

Foot Soldiers for Freedom Journal



Picture 2



Student Name: _____

Grades 7-12, Social Studies

The purpose of this journal is for students to discuss and reflect on their learning after being exposed to the Foot Soldiers for Freedom: The Struggle for Civil Rights in Arkansas exhibit. This journal accompanies the Foot Soldiers for Freedom curriculum unit.

K-W-L Chart

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

Topic <u>The Civil Rights Movement in Arkansas</u>		
What I Know	What I Want to Know	What I Learned

Key Vocabulary and Terms

Civil Rights: the right to full legal, economic, and social equality under the protection of a country's laws

Discrimination: denying people their civil rights or treating them unfairly based on the color of their skin or other traits such as religion, age, or gender

Nonviolence – protesting by using peaceful ways such as boycotts, marches, and sit-ins

Protest: oppose or disagree with something

Racism: treating people unfairly because of their race or the color of their skin; believing your own race or skin color is better than others

Segregation: separating or isolating a group of people; before the American Civil Rights Movement, white people in the South often used laws called “Jim Crow” laws to enforce segregation by race

So...

Beginning in the late 1950s, many African American students were admitted to schools full of white students. Many people did not want them there. Some of the white students changed schools.

Let's Chat

- How do you think those African American students felt at their new schools?
- If you had been at the school or in the classroom when one of the African American students started, what would you have done? What would you have said to them?

Continue Chatting

- Have you ever seen a person being treated badly at school? Did anyone try to help that person?

Quotes

Pick one of the quotes from the *Foot Soldiers for Freedom* exhibit or posters. Explain the quotes significance to his/her role in civil rights movements.

Not that long ago, African American customers could not sit and order food at restaurants whose owners only wanted to serve white people. Many people wanted those rules to change so everybody could eat together. They used nonviolent protests by staying in their seats and refusing to leave. This was called a "sit-in." It may be hard to understand, but at that time there were also lots of other people who didn't want the rules about who could eat in a restaurant to change. Some of them yelled at those at the sit-in and dumped food on them. {Picture 2 from cover}

Let's Chat

- How do you think the people at the sit-in felt – both the nonviolent protesters and the angry people who wanted them to leave?
- If you had been in the same restaurant when there was a sit-in, what would you have done? What would you have said to the people throwing the food? What would you have said to the nonviolent protesters?

Continue to Chat

- Ask someone you know if he or she remembers a time of protests (similar to the sit-in that took place) in the town where he or she grew up.

Lesson 1: How did the Civil Rights Movement affect Arkansas and her citizens?

During the Lesson

Give an example of each - primary and secondary sources?

What category of discussion did you choose? Why?

Which topic of discussion did you choose? Why?

Compelling Questions:

How did individuals and groups of Arkansans shape the Civil Rights Movement?

Discuss the

specifics of your protest sign you created.

Ending of Lesson

How did the Civil Rights Movement affect Arkansas and her citizens?

Student Lesson Reflection

Lesson 2: How can one person make a difference in history?

During the Lesson

How did completing the Anticipation Guide questions make you feel? Explain.

What Civil Rights case did you choose from the provided list? Why?

What current Civil Rights violation did you choose and why?

What was your current Civil Rights violation you choose? Explain your reasoning for choosing it.

Compelling Question:

What were some of the consequences resulting from the Civil Rights Movement in Arkansas?

Ending of Lesson

How can one person make a difference in history? Explain.

Student Lesson Reflection

Lesson 3: What were the connections between Civil Rights in Arkansas and the free market system?

Boycotts, marches, sit-ins, and other protests against discrimination occurred in many Arkansas cities and towns.

During the Lesson

What will you do after graduating from high school? Go to college or get a job?

What does the word boycott mean?

Do you know of any examples of boycotting?

Which foot soldier did you choose? Why did you choose him/her?

Why did you choose that state/local issue to solve?

Compelling Questions:

How can we analyze various perspectives from Arkansas' Civil Rights past by using the PACED decision making model?

Ending of Lesson

What issues do you think permit or allow for a boycott?

Can boycotts be misused, or what other effective forms of nonviolent protest can be used instead?

What were the connections between Civil Rights in Arkansas and the free market system?

Student Lesson Reflection

Lesson 4: How did physical, cultural and economic geography shape the Civil Rights Movement?

During the Lesson

Where do you live in Arkansas? _____

What Arkansas cities/towns are closest to where you live? _____

Have you ever travelled to other Arkansas cities? ____ If so, where? _____

What do you remember about visiting these places?

When you think of Civil Rights in Arkansas, what is the first thing that comes to your mind?

Why do you think your community was not involved in the struggle (or if they were, why)?

What Civil Rights involvement did your assigned congressional district have?

Compelling Question

Where were the instances of political, economic, and social effects of the Civil Rights Movement in Arkansas?

Ending of Lesson

How did physical, cultural and economic geography shape the Civil Rights Movement?

What do these maps say about Arkansas and her people?

Student Lesson Reflection

Some information presented was derived from materials created by the Center for Civil and Human Rights, www.civilandhumanrights.org