

A UNIT OF STUDY FOR GRADES 3-5



The **Power**
of **Children:**
Making a Difference

CHILDREN IN THE CIVIL RIGHTS MOVEMENT:
**FACING RACISM,
FINDING COURAGE**

The Children's Museum of Indianapolis

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The Children's Museum of Indianapolis

The Children's Museum of Indianapolis is a nonprofit institution dedicated to providing extraordinary learning experiences for children and families. It is one of the largest children's museums in the world and serves people across Indiana as well as visitors from other states and nations.

The museum provides special programs and guided experiences for students as well as teaching materials and professional development opportunities for teachers.



VISIT THE MUSEUM

Field trips to the museum can be arranged by calling (317) 334-4000 or (800) 820-6214. To plan your visit or learn more about professional development opportunities, visit the Teacher section of **The Children's Museum** Web site: <http://www.childrensmuseum.org>.

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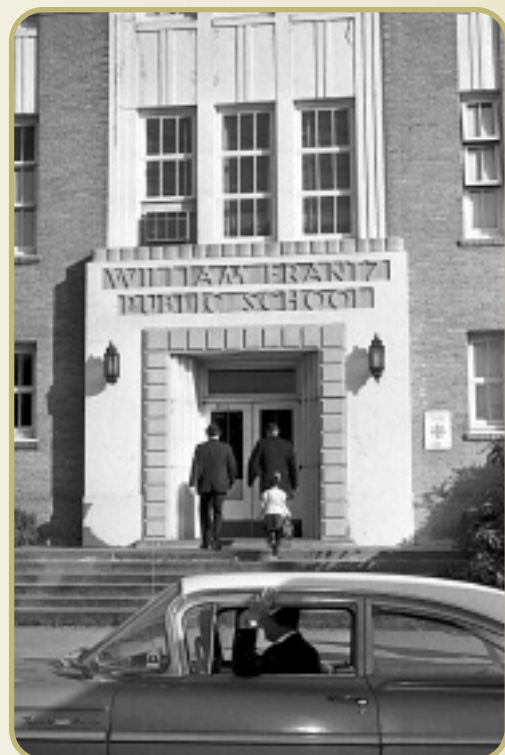
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INTRODUCTION



A child drinks from a segregated water fountain at the county courthouse in Halifax, North Carolina, 1938.

The Power of Children: Making a Difference

CHILDREN IN THE CIVIL RIGHTS MOVEMENT:

FACING RACISM, FINDING COURAGE

Enduring Idea: The stories of ordinary children in history can inspire young people today to fight prejudice and discrimination and make a positive difference in the world.

We often think of history in terms of famous people and events. In fact, ordinary people, including children, make history. **The Power of Children: Making a Difference**, a groundbreaking exhibit at **The Children's Museum of**

Indianapolis, tells the stories of three such children — Anne Frank, Ruby Bridges and Ryan White — and how they made a positive difference in spite of hatred, racism and discrimination. The exhibit goes on to explore the actions of young people who are

making a difference in their communities today. Visitors of all ages will be inspired to consider the steps they can take to fight prejudice and injustice.

This unit of study helps students in Grades 3–5 learn about the civil rights movement and the role played by children, including Ruby Bridges, Linda Brown and many others, who along with their families faced hatred and found the courage to fight for their rights in nonviolent ways.

WHAT'S AHEAD?

LESSON 1

We Shall Overcome Pre-visit experiences

Through images and historical accounts, students begin to develop an understanding of segregation as it existed in many places in the United States. They examine the meaning of the term “civil rights” and read the story of Linda Brown and the court case that led to school integration. They learn about Dr. Martin Luther King Jr. and his nonviolent approach to bringing about positive change and create their own “Dream for the Future.”



Dr. Martin Luther King Jr. addresses supporters during the March on Washington, 1963.



The Little Rock Nine.

LESSON 2

Portraits in Courage Pre- or post-visit experiences

Students examine the role of children and teenagers in the civil rights movement in the United States and Indiana. They read the stories of young people who showed courage and made a difference by going to school, and explore state and local history by carrying out an oral history project.

LESSON 3

The Tree of Promise: Making a Difference Post-visit culminating experiences

Students consider how they can make a difference in their own communities. They identify and research a problem or a need that relates to their own talents and interests. They develop an action plan to address the problem and, after carrying out their plan, evaluate the results.



Children in an integrated classroom at Barnard School in Washington, D.C. in 1955.



WHAT WILL STUDENTS LEARN?

National and State Academic Standards

This unit of study helps students to achieve specific national and state academic standards in Social Studies and English Language Arts. It is closely related to service learning, character education and life skills programs in Indiana schools.

WHAT WILL STUDENTS BE ABLE TO DO?

Students will

- listen to and read the stories of Ruby Bridges, Linda Brown and other children who made a difference in the civil rights movement
- use graphic organizers to summarize information from reading and organize ideas for writing projects
- examine the meaning of the words prejudice, racism, discrimination and segregation
- identify some of the rights that are guaranteed by the Constitution of the United States and the Bill of Rights
- identify some of the major responsibilities of citizens in a democracy
- consider the principle of nonviolence developed by leaders of the civil rights movement and explain why it was important
- identify rights, including the right to an education, that are guaranteed by the Indiana Constitution
- examine ways that segregation and desegregation in Indiana were similar to and different from other parts of the country
- explain how ordinary students in Indiana used their talents and courage and made a difference by going to school
- carry out an oral history interview with a local community member
- assess their own talents and interests and identify a project to make a difference in their own school or community
- develop and carry out an action plan for their project
- evaluate the outcomes of their project to determine if it had the result they intended

MUSEUM LINKS

The Power of Children Exhibit



Ryan White

Anne Frank

Ruby Bridges

This unique exhibit at **The Children’s Museum of Indianapolis** immerses students in the stories of Ruby Bridges and other young people who made a difference in the fight to end segregation. Students will be able to enter a reconstruction of Ruby’s classroom in the William Franz Elementary School in New Orleans. Here, they’ll find replicas of Ruby’s and Mrs. Henry’s desks as well as classroom artifacts of the time, such as textbooks, bulletin board decorations and a lunch box like the one Ruby carried. A sound and light show and gallery theater interpretations tell Ruby’s story. Outside the school, the

exhibit helps students understand how gradual change has taken place, using Indiana as an example. An Indiana civil rights time line uses artifacts and images to demonstrate how things have changed in Indiana, from the days of segregation to

the present, in three areas that touch students’ lives: schools, neighborhoods and entertainment. Students also can visit exhibits featuring two children who made a difference in other times and places, Anne Frank and Ryan White. In the final section of the gallery, students encounter the stories of young people who are addressing problems in the world today. They explore ways they can take action by using their time and talents to help others. Before they leave the exhibit, they can add a leaf to the **Tree of Promise** with their own promise to make a difference.

The Children’s Museum Web Site

Visit the museum’s **Power of Children** Web site at <http://www.childrensmuseum.org/powerofchildren> and link to the *Tree of Promise* network, where students can make a promise and invite others to join in an electronic version of the exhibit’s *Tree of Promise*. They can also learn about volunteer opportunities based on their talents and interests, and find information about projects carried out by **Power of Children** award winners who are making a difference in their own communities today.

Student work on the Web: On the **Power of Children** Web site you can view examples of student work related to this unit of study. You can also post your students’ work online to share with parents and other teachers. See the Museum Links section at the end of each lesson in the Web-based unit of study for links to exhibit artifacts and other gallery experiences that will enhance student interest and learning.

GETTING STARTED

Classroom Environment

Civil Rights Then

Discussion of the role played by children and teenagers in the civil rights movement requires students to imagine a time that is very different from their own. Help students develop a sense of the amount of time that has passed since the 1960s and make sure they understand that there are many people living today who remember or took part in the events that took place during the civil rights movement. For some students, it may seem strange that in many places in our country there were laws and customs that prevented black and white students from going to school together. It may be even harder for them to understand that there were both laws and social norms that kept black and white people separate in almost every aspect of life. To prepare them for the immersive experience of the exhibit and unit of study, create an environment that is rich in primary sources from the period, including recordings made by people during the era, as well as film clips, photos and posters. Identify quotations from Martin Luther King Jr. and others who wrote or spoke about their experiences and inspired others. Create a reading center with a focus on children's literature that provides varied perspectives on the racial challenges faced by people in the 1950s and '60s. See the **Resources** section for suggestions on visual aids, memoirs, children's books and Web sites.



The Problem We All Live With by Norman Rockwell.
Licensed by Norman Rockwell Licensing, Niles, IL

Civil Rights Today

Unfortunately, prejudice and discrimination have not disappeared from the world or the United States. Although laws now prohibit the kind of segregation that was practiced before the 1950s and 60s, many communities are segregated by economic differences. Because of the way community districts are created, many students today attend schools that are largely black or white. There are also still instances in which African Americans and members of other minority groups do not receive equal protection under the law. Establish an information center in the

classroom. Include current newspaper and magazine articles about civil rights issues today. Encourage students to bring in articles, and discuss student contributions to the topic frequently as you prepare for Lessons 2 and 3 in this unit. Students may have strong feelings about these issues. Make sure that your classroom is a safe environment for honest and nonjudgmental expression of ideas. Establish and help students practice ground rules for open discussions. Provide quiet areas where students can reflect and write and help students focus on the constructive ways people can work together.

Family Connections

Let families know in advance that your students will be studying the role of children and young people in the civil rights movement nationally and in Indiana. Be sure to mention that students will be conducting an oral history in which they interview local people about their experiences. Family and community members can be powerful resources for learning

about the history of civil rights in our own communities. Community members and organizations also are excellent sources of information on local issues and how children and young adults can take individual responsibility to prevent cruelty and injustice as they engage in problem solving and service to their own neighborhoods and communities.

LESSON I WE SHALL OVERCOME

Pre-visit experiences

This lesson introduces students to the concept of segregation as it existed in many parts of the United States in the past. Students learn about the Brown family and their case before the Supreme Court that began efforts to integrate schools. Students read the story of Ruby Bridges, as told by Dr. Robert Coles, and consider the ways the citizens can work peacefully for positive change.



Ruby Bridges plays around the flagpole with 2nd grade friends at William Frantz School. Ruby was isolated from other students during her first year at the school. By the time she entered 2nd grade the situation had changed and she was with her classmates.

Objectives

Students will

- listen to and read *The Story of Ruby Bridges* by Robert Coles
- use a journal to record thoughts and reflections on what they learn
- use a graphic organizer to summarize information from an account of the *Brown v. Board of Education* decision by the Supreme Court
- give examples of fundamental democratic principles, such as the idea that people have equal rights
- explain why segregation and other acts of racial discrimination are opposed to fundamental democratic ideals
- identify individual rights that are protected by the U.S. Constitution and Bill of Rights
- discuss the responsibilities that go with individual rights
- give examples of how Dr. Martin Luther King Jr. demonstrated good citizenship and civic virtue
- consider the courage and commitment needed to fight peacefully for civil rights
- give examples of the ways citizens can work for positive change
- write a short composition about their dreams for the future

Word Power

Bill of Rights	integration
civic virtue	prejudice
civil rights	racism
constitution	segregation
desegregation	unconstitutional
discrimination	
equality	



Mrs. Henry and her husband just after their wedding.

You Will Need ...

Materials

- Book *The Story of Ruby Bridges*, by Dr. Robert Coles
- Construction paper and markers
- Student handouts:
 - Reproduction of *The Problem We All Live With*, page 15
 - *The Case of Linda Brown*, page 21
 - *5Ws Chart — Graphic Organizer*, page 22
 - *We've Got Rights!*, page 23



Time

Four to five class periods

Focus Questions

- What is segregation? What did it mean for the people who experienced it?
- How did segregation start?
- What are prejudice and discrimination?
- What is racism?
- What civic ideals do we share as Americans? How do racism and segregation oppose those ideals?
- What basic civil rights are protected by our constitution?
- What are our responsibilities as citizens of a democracy?
- How did people work to change the laws and customs that enforced segregation? How did things change as a result of their decisions and actions?
- Why are individual choices and decisions important?
- What are some examples of discrimination today? How can we work peacefully for change?

EXPERIENCE 1

SEPARATE IS UNEQUAL

In this experience, students use visual thinking strategies to examine a reproduction of Norman Rockwell's painting, *The Problem We All Live With*. They listen to Robert Coles' *The Story of Ruby Bridges* and learn about a time in our country's history when schools were segregated. They consider the kinds of prejudice and discrimination Ruby encountered and discuss the ways that the words we use can make positive or negative difference. They create posters to welcome Ruby to their school and use their journals to reflect on the question: "Is it fair to keep people separate from each other?"



Ruby Bridges and her mother leave William Frantz School protected by federal marshals.

Academic Standards

National Academic Standards

English Language Arts — Standard 4: Spoken, Written and Visual Language; Standard 5: Writing Strategies
Social Studies — Standard 2: Time Continuity and Change, Early Grades (c)

Indiana's Academic Standards

English Language Arts — Reading: 3.2.3, 3.2.5, 4.2.3, 4.2.9, 5.2.2, 5.2.3; Writing: 3.4.2, 4.4.1, 5.4.1
Social Studies — Chronological Thinking: 3.1.5, 4.1.15; Historical Knowledge 4.1.13

Procedures

Making History at the Age of 6

- Show students *The Problem We All Live With* on page 15. Ask: What do you think this is about? Restate students' comments without making judgments. Ask students: "What clues in the work make you say that?"
- Have students provide evidence from the work and discuss responses. Explain that the painting, by Norman Rockwell, is based on a real event and a real little girl named Ruby Bridges.
- Introduce *The Story of Ruby Bridges*. Explain to students that this is a true story written by Dr. Robert Coles, a child psychologist who knew Ruby and her family. Older students might read *Through My Eyes* by Ruby Bridges.
- Explain that the story took place in 1960, almost 50 years ago, and things were very different in many communities at that time. In some parts of the United States there were laws and customs that forced black children to attend separate schools. They were kept apart from white children.

- Write the word **segregation** on the chalkboard or a flip chart. Explain that this means separating people because of their skin color. It took the courage of many ordinary people, including children like Ruby, to change the practice of segregating people.
- Read the book to the students using the illustrations to increase comprehension or have a group of students stage a dramatic reading. Place the book in the reading center and allow enough time for all students to read it.
- Discuss Ruby's experiences at William Franz Elementary School in New Orleans. As the first African American child to attend a formerly all-white school, Ruby made history when she was only 6 years old!
- Ask students if they have a younger brother or sister who is 6 years old and starting school. How did they feel on their own first day of Kindergarten or first grade? Were they scared? How was Ruby's experience different from theirs?



Journal Reflections

Introduce the journal and explain to students that they will use journal writing to reflect on their thoughts as they learn more about the role of children in working against segregation. Encourage students to continue thinking about the issues raised in this experience with questions such as these: Do you think it is wrong to separate people because they are different in some way? Why or why not? Is it fair to keep people separate if they are treated equally in other ways? Why or why not?



SIGN OF THE TIME

- After all students have read Dr. Coles' book, discuss Ruby's experiences in more depth. Remind students that children are usually welcomed on their first day of school. Instead, Ruby had to face an angry crowd of white people who yelled insults and held up signs. Ask students If they she think she was frightened. If she was, did she let it show?
- Discuss the reactions of the protesters. Ask students: Why do you think these people acted the way they did? Why do you think many white parents took their children out of school after Ruby arrived?
- Explain to students that many white people at the time had prejudices against black people. A **prejudice** is a belief or pre-judgment about a person or a group of persons without facts or evidence. In those days, many white people believed that black people were an inferior race. This type of prejudice is called **racism**.
- Explain that when people act on their prejudices and treat people unfairly, the result is called **discrimination**. Segregation based on prejudices about race is an extreme kind of discrimination.

Above: Protesters outside of William Frantz School hold up signs saying, "We don't want to integrate." Ruby had to walk past them every day.

THE SOURCE OF SEGREGATION



Sharecroppers picking cotton in Chatham County, North Carolina, 1939.

Centuries of Slavery

Segregation of races in the United States has its origins in slavery and the racial and class prejudices of the 17th, 18th and 19th centuries. The European colonizers of the Americas needed inexpensive labor to work on farms and plantations, build roads and construct buildings. They imported slaves from Africa and maintained the belief that Africans, Native Americans and other people with dark skin were inferior to lighter-skinned people of European origin. This was a convenient falsehood that was used to justify slavery in the case of Africans as well as the takeover of land and the actual destruction of many American Indians. As the slave population increased, many white people feared that black slaves would rebel. For this reason, there were laws and customs prohibiting the education of slaves and even those black people who were free. (See the Resources section for *The Forbidden Schoolhouse*, the story of a white teacher's attempt to educate black students in Connecticut in the 1830s.)

No End to Racism

Not everyone owned slaves or approved of slavery. In the first half of the 19th century, white and free black abolitionists, such as Andrew Greeley, Harriet Tubman, Sojourner Truth and Frederick Douglass, worked tirelessly to overcome slavery and promote education for black people. Slavery wasn't outlawed in the United States until after a bitter Civil War. This put an end to the ownership of human beings but it didn't end racism or the economic and social subjugation of African Americans. Most black people were kept in low-paying, manual labor jobs and were isolated from white people by segregation laws and practices. Many states passed laws that made it difficult or impossible for black people to exercise their right to vote, which meant that they couldn't use their votes to help change the laws.

Separate and Unequal

A Supreme Court ruling in 1896, *Plessy v. Ferguson*, upheld the enforced separation of the two races, asserting that the principle of "equal protection of the law" was not violated as long as the facilities provided were "separate but equal." As a result, segregation was the rule in almost all walks of life, in both the north and the south, until the middle of the 20th century. In some states there were laws against intermarriage. Black and white people usually lived in separate neighborhoods and communities. There were separate churches and separate schools for black children that were often ill-equipped and far poorer than schools for white children. Many restaurants either did not serve black people or had a separate section where black people could order food to take out. There were separate drinking fountains and restrooms. Trains had separate "black" cars and black people had to sit at the back in buses. In reality, separate facilities were seldom equal and the idea that races should be kept apart was based on the racist idea that blacks were inferior to whites.



What's Your Sign?

- Discuss the meaning of the signs that protesters held up outside of Ruby's school. Some of them said, "We want segregation" and "We don't want to integrate." **Integration** means allowing people from different groups to be together.
- Explain to students how words can make a difference. There are words that express prejudice and hatred, like the words the protesters used. There are also words that express peaceful ideas like respect and acceptance.
- Ask students to imagine that Ruby Bridges is coming to visit their school. Ruby is a grown woman today and often visits schools to talk about the importance of education.
- Provide students with a piece of construction paper and markers and ask each student to create a new **Sign of the Times** with a positive message for Ruby. When student signs are finished, discuss and post around the classroom.

Extending Activities

- Have students develop a time line of events in their own lives.
- For a Web-based visual-arts lesson based on Norman Rockwell's *The Problem We all Live With*, visit the Web site of the Anti-Defamation League. (See Resources, page 60) The lesson uses visual thinking strategies to examine the painting as a work of art and provides an approach for exploring the concepts of prejudice and discrimination.



Class Project: Times Are A-Changin' Time Line

Begin a time line project with students that will be used throughout the unit of study. Use a long strip of butcher paper along one wall of the classroom, placed at a level comfortable for students to reach. Explain to students that, thanks to the courage of many ordinary people, some of them children, things have changed since the time of Ruby Bridges. They will use the time line to show some of the events

that made a difference. Place 1960 near the middle of the line and allow room for addition of events before and after that year. Place the year most students were born and the present date near the end of the time line, but leave room for students to add their predictions about the future later in the unit. Explain to students that they will add to the time line as they learn more.

Above: A one-room school for black children in Veazy, Georgia, 1941.

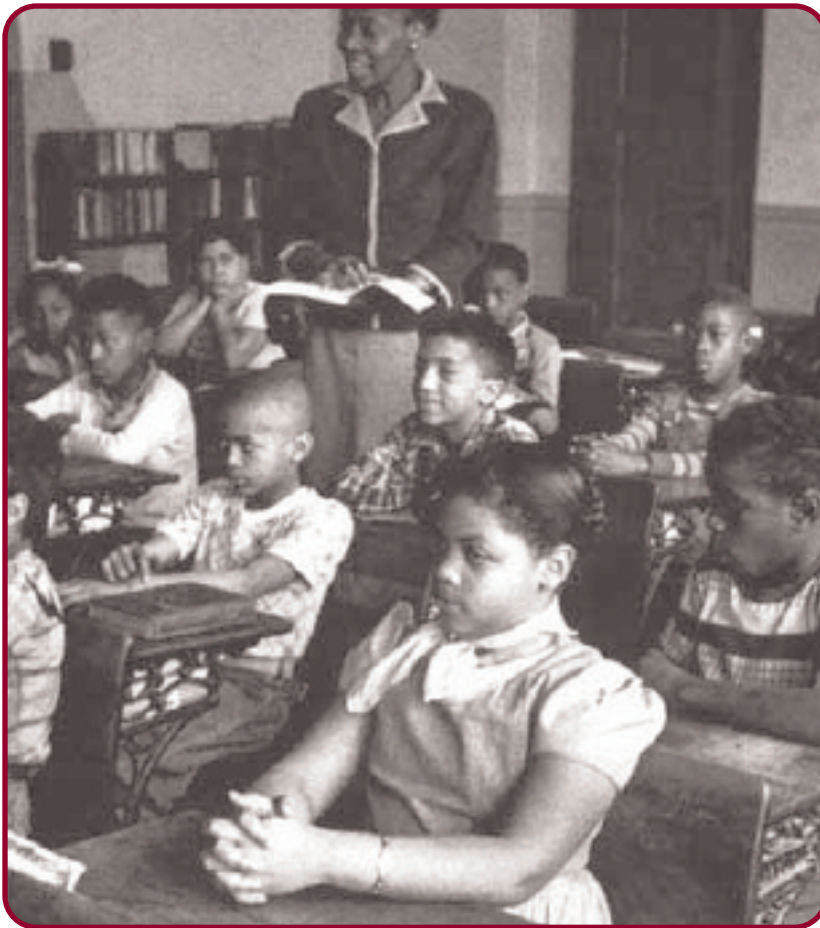
Teachers Tip

Circumstances relating to segregation varied according to geographic location and the historical development and culture of a state and its communities. Local resources, including your county historical society and community members, can provide unique and vital material for teaching this unit. Invite a person who experienced school desegregation in the 1950s and 60s to discuss the circumstances at the time and how he or she felt about integration. Student understanding of the civil rights movement will increase greatly when they interact with people who have lived the history.

EXPERIENCE 2

THE CASE OF LINDA BROWN

Students read an account of *Brown v. Board of Education*, the court case that provided the legal foundation for the movement to desegregate schools and other public facilities. They examine democratic principles and documents, such as the Bill of Rights, and consider why acts of discrimination, such as segregation, are incompatible with democratic ideals.



Linda Brown in a segregated classroom at an all-black school in Topeka, Kansas, 1953.

Academic Standards

National Academic Standards

English Language Arts — Standard 1: Reading Comprehension; Standard 3: Reading Strategies

Social Studies — Standard 10: Civil Ideals and Practices, Early Grades (a, b and h)

Indiana's Academic Standards

English Language Arts — Reading: 3.2.1, 3.2.3, 4.2.1, 4.2.2, 4.2.9, 5.2.1, 5.2.3; Writing: 3.4.2, 4.4.1, 5.4.1

Social Studies — Civics and Government: 3.2.2, 3.2.3, 4.2.6, 5.2.5

Procedures

Part 1: Beginning to End Segregation

- Discuss students' journal entries from Lesson 1. Explain that when Ruby Bridges was a little girl, some white people argued that it was fair to make black children and white children attend separate schools as long as those schools provided an "equal" education.
- Discuss with students what the word **equality** means to them and explain that today we understand the word better, thanks to a girl named Linda Brown and her family on page 21.
- Show students the photo of Linda and her family and introduce the student handouts **The Case of Linda Brown** and the **5Ws Chart** (Who, What When Where and Why?) on page 22.
- Before beginning, make sure students know that the purpose of the chart is to gather and summarize information from the things they read. For younger students, practice filling out a sample 5Ws chart using a familiar story.
- Place students in groups of three to read the story of the Brown family's legal battle against segregation. Ask all students to read silently to themselves. Then have one student in each group read the story aloud while the other two team members listen and complete the chart.
- Have teams post their completed charts and give feedback on their summaries of the information. Ask students: What was the most important thing about Linda Brown's court case?

- Help students to understand that *Brown v. Board of Education* is important because it meant that segregation was illegal according to the Constitution of the United States.
- Have a student place the 1954 date for the *Brown* decision on the time line and explain that it was this court ruling that led to the struggle Ruby Bridges and many other children experienced to end segregation in the schools.



Miss Dorothy Watson's 4th grade class at Potwin School in Topeka, Kansas, 1950. Linda Brown's family and other African American families sued for their children's right to attend all-white schools.

Journal Reflections

Encourage students to continue their thoughts about the nature of individual rights and responsibilities in a democracy. Ask students to use their journals to write about questions like these:

- In a democracy, people have both **rights** and **responsibilities**. What are some of the important responsibilities that people have in a democracy?
- Are there ever fair or good reasons to make laws that don't treat people equally? For example, most states have laws that allow adults to get a driver's license and drive a car, but kids aren't allowed to drive until they are 16. What is the reason for this law? Do you think it is fair? Why or why not? How is this type of law different from the laws that enforced segregation?

Part 2 — We Have Rights!

- Remind students that the **Supreme Court**, the highest court in the country, decided that segregation was unfair according to the U.S. Constitution.
- Explain that our **Constitution** is a plan for a **democracy**. This means that the people control the government. Our democracy is based on the idea that all people are equal and that they have certain rights.
- Ask students what they think the rights of a person living in a democracy should be. Use questions to help students consider the question. For example, ask: Do you think people should have the right to speak freely? List students' suggestions on a flip chart or chalk board.
- After discussing student's ideas, present the handout **We Have Rights!** on page 23. Tell students that this is a summary of some of the most important rights in the Constitution and **Bill of Rights**.
- Give students time to read the handout and then use the flip chart to compare the listed rights with students' previous ideas. They will probably find that many of their ideas match constitutional rights.
- Ask students: Which of these rights means that laws forcing black children to attend segregated schools were not legal according to the Constitution?
- Help students identify item three: The right to equal protection of the laws. Explain that this is part of the 14th Amendment of the Constitution, which says that "No State shall . . . deny to any person . . . the equal protection of the laws."
- Explain that the 14th Amendment was added to the Constitution after the Civil War to protect black Americans, but this didn't keep states from passing unfair laws and segregating black people. The Supreme Court decision in 1954 meant that those laws were **unconstitutional**. The *Brown* case was one of the most important court decisions in our nation's history, but it was only the beginning of the changes that would soon come.



Teachers Tip

Much of the content in Robert Coles' book used in Experience 1 is presented in illustrations. Be sure to identify the illustrator, discuss his role and help students speculate about how he gets his ideas for his works. It may be helpful to compare and contrast the book illustrations with the photos in Ruby Bridges' *Through My Eyes*. Link Experience 2 to basic democratic principles and ideals found in fundamental documents in U.S. history, such as the Declaration of Independence, the Preamble to the Constitution and the Bill of Rights. Post these documents in the classroom and help students examine the meaning of key words and phrases, such as: "We hold these Truths to be self-evident, that all Men are created equal. . . ." The *We the People* project provides free materials for teaching students about the Constitution and the Bill of Rights. See the Resources section for information.



STANDING UP AGAINST SEGREGATION: A FAMILY AFFAIR

In spite of the system of segregation, many black people found ways to succeed and excel in education, the arts, science and business. They wanted better opportunities for their children. The National Association for the Advancement of Colored People (NAACP) was started in 1909 after 50 black citizens were killed by a white mob in Atlanta, Georgia. The goal of the NAACP was to use legal means to work for political, educational and economic equality. One of the organization's tactics was to file lawsuits against separate and unequal education.

After World War II black soldiers returned from fighting for their country only to be treated as second-class citizens. This was not the United States of America they had fought for. Standing up to the system was dangerous but

more and more people began to join organizations like the NAACP in the 1950s and '60s. Black people who spoke out against segregation and other unfair laws often lost their jobs. Sometimes their relatives lost their jobs too. Sometimes their houses were burned and some people were even murdered. Making a decision to take a stand affected everyone in the family. Even the children were in danger. For this reason, working in the civil rights movement was often a family affair by necessity. Taking part in the struggle for equality and civil rights brought danger but it also brought the promise of better opportunities in the future. Children suffered from segregation and were not exempt from persecution and violence. Now they became part of the movement for change.

Above: Dr. Martin Luther King Jr. and civil rights protesters carry signs supporting desegregated schools, voting rights and jobs during the March on Washington in August 1963.

THE PROBLEM WE ALL LIVE WITH



The Problem We All Live With by Norman Rockwell.
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EXPERIENCE 3 PUTTING THE “CIVIL” IN CIVIL RIGHTS

Students consider the ways that civil rights leaders, such as Dr. Martin Luther King Jr., acted courageously and showed civic virtue as they fought for equal rights. They learn about Dr. King’s philosophy of non-violence and explore ways that citizens can express opinions and work peacefully for positive change.



In his “I Have a Dream” speech Dr. Martin Luther King Jr. addresses thousands of civil rights supporters during the March on Washington, August 28, 1963.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

— Dr. Martin Luther King Jr., 1963

Academic Standards

National Academic Standards

English Language Arts —

Standard 4: Spoken, Written and Visual Language; Standard 5: Writing Strategies

Social Studies — Standard 6:

Power, Authority and Governance, Early Grades (a, h); Standard 10: Civic Ideals and Practices, Early Grades (a, b, e and j)

Indiana’s Academic Standards

English Language Arts —

Writing: 3.4.3, 3.4.6, 3.4.7, 3.4.8, 4.4.3, 4.4.4, 4.4.10, 4.4.11, 4.4.12, 5.4.3, 5.4.8, 5.4.9, 5.4.10, 5.4.11

Social Studies — Civics and

Government: 3.2.1, 3.2.2, 4.2.6, 5.2.8

Procedures

- Use a flip chart or the chalkboard to introduce students to this quote from Dr. Martin Luther King Jr.:

If you will protest courageously and yet with dignity and Christian love, when the history books are written in future generations, the historians will say:

“There lived a great people — a black people — who injected new meaning and dignity into the veins of civilization.” That is our challenge and our overwhelming responsibility.

— Dr. Martin Luther King Jr., 1955

- Explain that Dr. King was a leader in the **civil rights movement**. He was speaking to a crowd of people meeting in a Montgomery, Alabama, church. They were planning a protest against segregated buses in Montgomery in 1955.

- Have students put the year of the bus boycott and King’s speech on the time line. Remind students that 1955 was one year after the Supreme Court declared that segregation laws and practices were unconstitutional. Ask students: Why didn’t things change right away?

The Civil Rights Movement: Fighting Back with Nonviolence

In the 1950s and ’60s large numbers of ordinary people organized to demand that the federal government protect the rights of African Americans and other minorities. During the civil rights movement thousands of people worked together to change unfair laws by giving speeches, holding marches and boycotting segregated public facilities and businesses. They worked particularly hard to desegregate the schools and to gain the right to vote because education and the ballot box provided the most important ways to achieve long-term social and political change. Their public demonstrations were often met with abuse and violence from white crowds and even local police. Inspired by the work and writings of Mohandas K. (Mahatma) Gandhi in India, Dr. Martin Luther King Jr. made nonviolent action one of the guiding principles of the movement. It took great courage and strength for people to maintain their commitment to nonviolence in face of the violent acts done to them. King and others recognized that this was the only way to achieve both a moral and a civic victory.

- Ask students: What do you think Dr. King meant by protesting “courageously and yet with dignity and love”? Why did he say that this was both a challenge and a responsibility? How was he trying to bring about change?
- Discuss students’ answers and explain that Dr. King wanted to change the laws but also wanted to change people’s minds. He believed that black people had the right to organize and protest against unfair laws. He also believed that the only way to bring positive change was through nonviolence.
- Ask students if they think it was a challenge to practice nonviolence under the circumstances. People working for civil rights were often faced with angry crowds who called them names. Sometimes the marchers were beaten and thrown into jail. Ask: How difficult is it to be nonviolent when someone is calling you names or hitting you? Has this ever happened to you? What did you do?
- Point out to students that Dr. King said that being nonviolent was an “overwhelming responsibility.” Ask students what they think he meant: Why was protesting against unfair laws through peaceful means a “responsibility”? What might have happened if people working for civil rights had reacted violently against the people who were mistreating them?

- Ask students: What are some ways that people can work peacefully for change? Help them think of some of the rights that are protected by the Constitution, such as voting, speaking, writing and publishing what you write, meeting with other people and taking a case to court.



Journal Reflections

Ask students to write in their journals about questions like these:

- Do you think that Dr. Martin Luther King Jr. is a good role model for people today? Why or why not?
- Good citizens demonstrate **civic virtue**. They put the common welfare — the welfare of everyone in the country — first. Other civic virtues include respecting the rights of others, taking individual responsibility and exercising self-discipline. How do you think Dr. Martin Luther King Jr. showed civic virtue?

ASSESSMENT

In this assessment students use a quote from Dr. Martin Luther King Jr. as the inspiration for their own dream for the future. They describe their dream in both written and visual forms.

Discuss the quotation from Dr. King's "I Have a Dream" speech. Provide the instructions below to students along with editing checklists, scoring criteria and other writing aids. Younger students might be asked to write only one paragraph while older students should be able to write multiple paragraphs. Have younger students create their drawing first as a prewriting graphic organizer.



Civil rights protesters march through an urban neighborhood.

Museum Links

In **The Power of Children** exhibit students can share the experiences of Ruby Bridges and her family through photographs, objects, gallery theater presentations and a sound and light show. They can view and interact with artifacts from the segregation era, such as separate water fountains, and consider their implications today. Visit the **Power of Children** Web site at <http://www.childrensmuseum.org/powerofchildren> to learn more about key exhibit artifacts.

WHAT IS YOUR DREAM?

Assignment

Dr. Martin Luther King Jr. had a dream for the future. In 1963, he said:

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

What is your dream for the future? Write at least three paragraphs on the topic "My Dream for the Future."

- Use construction paper and markers to create a picture that shows your dream. Use the drawing to help you organize your ideas as you write.
- Start with an introductory paragraph that presents your main idea.
- Include supporting paragraphs with facts, details and explanations.
- Link paragraphs with ideas and details that help readers move from one paragraph to the next.
- Finish with a concluding paragraph that summarizes your thoughts.
- Review and revise your writing. If necessary, move sentences and paragraphs to organize your ideas better.
- Remember to indent each new paragraph. Use an editing checklist to check your spelling and grammar.

Scoring Criteria

This assignment will be scored based on the student's ability to

- use a drawing presenting ideas in a visual form as a graphic organizer
- write a composition of at least three paragraphs explaining a dream for the future
- provide an introductory paragraph with a clear statement of the topic
- include supporting paragraphs with simple facts, details and explanations
- provide transitions that link paragraphs
- conclude with a paragraph that summarizes the main ideas
- review and revise the composition to correct errors and improve focus and meaning

Scoring Rubric

This rubric provides a framework for assessing a student's ability to create a multi-paragraph composition on the topic "My Dream for the Future."

Partial:

The student produces a drawing but there is no evidence that it was used as a graphic organizer for the ideas in the composition. The student writes about the topic but is unable to create the minimum of three well-constructed paragraphs. The central idea may be poorly developed and the student may be unable to move beyond the introductory paragraph to provide supporting facts and details. If more than one paragraph is produced, smooth transitions and logical progression of ideas may be lacking. The composition may show little evidence of revision for accuracy and meaning.

Essential:

The student creates a drawing about his or her dream for the future and uses it as a graphic organizer for the composition. The student produces at least three paragraphs on the topic and develops a central idea in the introductory paragraph. Subsequent paragraphs attempt to support the main idea but may need fleshing out with additional facts, details and explanations. Paragraph transitions may be rough and require further revision to develop a logical flow of ideas. A summary paragraph restates the central idea or topic sentence without summarizing important facts and details. The student has attempted to review for errors in grammar and spelling but further work is needed to improve clarity and sharpen the focus of the composition.

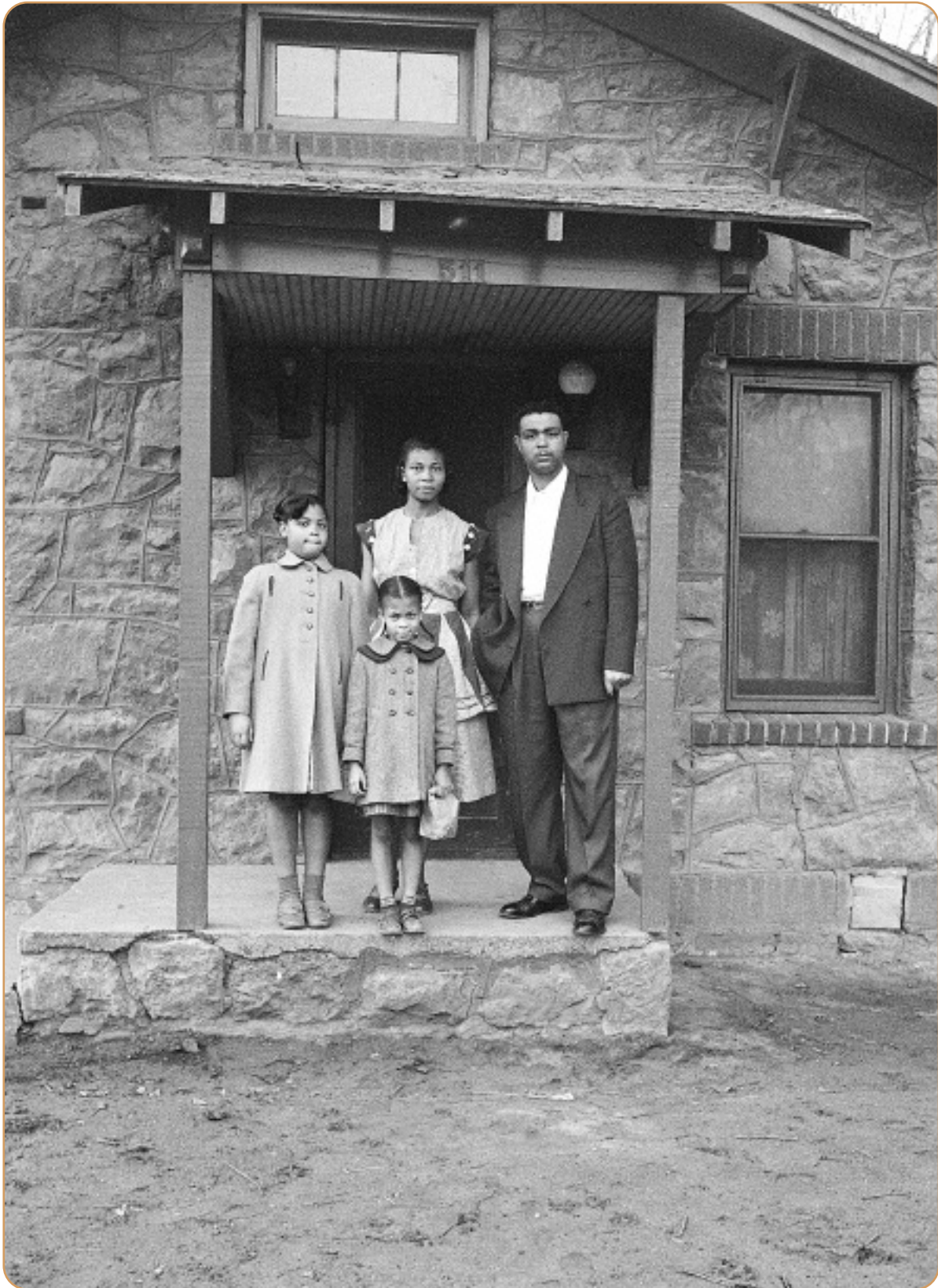
Exceptional:

The student uses the drawing as a graphic organizer and creates a multi-paragraph composition with a well-developed introductory paragraph that states the central idea in a way that engages the reader. Supporting paragraphs fully support the introduction with significant facts, details and explanations. Ideas are organized logically and paragraphs are linked with smooth transitions. The concluding paragraph summarizes important ideas and details and supports the composition as a whole. The composition is free of errors in grammar and spelling and the student has edited and revised writing to improve meaning and focus by deleting, adding, combining or rearranging sentences and paragraphs.

Extending Experiences

- Many schools have character education programs that examine the positive qualities of character. Incorporate the study of civic virtues into character education in your classroom. Have students define, write about, draw or give examples of virtues, such as dignity, honesty, respect and concern for the common good. Recognize students for practicing civic virtues in school.
- Have students write about everyday people they admire and who serve as role models.

LINDA BROWN AND FAMILY



The Brown family poses in front of their home. Linda Brown is on the left.

THE CASE OF LINDA BROWN

A Segregated School

Linda Brown was a 7-year-old girl who lived in Topeka, Kansas. An elementary school was only five blocks from her home but it was for white children only. Rules passed by the school board in Topeka forced Linda to go two miles away to another neighborhood and attend a segregated school for black students. This was an example of segregation. **Segregation** means keeping people from different groups separate.



Linda Brown with her 3rd grade classmates in a segregated Topeka school.

Going to Court

Linda's parents believed that the Topeka school board was treating Linda and other black students unfairly. They met with other parents and took their case to court. A lawsuit or **court case** is a legal action in which a person seeks enforcement of a law. A judge or judges listen to the evidence and make a decision. Sometimes a **jury**, a group of 6 or more citizens, is asked to decide. The Browns' case was eventually decided by the U.S. Supreme Court. By then it was named *Brown v. Board of Education*. The "v" stands for *versus*. It means "against." The **Supreme Court** is the highest court in the United States. Its job is to

decide if laws and rules passed by local and state governments agree with the U.S. Constitution. The Supreme Court also examines the laws and rules passed by the U.S. government. If any law or rule disagrees with the Constitution, they declare it **unconstitutional**. That means the law or rule has to be changed. The **Constitution** is a written plan that describes how the government of our country should work. The Constitution also helps protect people's rights. It is the highest law in our country. Everyone has to obey the Constitution, including the president, the United States Congress and even the Supreme Court.



Thurgood Marshall discusses the Supreme Court's decision regarding *Brown v. Board of Education* with reporters.

Separate Is Not Equal!

Thurgood Marshall was one of the lawyers for the Brown family. He presented the Browns' case before the U.S. Supreme Court. Marshall argued that segregated schools were unequal simply because they were separate. He said that school segregation disagreed with

the Constitution. In 1954 the Supreme Court decided that Marshall was right. It said that school segregation rules and laws were unconstitutional because they did not guarantee black students equal protection of the law. That is a right guaranteed in the Constitution. The Browns had won! People respected the way Marshall had presented the case. Later he became a judge. A few years after that, he became the first African American justice (judge) on the U.S. Supreme Court.

Making History by Going to School

Linda Brown and her family made history. Today, *Brown v. Board of Education* is considered one of our nation's most important court cases. The Supreme Court declared school segregation rules and laws unconstitutional and ordered schools across the United States to desegregate. **Desegregation** means to allow black and white children to attend school together. Unfortunately, the Supreme Court didn't give schools a deadline. Schools in some states and communities soon quietly followed the Supreme Court's orders. In other states, people found ways to delay school desegregation for years. The laws had been changed but some people's minds hadn't changed at all.

It wasn't easy! It took Linda Brown, Ruby Bridges and thousands of other African American children to make a difference. They made history by doing a very ordinary thing with extraordinary courage. They got up every morning and went to schools that had once been segregated, whether they were welcome or not. What do you think that was like? What would you have done?

5Ws CHART — GRAPHIC ORGANIZER

Investigate the Case of Linda Brown

Who?

What?

When?

Where?

Why?

WE'VE GOT RIGHTS!

Today the U.S. Constitution protects people's rights from unfair laws enacted by local, state and national governments. Most of these rights are found in the Bill of Rights and other amendments to the Constitution. Here are five basic rights that are protected by the Constitution. There are many more.

- 1. The right to freedom of expression.**

People have the right to say and write whatever they want. They have the right to listen to and read whatever they want. Newspapers can print whatever they want. This is called freedom of speech and freedom of the press. People also have the right to meet and talk about whatever they want. They have the right to ask the government to change the things they think are wrong.

- 2. The right to freedom of religion.**

People have the right to believe in any religion or no religion. They have the right to practice their religious beliefs as they wish.

- 3. The right to be treated equally.**

Everyone has the right to be treated equally by the government. This part of the Constitution says that everyone should have "equal protection of the laws."

- 4. The right to be treated fairly.**

A person has the right to be treated fairly when government enforces laws. For example, if you are accused of a crime, you have a right to a lawyer and a fair trial.

- 5. The right to vote.**

U.S. citizens who are 18 years old or older have the right to vote.

There's a Limit!

There are some limits on our rights. As you might guess, we are not supposed to injure other people when we use our rights. For example, we can't use our right to freedom of expression to yell "Fire!" if there really isn't a fire. This could cause people to get hurt. There are also responsibilities that go with rights. For example, people who have the right to vote also have the responsibility to use that right. They should register and actually vote during elections. Another example: If you own something, such as a pet or a bicycle, you have the responsibility to take care of it.

LESSON 2

EVERYDAY COURAGE

In this lesson students learn about more young people, including some in Indiana, who helped fight segregation and made a difference by going to school. They explore the ways that desegregation changed life in Indiana and work in teams to carry out an oral history project.



First grade students Leona Tate, Tessie Prevost and Gail Etienne leave McDonogh School in New Orleans protected by federal marshals.

Objectives

Students will

- read accounts and analyze photographs of the Little Rock Nine, The McDonogh Three and the Birmingham Children’s March
- create a storyboard for a nonfiction article on Crispus Attucks High School in Indianapolis
- Identify and write about a person they know who has shown courage and determination
- examine and analyze primary sources of the civil rights period in Indiana
- work in teams to use print and online resources and local community sources to do research
- interview community members as they create an oral history project
- prepare and carry out presentations of oral history findings



Elizabeth Eckford, one of the Little Rock Nine, walks through a hostile crowd in 1957 as she attempts to enroll at Central High School. Behind her, Hazel Bryan shouts insults. Five years later, Hazel called Elizabeth and apologized. Over the years, the two women have become friends.



Ruby Bridges was the only student in Mrs. Henry’s classroom. They worked together in a cozy corner. Here Ruby gets a math lesson at the black board.

You Will Need ...

Visual Aids

- **Photos for Portraits in Courage**, pages 43
- Student Handouts:
 - **Portraits in Courage**, pages 38–39
 - **The Crispus Attucks Story**, pages 40-41
 - **Storyboard Notes**, page 42
 - **I remember . . . Oral History Interviews**, page 43

Materials

- Flip chart paper or newsprint
- Markers



Time

Three to four class periods

Word Power

- | | |
|---------------|-------------------|
| campaign | oral |
| demonstration | primary sources |
| excel | referee |
| governor | secondary sources |
| integration | storyboard |
| interview | threats |
| legacy | tribute |
| magnet | U.S. Congress |
| official | |

EXPERIENCE I

PORTRAITS IN COURAGE

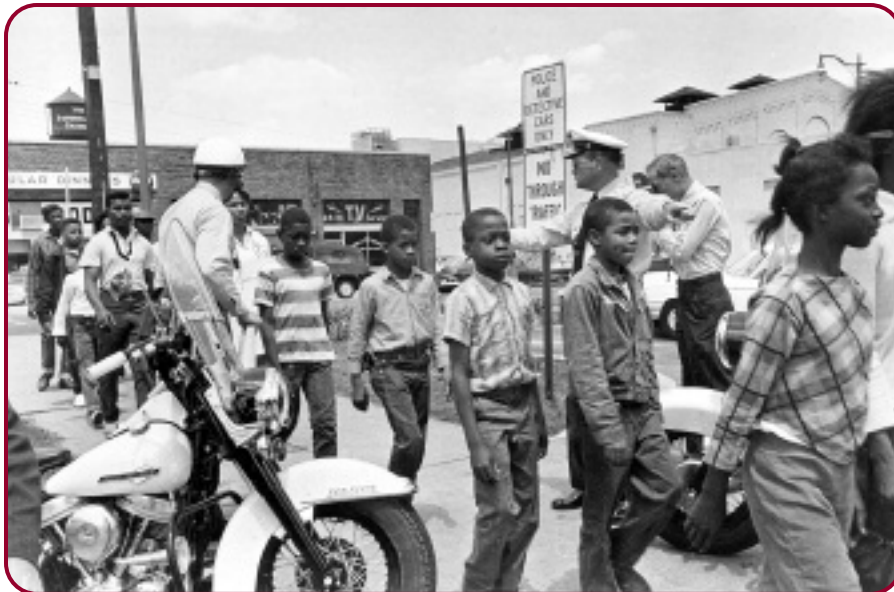
Students use photographs as primary sources to analyze three school desegregation efforts where students played important roles. They consider the contributions made by these young people and identify and write about another person they admire for their courage and determination to make a positive difference.



The Little Rock Nine pose with NAACP President Daisy Bates. Bottom row, left to right: Thelma Mothershed, Minnijean Brown, Elizabeth Eckford and Gloria Ray. Top row, left to right: Jefferson Thomas, Melba Pattillo, Terrence Roberts, Carlotta Walls, Daisy Bates and Ernest Green.

Procedures

- Introduce the three **Portraits in Courage** photos on page 38–39 without captions or text. You may want to use an overhead projector or an LCD panel to show each image or you could cut out the photos and make several copies that students can share in small groups.
- Explain to students that the photos are **primary sources**. Primary sources are records, such as letters or photographs, or objects that were created by people who experienced historical events.
- Make sure that students understand that secondary sources are accounts of the past that are created later by people who were not part of historical events or experiences. Usually, people who create secondary sources, such as a history book, base their work on primary sources.
- Use the **5 Ws** strategy from Lesson 1 to discuss each photo. Help students use evidence from the photos without giving them answers.
- Ask students: **What** do you think is happening in this photo? **Who** do you think the people are? **When** do you think this happened? **Where** do you think it happened? **Why** do you think this happened?
- Also ask students to speculate about why they think the photo was made, who made it and who might have seen it. Explain that primary sources, even photographs, express someone's point of view. It is important to consider why it was made and the intended audience.



Police lead a group of children to jail after their arrest for protesting against racial discrimination during the Children's March in Birmingham, Alabama, 1963.



Elizabeth Eckford and Hazel Bryan Massery in front of Little Rock Central High School on the 40th anniversary of the school desegregation effort.

- Help students examine the photos carefully for details they might have missed.
- After discussion, place students in teams of three. Ask students if they have any questions about the photos that they haven't been able to answer. Have each group generate at least three questions.
- Hand out copies of the text for each photo and ask the teams to read and match text to photos.
- Have teams discuss the evidence in the photos that allowed them to match them to the written information. Have students add the dates of the three events described to the time line.
- Discuss questions students still have not been able to answer. Explain to students that a primary source can't give us the complete details of a historical event. A photograph, for example, can record only a brief moment in time. Suggest sources where interested students can find more information. (See Teacher Tips and Extension Experiences.)

Academic Standards

National Academic Standards

English Language Arts — Standard 1: Reading; Standard 3: Reading Strategies; Standard 5: Writing Strategies; Standard 7: Research Using a Variety of Sources

Social Studies — Standard 2: Time, Continuity and Change, Early Grades (d)

Indiana's Academic Standards

English Language Arts — Reading: 3.2.2, 3.2.3, 4.2.2, 4.2.3, 5.2.4; Writing 3.4.1, 3.4.2, 4.4.1

Journal Reflections

Everyday Courage

Have students continue reflection on the contributions and courage of the people who fought for civil rights in the past. Point out to students that, in some ways, the young people in **Portraits in Courage** did ordinary things, such as get up and go to school, but they did these things with determination and commitment every day. Courage can be common behaviors. It may not be one big event. It may consist of the small acts that someone does every day. Ask students to use their journals to write about a person they think shows courage on a daily basis. It may be someone they know, someone important in their own lives.

EXPERIENCE 2

DESEGREGATION IN INDIANA — HOW HAVE THINGS CHANGED?

In this experience students explore the different facets of desegregation in Indiana. They learn how the Indiana Constitution provides access to public education and write about how their own experiences in school might be different if they lived in 1851. Students examine the process of gradual change in greater depth by researching examples of segregation and desegregation in Indiana communities and conducting an oral history interview.



Civil rights supporters march in Indianapolis in 1964.

Academic Standards

National Academic Standards

English Language Arts — Standard 1: Reading; Standard 5: Writing Processes

Social Studies — Standard 2: Time, Continuity and Change, Early Grades (b, c and e); Standard 6: Power, Authority and Governance, Early Grades (c and e)

Indiana's Academic Standards

English Language Arts — Writing Process: 3.4.1, 3.4.4, 4.4.1, 4.4.4, 5.4.1, 5.4.4

Social Studies — History: 3.1.4, 3.1.6, 3.1.8, 4.1.7, 4.1.15, 4.1.17; Civics and Government: 3.2.3, 4.2.2, 5.2.9

Procedures

Free public education for all?

- Discuss students' "everyday courage" entries in their journals. Remind students that many ordinary people, such as the ones they have written about, made a difference in the civil rights movement.
- Tell students that there were also people in Indiana who showed courage and worked peacefully over a long time for desegregation in Indiana.
- Introduce Article VIII of the Indiana Constitution (1851) on the following page.
- Explain that Indiana's first Constitution was created in 1821, soon after Indiana became a state in 1816. In 1851, a new Constitution was created. It is still in effect today. Have students add these dates to the Times Are A-Changin' time line.
- Read and discuss Article VIII and help students define terms, such as **General Assembly**, that may be unfamiliar. Ask students: What do you think this part of the Constitution says about education?
- Help students identify the main ideas in Article VIII using the chalkboard or a flip chart. Help students understand that in 1851 Indiana's Constitution established a system for free public education.
- Ask students: What do you think education was like for children at this time in Indiana's history? Was it really available for everyone? Why or why not?



In the 1940s Kathryn Hickerson (center) walked 1.5 miles past the white school near her home to reach Division Street School. In 1999, she worked with other community members to restore the 120-year-old building so that younger generations could learn about their heritage.

- Explain that in 1869, soon after the Civil War, Indiana passed a law creating public schools for black children. Have students add the date to the time line.
 - Ask students: What do you think education was like for black students before this law was passed? What was it like afterward?
 - Explain that, at the time, the law was a step forward because it established public schools for black children. Before the law was passed, there were no tax-supported schools for African Americans. After the law passed, most black students attended segregated elementary schools.
- A Two-Room Schoolhouse**
- Have students locate New Albany, Indiana, on the state map and speculate about how its location on the Ohio River relates to its history.
 - Introduce the historical photo of Division Street School in New Albany. Ask students to study the photograph for two minutes and then write a question about what they see.
 - Discuss students' questions and explain that this was a two-room segregated public elementary school for black students. It was opened in 1885 and black students went to school there until 1946. After that they were sent to another segregated school.
 - Explain that many schools for black children in Indiana were similar to the one on Division Street in New Albany.
 - Ask students: What would it have been like to go to this school? What advantages and disadvantages did it have?

- Explain that until the 1960s and '70s many schools in Indiana were segregated, particularly those in large cities.
- Ask students: How have schools in Indiana changed? Why did changes take place?
- Challenge students to use the Internet to discover how New Albany and Division Street School have changed. (See the Resources section for related Web sites.)



CONSTITUTION OF THE STATE OF INDIANA (1851)

ARTICLE VIII – EDUCATION

Section I. Knowledge and learning, generally diffused throughout a community, being essential to the preservation of a free government; it shall be the duty of the General Assembly to encourage, by all suitable means, moral, intellectual, scientific, and agricultural improvement; and to provide, by law, for a general and uniform system of Common Schools, wherein tuition shall be without charge, and equally open to all.


Journal Reflections
One Day in My Life in 1851

Help students reflect on what life was like for children in Indiana in the 1850s by giving them this writing prompt: “What would a day in your life be like if you lived in Indiana in 1851?” Encourage students to address questions like these:

- Would you be able to go to school?
- Would your opportunities to go to school be different if you were a boy or a girl, rich or poor, black or white?
- Would it make any difference if you lived in the country or the city?
- If you were able to go to school, what would it be like?



Division Street School class in 1941.

NEW ALBANY AND THE UNDERGROUND RAILROAD

The city of New Albany, Indiana, is located near the Ohio River across from Louisville, Kentucky. New Albany was founded in 1813. In the 1850s, before the Civil War, it was the largest city in Indiana and an important stop along the Underground Railroad. The Town Clock Church, now the Second Baptist Church in what has become New Albany’s downtown historic district, was a “station” on the Railroad, one of the first places of refuge for slaves after they had crossed the Ohio River into “free” territory. The Carnegie Center of Art and

History in New Albany has a permanent exhibit on this part of the city’s past, called *Ordinary People, Extraordinary Courage*. Visit the Center’s Web site at <http://www.carnegiecenter.org>.

The Underground Railroad was a widespread secret network of people who opposed slavery and helped slaves escape from the South. The network was made up of both white and free black people. They set up routes and safe houses where slaves were hidden until they could be transported to states further north and to Canada. It was risky

to be a part of the effort, especially in states like Indiana that shared borders with states that permitted slavery. Helping slaves escape from their owners was against the law and communities were divided over the slavery issue. People who helped slaves could be jailed and might also suffer violence from slavery supporters. Captured slaves fared much worse. They were returned to their owners and often abused in the process. They were usually brutally punished and often sold to plantations further south.



By 1995, Division Street School in New Albany had fallen into disrepair. Today it has been restored as cultural center where children can experience what it was like to attend a segregated school and a place to learn about African American Heritage. It was listed on the National Register of Historic Places in 2002.



Division Street School before it was restored.

EXPERIENCE 3

MAKING A DIFFERENCE BY DOING THEIR BEST

Students read an account of Crispus Attucks High School and create a storyboard that highlights the way teachers and students made a difference by working for excellence. They prepare and practice interview questions and carry out oral history interviews documenting the school experiences of older community members.



African American students in a social studies class at a segregated Indianapolis high school.

No one section of the population can be isolated and segregated without taking from it the advantage of the common culture.

— Better Indianapolis League,
Letter to Board of Indianapolis Public Schools, 1922

Academic Standards

National Academic Standards

English Language Arts —

Standard 1: Reading; Standard 3:
Reading Strategies

Social Studies — Standard 2: Time, Continuity and Change, Early Grades (a, b, and e); Standard 4: Power, Authority and Governance, Early Grades (h); Standard 10: Civic Ideas and Practices, Early Grades (e, f, h, and j)

Indiana's Academic Standards

English Language Arts —

Reading: 3.2.5, 3.2.9, 4.2.2, 4.2.8, 4.2.9, 5.2.2, 5.2.3, 5.2.4; Listening and Speaking: 3.7.1, 3.7.6, 4.7.1, 4.7.7, 4.7.9, 5.7.4, 5.7.5

Social Studies — History: 4.1.11, 4.1.13; Civics and Government: 3.2.1, 3.2.6, 4.2.6, 5.2.10

Procedures

- Discuss the different experiences students' have imagined for themselves in their journal entries from Experience 1, *A Day in My Life in 1851*.
- Help students understand that people's experiences with education in those days depended a great deal on their circumstances. Some white people were able to go to high school or college. Most African Americans only had the chance to attend elementary school. In general, educational opportunities have improved today.

- Tell the class that they are going to learn about a school that is famous in Indiana's recent history. Students who attended this school helped to overcome prejudices by doing their best. It sounds like a movie or a TV show, but it's true.
- Place students in groups of three and introduce students to **The Crispus Attucks Story** and the **Storyboard Notes** worksheet on page 40–42.
- Explain to students that they are members of a “production team” that will create a storyboard of the important events in *The Crispus Attucks Story* for a TV movie.
- Demonstrate the storyboard format using newsprint or flip chart paper and explain that a storyboard is like a comic strip. It shows the important events of a story in sequence.
- Give each team a large piece of newsprint or construction paper. Assign one team member to create an eight-frame storyboard by folding the paper in half “hot dog” style and then folding the paper in half “hamburger” style twice, so that there are eight frames.
- Assign another student to read the story to the group. As they listen to the story, the team uses the **Storyboard** worksheet to take quick notes or sketches. Then the group must agree on the eight major events in the story.
- After selecting the important events, the team will place them in order on the newsprint storyboard by drawing cartoon figures and dialogue “bubbles.”



Oscar Robertson cutting down the basketball net after leading the Crispus Attucks team to an important victory. Robertson went on to play in the NBA and later became a successful member of the business community.

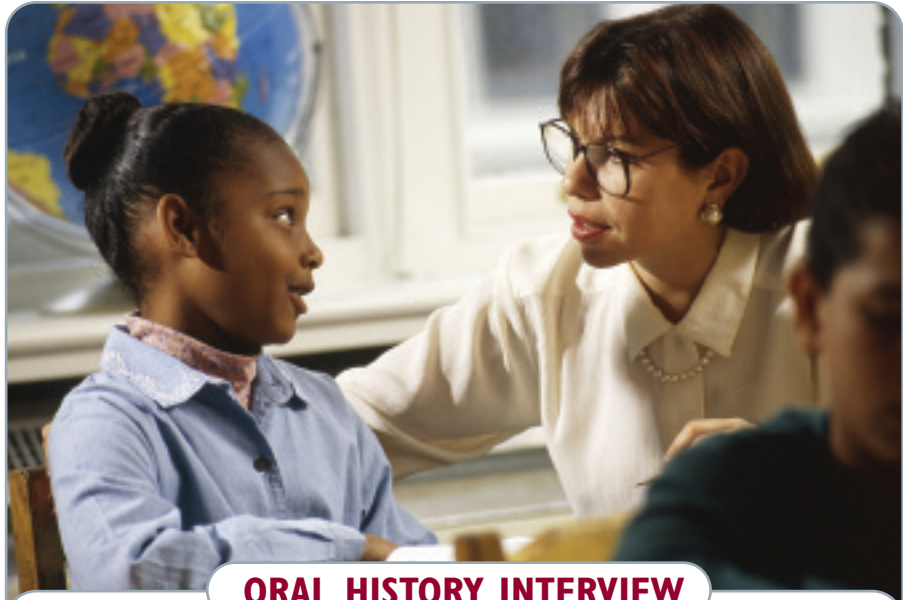
- Discuss connections to the other stories students have experienced in this lesson and ask: How were the experiences of Crispus Attucks students similar and different from the experiences of the students in *Portraits in Courage*?
 - Emphasize the idea that all of these students made a difference by doing something ordinary in ways that were extraordinary. They made a difference by going to school, doing their best and not giving up.
 - Ask students if they think there are people in their own community who have made a difference in some way too. Ask: How can we find out more about our school or community during the civil rights movement and about people who went to school here at that time?
-
- After teams have finished their work, discuss the storyboards and the major events described. Ask students: Do you think this would make a good movie? Why or why not? If it were a movie, what would be its main message?
 - Discuss the 1922 quote from the Better Indianapolis League. Help students understand that this argument against segregating high schools in Indianapolis was similar to Thurgood Marshall's statements to the Supreme Court in *Brown v. Board of Education*.
 - Ask students: How did the teachers and students at Crispus Attucks demonstrate good citizenship and civic virtue? How did they make a difference even though they were attending a segregated school?

ASSESSMENT

Tell It Like It Was — An Oral History Interview

Prepare students for this assessment by reviewing the definition of the term **primary sources**. Explain that people living today can be good primary sources because we can **interview** them about their experiences. Also remind students that primary sources have limitations because people sometimes remember the same events differently. Good historical research requires using a variety of sources of all kinds.

Discuss the different types of interviews students might be familiar with. Ask if they have seen **oral** (spoken) **interviews** on television or if they have read an interview in a magazine. Discuss the purpose of this interview: to record the school experiences of people in your own community during the time of the civil rights movement and desegregation. Explain that the interview could be conducted in person or on the telephone. To prepare, discuss interview guidelines with students using the assignment sheet on this page. After students have developed their interview questions, have them practice asking questions with each other before they conduct actual interviews.



ORAL HISTORY INTERVIEW

Assignment I remember ...

- Imagine you are a newspaper reporter preparing to interview a person in your community.
- Your goal is to learn what school was like during the civil rights movement and desegregation.
- Select a person to interview. People who are 50 to 60 years old today would have been in school at this time. You can interview a relative or a family friend.
- Make a list of the questions you want to ask and have your teacher review them with you.
- Contact the person you want to talk to and explain why you would like to interview him or her. Arrange a time and place for the interview. You may want to let the person you are interviewing see the questions in advance.
- Start with general questions, such as the person's name, age, birthplace and the school he or she attended in your community.
- Ask your interview questions and take notes on each answer.
- Be sure to thank the person you interviewed and send a thank-you card later.
- After the interview, go over your notes to make sure you got the whole story.
- Use your notes to prepare a brief oral report for the class. Be sure to tell: 1) who you interviewed, 2) why he or she is important to the topic the class is studying and 3) what his or her views are on this time in history.
- Be sure to use good speaking skills. Organize your report. Speak clearly and make eye contact with your audience. Use details and examples to help listeners understand your main idea.

Scoring Criteria

This assignment will be scored based on the student's ability to

- follow instructions
- generate interview questions that are relevant to the topic
- carry out planning and conduct an interview with a relative, family friend or other member of the community
- take notes on the answers to interview questions
- use the information from the interview to prepare an oral report
- conduct a brief oral report based on the interview that contains basic information: who was interviewed, why the person is important to the topic being studied and what his or her views are
- use good speaking strategies, including an organizational focus, use of examples and details for clarification and support of ideas, and use of volume and eye contact to connect with the audience

Extending Experiences

- Have students examine the history of a local school by looking at school yearbooks. Can they tell when the school began to integrate?
- Encourage interested students to read biographies about athletes, including Oscar Robinson, who helped to “break the color barrier” in various sports.
- Expand the Everyday Courage writing experience with a photography and writing project about people in your community who show courage on a daily basis.

Scoring Rubric

This rubric provides a framework for assessing a student's ability to conduct an oral interview, identify important information from the interview and prepare and deliver an oral report.

Partial:

The student develops a set of questions and carries out an interview with a person from the community. The student may have some difficulty developing questions that relate to the topic and may not understand how to phrase questions that go beyond a yes or no response. The student may also have difficulty taking notes based on the interview questions. He or she may not be able to stay on the topic or cannot capture the meaning of the responses to interview questions. As a result, the student's oral report lacks focus and meaningful examples or details. The student may be unable to explain why the person being interviewed is important to the topic or what that person's views on the topic are.

Essential:

The student develops a set of questions related to the topic and carries out an interview. The questions go beyond a yes or no response, but may only generate limited information. The student may also have some difficulty following the speaker's responses and recording information in his or her notes. The student may attempt to write down verbatim all that the speaker has said with the result that some important points are missed. The student's oral report has a general focus and includes some significant examples or details. The student uses at least one

effective speaking strategy, such as speaking clearly. The student can explain why he or she believes that the respondent's story is important, but may not be able to identify his or her perspective on the topic.

Exceptional:

The student generates a set of questions designed to elicit in depth responses and independently plans and carries out an interview with a community resident.

The student is able to take effective notes on the resulting conversation, capturing main ideas and supporting examples and details. The student's oral presentation has a focus and an organizational structure with a beginning, middle and an end. The student's delivery of the report makes use of good speaking strategies, including volume and eye contact. The student is able to explain the respondent's point of view and explain why his or her story is significant in the study of the local community. Voice, eye contact, timing and other speaking strategies are used effectively to engage the audience and convey main points and ideas.

INDIANA: SLOW STEPS TOWARD DESEGREGATION

A Free State?

Although Indiana was considered a Free State, one of the states where slavery was not allowed before the Civil War, slave ownership was not actually against the law and some people owned slaves. Opposition to slavery was strong in Indiana but it was difficult for former slaves to gain equality once they had been freed.

Slavery was not officially made illegal in Indiana until the 1820s. Even then, many Indiana communities maintained the practice of keeping black people segregated from the white population. In some parts of Indiana and in other states of the Midwest, segregation was enforced locally by policies and customs rather than by state laws. In many Indiana communities there were unwritten rules about where people could live and what kinds of jobs they could have. Swimming pools, theaters, restaurants and other public places were often segregated or prohibited for African Americans.

Separate Public Schools

The 1869 Indiana law establishing public schools for black children meant that taxes collected for the common school system could be used to construct schools and hire teachers. In most communities, this meant that African American children attended segregated schools. Even after public schools were established, schools for black students typically had unequal access to resources. Prior to the passage of the law, African American churches and abolitionist religious groups provided most of the elementary education avail-

able to black students. There were few opportunities for secondary or college education.

Whether Indiana students attended segregated or integrated schools depended on the local community, the resources available and the number of students to be educated. Small communities were sometimes more likely to have integrated schools while larger cities and towns usually had segregated schools. In Indianapolis, for example, most elementary schools were segregated. A number of secondary schools had integrated classes with segregated athletics and extracurricular activities.

Industrialization, Immigration and the Klan

In the 1920s, the Ku Klux Klan became influential in Indiana politics. Prior to this time the Klan had been a white supremacist organization organized to fight Reconstruction in the South. In the last part of the 19th and the first part of the 20th centuries, the Klan responded to waves of immigration from Ireland, Italy and other areas and expanded its influence into northern states and cities. The Klan espoused hatred of black, Jewish and Catholic people and promoted what its members saw as the interests of white “native-born” Americans. At the same time, industrialization and the opportunity for jobs were creating a massive movement of African Americans from rural areas to the cities. In 1927, as the African American student population grew, Indianapolis built Crispus Attucks as an all-black high school. Despite concerns raised by the black commu-

nity, African American students were not allowed to attend any other high school. The cities of Gary and Evansville followed the trend by constructing Roosevelt and Lincoln high schools for black students only.



A bronze statue of Crispus Attucks basketball star Oscar Robertson.

Integration Now?

Political scandals and World War II helped to deflate the influence of the Klan and raised more questions about racial segregation. Passage of the 1949 Indiana law encouraging desegregation of schools preceded the *Brown v. Board of Education* decision by four years. Like *Brown*, it would take years to implement. Civil rights initiatives in Indiana moved forward very slowly and sometimes required lawsuits to force change. Many Indiana cities, such as Indianapolis, Gary and others, had strictly segregated housing patterns that white residents fought to maintain. Desegregation of schools and public facilities took place gradually in the 1950s, '60s and '70s. By then, many white families had left the cities for the suburbs in a movement critics called "white flight." In central Indiana, desegregation was achieved primarily by court-ordered busing of inner-city black students to primarily white schools in the outlying townships.

How Far Have We Come?

Attitudes about race have changed a great deal since the early days of the civil rights movement. A recent Harris Poll (2004) indicates that most Americans believe that it is important for students of diverse races and backgrounds to go to school together. Schools and public facilities that are segregated by law or custom are a thing of the past. However, segregated housing patterns and the resulting segregation of schools is still very much part of the present. In Indiana, as in the rest of the United States, the population of most inner-city schools is largely low-income black and Hispanic.

Student achievement, particularly for black and Hispanic boys, is low compared to other students, while the dropout rate for both groups is very high. With the end of court-ordered busing, there are few effective approaches to achieve integration in inner-city schools. Recent Supreme Court decisions have made it more difficult for local officials to consider race in assigning students to specific schools in an attempt to achieve greater diversity. While integration remains an important goal in our society, the means for achieving diversity and true equality of opportunity in education remains in question.

Museum Links

The Ruby Bridges gallery in **The Power of Children** exhibit helps students and families connect to the civil rights and desegregation movements with objects and interactive experiences. They can discover how young people played a role as they learn more about Linda Brown and her family, the McDonogh students, the Little Rock Nine and the thousands who marched in Birmingham. Historic objects in the exhibit include the pen that President Lyndon Johnson used to sign the 1964 Civil Rights Act, memorabilia provided by the Crispus Attucks museum and everyday items that bring the 1960s to life. To view key artifacts from the exhibit, visit the **Power of Children** Web site at <http://www.childrensmuseum.org/powerofchildren>.



Teachers Tip

Prepare students prepare for sequencing events from nonfiction reading using the storyboarding strategy in Experience 2 by having them practice with cartoons cut from the newspaper. Select several cartoons and cut the frames apart. Place the students in teams. Give each team an envelope with one of the "deconstructed" cartoons and ask them to place the frames in sequence. Have the teams trade cartoons until they have reconstructed them all.

The oral history interview may be difficult for younger students or those who need more structure or language assistance. Help younger students develop a standard set of questions as a class. Prepare a list of people who are willing to be interviewed for those students who are unable to make their own arrangements. It may be more effective for younger students to work in pairs, with a question asker and a note taker, or in a team where each person is responsible for asking one question and taking notes. With the permission of the persons being interviewed, some students may want to tape the conversation. After students present their oral reports, discuss the different accounts and viewpoints of the people they interviewed. Communicate with parents well in advance of this assignment since their help may be needed to take students to meet the person they plan to interview.

PORTRAITS IN COURAGE



The Little Rock Nine

On Sept. 4, 1957, nine black students started out for their first day at Central High School in Little Rock, Arkansas. There were six girls and three boys. Outside the school, they were met by a crowd of hundreds of angry white people. A group of soldiers stood at the school door and refused to let the black students in. The **governor** of the state had ordered the Arkansas National Guard to keep the nine black students out of school.

For three weeks the Little Rock Nine walked through the crowds to the school door. Every day the soldiers turned them away. Finally a judge ordered the governor to remove the National Guard. The President, Dwight Eisenhower, sent 1,000 U.S. soldiers to Little Rock to prevent violence and protect the nine students. Now the nine students

could go inside the school, but every day was difficult. Some white students avoided them, called them names, tripped them so they'd fall, or hit them. Their families received **threats** at home and work.

Even though they were sometimes frightened, the Little Rock Nine didn't give up. They went to school every day for the entire school year. One of the nine, Earnest Green, was a senior. He was the first black student to graduate from Central High School. Forty years later, in 1997, more than half of the students at Central High were black and an African American girl was president of the student body. The Little Rock Nine were all grown by then and had children of their own. That same year, the **U.S. Congress** gave each of them the Congressional Gold Medal, one of the highest awards a citizen can receive. It was a **tribute** to their courage and determination.



The McDonogh Three

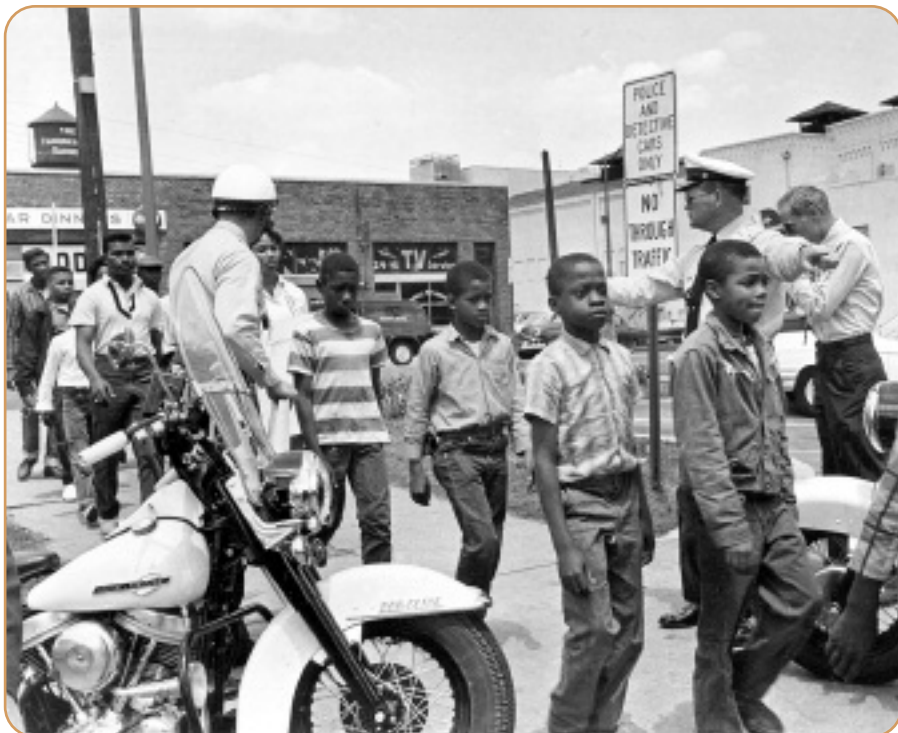
In 1960, Ruby Bridges walked through screaming white crowds to go to school. On the same day, three other little girls did the same thing at nearby McDonogh Elementary School in New Orleans. They were first-grade students Leona Tate, Tessie Prevost and Gail Etienne. They didn't become as well known as Ruby but they were just as brave. Even though it was difficult, they stayed at McDonogh until they were in third grade. Then their parents sent them to another segregated "white" school. At their new school, some teachers treated them badly and some students hit them and called them names. Others became their friends but it was still a struggle every day. At least they weren't alone like Ruby. They had each other.

The three girls grew up and had families of their own. They still live in New Orleans, not far from the neighborhood where they helped with school **integration** so that black students and white students could study together. They still remember how difficult it was but are proud that they helped to make life better for the children who came after them.

The Birmingham Children's March

In Birmingham, Alabama, in the early 1960s, Dr. Martin Luther King Jr. and other civil rights leaders carried out a major civil rights **campaign**. They were trying to get the city to integrate public places and transportation, such as lunch counters and buses. They organized marches and nonviolent **demonstrations** to protest against unfair laws. Dr. King and many other adults were arrested by the Birmingham police and put into jail but they didn't give up. Many young people and children wanted to be part of the struggle too. In May 1963, civil rights leaders led thousands of young people as they marched to city hall to protest segregation. Most were high school students but some were younger. The police arrested 600 of the students and put them in jail. Parents were frightened and worried about their jailed children. Dr. King told them: "They are suffering for what they believe, and they are suffering to make this nation a better nation."

The next day more children and



young people marched, and city **officials** told the fire department to spray them with cold water from high-pressure fire hoses. The streams of water were so strong that they knocked some students off their feet. Through it all the young marchers lived up to their promise to be nonviolent. By this time, television news reporters and cameras were on the scene. Soon people across the country saw what was happening in Birmingham on television. Birmingham had become the center of the fight for civil rights. In a few weeks the city government agreed to begin desegregation of downtown stores and buses.

It took many years for our country to gradually become "a better nation," as Dr. King predicted, but the young people who marched in Birmingham can be proud of what they accomplished. Today, the

Birmingham Civil Rights Institute is part of the city's historic Civil Rights District. Visitors to the institute can learn their heritage and about the courage of people of all ages who fought nonviolently for freedom.

THE CRISPUS ATTUCKS STORY



High school students attend class in a segregated school.

An Unwanted School

Crispus Attucks was a segregated high school for black students in Indianapolis that people in the black community didn't want. White leaders built the school anyway. They had no idea what a group of determined African American students and teachers could accomplish!

Unwanted at School

In the 1920s, there were approximately 800 black students attending three Indianapolis high schools with white students. Even though they were allowed to attend these schools, black students were not treated equally. Some teachers made black students sit in a separate part of the classroom. Sports activities, clubs and other school programs were segregated. Some white people didn't want black students in

Indianapolis high schools at all. More and more African American families were moving from rural areas into the city. Many white people did not want black families to move into their neighborhoods or send their children to neighborhood schools.

Thomas Jefferson High School?

In 1922, the school board decided to build a new high school for black students. Members of the black community expressed their concerns about the idea. A group of black business and political leaders sent a letter to the Indianapolis school board. The letter said:

No one section of the population can be isolated and segregated without taking from it the advantage of the common culture.

— Better Indianapolis League, 1922

The black leaders were saying that segregation was wrong because it kept people from taking part in American life. The school board paid no attention. They even planned to name the school "Thomas Jefferson High School." After much discussion, the board finally agreed to name it after an African American, Crispus Attucks. In 1770, British troops fired their guns at a group of people in colonial Boston who were protesting for freedom from England. In U.S. history, this is sometimes called "the shot heard around the world." Crispus Attucks and five other people were killed. He was one of the first patriots to die in the American Revolution.

Doing Their Best

Crispus Attucks High School was completed in 1927 and enrolled 1,300 students. After that, black students were not allowed to attend other high schools. Although people in the black community hadn't wanted a segregated high school, they decided to do their best to support Crispus Attucks students. Some of the most outstanding African American teachers in the country were hired to teach at the school. The teachers encouraged students to **excel** in all their classes. Soon the school became known for the quality of its graduates and Crispus Attucks became a source of community pride.



A Crispus Attucks cheerleader in mid-jump. Two others cheer the team along with excited fans.

The Tigers

In 1955, the Crispus Attucks basketball team won the state championship and everyone in the state learned about the small all-black high school. The team's best player was Oscar Robertson. Later he won an Olympic gold medal and became one of the best NBA players in history. The team won game after game that year, even though the school didn't have a real gymnasium where they could play against other teams. They also had to play white teams in small towns because nearby white schools wouldn't play with them. They had to carry sack lunches when they visited other towns because local restaurants wouldn't serve them.

Sometimes game **referees** treated them unfairly, but the Tigers won

anyway. Their coach insisted that the team show good sportsmanship no matter what happened.

An Impact on Integration

By going to school and doing their best, Crispus Attucks students helped to move integration forward in Indiana. The Tigers proved that black players could play basketball with white players and compete as good sportsmen. They were the first Indianapolis team to win a state championship but it was the way they won that made a difference. They won fairly and with dignity. Just as important, they represented a school that focused on doing well in all areas of learning, not just sports.

Many Crispus Attucks students went on to become city leaders in business, education, medicine, fine arts, law and other professions. Today, Crispus Attucks is a **magnet** high

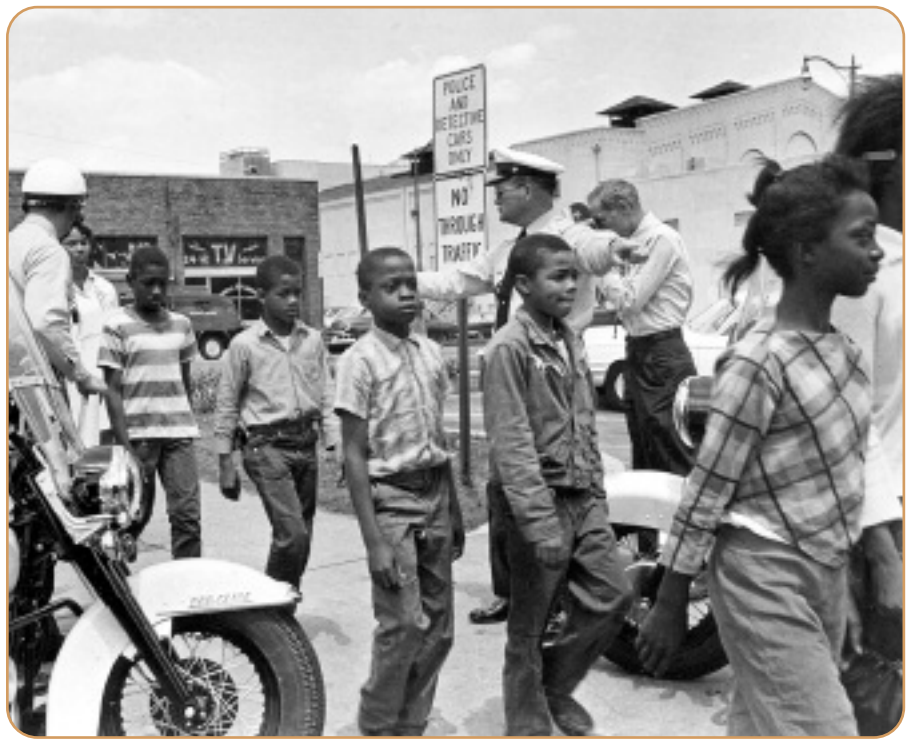
school for students from all parts of Indianapolis who are interested in careers in medicine. The school also has a museum that tells the Crispus Attucks story and reminds everyone about its **legacy** of excellence.



Oscar Robertson gets to cut down the basketball net after a Tigers victory.

STORY BOARD NOTES

PORTRAITS IN COURAGE PHOTOS



LESSON 3

THE TREE OF PROMISE: MAKING A DIFFERENCE

In this lesson students use the skills they've gained in the previous two lessons as they consider the roles and responsibilities of citizens in a democracy. They identify ways young people can make a positive difference in their own communities today. They examine examples of projects carried out by the Power of Children award winners and inventory their own talents and interests. They consider how their interests and abilities relate to problems and needs they want to address. After researching and selecting a problem, they develop an action plan, carry out their projects and evaluate the results. Skills and content in this lesson relate closely to school life skills, service learning and character education programs.



CREDIT: COURTESY OF LINDA INOBERGER, LAWRENCE TOWNSHIP SCHOOLS

Students at Skiles Test Elementary School in Indianapolis visit an apple orchard. As part of an economics and service project, the students picked apples and sold them. They donated their profits to charity.

Objectives

Students will

- identify the roles of a citizen in a democracy
- examine a citizen's right and responsibility to participate in a democracy and make a positive difference
- examine the nature of a promise or commitment
- inventory their own talents and assets
- work with a team to develop an action plan to meet a need in their own community
- work with a team to carry out and report on their project
- prepare a written report on project process and outcomes, including their own contributions and those of team members

Word Power

asset	need
bystander	positive
citizen	problem
commitment	promise
constructive	responsibilities
democracy	rights
inventory	talents



Boys and girls in an integrated classroom at Barnard School in Washington, D.C., in 1955 are dressed in their best.

Focus Questions

- What are the roles and responsibilities of a citizen in a democracy?
- Why are the actions of individuals and groups of individuals important?
- What are some of the different ways kids can make a difference in their own community and in the world?
- What is a promise or commitment?
- Do you have to be famous to make a difference?
- Can small actions create a positive change?
- What talents and interests do you have that you could use to help others?
- What do you really care about?
- What are the major steps to take in order to be effective in making a difference?
- How can you tell if your efforts have been successful?

You Will Need ...

Materials

- Student Handouts:
 - Time, Talent and Treasure Inventory
 - Action Plan
- Flip chart and paper
- Computer with Internet access

Time

Experiences 1 and 2 can be completed in four to five class periods. Experience 3, which involves carrying out an action plan, is a long-term service learning experience.



EXPERIENCE I

Speaking Up

In this experience students discuss the question: “What are our responsibilities as citizens in a democracy?” They explore the idea that citizens have the responsibility to respect others’ rights and to work to make their community a better place. They consider how children during the time of the civil rights movement used both extraordinary courage and their everyday skills and talents to make a difference. They identify their own individual abilities and assets they can use to recognize and solve problems. They discuss the importance of small contributions of time and effort and complete an inventory of their own talents and assets.



Second grade students at Skiles Test Elementary School picked 307 pounds of apples and sold them at school for 50 cents each. They donated the proceeds to Riley Hospital for Children in Indianapolis.

Academic Standards

National Academic Standards

Social Studies — Standard 6: Power, Authority and Governance, Early Grades (a); Standard 10: Civic Ideals and Practices, Early Grades (b, d, and j)

Civics and Government — Grades K–4, Standard 1: Civic Life, Politics and Government, (G and H) Limited and unlimited Government; Standard 5: Roles of Citizens, (A) Rights, (E) Dispositions, (F) Participation, (G) Leadership and Public Service

Indiana’s Academic Standards

Social Studies — Civics and Government: 3.2.1, 3.2.2, 3.2.6, 3.2.7, 4.2.5, 4.2.6, 4.2.7, 5.2.2, 5.2.8, 5.2.10

Procedures

- Discuss with students what it means to live in a **democracy**. In a democracy people control the government. The power of government is limited and people have certain rights.
- Remind students of some basic rights that people have in the United States, such as the right to
 - practice their own religion
 - express their opinion
 - vote
 - meet with other people
 - ask the government to change laws they think are unfair

- Help students examine what these rights mean, and ask: Along with these rights, what **responsibilities** does a citizen have?
- Discuss with students that one of a citizen's most important responsibilities is to participate in a thoughtful way. Citizens are not **bystanders**. Citizens are not expected to keep quiet and do nothing about issues and problems. Citizens in a democracy have both the right and the responsibility to identify problems and work to solve them in **constructive** ways.
- Explain that in this lesson students will have the opportunity to carry out a project in which they identify a need or a problem and work together to make a **positive** difference.
- Discuss the idea that everyone has special talents and help students think of the wide variety of talents they have seen in others, such as artistic talent, the ability to talk to people, the ability to use computers or the ability to solve problems. Write student contributions on the board or flip chart.
- Write this question on the chalkboard or a flip chart and discuss: If you care about something and want to make a difference, which of your talents would be most helpful?
- Ask students: Do you think it's necessary to be unusually talented or have large amounts of money or other possessions in order to make difference?
- Point out to students that in addition to talents, everyone "owns" other things they can use to help others.



President Lyndon Johnson signs the 1968 Civil Rights Bill into law as supporters and members of Congress look on.

- Engage students in a discussion of the **assets** they have. For example, a cell phone could be used to call a family member or friend who is lonely. Help students think of possible assets they could use and help them to realize that time is one of their most valuable treasures.
- Introduce the **Time, Talent and Treasure Inventory** on page 54. Ask students to think carefully about the talents and other assets they have as they complete the inventory.



Journal Reflections

Help students think more deeply about the topics addressed in this experience by asking them to write about questions like these:

- When have you spoken up about something that you thought was wrong? Was it hard to do? What happened as a result?
- When you did the inventory, did you realize that you had a talent you hadn't thought about? What was it? Now that you recognize this talent, what will you do?

EXPERIENCE 2

Planning to Make a Difference

Students learn about the accomplishments of the **Power of Children** award winners, people their own age who have made a difference in their communities. They consider why it is important to have both a plan and the commitment to follow through. They explore their own concerns and work in teams to identify and research a problem that relates to their talents and interests.



2007 Power of Children Award Winners: From left to right, Weston Luzadder, Evanne Offenbacher, Brittany Oliver, Keegen McCarthy and Brandon Taylor. These young people recognized a need in their communities and made a commitment to take action and make a difference. Visit *The Power of Children* Web site at www.childrensmuseum.org/powerofchildren/ to learn more about their projects.

Academic Standards

National Academic Standards

English Language Arts —

Standard 1: Reading; Standard 5: Writing Strategies and Process; Standard 7: Research; Standard 8: Using Informational Resources

Social Studies — Standard 10:

Civic Ideals and Practices, Early Grades (J)

Civics and Government —

Grades K–4, Standard 5: Roles of the Citizen (E, F, and G)

Indiana's Academic Standards

English Language Arts —

Reading: 3.2.3, 3.2.5, 4.2.2, 4.2.9, 5.2.3; Writing: 3.4.1, 3.4.5, 4.4.1, 4.4.7, 5.4.1, 5.4.6

Social Studies — Civics and

Government: 3.2.7, 4.2.7, 5.2.10

We can't save anyone from the past, but we can save the future.

— Student, Acts of Kindness Project
Honey Creek Middle School,
Terre Haute, Ind.

Procedures


The Power of Children

- When students have finished the inventory, focus on the last question. Ask: Why is caring deeply about something not enough? What else do you need to make a difference?
- Help students identify other important elements in bringing about positive change, such as learning more about a topic, identifying a specific need, making a plan, taking action and evaluating results.
- Introduce profiles of **Power of Children** award winners on the exhibit Web site, <http://www.childrensmuseum.org/powerofchildren>.
- Place students in pairs to read and take notes on the descriptions of projects carried out by Indiana students in Grades 6–12.
- Ask students: What do these kids have in common? Students will discover that all of the award winners identified a need and made a commitment to do something about it. Then they created a plan to address that need and followed through.
- Ask students: What is a **commitment**? Discuss the importance of caring enough about something to make a commitment or a **promise** to do something and sticking with it.

Action Plan — Steps 1, 2 and 3

- Emphasize the importance of having a plan and following through as students work in teams using the **Action Plan** on page 54.
- Place students in teams of three to five students who share similar concerns. Help students begin focusing their concerns and come to consensus as they work on **Step 1**.
- Help students move from a general concern to a specific statement of a **problem**. For example, if a group is concerned about animals, encourage them to think about specific problem they may have noticed in their own community or school. Students might identify this problem: “There are many sick children in the hospital.”
- Encourage student to think about what they need to know about this problem as they do **Step 2**. Ask teams: Are there people in the school and community who deal with this problem on a regular basis? Could they be a source of information?
- Make sure that students use appropriate features of electronic sources to find information. Students should use good note-taking skills, document sources and create a notebook or file folder to save information they will need later for oral and written reports.

- After they have researched the problem, help students complete **Step 3** to identify a specific part of the problem or a **need** that they are able to address, such as: “Children in the hospital need cards and toys to cheer them up.”



Children in the hospital need cards and toys to cheer them up.

Journal Reflections

Reinforce what students have learned from the experience of creating an action plan by asking them to write about questions like these: What surprised you about the problem you identified? What did you find out that you didn't know before? What have you learned about working in a team?

EXPERIENCE 3

Taking Action

Students select an action that can be carried out, plan the steps needed and consider how they will determine if they've been successful. In the final assessment for the lesson, they evaluate the project and their own contributions to their team's performance.



Young volunteers for Keep Indianapolis Beautiful and NeighborWoods work with The Children's Museum to plant trees in urban neighborhoods.

Academic Standards

National Academic Standards

English Language Arts — Standard 4: Communication; Standard 5: Writing Strategies and Process; Standard 6: Writing Genres and Techniques; Standard 12: Purposes for Writing

Social Studies — Standard 10: Civic Ideals and Practices, Early Grades (J)

Civics and Government — Grades K–4, Standard 5: Roles of the Citizen (E, F, and G)

Indiana's Academic Standards

English Language Arts — Writing: 3.4.3, 3.4.4, 3.4.7, 3.4.8, 3.4.9, 4.4.3, 4.4.10, 4.4.12, 5.4.3, 5.4.4, 5.4.9, 5.4.10, 5.4.11; Listening and Speaking: 3.7.5, 3.7.6, 3.7.7, 3.7.8, 4.7.6, 4.7.7, 4.7.8, 4.7.10, 5.7.4, 5.7.5, 5.7.6, 5.7.7

Social Studies — Civics and Government: 3.2.7, 4.2.7, 5.2.10

Procedures

Action Plan — Steps 4, 5, and 6

- Guide students as they complete **Step 4** of the Action Plan. Help students identify one thing they can take that will address the need.
- In **Step 5** help students think carefully about the resources they will need to carry out their plan. Make sure students consider these questions: Will you need money to implement your plan? What will you need it for? How much will you need? Do you need the cooperation of other people? Who are they? What do they need to know about your project?
- As teams implement their plans in **Step 6**, make sure they are following a realistic time line. Set up a regular schedule for informal reports to make sure team members understand their responsibilities.

How are you doing? Step 7

- Emphasize the importance of ongoing evaluation in **Step 7**. Help students understand that they need to identify problems or setbacks to their plans as early as possible so that they can make necessary changes.
- Teams also need to evaluate the outcomes of their projects. Help them identify concrete evidence of success. For example, if they decided to raise money for toys, how many will they be able to buy?



Keegan McCarthy, a 2007 Power of Children Award winner, is 13-years-old and attends St. Jude Catholic School in Indianapolis. After Keegan was diagnosed with Leukemia in 2006, he formed "Keegan's Clan," a group of friends and family members who raise funds for research and assistance to young cancer patients. The "Clan" raised \$45,000 the first year and \$35,000 the second.

- When teams haven't been able to meet their goals, it's important to help them focus on the things they've learned that can be applied to future projects. Teams also may discover benefits that they hadn't expected, such as making other students more aware of the problem.
- When projects have been completed, have teams prepare oral reports describing their projects and their results. Teams should use posters, charts or other visual aids to enhance their presentations.
- Evaluate teams on the basis of presentation content as well as listening and speaking skills. The assessment below provides a tool for evaluating individual performance using criteria for a written report.

Tree of Promise



You can use the **Power of Children** Web site at <http://www.childrensmuseum.org/powerofchildren> to share your students' projects with parents and other teachers. Students can link to the *Tree of Promise* network to learn about other volunteer opportunities based on their talents and interests.



Journal Reflections

After projects are completed, ask students to reflect on the personal meaning of the project by responding to questions like these:

- When have you made a promise you didn't keep? What happened as a result? How did that make you feel?
- Which of your talents was most important in this project? Did you develop a talent you already had or discover a new talent?
- Now that you've completed the project, what have you learned about yourself? What might have happened without a plan?

ASSESSMENT

Students write a brief report on their completed project, including both its successes and unexpected problems. They accurately describe their own contributions to the effort as well as those of their teammates, and identify important things they have learned from the experience and how they expect to apply this learning to the future. Provide the instructions below along with editing checklists and scoring criteria.

Teachers Tip

Lesson 3 is designed as a long-range community project that might be developed over several weeks or an entire semester. It is intended for small groups of students but might be adapted to become one large group project or individual projects, depending on the age and needs of students. The Action Plan also can be adjusted so that it is more or less open-ended or can be simplified for younger students. The Assessment provides a way of evaluating individual student performance as a member of a team. There are many organizations that provide ideas and resources for service projects. (See the resources section for Web sites.)

A PROMISE KEPT

Assignment

Write a report several paragraphs long on your project. Describe the project and the things you and your teammates accomplished. Explain any problems you had and tell about the results. Use your best writing skills. Proofread and edit your writing and revise your work to improve its organization and meaning. Consider your word choices and make changes that will make your report clear and interesting for your readers. Be sure to address all the questions below.

The Project

- What problem did your team identify?
- What did your team decide to do to help solve the problem?
- Did any difficulties come up or did anything unexpected happen? What was it? Why do you think this happened?
- How do you know your project was a success?

Teamwork

- What talents did other team members use during the project?
- What talents did you use?
- How did working with a team help you be successful?

Your Learning

- What are some of the most important things you learned from this experience?
- How do you think you will use what you've learned in the future?

Bibliography

- What print and electronic sources did you use in your research?
- What other sources did you use? If you interviewed someone, list that person's name, title, date of the interview and the topic discussed.



Scoring Criteria

This assignment will be based on the student's ability to

- summarize the project
- identify the talents of team members
- evaluate his or her talents and contributions to the project
- reflect on what he or she learned and speculate on how the learning can apply to experiences in the future
- document project information sources
- write a well-organized report that has an introduction, body and conclusion
- support ideas with examples
- edit and revise work for meaning, organization, clarity and word choices

Scoring Rubric

This rubric provides a framework for assessing a student's ability to write a multi-paragraph report, evaluate the outcomes of the project and team members' contributions, and document information sources.

Partial:

The student writes a report about the project but the composition is brief and may be incomplete. The student may have difficulty identifying his or her own contributions and the contributions of others. After reading the report, it may be difficult to determine if the student understood and carried out his or her responsibilities. The report may be poorly organized and may lack specific examples. Documentation of sources is absent or incomplete. There is little evidence that the student has edited and revised the composition.

Essential:

The student writes a complete report and provides an accurate account of his or her contributions as well as those of team members. The student can cite at least one significant thing learned as a result of the project. The student may be less adept at assessing the problems or difficulties encountered during the project and may be unable to speculate about how learning can be applied to future experiences. Writing shows evidence of editing to correct errors but needs further revision to strengthen organization and consistency of ideas. Additional examples and details are needed to support ideas. Information sources are cited, although some may be incomplete.

Exceptional:

The student writes a report that engages the reader and provides a full account of the project and its outcomes. The student accurately and objectively evaluates his or her own contributions as well as those of team members. The student demonstrates insight into problems that arose during the project and can speculate about future applications. The report shows evidence of the student's research and a variety of sources are correctly cited. Examples, evidence and details are used effectively. Word choices and sentence structures are interesting and precise. The organizational structure clearly communicates and supports the major ideas and conclusions of the report.

Museum Links

You can view student work related to this unit of study on the **Power of Children** Web site at <http://www.childrensmuseum.org/powerofchildren> and learn how to post your students' work online to share with parents and other teachers. See the online version of this unit for direct links to selected exhibit artifacts and other gallery experiences that will enhance student interest and learning. Students can link to the *Tree of Promise* network to make a promise and invite others to join them. They can also find information about projects carried out by the **Power of Children** award winners who are making a difference in their own communities today.

TIME, TALENT AND TREASURE INVENTORY

What are some of the things you like to do the most?

Could you use some of this time to help others?

What are some of your talents? _____

How much time could you spend helping others on weekdays, on the weekend, during the summer?

Here are some activities. Check the ones where you have talents.

- writing
- talking with people
- using the Web for research
- using the computer to create graphic designs
- using the computer for word processing
- artwork
- taking care of animals
- taking care of other people
- using books and newspapers for research
- sports
- organizing activities
- working with and coaching other people
- other: _____

What are some of your other assets? (An asset is something valuable that belongs to you. For example, if your family owns a lawn mower, you could ask permission to use it to cut the grass for a neighbor who is sick.)

Which of these is your greatest talent? _____

What do you really care about? (What interests you? What concerns you? What are you passionate about? For example, are you concerned about homeless people? Do you want to help older people who are lonely and in retirement homes? Are you worried about the environment? Are you concerned about stray animals? Do you care about children with illnesses, such as cancer?)

What could you do to develop this talent further?

How do you spend your time? _____

ACTION PLAN

Plan to make a difference! Work with your team to complete the steps in this action plan.

Step 1. What's the Problem?

Make a list of problems your group cares about the most. Discuss and select one.

Write down the problem you have selected. _____

Step 2. What more do you need to know?

How can you find out more? Remember, there may be people and organizations in your community who care about this same issue. **List some of the sources of information you might use:**

Decide who will be responsible for getting information from different sources. Everyone will have to use note-taking skills. Think about the special talents and assets of each member of the team.

Write down the names of each team member and their research responsibility.

Name	Responsibility	Deadline
_____	_____	_____
_____	_____	_____
_____	_____	_____

After the team has done some research, discuss your findings.

List some of the things that you now know about the problem.

Step 3. What is needed to help solve the problem? Now that you know more about the problem, discuss some of the things that are needed to help improve the situation. Identify one **need** your team can address. **Write the need here.**

Step 4. Decide on the action you will take

Discuss the ways your team could help to meet this need. Choose one thing you can do. Keep in mind the amount of time and resources you might need.

Our team will: _____

Step 5. Find Resources— Plan to follow through

Make a commitment as a team to stick with your plan and carry it to completion. Think carefully about some of the things you will need and what you will need to do to fulfill your promise.

What resources will you need to carry out the plan?

In addition to the team, who needs to be involved?

What steps does the team need to take to follow through? _____

Who will be responsible? _____

What will they do? _____

When will the work be done? _____

List the steps or tasks, the person responsible and the deadline:

Task	Name	Deadline
1.		
2.		
3.		
4.		
5.		

Step 6. Take Action

Begin your work. Meet as a group to discuss your progress. Report on your progress to your teacher and the rest of the class halfway through the project. Make sure you can meet your deadlines.

Step 7. Evaluate – How are you doing?

Have any problems come up as you work to carry out your plan? Have you had to change your plans?

Is there new information about the problem that you didn't know when you started?

List problems, changes and new information.

How will you know if you've been successful? **List signs of success.**

Please review books, videos and Web sites carefully to make certain they are suitable for your students.

Books for Students

Bridges, Ruby. *Through My Eyes*. New York: Scholastic Press, 1999.
Ruby Bridges recalls her experiences as one of the first African American children to attend an all-white school. This resource contains black and white photos on nearly every page, offering further background on the state of the nation during the civil rights movement. The level of reading is suitable for older students and is appropriate to be read aloud to younger students.

Coleman, Evelyn. *White Socks Only*. Morton Grove, IL: Albert Whitman, 1996.
When Grandma was a little girl in Mississippi, she sneaked into town one hot summer day. But when the little girl saw the “Whites Only” sign on the water fountain, she had no idea what she could spark when she took off her shoes and — wearing her clean white socks — stepped up to drink. Bravery, defiance and a touch of magic win out over hatred in this story.

Coles, Robert. *The Story of Ruby Bridges*. New York: Scholastic, 1995.
This resource provides a touching account of Ruby Bridges’ life as the only black student in a white school at the beginning of integration. Its attractive illustrations and simple vocabulary make this book particularly appropriate for younger students.

Going, K.L. *The Liberation of Gabriel King*. New York: Putnam’s, 2005.
Gabe and his friend Frita conquer a number of fears they face. The main message of the story deals with the idea that even though we are scared, we can still be brave. The concept of making a difference through the bonds of friendship and understanding make this book a great tie-in to **The Power of Children** exhibit.

Graves, Kerry. *I Have a Dream: The Story Behind Martin Luther King Jr.’s Most Famous Speech*. New York: Chelsea Clubhouse, 2004.
This resource documents Martin Luther King Jr.’s impact on the civil rights movement. The text-filled pages are paired with powerful photographs and quotes, making this resource suitable for older students.

Koestler, Rachel. *Going to School During the Civil Rights Movement*. Mankato, MN: Blue Earth Books, 2002.
This book provides students with historical information regarding the effects of the civil rights movement on education. There are a number of photographs, activities and glossary terms that help with vocabulary and concept development.

Lester, Julius. *Let’s Talk About Race*. New York: HarperCollins, 2005.
Developed for a younger audience, this book introduces children to the discussion of differences through a story and illustrations. Children are encouraged to express their own stories: what they like and dislike, who they are and their favorite foods and

hobbies. Individual differences are tied to the similarities we have as human beings.

McKissack, Patricia. *Goin’ Someplace Special*. New York: Atheneum Books for Young Readers, 2001.
Although young Tricia Ann faces the indignities and humiliations of segregated Nashville in the 1950s, her grandmother has taught her always to hold her head high. Finally able to venture outside her community all by herself, Tricia Ann bravely makes her way to one of the only places in the city that welcomes her with open arms, one of the places that Jim Crow laws do not forbid her to use freely, the public library.

Rappaport, Doreen. *Martin’s Big Words: The Life of Dr. Martin Luther King, Jr.* New York: Hyperion Paperbacks for Children, 2007.
This resource incorporates a number of quotes made by Dr. Martin Luther King Jr. into simple text in order to tell the story of the civil rights leader’s life and his experiences with the civil rights movement.

———. *The School Is Not White! A True Story of the Civil Rights Movement*. New York: Hyperion Books for Children, 2005.
This book tells the story of an African American family’s struggle to persevere as their children are among the first to integrate an all-white school in Mississippi in the 1960s.

RESOURCES

Thomas, Joyce Carol, ed. *Linda Brown, You Are Not Alone: The Brown v. Board of Education Decision*. New York: Hyperion Books for Children, 2003.

This collection of short personal reflections and stories presents the experiences of several people who were children during the time of the civil rights movement.

Wiles, Deborah. *Freedom Summer*. New York: Atheneum Books for Young Readers, 2001. Joe and John Henry are a lot alike.

They share many of the same hobbies and both even aspire to be firemen, but in the South in 1964, the fact that John Henry is black and Joe is white means that John Henry isn't allowed to do everything with his best friend. Then, one summer, a law is passed that forbids segregation and opens the town pool to everyone. The boys are so excited they race each other there, but they soon discover that it takes more than a new law to change people's hearts.

Woodson, Jacqueline. *The Other Side*. New York: Putnam's, 2001.

This story is told in the hopeful voice of a child confused about the fence that separates the black side of town from the white side. But one summer when Annie, a white girl from the other side, begins to sit on the fence, Clover grows more curious about the reason the fence is there and about the daring girl who sits on it, rain or shine. And one day, feeling very brave, Clover approaches Annie.

Books for Teachers

Education Week Press. *Living the Legacy*. Bethesda, MD: Editorial Projects in Education, 2004.

On the 50th anniversary of *Brown v. Board of Education*, Education Week published a collection of feature stories, articles, commentaries and a national poll that provide a snapshot of where we are as a nation in terms of race and education.

Greene, Alanda. *Rights to Responsibility: Multiple Approaches to Developing Character and Community*. Tucson, AZ: Zephyr Press, 1997.

This resource is filled with a variety of activities designed to help students see their world from the perspective of others.

Hoose, Phillip. *It's Our World, Too! Young People Who Are Making a Difference: How They Do It — How You Can Too!* New York: Farrar, Straus and Giroux, 2002.

This book tells the stories of 14 teenagers who are working for different causes around the world, including human rights, the needy and the environment. Hoose also provides practical suggestions for planning, organizing, publicizing and raising funds for student action projects. Teachers may find this book particularly appropriate to share with their students. It provides a practical outline on how students can make a difference in their own communities.

———. *We Were There, Too! Young People in U.S. History*. New York: Farrar, Straus and Giroux, 2001.

This book chronicles the stories of more than 70 young people of a variety of backgrounds who have made a difference throughout the history of the United States, including an article about the Birmingham Children's March and a profile of Elizabeth Eckford, one of the Little Rock Nine.

Southern Poverty Law Center. *Starting Small: Teaching Tolerance in Preschool and the Early Grades*. Montgomery, AL: Teaching Tolerance Project, 1997.

This resource offers a number of examples and suggestions on achieving tolerance in the classroom. With suggestions for teachers on topics such as racial and ethnic awareness, gender awareness, fostering friendships, family diversity and inclusive classrooms, this book serves as an invaluable resource for teachers. It is packaged with a 58-minute close-captioned VHS film *The Shadow of Hate*.

Turck, Mary. *The Civil Rights Movement for Kids: A History With 21 Activities*. Chicago: Chicago Review Press, 2000.

This guide highlights a number of events, people and organizations that were instrumental in the early civil rights movement, connecting their significance to the present-day world. This resource also offers writing prompts, reenactment suggestions, arts experiences and a variety of other interactive strategies to further engage students.

Multimedia

American Cultural History: Racism

See clips that illustrate the struggle for civil rights by people such as Dr. Martin Luther King Jr. Incorporated in the presentation is background on the prejudice and racism that plagued the nation. (Tapeworm Video, 2005; 64 mins.)

Stressball Sally and Friends: Bullying

Bullying is a topic discussed both at home and in school. Many children experience interactions with bullies and can relate to the character Stressball Sally. Appropriate for younger children. (The Stressball Sally Co., 2006; 64 mins.)

Bullies Are a Pain in the Brain

Jack decides to skip school to escape the bullying. The storyline encourages children to realize that bullying is not an acceptable behavior. They also learn that they do not have to suffer from it but can learn coping mechanisms instead. (The Trevor Romain Co., 2005; 80 mins.)

Once Upon a Time ... When We Were Colored

This video addresses prejudice in the mid-1940s. The main protagonist faced prejudice and discrimination as he grew up in Mississippi; however, he had a family life richly enhanced by the great sense of community in moments they shared doing things together. The film reinforces the concept that it is important to support what you believe. (Republic Pictures, 1999; 113 mins.)

Ruby Bridges

This movie is based on the story of Ruby Bridges and her struggle with civil rights and discrimination in a southern school in the 1960s. She portrayed great courage when she encountered racism as the first African American student to integrate her school. Suggested for ages 7 and older. (Disney Educational Productions, 2004; 90 mins.)

Organizations and Web sites

The Anti-Defamation League

<http://www.adl.org>

The ADL provides anti-bias materials and programs. The Education page of the Web site includes a bibliography of children's literature and curriculum materials for elementary, middle school and high school. See *Hate Hurts — How Children Learn and Unlearn Prejudice* for activities dealing with prejudice, stereotyping, discrimination and scapegoating. The site offers tips to parents and teachers about how to approach the topics of prejudice and discrimination with children

(http://www.adl.org/what_to_tell/whattotell_intro.asp).

You also can find guidelines for teaching about civil rights for both families and educators

(http://www.adl.org/civil_rights).

Birmingham Civil Rights Institute

<http://bcri.org/index.html>

This organization states that its mission is “to promote civil and human rights worldwide through education.” The Institute offers a number of workshops and many activities centered around children. They provide up-to-date information and exhibits, such as the Freedom Bus, related to civil rights.

Black History Links for Children's Activities

http://resources.kaboose.com/kidslinks/social-studies/black-history/Black_History.html

Here are links to a wide variety of activities for children to use in discussions of civil rights and freedom. Activities are connected to information about many individuals celebrated during Black History Month.

Brown v. Brown of Education

<http://www.americanhistory.si.edu/Brown/>

This site not only gives the history of the U.S. Supreme Court's decision in 1954 but also offers a wide range of resources regarding the impact of the ruling.

Character Counts

<http://www.charactercounts.org>

As part of the Josephson Institute, Character Counts provides character education seminars and materials. The monthly online newsletter features lesson plans, free resources, articles and the stories of students and teachers who are working to make ethical ideas part of school programs. Character Counts programs focus on six pillars of character: trustworthiness, respect, responsibility, fairness, caring and citizenship.

Indiana Department of Education

<http://www.doe.state.in.us>

The Service Learning page provides information on funding opportunities, professional development, resources, materials, links to programs and organizations, plus news of kids who are making a difference nationally and in their own communities.

Learn and Serve America

<http://www.learnandserve.org>

As part of the Corporation for National and Community Service, Learn and Serve America provides basic background information and links to state and national community service and service learning programs.

Lesson Planet

<http://www.lessonplanet.com>

Many lessons pertaining to civil rights issues are available for teachers to preview. The site allows teachers to search other topics and get lists of lessons pertaining to those subjects.

Rethinking Schools: Kids Fight for Civil Rights

http://www.rethinkingschools.org/archive/18_03/kids183.shtml

This site provides the stories of two children that made a difference in the struggle for civil rights. Background information is given on civil rights issues, followed by the stories of Barbara Johns and Ruby Bridges.

Ruby Bridges

<http://www.rubybridges.com>

This official Web site provides teachers with additional readings that elaborate on Ruby Bridges' story as well as the opportunity to request a visit to your school.

Southern Poverty Law Center

<http://www.splcenter.org>

This site offers teachers background information on recent civil rights cases. It also provides links to other resources beneficial to understanding the legal issues surrounding the civil rights movement, both in the past and in the present.

Teachers Against Prejudice

<http://www.teachersagainstprejudice.org>

Teachers are offered a number of ways to “TAP into the community” with this Web site. Diversity training is coupled with respect and sensitivity. The site includes some contest information, a bibliography and film reference section.

Teaching Tolerance

<http://www.tolerance.org>

This resource offers online activities for kids that center on the concepts of diversity and tolerance. It also offers parent and teacher guides that further reiterate these points.

Youth Philanthropy Initiative of Indiana (YPII)

<http://www.ypin.org>

YPII is a network of more than 40 organizations with the common goal of involving youths in giving and service to the community. The organization provides an online monthly newsletter, information on partnerships and resources and links to other organizations. YPII helps young people learn that they have “time, treasure and talent” they can use for the common good.

assets: Anything of value belonging to a person, such as money, property or personal skill.

Bill of Rights: The first 10 amendments to the U.S. Constitution.

bystander: A spectator, rather than a participant, in an event.

campaign: A coordinated series of actions toward a particular goal.

citizen: A member of a society with rights in and responsibilities to it, such as political participation and obeying the law.

civic virtue: A behavior that puts the welfare of everyone in a community or a country ahead of individual interests, such as practicing self-discipline or respecting the rights of others.

civil rights movement: An organized effort in the United States during the 1960s to establish and enforce equal rights for black citizens.

commitment: A promise or agreement, often in writing.

Constitution: A written document establishing the fundamental rules and principles by which an organization will be governed, such as the U.S. Constitution, which establishes the powers and duties of the government as well as the rights and responsibilities of the citizens.

constructive: Emphasizing what is good or hopeful about something.

court case: A lawsuit heard before and decided on by a judge and/or a jury, such as a complaint about discrimination.

democracy: Government by the people or by their elected representatives, with policies decided by majority vote.

discrimination: Unfair treatment of a person or group based on prejudice.

equality: A condition of balance, such as when different people have the same status in social situations.

excel: To be successful or better than others at some accomplishment.

General Assembly: The group name for the elected representatives who make laws in some states, such as Indiana.

governor: The leader or chief executive of a state government.

integration: The inclusion of a racial or religious group within a larger community.

interview: A conversation in which information is learned by asking questions.

inventory: A list of traits, preferences, attitudes, interests or abilities used to evaluate personal characteristics or talents.

jury: A group of citizens who hear testimony and evidence in a courtroom and promise to give an honest decision on whether a law has been broken.

legacy: Something given to or inherited by later generations of people.

magnet: Something that attracts, such as a magnet school that is appealing to students interested in science or art.

need: Something that is necessary but lacking.

official: Conforming to a set of rules or laws; a person responsible for interpreting a set of rules or laws, such as a judge.

oral: Using speech rather than writing.

positive: Having a good effect; changing something for the better.

prejudice: Bias that prevents objective consideration of an issue or person; a pre-judgment made without benefit of knowing all the facts.

primary sources: Original manuscripts or other documentation containing information recorded at or close to the time of an event by people who participated in or witnessed it.

problem: The difference between a need and its solution; an issue that needs to be resolved.

promise: A commitment or pledge to do (or not do) a particular thing in the future.

racism: A belief that one race is superior to another; the expression, individually or by a group, of discrimination based on race.

responsibilities: The obligations one person has to other people, groups or society.

rights: The benefits of participation and security guaranteed to a citizen in a group or society.

secondary sources: Material based on primary sources, such as a biography of a famous person, created by someone using the historical records.

segregation: The forced separation of some people from others for reasons beyond their control, such as elementary schools segregated based on race.

storyboard: A sequence of individual sketches that visually highlight important ideas in a story, usually for a film or video.

talents: A person's natural abilities, such as artistic or athletic skill.

threats: Unwanted attention or actions that may result in harm to an asset; declarations of the intention to harm someone or something.

tribute: An expression of thanks and respect.

unconstitutional: Not consistent with the rules written in a Constitution.

U.S. Congress: The group name for the elected representatives to, or legislature of, the U.S. government.

U.S. Supreme Court: The highest court in the U.S. government, composed of nine justices (judges) whose main responsibility is to interpret the U.S. Constitution.

THE POWER OF CHILDREN — EXHIBIT ARTIFACTS

Children in the Civil Rights Movement: Facing Racism, Finding Courage

This is a partial list that gives the location of artifacts you and your students can experience in the Ruby Bridges exhibit area. Many artifacts will be rotated with similar or identical objects for conservation purposes. You can view selected artifacts online by going to the Web version of this unit, where you will find direct links to objects in the exhibit, at <http://www.childrensmuseum.org/powerofchildren>.

History Path

- Purple Heart
- Judge's gavel
- Federal Marshal armband, on loan from U.S. Marshals Service

Ruby's Classroom — 1960s artifacts unless otherwise indicated

- Children's books
- Textbooks
- Student's desk
- Red plaid lunch box
- Teacher's desk
- Ruby's drawings for Dr. Coles — Graphic

The Rest of the Story — Civil Rights

- Pen used by President Lyndon Johnson to sign the Civil Rights Act
- March on Washington program

History Snapshot — We Were There Too

- Oscar Roberson sculpture
- Crispus Attucks memorabilia, on loan from Crispus Attucks Museum
 - Signed basketball
 - Cheerleader sweater

History Snapshot — Everyday Life

- Chubby Checker album
- Life magazine
- Fallout shelter sign
- Fallout survival pamphlet
- Princess phone
- Comic book
- Concentration board game

History Snapshot — Civil Rights in Indiana

- Klansman figure
- Dr. Martin Luther King Jr. program — Cadle Tabernacle

The Power of Ruby

- Collotype print: *The Problem We All Live With*
- Look magazine, 1964
- Books
 - Travels with Charley*
 - Through My Eyes*
 - The Story of Ruby Bridges*

NATIONAL ACADEMIC STANDARDS

This unit of study addresses the following national standards.

English Language Arts —

International Reading Association/
National Council of Teachers of English

Standard 1 — Students read a wide range of print and non-print texts to build an understanding of texts, of themselves and the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction classic and contemporary works.

Standard 2 — Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience.

Standard 4 — Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 5 — Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6 — Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurate language and genre to create, critique and discuss print and non-print texts.

Standard 7 — Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g. print and non-print texts, artifacts and people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8 — Students use a variety of technological and informational resources (e.g. libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 12 — Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Expectations of Excellence: Curriculum Standards for Social Studies —

National Council for the Social Studies

Standard 2: Time, Continuity and Change: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

Elementary School — The learner can:

- b) identify and use key concepts such as chronology, causality, change, conflict and complexity to explain, analyze and show connections among patterns of historical change and continuity;
- d) identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating and weighing evidence for claims, checking credibility of sources and searching for causality.

Standard 6: Power, Authority and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority and governance.

Elementary School — The learner can:

- a) examine persistent issues involving the rights, roles and status of the individual in relation to the general welfare.

Standard 10: Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles and practices of citizenship in a democratic republic.

Elementary School — The learner can:

- b) identify and interpret sources and examples of the rights and responsibilities of citizens;
- d) practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;

- j) examine strategies designed to strengthen the “common good” which consider a range of options for citizen action.

National Standards for Civics and Government —

Center for Civic Education

Civics and Government — Grades K–4

Standard 1: Civic Life, Politics and Government, (G and H) Limited and unlimited Government

What are civic life, politics and government?

Standard 5: Roles of Citizens, (A) Rights, (E) Dispositions, (F) Participation, (G) Leadership and Public Service

What are the roles of the citizen in American democracy?

United States History — National Center for History in the Schools

Historical Thinking

Standard 1: Chronological Thinking

Students should be able to:

INDIANA'S ACADEMIC STANDARDS

This unit of study addresses the following state academic standards.

Indiana's Academic Standards English Language Arts

Reading

- 3.2.1 Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.
- 3.2.2 Ask questions and support answers by connecting prior knowledge with literal information from the text.
- 3.2.3 Show understanding by identifying answers in the text.
- 3.2.5 Distinguish the main idea and supporting details in expository (informational) text.
- 3.2.9 Identify text that uses sequence or other logical order (alphabetical, time, categorical).
- 4.2.1 Use the organization of informational text to strengthen comprehension.
- 4.2.2 Use appropriate strategies when reading for different purposes.
- 4.2.3 Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.
- 4.2.8 Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology.
- 4.2.9 Recognize main ideas and supporting details presented in expository (informational texts).
- 5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.
- 5.2.2 Analyze text that is organized in sequential or chronological order.
- 5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.

- 5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Writing

- 3.4.1 Find ideas for writing stories and descriptions in conversations with others; in books, magazines, or school textbooks; or on the Internet.
- 3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.
- 3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.
- 3.4.4 Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).
- 3.4.5 Use a computer to draft, revise, and publish writing
- 3.4.6 Review, evaluate, and revise writing for meaning and clarity.
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 3.4.8 Revise writing for others to read, improving the focus and progression of ideas.
- 3.4.9 Organize related ideas together within a paragraph to maintain a consistent focus.
- 4.4.1 Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.
- 4.4.3 Write informational pieces with multiple paragraphs that provide an introductory paragraph; establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; include supporting paragraphs with simple facts, details, and explanations; present important ideas or events in sequence or in chronological order; provide details and transitions to link paragraphs; conclude with a paragraph that summarizes the points; and

use correct indentation at the beginning of paragraphs.

- 4.4.4 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.
- 4.4.7 Use multiple reference materials and online information (the Internet) as aids to writing.
- 4.4.10 Review, evaluate, and revise writing for meaning and clarity.
- 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 4.4.12 Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.
- 5.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- 5.4.3 Write informational pieces with multiple paragraphs that present important ideas or events in sequence or in chronological order; provide details and transitions to link paragraphs; and offer a concluding paragraph that summarizes important ideas and details.
- 5.4.4 Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.
- 5.4.6 Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.
- 5.4.8 Review, evaluate, and revise writing for meaning and clarity.
- 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- 5.4.10 Edit and revise writing to improve meaning and focus through

adding, deleting, combining, clarifying, and rearranging words and sentences.

- 5.4.11 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.

Listening and Speaking

- 3.7.1 Retell, paraphrase, and explain what a speaker has said.
- 3.7.5 Organize ideas chronologically (in the order that they happened) or around major points of information.
- 3.7.6 Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.
- 3.7.7 Use clear and specific vocabulary to communicate ideas and establish the tone.
- 3.7.8 Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.
- 4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.
- 4.7.6 Use logical structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.
- 4.7.7 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.
- 4.7.8 Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.
- 4.7.9 Engage the audience with appropriate words, facial expressions, and gestures.
- 4.7.10 Evaluate the role of the media in focusing people's attention on events and in forming their opinions on issues
- 5.7.4 Select a focus, organizational structure, and point of view for an oral presentation.
- 5.7.5 Clarify and support spoken ideas with evidence and examples.
- 5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.
- 5.7.7 Identify, analyze, and critique per-

suasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.

Social Studies

Chronological Thinking

- 3.1.5 Create simple timelines that identify important events in the region or community.

Civics and Government

- 3.2.1 Explain the importance of being a good citizen and identify people in the community that exhibit the characteristics of good citizenship.
- 3.2.2 Identify fundamental democratic principles and ideals.
- 3.2.3 Discuss the reasons why governments are needed and identify specific services that governments provide.
- 3.2.6 Explain the roles citizens have in making decisions and rules within a community.
- 3.2.7 Use a variety of information resources to gather information about community leaders and civic issues.
- 4.2.2 Describe major rights, such as freedom of speech, freedom of religion, and the right to public education, that people have under Indiana's Bill of Rights (Article I of the Constitution).
- 4.2.5 Give examples of how citizens can participate in their state government and explain the right and responsibility of voting.
- 4.2.6 Define and provide examples of civic virtues in a democracy.
- 4.2.7 Use a variety of information resources to take a position or recommend a course of action on a public issue relating to Indiana's past or present.
- 5.2.2 Identify and explain ideas about limited government, the rule of law, and individual rights in key colonial era documents.
- 5.2.5 Identify and give examples of citizen rights in the Bill of Rights.
- 5.2.8 Describe group and individual actions that illustrate civic dispositions such as civility, cooperation, respect, and responsible participation.

- 5.2.9 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government, including voting and participation in the election process.

- 5.2.10 Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.

History

- 3.1.4 Give examples of people, events, and developments that brought important changes to the local community or region.
- 3.1.6 Use a variety of community resources to gather information about the local community and regional communities.
- 3.1.8 Write and illustrate descriptions of local communities and regions in Indiana past and present.
- 4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.
- 4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century.
- 4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid-twentieth century to the present.
- 4.1.15 Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.
- 4.1.17 Using primary source, secondary source, and online source materials, construct a brief narrative about an event in Indiana history.

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