

Frontier Grant Lesson Plan

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Topic: Human Rights and Segregation

Grade/Subject: Grades 1 – 2

Lesson Duration: 2 – 5 Days (30 minutes per day) + (depending on components used)

Content Standards:

Social Studies:

Standard 1: History

Students in Grade 1 build an understanding of the cultural and social development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

1.SS.1.1.4 Compare personal histories and pictures of other selected times and places in America's past.

Standard 4: Civics and Government

Students in Grade 1 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that **all people in the United States have rights and assume responsibilities.**

Goal 4.1: Build an understanding of the foundational principles of the American political system.

1.SS.4.1.2 Explain why rules must be applied fairly.

1.SS.4.1.4 Identify personal traits, such as courage, honesty, and responsibility.

1.SS.4.2.3 Describe holidays and events and tell why they are commemorated in the United States. (Human Rights Day)

Language Arts:

Goal 1.8: Vocabulary and Concept Development 1.LA.1.8.3 Use words and concepts necessary for comprehending social studies and other Grade 1 content

Goal 2.1: Acquire Strategies and Skills for Comprehending Text 1.LA.2.1.3 Participate in drawing conclusions based on information gathered from pictures and print.

Goal 3.1: Acquire Prewriting Skills 1.LA.3.1.1 Participate in generating ideas using pre-writing strategies

Goal 3.2: Acquire Skills for Writing a Draft 1.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea.

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills 1.LA.4.1.2 Participate in creating simple songs.

Goal 6.2: Acquire Speaking Skills 1.LA.6.2.4 Recite songs.

Essential Questions:

What is segregation?

How has it affected human relationships in the past?

How can it affect your life today?

Learning Activities:

Using the Draw – Pair – Share Activity paper, students will brainstorm ideas they have about Ruby Bridges, segregation, human rights, and fairness in each of the sections provided by jotting down words, phrases, sketches, or symbols that represent their knowledge of each topic. As the lesson evolves students are able to add to their list in each section.

Students will view a PowerPoint on segregation and view photos of examples of segregation and discuss what they notice.

Students will listen to two stories about Ruby Bridges - The Story of Ruby Bridges by Robert Coles and Through My Eyes by Ruby Bridges.

Students will then share their ideas from their Draw – Pair – Share activity in small groups and add any relevant ideas to aid their understanding of each topic.

Students will then work in teams of 3-4 using key vocabulary and their sketches to portray their ideas of segregation and emotions surrounding the topic.

The students will then use the ideas by applying the writing process to create a song sung to a familiar tune and perform it in front of the class.

Assessment: Using the Draw – Pair – Share assessment, the teacher will determine student’s understanding and misconceptions through observations and conferencing with the students.

Necessary materials include:

The Story of Ruby Bridges by Robert Coles and George Ford (2010 available Amazon.com)

Through My Eyes by Ruby Bridges (1999 available Amazon.com)

Power point Presentation or photos from internet depicting segregation

Draw – Pair – Share activity sheet for each child

Draw – Pair – Share assessment sheet for each child

Paper to compose a group song

See example of songs written by one group of first graders on the following pages.

Draw - Pair - Share Activity

Name _____

In each box write words, phrases, make a sketch, or draw a symbol that shows what you know about the following words:

Ruby Bridges

segregation

human rights	fairness
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Classroom example of songs written by first graders. (It impacted our class in such a profound way, we decided to perform in front of the entire student body K-6 and videotape it. Additionally, the song became part of a deeper understanding of Human Rights throughout the year because the students could anchor their thoughts to a topic they could remember and identify with! We even wrote more songs as seen by the Martin Luther King example.)

Ruby Bridges

Written by Jared, Madisyn, Amelia, and Kady
in the first grade class of 2009-10

(sung to Twinkle, Twinkle Little Star)

1960 seg-re-ga-tion was the rule,

Black people, white people had separate
schools,

The judge said, "Ru-by, at-tend the white
school."

Mama said, "Be brave and walk right through."

1960 seg-re-ga-tion was the rule,

Black people, white people had separate schools,

Ru-by Bridges were you scared?

Were they shout-ing? Were they mad?

Were you frightened? Did they hurt your feelings?

Were you sad when they called you names?

Ru-by Bridges you kept walking,

You even opened the doors to freedom.

In your mind you may think that,

A wall should be built to sep-a-rate,

But Ru-by sto-od up to show,

What all peo-ple should know,



Kindness, fairness, treating with respect,
Bring the wall down, just watch the effect.

Martin Luther King

Sung to “The Farmer in the Dell”



Martin Luther King,
He showed kindness,
Even though he wasn't afraid,
Martin Luther King.

He had a dream,
He gave a speech,
Even though he wasn't afraid,
He had a dream,
He believed in fairness,
He treated others equal,
Even though he wasn't afraid,
He believed in fairness,

He kept marching,
On to freedom,
Even though he wasn't afraid,
He keeps marching,

He won the Nobel Peace Prize,
He believed in peaceful protest,
Even though he wasn't afraid,
He won the Nobel Peace Prize,

There was segregation,
He was assassinated,
Even though he wasn't afraid
There was segregation.

Martin Luther King,
He showed kindness,
Even though he wasn't afraid,
Martin Luther King.

Friendship



What if these children were told which friends they could be around?



What do you notice about this classroom?



What are these pictures and messages trying to say?



What do you think segregation means?

Go knee to knee with your partner and talk about your ideas so far.



What do you notice in these pictures?



Ruby Bridges Made a Difference

Segregation was:

- required in the greenish-gray states
- allowed in the light blue states
- against the law in the red states
- Okay either way in the white states



Let's find out how . . .

Draw – Pair – Share Assessment

Student Name _____

Subject _____

Topic _____

Picture or words originally drawn	What it represents
Ideas that were added during discussion	Misconceptions

Teacher comments: