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Curriculum/Course: Language Arts

Social Justice Issue: Segregation and its effects on children

Grade: 1st grade

Time/period: 60 minutes

Materials:

- Signs: Colored entrance only, white only (<https://www.ferris.edu/jimcrow/>)
- 4 markers (black, brown, green, blue)
- “Through the story” drawing assignment

Text titles: “Freedom Summer” By Deborah Wiles

Standards:

Reading standards

Craft and Structure:

CCSS.ELA-LITERACY.RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.

Social Awareness

3A. Demonstrate awareness of other people’s emotions and perspectives

Objectives:

I can identify the characters and their personal traits in the story.

I can draw how the characters feel through the book.

I can retell the story and how the kids feel.

Assessment (Formative/Summative):

Formative: Before reading ask questions with thumb answers - “Do you like to swim with friends? Thumbs up if yes and down if no”, “How would you feel if you couldn’t swim with your friend? Thumbs up if ok, thumbs down if upset”

Summative: Exit ticket from the activity. The students will pick a character from the literature “Freedom Summer,” and draw the feelings of the character at the beginning, middle, and end.

Introduction (hook): Continuing with what we’ve been learning in class about black history month we’re going to read a book and discuss the aspects of the different treatments and how it made them feel. (I do)

Steps:

1. Together we’re going to fill out the “know, want, learn” organizer on segregation. Ask students “Do you know what that means?” after a couple answers ask “What do you think it means?”.
2. Write the student’s answers on the board in the “What we know column” of a large group graphic organizer. Introduce the book “Freedom Summer” to the class.
3. Ask student what they want to know about segregation and write it in the “what we want to know column”
4. Begin reading “Freedom Summer”, stopping throughout to ask questions, talk about what they noticed, and introduce the signs from the museum.
 - When the boys go to get ice pops, show the “Whites Only” and “colored entrance” sign and ask “Do you know of other places where these “Colored Entrance” “Whites Only” signs would be?”
 - Ask when Joe’s dad says they are going to be able to swim together. “Do you think the two boys are going to be able to swim in the public pool together?”
 - When the two boys are running over the hill to the pool and stop, ask students “Why do you think Joe and John stopped running?”
5. Tell the students to go knee-to-knee and think about what happened in the story. After letting them think, have them share with their partner what they remember.
6. After the students retell the story, ask what they learned through the book, write these answers inside the “What We Learned” column.
7. Explain to them what segregation is using the signs from the museum as well as examples that were shown in the book.
8. When explaining the activity to the students project the different characters names. (Annie Mae - John and Will’s mom, John Henry, Will Rodger, and Joe - narrator of the story).

Closure: Tell students to turn to their table mate and talk about what they saw in the book that aligns with what they now know about segregation. (you do)

Activities: Pick a character and draw how they feel in the book. Talk to your table mates about the feelings and how you would feel if that happened to you. Turn in for an exit ticket as an assessment.

Technology: Projector to display book on screen.

“Through the story” drawing

Draw how one of the characters felt through the story.

Name: _____

Beginning

Middle

End

