

The Civil Rights Movement

Packet Made by Liesl at the [Homeschool Den](#).



Lessons on

Rights

Privileges

Equality

Fairness

Groups

Discrimination

Bias

Prejudice

Stereotypes

Racism

Making People Proud

Standing up for your Beliefs

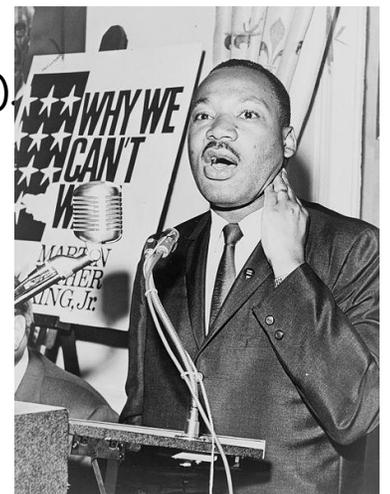
The Power of Speeches

This packet are based on lessons from the pbs website about the [Civil Rights Movement](#) and the Southern Poverty Law Center's website on [Teaching Tolerance](#).

This packet was made for my kids (who are ages 6, 8 and 10). We had not studied the Civil Rights Movement or discussed many of these terms and issues before.

Feel free to use this in your homeschool or classroom, but when sharing you must link back to the original post.

Thanks! ~Liesl



Books you may want to read with your students:

Elementary

Ruth and the Green Book

Freedom Summer

The Story of Ruby Bridges by Robert Coles

Through My Eyes by Ruby Bridges

Freedom on the Menu: The Greensboro Sit-ins

Freedom School, yes!

Boycott Blues: How Rosa Parks Inspired a Nation

Sit-In: How Four Friends Stood Up by Sitting Down

Take a Walk in Their Shoes by Glennette Tilley Turner

Child of the Civil Rights Movement

A Sweet Smell of Roses

The Other Side

White Socks Only!

A Child of the Civil Rights Movement

I've See the Promised Land

If a Bus Could Talk

Middle School

The Watsons Go To Birmingham

Roll of Thunder, Hear My Cry

Devil on my Heels

Mr. Touchdown

Freedom Songs

The \$66 Summer: A Novel of the Segregated South

One Crazy Summer

My Mother, the Cheerleader

Movies

Autobiography of Miss Jane Pittman (nominated for 9 Emmy Awards) - weaves the story of a 110 year old woman from the Slavery/Civil War to Civil Rights -- A great way to start out this unit (for 10+, a few difficult scenes lynching, etc.)

The Rosa Parks Story

The Long Walk Home -- About the Montgomery Bus Boycott

Selma, Lord, Selma

Ruby Bridges

What are Rights?

Give examples of some civil rights (the rights of full citizenship and equality under the law):



What was the Declaration of Independence?

The Declaration of Independence was written in _____.

It was a document written to the King of _____ that announced that the _____ colonies had declared themselves _____.

It said: We hold these truths to be self-evident, that all men are created _____, that they are endowed by their Creator with certain unalienable _____, that among these are

_____,
_____ and
_____.



What do you think that means?

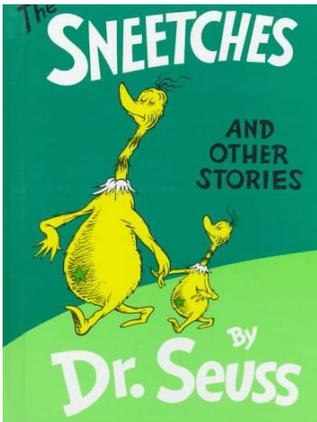
The Civil Rights Movement in America was in the _____ and _____.

Fairness and Equality

What are privileges? Have you ever lost any privileges at home?

What is the difference between a privilege and a right?

What would a fair classroom (or sports team or scout troop) look like? What would a fair society look like?

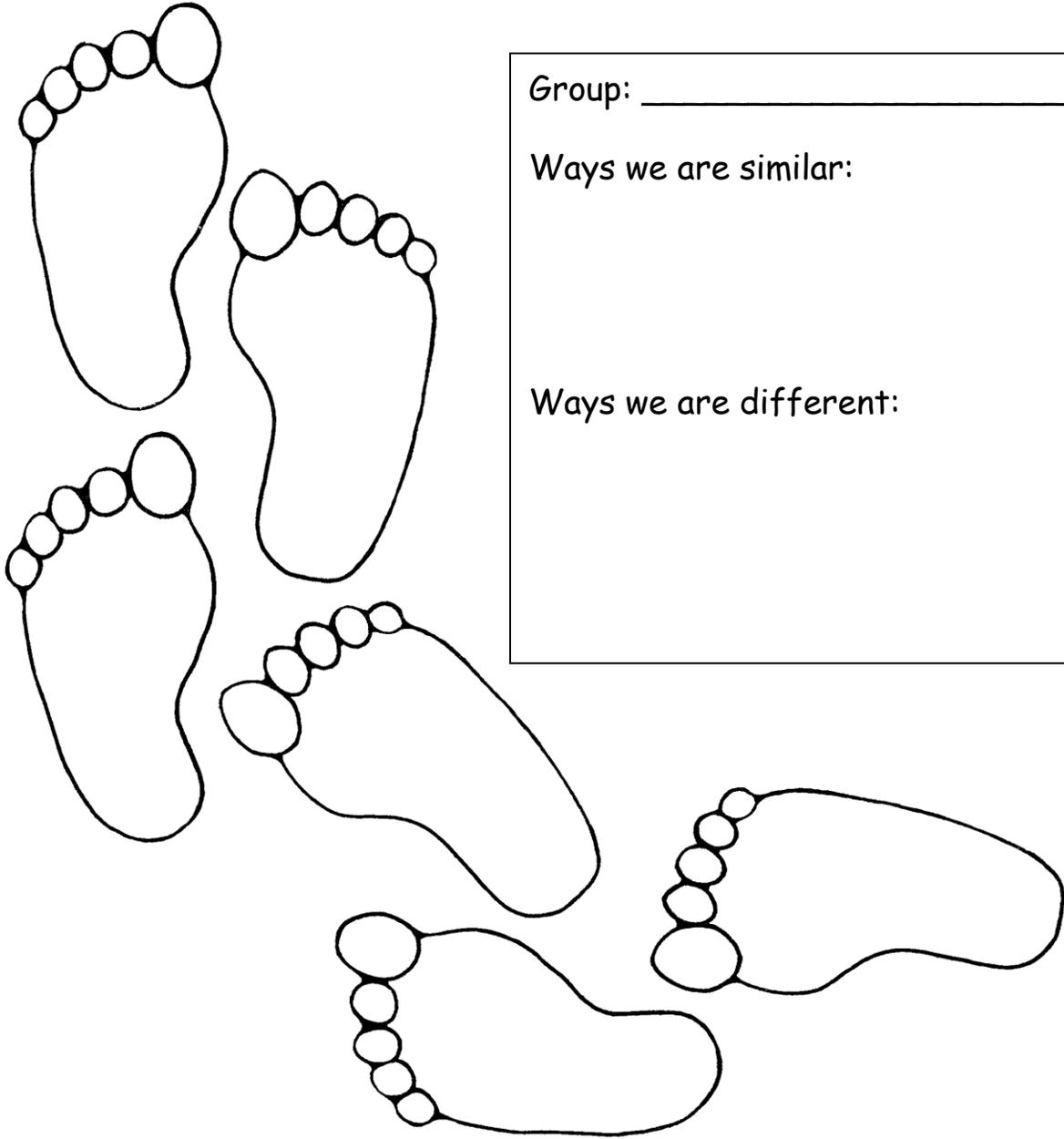


Read the story of the Sneetches.

What makes you feel like a plain-belly sneetch? What makes you feel like a star-belly sneetch?

Think about the privileges you really value. Pretend you are sneetches. Take a piece of paper to decide what role you will play (1/2 marked with a star, 1/2 have no star and have the students choose randomly). If you have a star, you get extra privileges. If you don't have a star, you don't have these privileges. Have a debate about why this system is "fair," but stay in character. During the debate, the students with stars get a piece of candy. How does that make the plain students feel? Switch roles half-way through.

What groups do you belong to?



Think about the groups you belong to (family, classroom, scouts, sports, etc.) and write them in the footprints above:

Choose one of the groups, write down at least two ways that everyone in your group is alike. This could be a physical trait such as eye color or a nonphysical similarity such as a sport, hobby or activity that you like. Then write down at least two ways that everyone in your group is different.

There is a saying: "Take a walk in my shoes." What do you think that means?

You might want to read *Take a Walk in Their Shoes*: biographical sketches of 14 notable blacks followed by brief skits in which readers can act out imagined scenes from their lives.

What are the benefits of being different from your friends?

What would it be like if everyone was exactly the same?

Read the short story: *Harrison Bergeron* by Kurt Vonnegut, Jr.

Because of Amendments to the Constitution, every American is fully equal, meaning that no one is smarter, better-looking, stronger, or faster than anyone else. The Handicapper General and a team of agents ensure that the laws of equality are enforced...

You can find it online at: <http://www.tnellen.com/cybereng/harrison.html>

Tough Terms: Bias, Prejudice, Stereotype, Discrimination, and Racism

Bias: 1) a particular tendency or inclination

2) To unfairly favor one group over others.

What vegetables do you like? Do you try new ones? Why or why not?



What do you like to do in your spare time? Do all your friends like to do this?

What chores do you do around the house? Is any chore too "gross" or "hard"?



Do you like to read? What books do you like to read? How do your reading tastes differ from that of your friends/family?

Prejudice: an unfavorable opinion or feeling formed beforehand or without knowledge, thought, or reason.

What do you think about someone whose clothes are dirty? Do you make judgments without knowing the person?

What do you think about someone who asks for money?

What is the problem with judging someone based on how they look?



What prejudices do you have?

What is a stereotype? A mental image or judgment of a group based on opinion without regard to individual differences.

Stereotypes can be based on... race, ethnic background, gender, socioeconomic background (how much money your family has)

What is the stereotype of someone who like computers? What is the stereotype of an athlete? What is the stereotype of someone who is poor?

Discrimination: treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit

Complete this sentence:

Girls can't _____.

Boys can't _____.

Girls don't _____.

Boys don't _____.

A flight attendant has to be _____.

Can you think of any times when someone is treated better or worse because of the way they look? If so, share examples.

What are some examples of discrimination?

Race: any people united by common history, language, cultural traits, etc.: the Dutch race.

Racism: a belief or doctrine that inherent differences among the various human races determine cultural or individual achievement, usually involving the idea that one's own race is superior and has the right to rule others.

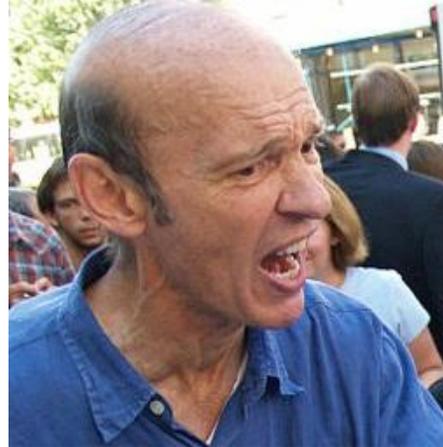
What are some of the different races you've heard:

Who is Gandhi? How did he fight racism and discrimination?

Print out and fill in the page: You be the Judge

(http://www.tolerance.org/sites/default/files/general/You_Be_The_Judge.pdf)

Who am I? What am I like?



Look at the pictures above. What judgments do you make about these people based on what you see?

Making People Proud

Sometimes it takes courage and strength to become what you want to in life. You need to think and act in ways that make you proud.

What have you done that makes a difference in life and makes you proud?

What traits do you have that make your parents proud?

How would you feel if you weren't allowed to play a sport, go to a dance or get a job because of how you looked or what you believed in? Would you accept being discriminated against, or would you stand up for yourself?

Would you go to jail to fight for something you believed in? Why or why not?

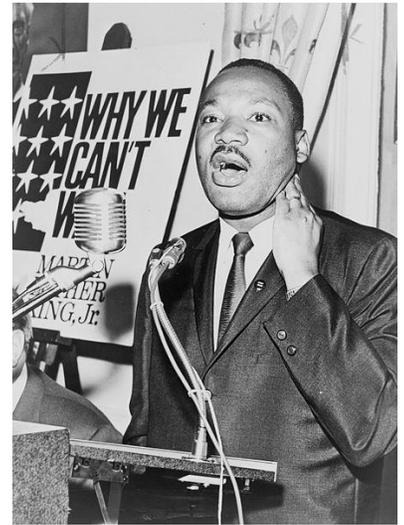
Discuss one of the Civil Rights books you have read. Which character was courageous and stood up for his/her beliefs? Was it difficult for him/her to do this? Did he/she have to make compromises or sacrifice personally? How do you think his/her actions would have affected his/her family? friends? society as a whole?

The Power of Speeches

Listen to one of the Civil Rights Speeches available at the [PBS Civil Rights Website \(Scroll down to #6\)](http://www.pbs.org/teachers/thismonth/civilrights/index1.html)
<http://www.pbs.org/teachers/thismonth/civilrights/index1.html>

Analyze the speeches, referring to the following criteria:

- Who has made the speech?
- Who is the orator's intended audience?
- What is the purpose of the speech? What is its primary message?
- What aspect(s) of the Civil Rights Movement does the speech address?
- What does the speaker encourage the audience to do and/or consider?
- Is the speaker pro Civil Rights? Anti Civil Rights?
- Whom is the speaker supporting or advocating for? Or rallying against?
- What type of language does the speaker use to convey his or her message?
- What was the impact of the speech? Or, how do you think the intended audience and other listeners received and reacted to the speech?



Write your own speech about an issue you care deeply about.

Civil Rights Era Interview:

Interview a relative or friend about the Civil Rights Movement. You can ask these questions:

1) Where did you live during the Civil Rights Movement?

2) Were you involved in the Civil Rights Movement? How?

3) What did your family and friends think about all the events of the Civil Rights Movement?

4) Did you have a TV in the 1950s?

5) Did you have a TV in the 1960s?

6) What did you see on the TV news that really stands out?

7) Did you see news on TV of the kids trying to enter school? Tell me about it?

8) What event really influenced you?

9) How were you changed by the Civil Rights Movement?

10) Where were you and what were you doing when you heard that Martin Luther King, Jr. had been killed?