

The Power of Peace: A look back at influential practices in the quest for racial equality

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2010 Civil Rights Summer Institute

Unit: Civil Rights

Topic: Boycotts, Sit-ins and Pickets

Grade Level: 5th

Lesson Time: 45-60 minute lesson, 25 minute writing period

Abstract: Students will learn about the effectiveness and reality of why non-violent practices were used by African Americans in their protest for equal economic rights and treatment in the marketplace. Students will read a local primary source news article and investigate the relevance of a local JcPenny picket where unfair hiring practices were used. Students will then start with a primary source on a national level through observation of the Greensboro, NC lunch counter sit-in at Woolworth's lunch counter. The lesson will conclude through a reflective journal entry assessment.

Essential Questions:

- How did non-violent practices such as, boycotts, sit-ins and pickets transform the civil rights movement?
- Why were non-violent methods of protest essential in African American's demand for equality and freedom?

Assessment: Students will be assessed through a reflective journal entry on the importance of non-violent protest as a means of attaining freedom and equality.

Lesson Plan:

Setting the Purpose: Teacher will propose a scenario to students: students will watch a 5-minute video clip. Teacher would tell students they will get to pick a number. Odd numbers would get to sit in the front of the room by the television. The rest of the students would be told to move to the back of the room. Students in the front of the room will be told they will be given a juice box to drink during the video and the students in the back of the room will be told they can get a drink of water when the video is over.

Teacher will then ask the students if this scenario sounds fair. Students will then do a think-pair share with their neighbors, followed by a class discussion.

Teacher will then introduce the topic. And set the goal of understanding non-violent protest and its effectiveness in attaining racial equality during the civil rights movement.

Analysis of local primary sources: Students will use the SmartBoard to view the article *Negroes Tell Why They Picket; Rap Penny's for Discriminating* found on AHTC civil rights disk. Article will be introduced as a local news article and will be read aloud.

Students will then get the opportunity to underline important/key insights in the article. Followed by completing an opinion of white citizen during the 1960's/ opinion of a black citizen in the 1960's T-Chart graphic organizer on the SmartBoard. (This will be completed as a whole-class) Students will then be asked to do a think –pair-share and discuss why they believe a non-violent picket was the form of protest used as opposed to a violent method of protest. Students will then share with whole-class. Students will then be asked what they think the protest looked like in the south.

Ties to national primary source: Students will view the photograph of the Greensboro, NC lunch counter sit-in at Woolworth's. Photograph found at <http://crmvet.org/images/imgcoll.htm> is titled *I'm going to sit at the welcome table*. Students will be given 5 minutes to list as many observations about the photograph as they can. Students will then discuss the importance of sit-ins as an effective means for African Americans to attain equality during the civil rights era. Students will then complete a venn diagram comparing and contrasting the local primary source to the national primary source.

Lesson will conclude by a discussion of what outcomes violent protests and practices during the pursuit for civil rights would have had. Followed by journal entry assessment.

List of Sources:

- *Negroes Tell Why They Picket; Rap Penny's for Discriminating* found on AHTC civil rights disk
- Photograph: *I'm going to sit at the welcome table*, <http://crmvet.org/images/imgcoll.htm>