do these events have in common? Write four or five sentences to explain.

What Did We Accomplish?

The nonviolent protests led by Martin Luther King Jr. in Birmingham in 1963 had a variety of effects on civil rights activists and black Americans. Within the text (or in other sources), find examples of the accomplishments and achievements that resulted from the nonviolent protests and sacrifices that were made for the good of the cause. Record the examples you find here.

Sacrafices	Accomplishments and Achievements
<p>Many children were hurt by police dogs and high-powered water squirted from hoses.</p>	<p>Americans saw police brutalize children as they marched nonviolently. This angered many people, and drew positive attention to the Civil Rights Movement.</p>