

Urban Education Roundtable PLC Curriculum Unit

Unit Plan Theme/Topic: Divided, but not denied

Recommended Timeline/grades: 6 weeks (Grades 3-6)

Overview:

In this unit, elementary students will embark on a journey through a time in American history marked by division. Through exciting activities and a variety of texts, they'll explore themes of segregation, change, and empowerment. Through student-centered activities, students will spark their curiosity and help them see how everyday people can make a difference.

Unit Goals:

1. Students will examine the role women have played in various aspects of society namely politics, economics, science and determine the legacy and impact of segregation laws.
2. Students will study different data sources and draw conclusions about information obtained from various primary sources.
3. Students will explore connections between contemporary female leaders and social justice champions throughout history.

Essential Questions:

1. What are the responsibilities of citizens in a democracy when faced with a divided society?
2. How can individuals overcome challenges and work together to create a more just society, even during times of division?

Core Texts/ Novels:

I Am Ruby Bridges by Ruby Bridges (Picture Book)

The Other Side by Jacqueline Woodson

Claudette Colvin: Twice Toward Justice by Phillip Hoose

Activities:

Building Context with Primary Sources

Day 1

1. Introduce the essential questions
2. Create a timeline
3. Write a paragraph about what they learned about the experiences shared on the timeline.

Day 2

1. Comparing the way of life for men and women in the 1960s to life now
2. <https://www.loc.gov/item/2016646427/> (Segregation in Albany)
3. Videos with interviews of people who lived during that time

Read the Picture book The Other Side and compare and contrast the images from the primary sources to the characters lives in the picture book.

Day 3

1. Gallery Walk with pictures from civil rights movements
2. Students can leave comments/reactions to pictures

Day 4

1. "If I Were..." - After watching the video clip, the students will discuss responses based on personal perceptions of what was witnessed (Higher Elementary)
2. Students will respond to posed questions by answering the question as the character
3. Students will pick two women and draw or write how the women felt in the scene/picture. Then students will draw or write how they would feel in that scene/picture (Lower Elementary)

Read the book I Am Ruby Bridges and write an information paragraph exploring one of the essential questions -[Choice Board for Ruby Bridges](#)

Novel study (3 weeks)

After exploring the primary sources and picture books, students could read the book *I am Claudette Colvin* by Phillip Hoose. Student can respond to the historical and thematic ideas presented in the book. (1 entry per chapter)

After reading the book, students will be asked to do research on an influential figure of the time period that had the qualities present by Claudette Colvin, The characters in the *Other Side* and *Ruby Bridges*.- Ask student to brainstorm the qualities before looking for their figure.

Student Layered Project idea (1-2 weeks):

In this interdisciplinary project, students will demonstrate their knowledge of research and analysis and creativity by developing a multi-genre project idea. Teachers may choose some or all of the project details to challenge student to create varied expressions and demonstrations of their research and knowledge

- Hidden Figures: Women who shared our world for good
 - Students researching an influential figure- Create a short speech describing who they are and how they demonstrated the courage to change things like the characters explore throughout the unit.
 - Create a music Playlist on youtube for your influential figure (5-8 songs)
 - Students will dress up as that person and give an oral/written presentation/recording (Wax museum idea)
 - Create a digital collage of influential women from the past or present and explain why they were influential.
 - Books to inspire student led inquiry:
 - *Little Dreamers Visionary Women Around the World*
 - *Black Women in Science*
 - *Little Leaders*
 - *Goodnight Stories For Rebel Girls*
 - *Betty Before X*
 - *What's Is ... (Head Books)*

- One Crazy Summer
- Ordinary People Change the World
- Freedom Summer
- [Representation with a Hyphen: Latinas in the fight for women's suffrage](#)
- <https://youtu.be/H1V8NcvSy9Q> (Hidden figures) - Youtube Video

Materials & Resources: (See above)

Interdisciplinary Connections:

Math: Collecting Statistical data during the reconstruction to civil right movement on topics of choice and create an infographic to make the data easily understood

Science: Specifically explore history figures who made discoveries in science that had a impact on how we live or learn today

<p>About the Authors:</p> <ul style="list-style-type: none"> ● Adrienne S. Long-Christmas <ul style="list-style-type: none"> ○ 4th Grade Teacher at Wilbur Watts Intermediate School ○ TCNJ Alumni
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Unit Plan Theme/Topic: Bridging the Divide: The Long Road from Segregation to Integration

Unit Goals: <ol style="list-style-type: none">4. Students will examine the role women have played in various aspects of society namely politics, economics, science and determine the legacy and impact of segregation laws.5. Students will study different data sources and draw conclusions about information obtained from various primary sources.6. Students will explore connections between contemporary female leaders and social justice champions throughout history.	Overview: This unit focuses on current and historical figures from Black History as well as Women’s History and is meant to be taught during February and March respectively as a specialized unit. In this unit, elementary students will embark on a journey through a time in American history marked by division. Through exciting activities and a variety of texts, they'll explore themes of segregation, change, and empowerment. Through student-centered activities, students will spark their curiosity and help them see how everyday people can make a difference.
	Grade Level: Elementary
	Unit Length: 4-6 Weeks weeks
	Essential Questions: 1.
	Objectives: Students will:

1. Examine the significant contributions, struggles, and achievements of African Americans throughout history by engaging in a Black History Month research project
2. Evaluate the importance of overcoming adversity by reviewing a variety of female perspectives of historical and modern figures through interdisciplinary instruction
3. Define and explain key concepts like segregation and its impact on American society
4. Analyze historical texts and images to understand the experiences of people who lived during segregated times.
5. Draw connections between historical and modern day heroes.
6. Write creatively to explore the themes and historical events.

Materials & Resources:

(include links)

Texts:

Ruby Bridges

The Other Side

Source Collection 1

- [Segregation in Albany](#) (image)

Source Collection 2

- [Jim Crow and Segregation](#) (collection of images and texts)

Source Collection 3

- Audible "Hidden Figures Young Readers' Edition" (video)
- Flocabulary "Katherine Johnson" (video)
- [Elementary level read aloud: Hidden Figures, The True Story of Four Black Women and the Space Race](#): (video)

Source Collection 4

- Soul (movie)
- Soul (novel)

Source Collection 5

- [Kamala Harris Book: Superheroes Are Everywhere](#) (video)
- Interview

Source Collection 6

- Emily's Wonder Lab (video)

Source Collection 7

- The Story of Michelle Obama (book)
- [Michelle Obama reading books to kids](#) (video)

Source Collection 8

- [Representation with a Hyphen: Latinas in the fight for women's suffrage](#) (website)

Source Collection 9

- Mykal-Michelle Harris (video)
- Mykal-Michelle Harris (biography)

Recommended Implementation Plan:

1. Begin unit plan at the beginning of February with a focus on historical and modern figures within Black culture
2. The second half of the unit should begin at the beginning of March with a focus on women who have overcome adversity, past and present

Student Activities: (include links to handouts created in Google Docs)

Source Collection 1

4. Using a Venn Diagram to compare the experiences of African American men and women in the North and the South
5. Create a timeline

Source Collection 2

4. Comparing the way of life for men and women in the 1960s to life now
5. Videos with interviews of people who lived during that time

Source Collection 3

3. Gallery Walk with pictures from civil rights movements
4. Students can leave comments/reactions to pictures

Source Collection 4

4. "If I Were..." - After watching the video clip, the students will discuss responses based on personal perceptions of what was witnessed (Higher Elementary)
5. Students will respond to posed questions by answering the question as the character
6. Students will pick two women and draw or write how the women felt in the scene/picture. Then students will draw or write how they would feel in that scene/picture (Lower Elementary)

Projects

- Students can choose an influential figure (African American, to present.
- Students will dress up as that person and give an oral/written presentation/recording
- Creating their own songs with hidden meanings/messages
 - http://www.followthedrinkinggourd.org/What_The_Lyrics_Mean.htm
- Famous Musicians:

- <https://docs.google.com/document/d/1mamzYUzoOXQ0QTDwf75GXUTMI-25ioRxl30Pz0bjG9o/edit>
- [Choice Board Template](#)
- [Civil War Poster Primary Resource](#)

- Hidden Figures: women of color in the workplace/science
 - Playlist
 - Students researching an influential figure
 - Wax museum idea
 - Embedding Women's History into units we are already teaching
 - Books:
 - Little Dreamers Visionary Women Around the World
 - Black Women in Science
 - Little Leaders
 - Goodnight Stories For Rebel Girls
 - Betty Before X
 - What's Is ...(Head Books)
 - One Crazy Summer
 - Ordinary People Change the World
 - Freedom Summer

- Task Cards:
 - Lower Elementary: Pictures of the women and pictures of what they did.
 - Upper Elementary: Task cards pictures of the women to match with the description of the women in history.
 - Can include QR codes for students to learn more about and annotate about the women.
 - Digital picture sort with a partner

	<i>Interdisciplinary Connections with Standards</i>
	<p>English Language Arts: Procedure: (SEE ABOVE)</p>
	<p>Math: Procedure:</p> <ol style="list-style-type: none"> 1. Source Collection 1- Take census data from various states before and after the abolition of slavery and create scatter plots with the data found. 2. Source Collection 5- Comparing the increase of women in a variety of male-dominated industries using data spanning certain years. Taking the data they find and creating pie charts with the data, practicing fractions.
	<p>Science: Procedure:</p> <ol style="list-style-type: none"> 1. Source Collection 3- Focus informational texts on historical and modern figures in the STEM field Researching experiments or field work from historical and modern figures and creating simplified versions of the labs or summaries of the topics. Use the LOC to look up patents and inventions. Create designs and blueprints of inventions to help with or alleviate the challenges historical and modern figures experienced. 1. Source Collection 6 <ol style="list-style-type: none"> a. How has Emily had an impact on science?



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