Title: Looking back: The Progression from Slavery to Civil Rights using Primary Sources.

Subject area/Course: Second Grade/ World History, Civics and Government, and Social Studies.

Investigative Question: Do you think that the Coca-Cola Company implemented policies that were racist in nature?

PA Teaching Standards:
1). History 8.2.3.D- Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania.
2). World History 8.4.3.A- Identify the elements of culture and ethnicity.

Objectives:
TSWBAT use primary sources to make predictions and draw conclusions about race related issues in history.
TSWBAT design three interview questions about current race situations to carry out an oral history project.
TSWBAT compare and contrast two primary sources in order to analyze photos from the past and present dealing with racial instances.

Duration: 45 minutes

Materials:
-Chart Paper

http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/civil-rights/

http://memory.loc.gov/ammem/snhtml/


-Martin Luther King Jr. “I Have a Dream” Video Clip- http://www.youtube.com/watch?v=PbUtL_0vAjk

-Mean Joe Green “Coca-Cola Advertisement” (1979) Video Clip- http://memory.loc.gov/cgi-bin/query/h?q=ammem/cola:@field(DOCID+@lit(meanjoe_01))

Inquiry-Based Learning: I will use an Inquiry-Based Learning Model with the following components:

![Inquiry-Based Learning Diagram]

**Ask** – The teacher will ask the students questions about being treated equally, having rights, and racism.

**Investigate** – After the teacher demonstrates how to, the students will access slave narratives on the Library of Congress Website.

**Create** – Students will create interview questions for the oral history project dealing with current racial issues.

**Discuss** – The students will discuss the questions they created with a partner.

**Reflect** – The students will be assessed by taking a 5 question fill-in-the-blank quiz reflecting on the day’s lesson.
**Description of procedures:**

I will begin my lesson by reviewing simple terminology with the students. I will write the word “slavery” on chart paper and ask the students to tell me what comes to their minds when they read or hear that word. Allow two or three students to share their ideas. I will then write the word “segregation” and complete the above process with that word as well, allowing two or three students to share their thoughts as I record on the chart paper. Then I will display a primary source called “From Slavery to Civil Rights. A Timeline of African-American History”. Highlight the Slavery portion of this timeline and briefly discuss how slavery came about. Ask the students questions about fairness, being treated equally, and having rights. Discuss with the students if they think the slaves were treated equally or fairly? At this time, I would investigate some examples of Slave Narratives with the students. (Prior to this lesson, I would have proof-read and selected a few slave narratives that I want the students to read). Read an example of a slave narrative out loud to the students. After reading, discuss with the students how they are feeling after hearing that. What emotions are you feeling? Are there slaves today? What happened to slavery? Refer back to the Timeline and highlight the Abolition portion of the timeline and explain to the students that President Abraham Lincoln freed the slaves, but the problems were not gone. White people and black people still did not get along. There were laws formed so that black and white people could not associate with one another. This is called “segregation”. This is where the white people and the black people could not go to the same school, could not work together, eat at the same restaurants, ride the same buses, or even drink out of the
same water fountain. Briefly discuss students what that would have been like.

What do you think life was like when there was segregation? Next, I would display
the second primary source, a photograph of the Coca-Cola machine that stated
"White Customers Only". Without pointing out the “White Customers Only” sign on
the machine, ask students to look at the machine and see what they notice. Ask
students to think about the Coke machines they see today and compare and contrast
the photo of the Coca-Cola machine and a current Coke machine. What is the same
and what is different? Go on to discuss why they put that sign on the Coca-Cola
machine. Referring back to the chart paper, ask the students to recall what this
would be called (segregation).

Since our country is no longer segregated, ask the students to think about
and share their ideas of how segregation ended. Just like Abraham Lincoln ended
slavery, who ended segregation? I would then give some background information
on MLK Jr. For example, Martin Luther King, Jr. was born on January 15, 1929. He
was an American clergyman, activist, and leader in the civil rights movement. His
main goal was to secure progress on civil rights in our country. Martin Luther King
was a Baptist minister who became a civil rights activist early in his career. He led
the Montgomery Bus Boycott and led the March on Washington, where MLK Jr.
delivered his "I Have a Dream" speech. There, he made the public aware of the civil
rights movement in 1954. After giving the background information on King, I would
explain to the students that I was going to show them a short video clip of the “I
have a Dream” speech. Periodically throughout the clip, I will stop and briefly
discuss the most important parts of the video clip. After the clip was over, I will ask
the students to write down what they felt was most powerful about Martin Luther King Jr’s speech and if they think his speech helped change the way our country is today. What examples can you give in order to prove our society has changed its’ view on race (i.e. Barack Obama, Mike Tomlin, etc.).

Next, I will start the create portion of the lesson. In this part, each student will create three interview questions to ask an elderly African American person who lived during that time. These questions will be designed in order to discover if there are still current race situations today. I would ask the students to share their ideas of some of the questions they would like to ask their interviewee. I would also share some of my own examples: “Have you ever experienced racism in your life?” Or, “In your opinion, does the problem of racism still linger?” Another one could be, “Almost 50 years later, after the end of segregation, do you think our country has made progress with the racial problems we once encountered? Give an example”. I will give the students approximately 20 minutes to create their interview questions. I will allow the students to work with a partner when designing the questions, being careful that they pairs come up with their own questions.

Next, I would go around the room, asking each student to share one of their interview questions they designed. We would briefly discuss what the person they will interview might say in response to their questions. At this time, I would also go over proper manners when interviewing someone and pass out the interview guide. I would have the students fill in the questions they designed on their guide in addition to the other questions I have included. I will explain to the students that
they will go out and conduct the interviews and in two days, we will present the interviews to the class.

Lastly, I would wrap up the lesson showing the students the Coca-Cola advertisement of “Mean Joe Green” football hall-of-famer. I would ask them to tell me to identify the man in the picture. I would tell the students the year in which this photo took place and point out that he is doing a Coca-Cola advertisement. I would ask the students to think of my very first question, “Did Coca-Cola implement policies that were racist in nature?” Discuss with the students in less than a decade, we went from a segregated country to white men and black men playing on the same football team. Ask them to give even more examples of black leaders since 1970 that comes to their minds. Especially, keeping in mind our current president of the United States. After the brief discuss, in conclusion, I would administer the 5 question fill in the blank assessment to test the students’ knowledge of the day’s lesson.

**Assessment:** I will assess the students’ knowledge from the lesson by administering a 5 question fill-in-the blank quiz. The students will be expected to complete the test with 80% accuracy. In addition to answering the 5 fill-in-the blank, the students will be expected to write one fact they learned while reading a slave narrative and one interview question they will ask for their oral history project. *Assessment template is attached*
Directions: Fill-in-the blanks using words from the word bank.

<table>
<thead>
<tr>
<th>Black/whites</th>
<th>Martin Luther King Jr.</th>
<th>Civil</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1954</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Slavery</td>
</tr>
</tbody>
</table>

1. _______________________ is a system in which people are the property of others.

2. Most slaves were __________________ and were owned by ______________________________.

3. After the __________________ war, the slaves were finally given their freedom.

4. In __________________, the Supreme Court ruled that blacks and whites could go to the same schools.

5. __________________________________________ helped change America. He brought to the world's attention how unfairly blacks were treated.
Please write one interesting fact you learned from reading the slave narrative.

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Please write one of the interview questions you created that you will ask during your interview.

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
Interview Guide

What is your name? ____________________________________________

When is your birthday? _________________________________________

Do you feel you were treated differently? _________________________

Tell me a time you were treated badly.
__________________________________________
__________________________________________
__________________________________________

Question#1 _________________________________________________
__________________________________________
__________________________________________

Question#2 _________________________________________________
__________________________________________
__________________________________________

Question#3 _________________________________________________
__________________________________________
__________________________________________