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Literacy Block  
Professor Schilling

### Freedom Summer Lesson Plan

Lesson: Freedom Summer

Length: 35 minutes

Age or Grade Level Intended: 4<sup>th</sup> grade

Academic Standard(s): English 4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.

Performance Objective(s): Given a pencil and a sheet of paper, students will create a Venn Diagram with 3 similarities and 3 differences between the characters in Freedom Summer with 100% accuracy.

Assessment: Give each student a Venn Diagram worksheet. The students will list 3 similarities in the middle column, and 3 differences under each character's column. (John Henry and Joe) Circulate around the room to check for progress and to answer questions. After completion and discussion as a class about the worksheet, collect them. Grade each worksheet for accuracy. Hand back corrected worksheets next class.

Advance Preparation by Teacher: Venn Diagram to complete in class.

Procedure:

Introduction/Motivation: What have we been talking about in the last week of class that happened in 1964? (Civil Rights Act) (Bloom's: Comprehension) What is the Civil Rights Act? (When congress passed a law against discrimination, and it guaranteed that everything was to be equal.) Was everything equal after this law passed? (No) Give me an example of a story that we talked about that deals with the Civil Rights Act? (Rosa Parks) Now we are going to read a story called Freedom Summer that takes place during the Civil Rights movement. (Gardner: Verbal/Linguistic)

Step-by-Step Plan:

1. Read Freedom Summer out loud to the class.
2. Talk to students about expectations on Venn Diagram. I want three similarities between Joe and John Henry that we read throughout the book. I also want three differences about each boy.
3. Teaching Point: In the Civil Rights era, it was unlikely to see a white boy and a black boy play and hangout with one another, because this was unacceptable. Each boy comes from very different backgrounds and cultures. For example, in the book John Henry's mom works for Joe's family, as her job. Joe's family pays Annie Mae (John Henry's mom). Another example, each boy likes to swim, but they cannot swim in the same pool, because of the color of their skin, so they have to resort to other means.
4. As you complete the Venn Diagram, think about how each boy might feel, while you fill in the similarities and differences of each of the them. (Bloom's: Synthesis) The point of the Venn Diagram is think about the different aspects each boy has, and the similarities that they find in

one another throughout the book.

5. Pass out Benn Diagram worksheets to each student. Give them ten minutes to complete. This is on their own. (Gardner: Intrapersonal, Bloom: Comprehension)
6. Have students get into groups of 4 and have them discuss what each person came up with. (Garner: Verbal/Linguistic)
7. Have them make a list of the similarities they found, and the differences. (Bloom: Application)
8. Come back together as a class. Put all of the similarities and differences on the board that each groups came up with. (Bloom: Application)
9. Discuss the similarities and differences, and why they might be that way. (Blacks and whites could not do anything together. Like swim, use the same bathrooms, or even drink from the same drinking fountain). (Gardner: Verbal/Linguistic, Bloom: Comprehension)
10. As a class talk about how the white boy felt. Then discuss how the black boy felt. Would it feel good to not be accepted in certain places? (Gardner: Verbal/Linguistic) Write answers and suggestions on the board. (Bloom: Comprehension)
11. Would you like to be segregated from your classmates or friends?
12. The second part of this lesson we are going to become segregated for a day, so we can experience it firsthand.
13. Separate students half and half. (One half designate to be whites, and the other half designate to be African Americans).
14. For the rest of the day, they cannot talk to the other race, eat with the other race, drink from the same drinking fountain, or use the same bathroom.
15. If I see any of this happening, I will put a tally mark under the race on the board, of who initiated the action.
16. I will be watching at all times.
17. Enjoy this activity, and pretend that this is during the Civil Rights era.
18. Following Day. Have students take their journals out. Tell them to write a brief summary about how they felt being segregated. Did you like being segregated? Was it hard not to talk to your classmates? Was it hard to eat with only the same color as you? Describe, in words, as much as you can about this fascinating experience.
19. Let students share their journals with the class. This is optional.

Closure: We will talk about your reactions tomorrow morning. What have we learned about the Civil Rights Act thus far. (Write answers on board). Are you glad that we are not segregated anymore? Why? (Discuss among class). Recently, have you seen any signs/acts of segregation?

Adaptations/Enrichment:

Students with learning disability in reading. Partner student up with a high leveled reader. Give them the option of looking at the text, while filling out Venn Diagram.

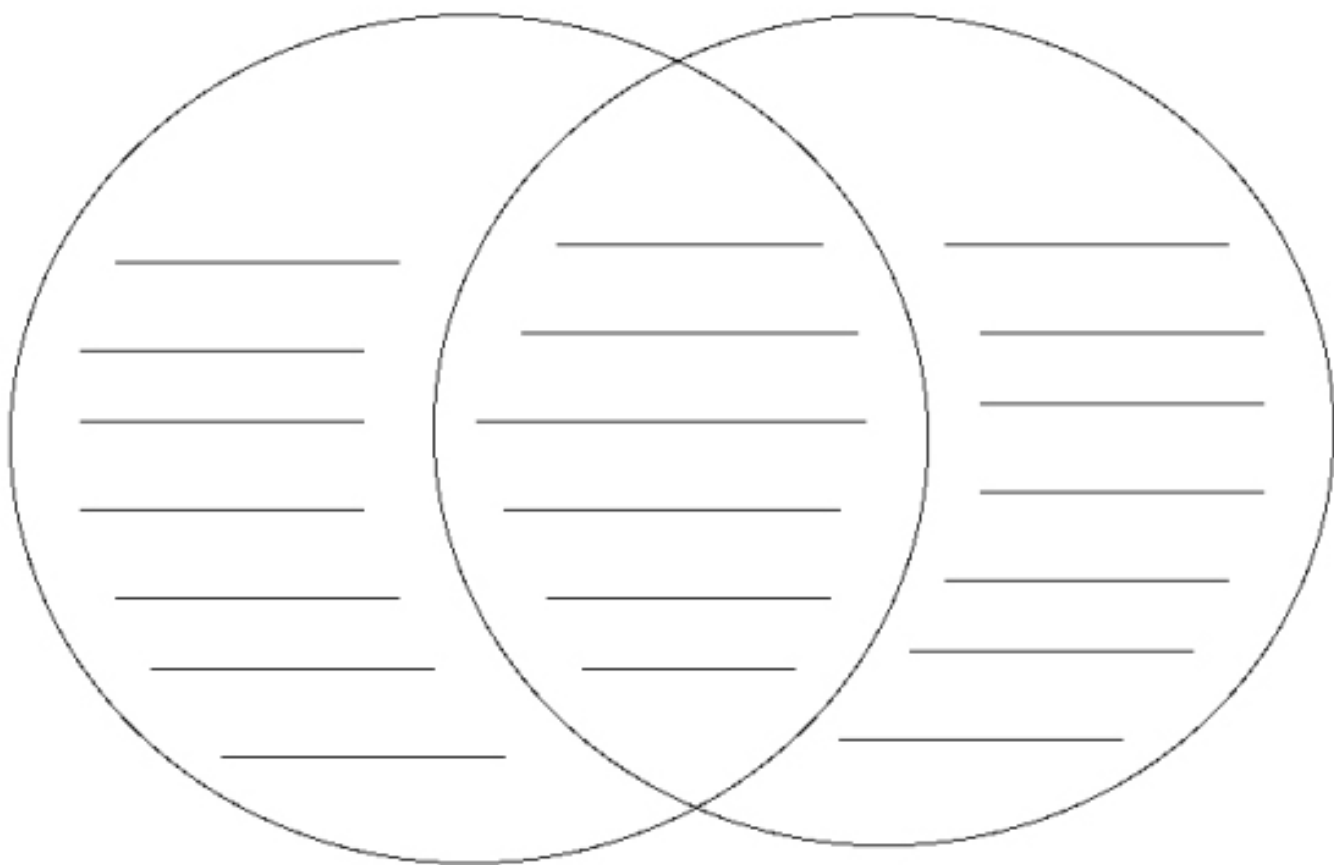
Student with ADHD. Have student pass out worksheets. Have student write on the board when necessary.

Student with Gifts and Talents in Creativity. Partner student up with a lower leveled student. Give them the option of working on their own.

Self-Reflection: Did the students understand the Civil Rights Act? Did they enjoy the segregation activity? Did they fill out the Venn Diagram to my satisfaction? Did they stay on task? Did I allow enough time for this lesson?

name \_\_\_\_\_

date \_\_\_\_\_



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