

# Foot Soldiers of Freedom: The Civil Rights Movement in Arkansas

## K-4 Grade Social Studies

Two – Week Unit (8 days – 45 mins)	Essential Questions/Topic Questions	Interdisciplinary Connections	KNOW (from standards)	DO (from standards)	BE What kind of person do we want students to BE?
<p><b>Unit:</b> Achieving the Beloved Community in Arkansas</p>	<p><b>Essential Questions are critical drivers for teaching and learning... They can help students discover patterns in knowledge and solve problems. They support inductive teaching—guiding students to discover meaning, which increases motivation to learn</b></p> <p><u>History</u> - How did the Civil Rights Movement affect Arkansas and her citizens?</p> <p><u>Civics/Government</u> – How can one person make a difference in history?</p> <p><u>Economics</u> – What were the connections between Civil Rights in Arkansas and the free market system?</p> <p><u>Geography</u> – How did physical, cultural and economic geography shape the Civil Rights Movement?</p> <p><b>Guiding Questions (Lessons):</b> <u>History:</u></p>	<p><b>Other Subjects Infused in Lessons</b></p> <p>Art:</p> <ul style="list-style-type: none"> <li>• Clothesline timeline</li> <li>• Map creation</li> <li>• Protest signs</li> <li>• Step into the picture</li> <li>• Photo card analysis</li> </ul> <p>Science:</p> <ul style="list-style-type: none"> <li>• Recording observations, using pictures, writing, and audio resources</li> <li>• Asking observational questions</li> </ul> <p>Literacy:</p>	<p><i>Enduring Understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom</i></p> <ol style="list-style-type: none"> <li>1. Knowing the past helps one to have a deeper understanding of the present and dialogue to make equitable decisions about the future.</li> <li>2. Knowledge of the rights, roles and responsibilities of citizens and local government enable</li> </ol>	<p><i>21<sup>st</sup> Century Skills illustrate the skills and knowledge students need to succeed in work, life and citizenship</i></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving</li> <li>• Creativity and Innovation</li> <li>• Communication</li> <li>• Collaboration</li> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• ICT Literacy</li> <li>• Flexibility and Adaptability</li> <li>• Initiative and Self Direction</li> <li>• Social and Cross-Cultural Skills</li> <li>• Productivity and Accountability</li> </ul>	<p>Informed historians and creative citizens who effectively research, analyze, cooperate, problem solve, evaluate and modify to achieve the beloved community in Arkansas.</p>

	<p>Why were the people and events of the Civil Rights Movement in Arkansas of historical significance? Why do historians use a variety of primary and secondary sources?</p> <p><u>Civics/Government:</u> How were the foot soldiers in these local communities able to benefit from and be challenged by working together during the Civil Rights Era in Arkansas?</p> <p><u>Economics:</u> Why was boycotting of resources such a powerful tool to use in local communities? What were some of the costs and benefits of the foot soldiers' actions?</p> <p><u>Geography:</u> How did the Civil Rights Movement affect the interactions within and between Arkansas communities?</p>	<ul style="list-style-type: none"> <li>• News story headline and article</li> <li>• Video/Music Analysis</li> <li>• Quotes activity</li> <li>• Court case research</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>• Calculation of distance from their school to the communities affected</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>• Scavenger Hunt</li> </ul>	<p>individuals and groups who are in conflict to create change by working with or against each other.</p> <ol style="list-style-type: none"> <li>3. Economic decision making affects all aspects of life.</li> <li>4. Maps and other geographic representations have a purpose.</li> </ol> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• <i>Structure and Function</i></li> <li>• <i>Processes, Rules, and Laws</i></li> <li>• <i>Scarcity</i></li> <li>• <i>Cost &amp; Benefits</i></li> <li>• <i>Human Resources</i></li> <li>• <i>Markets</i></li> <li>• <i>Spatial Views of the World</i></li> <li>• <i>Chronology</i></li> <li>• <i>Contextualization</i></li> <li>• <i>Perspective</i></li> <li>• <i>Evidence</i></li> <li>• <i>Causation</i></li> </ul>	<ul style="list-style-type: none"> <li>• Leadership and Responsibility</li> </ul>	
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5<sup>th</sup> and 6<sup>th</sup> grade are not included on this curriculum map because those courses are focused on a different portion of history. Fifth grade focuses on U.S. History (from beginning of time to the 1820s) and sixth grade focuses on World History (from the beginning of time to 1500 C.E.)

# Foot Soldiers of Freedom: The Civil Rights Movement in Arkansas

## 7-12 Grade Social Studies

Two – Week Unit (8 days – 45 mins)	Essential Questions/Topic Questions	Interdisciplinary Connections	KNOW (from standards)	DO (from standards)	BE What kind of person do we want students to BE?
<p><b>Unit:</b> Achieving the Beloved Community in Arkansas</p>	<p><b>Essential Questions are critical drivers for teaching and learning... They can help students discover patterns in knowledge and solve problems. They support inductive teaching—guiding students to discover meaning, which increases motivation to learn</b></p> <p><u>History</u> - How did the Civil Rights Movement affect Arkansas and her citizens?</p> <p><u>Civics/Government</u> - How can one person make a difference in history?</p> <p><u>Economics</u> – What were the connections between Civil Rights in Arkansas and the free market system?</p>	<p><b>Other Subjects Infused in Lessons</b></p> <p>Art:</p> <ul style="list-style-type: none"> <li>• Map creation</li> <li>• Protest signs</li> <li>• Step into the picture</li> <li>• Photo card analysis</li> <li>• Choose a path activity</li> </ul> <p>Science:</p> <ul style="list-style-type: none"> <li>• Recording observations, using pictures, writing, and</li> </ul>	<p><i>Enduring Understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom</i></p> <p>1. Knowing the past helps one to have a deeper understanding of the present and dialogue to make equitable decisions about the future.</p>	<p><i>21<sup>st</sup> Century Skills illustrate the skills and knowledge students need to succeed in work, life and citizenship</i></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving</li> <li>• Creativity and Innovation</li> <li>• Communication</li> <li>• Collaboration</li> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• ICT Literacy</li> <li>• Flexibility and Adaptability</li> </ul>	<p>Informed historians and creative citizens who effectively research, analyze, cooperate, problem solve, evaluate and modify to achieve the beloved community in Arkansas.</p>

	<p style="text-align: center;"><u>Geography</u> – How did physical, cultural and economic geography shape the Civil Rights Movement?</p> <p style="text-align: center;"><b>Guiding Questions (Lessons):</b> <u>History:</u> How did individuals and groups of Arkansans shape the Civil Rights Movement?</p> <p style="text-align: center;"><u>Civics/Government:</u> What were some of the consequences resulting from the Civil Rights Movement in Arkansas?</p> <p style="text-align: center;"><u>Economics:</u> How can we analyze various perspectives from Arkansas’ Civil Rights past by using the PACED decision making model?</p> <p style="text-align: center;"><u>Geography:</u> Where were the instances of political, economic, and social effects of the Civil Rights Movement in Arkansas?</p>	<p>audio resources</p> <ul style="list-style-type: none"> <li>• Asking observational questions</li> </ul> <p>Literacy:</p> <ul style="list-style-type: none"> <li>• News story headline and article</li> <li>• Video/Music Analysis</li> <li>• Social, economic, or political action analysis (student choice)</li> <li>• Court case research</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>• Calculation of distance from their school to the communities affected</li> <li>• Boycotting activity</li> </ul> <p>Technology: Research</p>	<ol style="list-style-type: none"> <li>2. Knowledge of the rights, roles and responsibilities of citizens and local government enable individuals and groups who are in conflict to create change by working with or against each other.</li> <li>3. Economic decision making affects all aspects of life.</li> <li>4. Maps and other geographic representations have a purpose.</li> </ol> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• <i>Structure and Function</i></li> <li>• <i>Processes, Rules, and Laws</i></li> <li>• <i>Scarcity</i></li> <li>• <i>Cost &amp; Benefits</i></li> <li>• <i>Human Resources</i></li> <li>• <i>Markets</i></li> <li>• <i>Spatial Views of the World</i></li> <li>• <i>Chronology</i></li> <li>• <i>Contextualization</i></li> <li>• <i>Perspective</i></li> </ul>	<ul style="list-style-type: none"> <li>• Initiative and Self Direction</li> <li>• Social and Cross-Cultural Skills</li> <li>• Productivity and Accountability</li> <li>• Leadership and Responsibility</li> </ul>	
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