Unit of Study: Inquiry Into Civil Rights/Human Rights—Social Justice

Grade Level: Third (O'Keefe)  Date: Spring

Planning Units of Study: Center for Inquiry

Envisioning Possibilities: Planning on Paper
Our best planning comes from making predictions and creating conditions for students to engage in particular kinds of thinking (for example, strategies, skills, and content connections). When planning demonstrations or engagements, it is critical to ask ourselves what kind of thinking, conversations, and learning strategies we want to promote.

Bringing Plans to Life
Curriculum is the transaction occurring among teacher, students, and resources within and across curricular structures; such as morning meetings, reading, writing, and math workshops, and units of study in the social and physical sciences.

Responsive teaching is about identifying patterns in kidwatching data and planning responsively for individuals, small groups, and for whole-class instruction. From kidwatching to curriculum, from moment to moment, as well as planning ahead—the teacher designs minilessons deciding what or who to highlight during strategy sharing sessions.

Creating curriculum with and for children to help them think, work, and communicate as readers, writers, mathematicians, scientists, and social scientists by working within an apprenticeship model (working in front of, alongside, and behind students).

(Mills with CFI faculty, 2008)

Beliefs that Underpin this Inquiry

• Young children are capable of understanding social justice and injustice.

• Given the right set of circumstances, projects and activities, read-aloud books, guest speakers, research, etc., children can make positive personal choices about how to treat others.
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- Children are capable of discerning point of view and bias in texts, films, and other media sources.

- Children should know and teachers should teach American history, including information about Civil Rights, Native American history, and Black history, with honesty and integrity and not fall into teaching the myths and untruths we were often taught as children and still perpetuated in many educational settings.

- Children are capable of dealing with the faults and mistakes made by Americans in the past and may use this knowledge to create a better future.

- The Civil Rights Movement has the capacity to help students develop a critical analysis of US history and strategies for change (www.civilrightsteaching.org).

Questions to Frame this Particular Inquiry

- How can we honestly teach children to understand our history and heritage in such a way that they are compelled to work to make positive changes?

- What age-appropriate resources are available so that children may investigate and understand social justice issues?

- How can children teach and learn about real history and historical heroes from each other?

- What systems of laws and codes are in place to ensure equal rights under the law? What systems were in place in the past? How and why has that changed? How might it change in the future?

- How can understanding balance and power structures help in the greater understanding of social justice?

- How can we develop critical literacy in young students so that they can answer these questions about text and other media sources:
  - Who developed it?
  - Whose voice is heard?
  - Whose voice is absent?
  - Why, given the context and purpose?
  - Where did this knowledge or information come from?
  - Can we trust or believe it?
  - Has our knowledge or our understanding changed over time?

(from the Possible Guiding Questions for Planning section of this document)

- How can students apply what they learn to make a change for the better?
Method(s) or Investigation(s) that will Promote Authentic Inquiry

How might students learn the skillfulness of inquiry? Given the questions posed, would observations, interviews, experiments, surveys, controlled studies, or other methods best support this inquiry?

Given the questions and goals, a combination of investigations should be used from interviews, to examining textbooks and other trade books, to examining the US Constitution and laws (and other codes), to watching and listening to speeches and videos from the internet. Drama can be used to act out historical events and to depict Civil Rights heroes. Field studies and guest speakers would be important primary resources. Independent research into Civil Rights and presentations should culminate this unit of study.

Key Demonstrations and Engagements throughout this Inquiry

What are the primary teaching and learning strategies to be employed?

This could be a yearlong inquiry (perhaps as long as two years with looping). At times it may be the primary focus of the social studies content from time to time, but it may also be in the background as other social studies standards are met. Importantly, inquiry into Civil Rights/Human Rights/Social Justice (simply called Social Justice from now on) may serve as a lens through which to view other history, culture, and geography lessons. For example, when learning about SC History (developed deeply in the third-grade standards), an honest view of the role of the European explorers and their effects on the US, the history of Civil Rights and Native American history could keep Social Justice issues alive.

• Reflecting on literature—Create text set concerning Social Justice. Possible titles are listed below in the Data Sources section. Some of these books may be used to simply read aloud and reflect on during whole-group discussions. At other times students may discuss in small groups, engage in written conversations, write and draw about a book, or express their ideas through art (painting, drawing, sketch-to-stretch, sculpture, etc.). Another way for students to interact with a text is to “write all over it.” In this engagement, children are given an actual copy of an article, short story, or other short text and asked to circle, highlight, underline, and write what they feel or their questions in the margins. These books and articles may be kept on a designated shelf or basket so that students may return to them repeatedly. Books could be read more than once as issues and topics closely related come up in conversations and as standards are uncovered.

• Examining the Pledge of Allegiance—After reciting the Pledge for several mornings at the beginning of the school year, ask the children to discuss what they think it means. In most cases, young children have no idea about the history or the meaning of the Pledge. Using internet sources (http://en.wikipedia.org/wiki/Pledge_of_Allegiance) and a dictionary or thesaurus, rewrite the Pledge in understandable, more current terms. Refer to your translation often when discussing patriotism, the constitution, Independence Day,
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Veteran’s Day, etc.

- The previous work with the Pledge and other investigations into moral and social codes should be investigated to create a classroom set of rules and ways to get along. (A code of conduct is a set of rules outlining the responsibilities of or proper practices for an individual or organization. Related concepts include ethical codes and honor codes. – Wikipedia) Discussions about civil disobedience and how it was used to change unfair laws should be a part of all discussions concerning US history when appropriate.

- Examine the US Constitution, the Declaration of Independence, The Ten Commandments, The Boy Scout Law (A Scout is: Trustworthy, Loyal, Helpful, Friendly, Courteous, Kind, Obedient, Cheerful, Thrifty, Brave, Clean, and Reverent.), The Rotary Club Four-Way Test (Of the things we think, say or do: Is it the TRUTH? Is it FAIR to all concerned? Will it build GOODWILL and BETTER FRIENDSHIPS? Will it be BENEFICIAL to all concerned?) and any other codes that are personally meaningful to the students.

- Ask the students to help decide on a set of rules for their classroom. Work from small-group committees to whole-group consensus. The final draft of these “Rules for Living and Learning Together” should be signed by all students and the teacher, indicating they agree to abide by the rules. They should be posted in an obvious place in the classroom. They should also be sent home for parent review and comment.

- Review and comment on news and current events dealing with human rights issues. Ask the students to bring in articles and books on these issues as well. Compare Social Justice issues in different cultures and countries to our own by keeping aware of the news and current events. These articles may be kept in a large class journal or on a bulletin board. Make connections to SC history, US history, and our own current events concerning human rights.

- Take articles or chapters from textbooks whose point of view is clearly biased. Examine the articles focusing on point of view. Whose voice is heard in this account? Whose voice is missing? In what way is the truth told from a specific point of view, which may obscure the same information from other points of view?

- Examine well-known children’s literature such as Old Yeller by Fred Gipson, The Indian in the Cupboard by Lynne Reid Banks, and the Little House books by Laura Ingalls Wilder (excerpts or chapters will do) to see how Native Americans are presented by the authors. Examine other books about Native Americans written by Native American authors or others told from a Native American point of view (see list of Native American books in Data Sources section). Whose voice is heard in this account? Whose voice is missing? In what way is the truth told from a specific point of view, which may obscure the same information from
other points of view?

- Investigating Human Rights Heroes. Keep a list of books read in this text set, including read-alouds, books read independently, films and videos watched. Keep an ongoing list of important human rights figures in history (US and the world). The teacher and children select an important person to research and present as an expert project. The teacher could research and share findings about his/her biographical topic in front of the class, demonstrating the research and note taking process on large chart paper. The teacher shows how the information can be cut and paste into logical chunks of information or topics (early life, important influences, adversity, how this person created change, etc.). This could be the model for the children’s own individual research. The research cycle including Expert Project presentations could be a culminating project.

- Create a timeline of important human rights events along with other historical events to help students stay clear on the order of significant events and people.

- Ask parents to be a part of the larger conversation by inviting them in to share their thoughts through homework/newsletter projects. Send home articles or short stories about social justice issues. Ask parents and children to “write all over” the articles or to have written conversations about them. These could be used in small group or whole group discussions about the articles.

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**Envisioning a Possible Touchstone Experience**

Just as touchstone texts are accessed throughout units of study in reading and writing workshop and revisited over and over again to deepen and broaden learning, touchstone experiences are foundational to units of study in the sciences and social sciences. Field studies, visits to the pond, author studies, summer inquiry, science experiments, teaching/learning projects, genealogy projects, and expert projects are a few examples of touchstone experiences. Given the key demonstrations and engagements planned, which one might best serve as a touchstone experience?

Take a field study to the Mann-Simons cottage in downtown Columbia. Although only one house stands today, the Mann-Simons site historically was a collection of commercial and domestic spaces owned and operated by the same African-American family from at least 1843 until 1970. The property and its multiple buildings changed considerably over time to better accommodate the needs, tastes, and aspirations of this remarkable family ([www.historiccolumbia.org/site/visit/houses/mannsimons-cottage/overview/index](http://www.historiccolumbia.org/site/visit/houses/mannsimons-cottage/overview/index)). This field study sheds light on a historic African-American family and their history in Columbia, SC.

Invite in grandparents or older friends of students who have memories of what life was like in SC under segregation. This can be done on “It’s a Grand Day!” in the spring as a culminating activity. Ask grandparents (or special friends) to reflect on what their lives were like as youngsters, how things have changed in their lifetimes, important memories associated with Jim Crow laws, how their families coped, etc.
What standards will be uncovered through this inquiry?

This document will focus mainly on the third-grade Social Studies standards although many of the second-grade standards would be uncovered as well as language arts standards.

Unit: Native Americans & Explorers
SS-3-2.1 Explain the motives behind the exploration of South Carolina by the English, the Spanish, and the French, including the idea of—for king and country. (G, P, E, H)
SS-3-2.2 Summarize the activities and accomplishments of key explorers of South Carolina, including Hernando deSoto, Jean Ribault, Juan Pardo, Henry Woodward, and William Hilton. (H, G)
SS-3-2.3 Use a map to identify the sea and land routes of explorers of South Carolina and compare the geographic features of areas they explored, including the climate and the abundance of forests. (G, H)
SS-3-2.4 Compare the culture, governance, and geographic location of different Native American nations in South Carolina, including the three principal nations Cherokee, Catawba, and Yemassee—that influenced the development of colonial South Carolina. (H, G, P, E)
SS-3-2.5 Summarize the impact that the European colonization of South Carolina had on Native Americans, including conflicts between settlers and Native Americans. (H, G)
SS-3-2.6 Summarize the contributions of settlers in South Carolina under the Lords Proprietors and the Royal colonial government, including the English from Barbados and the other groups who made up the diverse European population of early South Carolina. (H, G)
SS-3-2.7 Explain the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African-American slaves and their contributions.
SS-3-5.2 Summarize the effects of the state and local laws that are commonly known as Jim Crow laws on African Americans in particular and on South Carolinians as a whole. (H, P, E, G)
SS-3-5.4 Explain the impact and the causes of emigration from South Carolina and internal migration from the rural areas to the cities, including unemployment, poor sanitation and transportation services, and the lack of electricity and other modern conveniences.
SS-3-5.5 Explain the effects of the Great Depression and the New Deal on daily life in South Carolina, including the widespread poverty and unemployment and the role of the Civilian Conservation Corps. (H, E, P)
SS-3-5.6 Summarize the key events and effects of the civil rights movement in South Carolina, including the desegregation of schools (Briggs v. Elliott) and other public facilities and the acceptance of African Americans’ right to vote. (P, H)
SS-3-4.1 Compare the conditions of daily life for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers,
and the free and the enslaved African Americans. (H, E)

SS-3-4.2 Summarize the institution of slavery prior to the Civil War, including reference to conditions in South Carolina, the invention of the cotton gin, subsequent expansion of slavery, and economic dependence on slavery. (H, E, P)

SS-3 4.3 Explain the reasons for South Carolina’s secession from the Union, including the abolitionist movement, states’ rights, and the desire to defend South Carolina’s way of life. (H, P, E)

SS-3-4.5 Summarize the effects of the Civil War on the daily lives of people of different classes in South Carolina, including the lack of food, clothing, and living essentials, and the continuing racial tensions. (H, E)

Strategies for Reflecting on and Documenting Learning

How might we demonstrate growth and change? What are our new questions?

The various sources of data for assessment and evaluation include the writing and discussions listed above: written responses to literature, anecdotal notes concerning classroom conversations, written responses from parent/newsletter projects, biography presentations including prewriting notes, a final draft written paper, evaluations from the expert projects presentation (peers, teacher, self, parents), artwork, or drama associated with these topics.

Reflexivity: Studying Ourselves and the Implementation of this Unit of Study to Grow and to Change

How did it go? What do we want to hold onto? What do we want to revise?

It was especially satisfying when Daquan built upon his expert project about his hero, Rosa Parks, to inspire the class to compose and perform a song in honor of Rosa Parks. The video of Daquan explaining the song and the class singing it could be used with future classes to help them understand the importance of selecting someone to study who had truly changed the world. It could also be used to show kids how another class raised money to contribute to a meaningful cause.

Data Sources (primary and secondary) to Support this Inquiry:

Envisioning Text Sets with Books, Videos, and Artifacts and Possible Collaborations with Related Arts and Technology

www.civilrightsteaching.org: This website provides information about Putting the Movement Back into Civil Rights Teaching and many more resources for teaching about the Civil Rights Movement.
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Books on Social Justice:
The Children We Remember – Chana Beyers Abells (picture book of children of the Holocaust)
Not My Fault – Leiff Kristiannson (children making excuses for bullying)
Fly Away Home – Eve Bunting (homeless father and son living in an airport)
Chicken Sunday – Patricia Polacco (children work to please their grandmother by buying a hat from a Holocaust survivor)
Terrible Things – Eve Bunting (an allegory of the Holocaust)
Sit-In – Andrea Davis Pinkney (1960 sit-ins for Civil Rights)
The Wall – Eve Bunting (a boy and his father visit the Vietnam War Memorial to find his grandfather’s name)
The Other Side – Jacqueline Woods (a young white girl develops friendships with African American children on the other side of their fence)
Dear Willie Rudd – Libba Moore Gray (a white woman in the old south recalls the African American maid she knew as a child and apologizes for unequal treatment under segregation)

Amazon’s Best Children’s Books about the Civil Rights Movement:
Martin's Big Words: The Life of Dr. Martin Luther King, Jr.
Doreen Rappaport (Author), Bryan Collier (Illustrator)
Through My Eyes Ruby Bridges (Author)
Rosa Parks: My Story Rosa Parks (Author), Jim Haskins (Author)
Free At Last: A History of the Civil Rights Movement and Those Who Died in the Struggle Sara Bullard (Author), Julian Bond (Introduction)
Witnesses to Freedom: Young People Who Fought for Civil Rights Belinda Rochelle (Author)
John Lewis: From Freedom Rider to Congressman (African-American Biographies (Enslow)) Christine M. Hill (Author)

Teacher Reference Books:
A People’s History of the United States – Howard Zinn
Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong – James W. Loewen
Lies My Teacher Told Me About Christopher Columbus: What Your History Books Got Wrong - James W. Loewen

Films:
“Ruby Bridges” (www.youtube.com/watch?v=klj5fgaKzlK) YouTube Part 1
(www.imdb.com/title/tt0443587/)

YouTube Videos:
The Civil Rights Era from BBC Motion Gallery
(www.youtube.com/watch?v=gBPeCQzHu5w)
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The Civil Rights Movement in Photos
(www.youtube.com/watch?v=F6kMgUzNxKM)
(www.youtube.com/watch?v=7_4xXK9uvHw&playnext=1&list=PL73783214E16B3DB
8)
Biography: Rosa Parks
(www.youtube.com/watch?v=v8A9gvb5Fh0)
Biography: Need to Know - Dr. Martin Luther King Jr.
(www.youtube.com/watch?v=3ank52Zi_S0&feature=relmfu)
Biography Need to Know: Frederick Douglas
(www.youtube.com/watch?v=Su-4JBEIhXY&feature=relmfu)
Biography Need to Know: Harriet Tubman
(www.youtube.com/watch?v=XmsNGrkbHm4&feature=relmfu)
Martin Luther King Jr. “I Have a Dream”
(www.youtube.com/watch?v=PbUtL_0vAJk)

Internet Tools:

BrainPOP/Social Studies/Learn About Civil Rights
(www.brainpop.com/socialstudies/ushistory/civilrights/preview.weml)

Books About Native Americans:
Gluskabe and the Four Wishes retold by Joseph Bruchac, Christine Nyburg Shrader (ills.) (Cobblehill, 1995). In this tale of the Wabanaki nations, four men each ask for a different wish from Gluskabe, the Great Spirit's helper, but only one learns that great gifts come to those who listen and take heed.

Ma'ii and Cousin Horned Toad by Shonto Begay (Scholastic, 1992). Cousin Horned Toad gives tricky Ma'ii the coyote a lesson to remember when Ma'ii tries to get something for nothing in this Navajo tale.

In a Circle Long Ago: A Treasury of Native Lore from North America by Nancy Van Laan, Lisa Desimini (ills.) (Apple Soup Books, 1995). This is an impressive collection of Native American tales, songs, & poetry from the Arctic North to the Florida Everglades.


Beyond the Ridge by Paul Goble (Bradbury, 1989). With beauty and simplicity, Goble captures the spiritual journey of a Plains Indian grandmother.

Katie Henio: Navajo Sheepherder by Peggy Thomson, photographs by Paul Conklin
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(Cobblehill, 1995). In this nonfiction book, you'll follow Katie as she moves between her traditional Navajo world and the modern world of her great-grandchildren.

_Fox Song_ by Joseph Bruchac, Paul Morin (ills.) (Philomel, 1993). In this story, young Jamie learns that death is a natural part of life when she realizes that her grandmother, even in death, is still near her.

_The White Deer and Other Stories Told by the Lenape_, edited by John Bierhorst (Morrow, 1995). Open your students' hearts and minds with these 25 stories from the Lenape, or Delaware, culture.


_Indian Winter_ by Russell Freeman, Karl Bodmer (ills.) (Holiday House, 1992). In 1833, German Prince Alexander Philipp Maximilian and Karl Bodmer, a Swiss painter, journeyed up the Missouri River and spent the winter among the Mandan Indians. Russell Freeman draws upon the prince's diary and Bodmer's detailed paintings to create an incredible account of their adventure.

_Peboan and Seegwun_ retold and illustrated by Charles Larry (Farrar, Straus & Giroux, 1993). Glorious illustrations enhance this Ojibwa story portraying the transition from winter to spring.

_Shadow Catcher: The Life and Work of Edward S. Curtis_ by Laurie Lawlor (Walker, 1994). This biography for older readers is filled with Curtis's majestic photographs of North American Indians. (www2.scholastic.com/browse/article.jsp?id=3757)

Possible Guiding Questions for Planning

**Conceptual**

- **Perspectives:** Which perspectives (reader, writer, mathematician, scientist and/or social scientist) offer potential insights or strategies for investigating this unit of study i.e. What questions would a social scientist ask and how might she investigate this issue? What questions would a mathematician ask about this topic?
- **Systems:** What systems are involved in this unit and how are they related?
- **Cycles:** Are there cycles embedded in this unit of study? How might we gain a deeper understanding of the unit by investigating the natural and man-made cycles?
- **Change:** Has change occurred over time in relation to this unit of study? If so, how might studying the natural or man-made changes help us better understand
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the topic?
• Voice: Whose voice is heard or privileged? Whose voice is absent or silenced?
• Power: How might power structures help us better understand this issue?

**Pragmatic/Universal**
• Who developed the idea, invention, or concept?
• Why was the idea or invention created? What was the purpose of the invention give the context and culture of the time period?
• Where did the knowledge or information presented in the materials we are reading in this unit of study come from? Can we trust or believe it? Do we need to access multiple sources to triangulate our knowledge or understanding?
• Have common knowledge, beliefs or understandings about this topic changed over time? What led to shifts in our beliefs or understandings?

**Personal Knowledge**
• Why does this knowledge or information matter to me?
• How has what I have learned during this unit changed me?

**Social Knowledge**
• Why does the knowledge I’m learning in this unit of study matter in the world?

**From Personal Knowledge to Social Action**
• So what?
• Now what? How might we take action on what we have learned during this unit of study?
• How might we show or demonstrate what we have learned during this unit to others?

(Mills 2013)