

## USING THE RESOURCES IN A LESSON:

# *IDEAS FOR K-12 TEACHERS*

## LESSON PLAN I

### Topic: Cultural heritage

- Grade level: K-2 (Adaptable for 4-6)
- Time Frame: 2 class periods
- Subject: Social Studies

### OBJECTIVES:

1. The students will develop a positive sense of their own identity and cultural heritage.
2. The students will learn about cultural diversity and gain a respect for others as they relate to family members (parents, grandparents, aunts, uncles, etc.), their past and their traditions.

### ACTIVITIES:

1. Teacher reads aloud *When I Am Old with You*.
2. Teacher rereads, discussing narrative and pictures.
3. Teacher/students develop a shared reading and writing chart. Use student responses to the questions "What do you enjoy doing with your grandparents (aunts, uncles, parents, etc.)?" Read and reread chart for daily reinforcement.
4. Students will bring pictures of family members to share with the class. Pictures can be displayed on charts, bulletin boards, etc.

- 5. Invite parents, grandparents, other family members, or community members to visit the classroom and share experiences and memories of the past. The student will introduce the guest and share what they do together.
- 6. Class and teacher will make a bound classroom book for future reference and enjoyment.
- 7. Students will work in cooperative groups to make a collage depicting all kinds of families.

### **ASSESSMENT:**

- 1. Teacher observation
- 2. Student oral responses
- 3. Guests' experiences and students' interactions
- 4. Shared reading and writing

### **RESOURCES:**

- *Finding Your Family Folklore*. Tabletop exhibit. Little Rock: Arkansas Humanities Resource Center, 1985
- Johnson, Angela. *When I Am Old With You*. Illus. David Soman. New York: Orchard Books, 1993.
- Others: Pictures of Families and Family Members
- Students' Experience Response Charts
- Classroom Book written by Students/Teacher

# LESSON PLAN II

## Topic: Leadership in Civil Rights

- Grade level: 4-6
- Time Frame: 2 to 3 class periods
- Subject: U.S. History

## OBJECTIVE:

- After the students have discussed the effects of desegregation on African Americans, they will compare and contrast the leadership of Rosa Parks and Thurgood Marshall.

## SET:

- Today you are going to learn what desegregation is and some effects it had on African Americans. Ask students if they have ever seen a situation where one person's action has affected a whole group of people. For example, they may remember when a rule in school seemed unfair, someone spoke against it, and the rule was changed.
- Show appropriate excerpts from *Eyes on the Prize* to acquaint students with Rosa Parks and Thurgood Marshall.

## ACTIVITIES:

1. Using the information for 1946-1957 contained on posters from "The Struggle for Civil Rights," students work in cooperative groups to draw a timeline of the civil rights movement.
2. Students create a series of murals depicting the civil rights events of 1946-1957. Divide the class into four groups to handle different segments of the material. Each group displays its murals in chronological order.
3. Students remain in cooperative groups of four. They research Rosa Parks and Thurgood Marshall, explaining how their leadership had an impact on the civil rights movement in the 1950's. Compare and contrast their roles using a Venn diagram. (Explain to students that a boycott is a form of protest. To boycott a product or service means not to buy or use it. When a

company cannot sell its product or service, it cannot make money and risks going out of business. A successful boycott can force a company to comply with the demands of the protesters.)

- 4. Students reflect in their journals about how they can help a person who is the object of discrimination or how they would feel as the object of discrimination.

### **CLOSURE:**

Summarize the events that led to desegregation.

- A. Do the students understand what desegregation is and its effects?
- B. Can they compare and contrast the leadership of Rosa Parks and Thurgood Marshall?

Extension: Dramatize the scene of Rosa Parks on the bus.

### **RESOURCES:**

- The Civil Rights Movement
- <http://www.fred.net/nhhs/project/civrts.htm>
- These Maryland students of George Cassutto's 9th grade US Government classes have developed projects relating to the history of African-Americans as well as the Civil Rights Movement. Their work is impressive.
- *Eyes on the Prize*. Video. Boston, MA: Blackside, Inc., 1991.
- King, Coretta Scott, ed. *Black Americans of Achievement*. New York: Chelsea House, 1992. Volumes on Rosa Parks and Thurgood Marshall.
- *The Struggle for Civil Rights*. New York: Knowledge Unlimited, 1994. Use posters representing appropriate time period.

# LESSON PLAN III

## Topic: Middle Passage

- Grade level: Middle/High School
- Time Frame: 2 to 3 class periods
- Subject: World History, American History, African American History

## OBJECTIVES:

- Describe conditions on a ship traveling the Middle Passage.
- Vocabulary: tragedy, dehumanization, oppressor, Middle Passage, narratives, racism, mutiny, avaricious, slaver, abolitionist, loose packers, tight packers

## ACTIVITIES:

- 1. Familiarize students with vocabulary relevant to this topic. Students work in small groups to discuss a part of the terms, in the process constructing a class web of the vocabulary related to the main topic. For example, in six groups of students, each group would consider two terms. Students can then web the terms in a way which establishes their relationship to the main topic.
- 2. Students watch the video, *Slave Ship*, and respond to questions in the handout found at the end of the lesson plan.
- 3. Students read chapter 7 of *African American History, A Journey of Liberation* as an overnight assignment.
- 4. Introduce the following questions for class discussion during the second class period. Students may work in small groups on these prior to a whole class discussion.\*
- How did brave Africans resist enslavement and the Middle Passage?
- How did Europeans justify their treatment of Africans?
- Contrast and compare the meanings of the terms "dehumanization" and "racism."
- Identify Olaudah Equiano.
- Identify Venture Smith.
- Students may do further research on Olaudah Equiano and Venture Smith.

\*Students may search for additional information using *Before the Mayflower*.

Extension: Students engage in a simulation of the Middle Passage.

- **RESOURCES:**

- Asante, Dr. Molefi Kete. *African American History: A Journey of Liberation*. Maywood, NJ, People's Publishing Group, 1995.
- *Middle Passage*. Simulation. El Cajon, CA: Interact, 1998.
- *Slave Ship*. 50 minute video. Bethesda, MD: Discovery Channel, 1997.
- *Slavery in the United States*. Documents portfolio. New York: Golden Owl, nd.

**HANDOUT :**

Name\_\_\_\_\_Date\_\_\_\_\_

***Slave Ship and the Middle Passage***

***Respond to these questions after watching the video, "Slave Ship."***

1. Discuss the conditions aboard the Amistad that made a mutiny of this magnitude possible.
2. Explain how and why Africans participated in the enslavement of their own people.
3. Contrast the attitudes of "loose packers" with those of the "tight packers."
4. Discuss the conditions and common practices aboard a slave ship bound for the "Middle Passage."
5. Analyze the possible interpretations for the statement: "Slaves became more valuable than gold."

# LESSON PLAN IV

## Topic: The Effects of the Slave Trade

- Grade level: Secondary
- Time Frame: 2 to 3 class periods
- Areas: World History, American History, African American History

### OBJECTIVES:

- Describe the devastating effect of the slave trade on African societies.
- Explain how Europe and the Americas benefited economically and culturally from the slave trade.
- Describe ways in which African Americans look back at the experience of slavery.

### SET:

- Ask students to imagine that all of the young people between the ages of 10 and 25 years are taken from Arkansas. What kind of future would Arkansas have with the loss of this generation?

### ACTIVITIES:

1. The slave trade had a lasting effect. Students read Chapter 2 in *Focus on Africa* and Chapter 6 in *African American History: A Journey of Liberation*. Working in small groups, students then list possible effects of the slave trade on African society. Examples are depopulation, loss of skilled workers, destabilized government, fractured families, etc.
2. Student groups share their lists with the entire class, and a class list is compiled. Utilize the ideas generated in the set to compare and contrast the loss to African society with the loss to Arkansas should a such a generation be removed.
3. Extensions: In groups, students research an African country during the period of the slave trade to determine the trade's effect on that country. Or students research a colony, territory, or state in the United States to determine the trade's effect on that state or colony.

## RESOURCES:

- *Africans in America: America's Journey through Slavery*. Four 90-minute videos. Boston: WGBH for Public Broadcasting System, 1998.
- Africans in America <http://www.pbs.org/africansinamerica>
- The companion site to the series, offering hundreds of primary source documents, scholarly essays and stories from the series.
- Asante, Dr. Molefi Kete. *African American History: A Journey of Liberation*. Maywood, NJ, People's Publishing Group, 1995.
- DuBois, W.E.B. *Suppression of the African Slave Trade to the United States 1638-1870*. New York: Cornerhouse, 1970.
- Reynolds, Edward. *Focus on Africa*. Lexington, MA: D.C. Heath, 1994.

# LESSON PLAN V

## Topic: Rise of Black Institutions

- Grade Level: 11 12
- Time Frame: 2-3 class periods
- Subject: Arkansas history
- Title: The African American Solution to Segregation:  
The Rise of Black Institutions.

## OBJECTIVE:

- How did the African American community in Arkansas meet the needs of its people? Discuss the emergence of African American professionals and institutions.

## Overview:

- African Americans were often denied the usual avenues to success in America, accessibility to a quality education and acquisition of property. During the late 19th and early 20th century with the rise of the rigid Jim Crow system, blacks found themselves "outside" of the American Dream. To provide for the needs of their community, many black professionals, colleges, and businesses emerged.

## ACTIVITIES:

1. Students read Chapter 6 of *Town and Country: Race Relations in an Urban Rural Context*, identifying the following people and explaining in a journal the significance of the places listed. The class will build a web, showing the relationship of these people and institutions to the communities in which they lived and existed.

## People:

Charlotte Stephens Isaac T. Gillam  
J.R. Rightsell George E. Jones  
William Grant Still John E. Bush  
Chester W. Keatts Thomas P. Johnson  
Scipio A. Jones Dr. J.H. Smith  
Mifflin Wistar Gibbs Scott Joplin  
Wiley Jones

**Places:**

Shorter College  
Arkansas Baptist College  
Mosaic Templars of America  
Southland College  
Branch Normal College for Negroes  
Walden Seminary

- 2. Students respond to the following questions:

What were some recreational activities enjoyed by African Americans at this time?

• Why were organizations such as the Mosaic Templars so important to African Americans?

Name some black-owned businesses found in the city of Little Rock during this period.

Explain the statement, "Dr. Smith was a true example of manhood and a most satisfying exponent of racial possibilities."

How would you describe the relationship between black and white business owners?

How did Frederick Douglass view race relations in Arkansas?

- 3. Extension: Students use additional resources to analyze the ways in which these people and institutions provided effective leadership in their communities.

## RESOURCES:

- Dillard, Tom W. "Golden Prospects and Fraternal Amenities: Mifflin W. Gibbs's Arkansas Years." *Arkansas Historical Quarterly*, XXXV (Winter 1976), 307-333.
- \_\_\_\_\_. "Isaac Gillam: Black Pulaski Countian." *Pulaski County Historical Review*, XXIV (March 1976), 6-11.
- \_\_\_\_\_. "Perseverance: Black History in Pulaski County, Arkansas, An Excerpt." *Pulaski County Historical Review*, XXXI (Winter 1983), 62-73.
- \_\_\_\_\_. "Scipio A. Jones." *Arkansas Historical Quarterly*, XXXI (Autumn 1972), 201-219.
- Gatewood, Willard B., Jr. "Negro Legislators in Arkansas, 1891: A Document." *Arkansas Historical Quarterly*, XXXI (Autumn 1972), 220-233.
- Graves, John William, "Jim Crow in Arkansas: A Reconsideration of Urban Race Relations in the Post-Reconstruction South." *Journal of Southern History*, LV (August 1989), 421-448.
- \_\_\_\_\_. *Town and Country: Race Relations in an Urban-Rural Context, Arkansas 1865-1905*. Fayetteville: University of Arkansas Press, 1990. The source for race relations in the New South.
- Kirkman, Dale P. "Southland College." *Phillips County Historical Quarterly*, III (September 1964), 30-33.
- Moneyhon, Carl H. "Black Politics in Arkansas During the Gilded Age, 1876-1900." *Arkansas Historical Quarterly*, XLIV (Autumn 1985), 222-245.
- Nichols, Cheryl. "Desegregating History." *Arkansas Times*, XXXIII (Feb. 12, 1999), 12-21.
- *Persistence of the Spirit: The Black Experience in Arkansas*. Little Rock: Arkansas Humanities Council, 1986.
- Smith, Calvin C. "John E. Bush of Arkansas, 1890-1910." *Ozark Historical Review*, II (Spring 1973), 48-59.
- Still, Judith Ann, Michael J. Dabrishus, and Carolyn L. Quin. *William Grant Still: A Bio-Bibliography*. New York: Greenwood Publishing, 1996.
- Terry, Adolphine F. *Charlotte Stephens: Little Rock's First Black Teacher*. Little Rock: Academic Press, 1973.
- Wheeler, Elizabeth L. "Isaac Fisher: The Frustrations of a Negro Educator at Branch Normal College, 1902-1922." *Arkansas Historical Quarterly*, XLI (Spring 1982), 3-50.