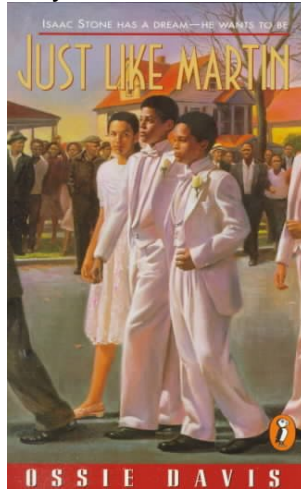


Carol Fike
EDUC 340
Professor Schilling
April 29, 2009

Black History Month
By: Carol M. Fike



(Picture supplied by Barnes and Nobles online)

FEATURED SELECTION:

Davis, Ossie (1992). *Just like Martin*. New York, New York: Puffin Books.

As described on the back of the book: "It is August 28, 1968, the day of the Freedom March on Washington, D.C. Everyone in town is going---except Isaac Stone. His father, a bitter Korean War veteran, forbids it. "Nonviolence is the same as cowardice," he says. But Stone has heard Martin Luther King, Jr., preach, and he wants to follow in his footsteps. He is sure he will change his father's mind---until their church is bombed and two of his classmates are killed. Can Stone conquer his own anger and live up to his dream?"

RELATED MATERIALS:

African American Stories:

Lester , Julius (1987). *The tales of Uncle Remus*. New York, New York: Dial Books.

This is a collection of stories compiled into one book. These stories are ones that were based down with African American families.

McDermott, Gerald (1972). *Anansi the spider*. New York, New York: Holt, Rinehart, and Winston.

This is a classic African folk tale. This story honors it's traditional form, African language, and rhythms.

Texts on Slavery:

Levine , Ellen (2007). *Henry's freedom box*. New York, New York: Scholastic.

When separated from his family during a time of slavery. He has nothing else to do, Henry mails himself out of slavery.

Ringgold, Faith (1992). *Aunt Harriet's underground railroad in the sky*. New York, New York: Crwon Publishers, Inc..

Harriett Tubman is known for helping many people to escape slavery by using the Underground Railroad. This children book puts a new spin on explaining the processes included in the Underground Railroad.

The Civil Rights Movement

Adler, David (2008). *Heroes of the civil rights*. New York, New York: Scholastic.

Take a look at the people that we have to thank for the Civil Rights Movement. Learn through these brief biographies about 14 of these important individuals.

Bridges, Ruby (1999). *Through my eyes*. New York: Scholastic Press.

Learn about the Civil Rights Movement through the eyes of a six year old boy. This gives his perspective of what he saw happening as well as what he has learned really looking back at his own memories.

Greene, Carol (1989). *Martin Luther King, Jr.: A man who changed things*. Boston: Houghton Mifflin.

This biography of Dr. Martin Luther King, Jr. talks about not only his interaction in the civil rights movement but also presents his life. For it was through his life that he learned how to help African Americans get freedom.

Medearsis, Angela (1994). *Dare to Dream*. New York, New York: Puffin Books.

Learn about the Civil Rights from a new perspective, Dr. King's wife, Coretta Scott King. It is through her that we learn how the movement changed the lives of African Americans; from walking dusty roads to freedom to vote.

Pastan, Amy (2004). *Martin Luther King, Jr.*. New York, New York: DK Publishing, Inc..

Learn about Dr. King's life through looking at pictures taken during his time. How did King affect the movement but also who affected him during this historic movement?

Personal Stories:

Gormley, Beatrice (2008). *Barack Obama: Our 44th president*. New York, New York: Aladdin Paperbacks

Our 44th President of the United States of America is Barack Obama an African American man. At the beginning of his life it was never suspected that in his life time we would have an African American president.

Howard , Elizabeth (1991). *Aunt Flossie's hats (and crab cakes later)* . Boston: Houghton Mifflin.

Read the story of a woman who enjoys telling her nieces stories about her life. These stories include marches and the importance of family in African American culture.

GOALS:

- The students will learn about the struggle that African Americans went through to gain freedom in the United States.
- Learn about famous African Americans both those that they know about as well as some new ones.
- Taking this one step further we will also look at the works of African American authors.
- We will also learn about everything from the Underground Railroad to the Civil Rights Movement and Integration.
- We will also learn about how this affected Indiana.

Indiana Academic Standards:

History:

4.1.7 The Civil War Era and Later Development: 1850 to 1900. Explain the roles of various individuals, groups and movements in the social conflicts leading to the Civil War.

- Example: Levi and Catherine Coffin, abolition and anti-slavery groups, The Underground Railroad, and the Liberia colonization movement .

4.1.13 Contemporary Indiana: 1950 - Present. Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.

- Example: The civil rights movement and school integration in Indiana; Indiana's participation in the Korean War; Asian and Hispanic immigration; and growth in advanced manufacturing and the life sciences industry.

English:

4.3.1 Structural Features of Literature:

- * Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.

4.3.4 Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.

UNIT PLAN:

Pre-reading

- At the beginning of the unit, the students will select a famous African American that they are interested in. Throughout the unit they will research this person and on the last day they will present the research that they have collected. This project will be done individually during class time. This is a way that I can help monitor the progress. As for the grade it will be assigned based on a presentation rubric that will be shown to the students at the time the assignment was given.

- Use *Aunt Flossie's Hats* as a preview to the Focus Unit. Begin by presenting this book doing a book talk. Then use it to look at the importance of story telling and historical movements within African culture. This will be a full group discussion.

Reading

- The book, *Just Like Martin* will be read together as a class. This should include the teacher reading the story aloud as well as getting those that are comfortable to read aloud to the class. During this reading, students will independently write down any questions that they have about something that took place in the story. This is also in addition to having the students rotate between answering one another's questions.
- For the other stories that are included, parts of these stories will be read aloud with interactive components involved. This will include worksheets, graphic novels, vocabulary puzzles, etc. These are also ways to reinforce the reading and making sure the students are pulling out the important information as well as the teacher being able to evaluate these documents.

Responding

- Write your own Folktale as based on the African stories that you read, *The Tales of Uncle Remus*, and *Anansi the Spider*.
- While reading *Just Like Martin* students will need to write in their writers notebooks about personal connections that they personally are making with the provided texts. These writings are something that the teacher can review to make sure that the students comprehend the provided information.
- At the end of *Just Like Martin* we will have a full class discussion about the strengths and weaknesses of the book. As well as the likes and dislikes of the individual classmates of the book. The teacher should write down what the students are saying and this will help guide future instruction as well as testing student comprehension.

Exploring

- Through all of the research that we have done on Dr. Martin Luther King, Jr, now watch a speech or read one of the speeches that he gave. What did you learn through hearing him speak? Make a Venn Diagram comparing what you learned about him as a person as compared to what he says in the video.
- Really look back at all of the stories used in this unit. Was there a specific way that African Americans were portrayed in a written language. Compare all of the stories. This should be done in small groups and each group has a specific book that the information can be brought to the full class. This also can be assessed based on the ways that students work together in groups and making sure that they got the idea in the assignment.

Applying

- Based on any and all of the books used in the lesson create a graphic novel. This graphic novel should be created in pairs or groups of three. This can be created using magazine clippings, printed pictures, or hand drawn artwork. Using any of these elements choose a specific story to tell a story that took place during either the Civil Rights or Slavery.
- One way that people knew where to go during the Underground Railroad was through colors and patterns in quilts that were hung beside doors. Make your own slavery quilt. This should include patterns to freedom, what slavery looks like, and elements of the civil rights movements.

TIME SCHEDULE:

Day 1	Day 2	Day 3	Day 4	Day 5
Introduction to Black History Month <i>Aunt Flossie's Hats</i> Famous African Americans	African American Literature <i>The Tales of Uncle Remus</i> <i>Anansi the Spider</i> Personal Folktales	Slavery <i>Aunt Harriet's Underground Railroad in the Sky</i> <i>Henry's Freedom Box</i> Slavery Quilt	<i>Just Like Martin</i> Chapter 1 Introduction to Martin Luther King, Jr.	<i>Just Like Martin</i> Chapter 2 A Young Martin Luther King, Jr. (Greene)
Day 6	Day 7	Day 8	Day 9	Day 10
<i>Just Like Martin</i> Chapter 3 The Role of Religion in both MLK and the Civil Rights	<i>Just Like Martin</i> Chapter 4 Martin Luther King Jr. – Peaceful Movement	<i>Just Like Martin</i> Chapter 5 From Coretta's Perspective	<i>Just Like Martin</i> Chapter 6 Heroes of the Civil Rights – Day one	<i>Just Like Martin</i> Chapter 7 Heroes of the Civil Rights – Day two
Day 11	Day 12	Day 13	Day 14	Day 15
<i>Just Like Martin</i> Chapter 8	<i>Just Like Martin</i> Chapter 9	<i>Just Like Martin</i> Chapter 10	<i>Just Like Martin</i> Chapter 11	What's next?

Heroes of the Civil Rights – Day three	Graphic Novels	<i>Through my eyes</i> Graphic Novels	Review the book Share Graphic Novels MLK Speech	Barack Obama Other Reports
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ASSIGNMENT CHECKLIST:

- _____ Famous African American Presentation
- _____ Personal Folktales
- _____ Read and be able to discuss *Just Like Martin*
- _____ Journal Entries
- _____ Reading Questions
- _____ Venn Diagram
- _____ Group Graphic Novel
- _____ Quilt