

CELEBRATING BLACK HISTORY: THE CHILDREN'S CRUSADE

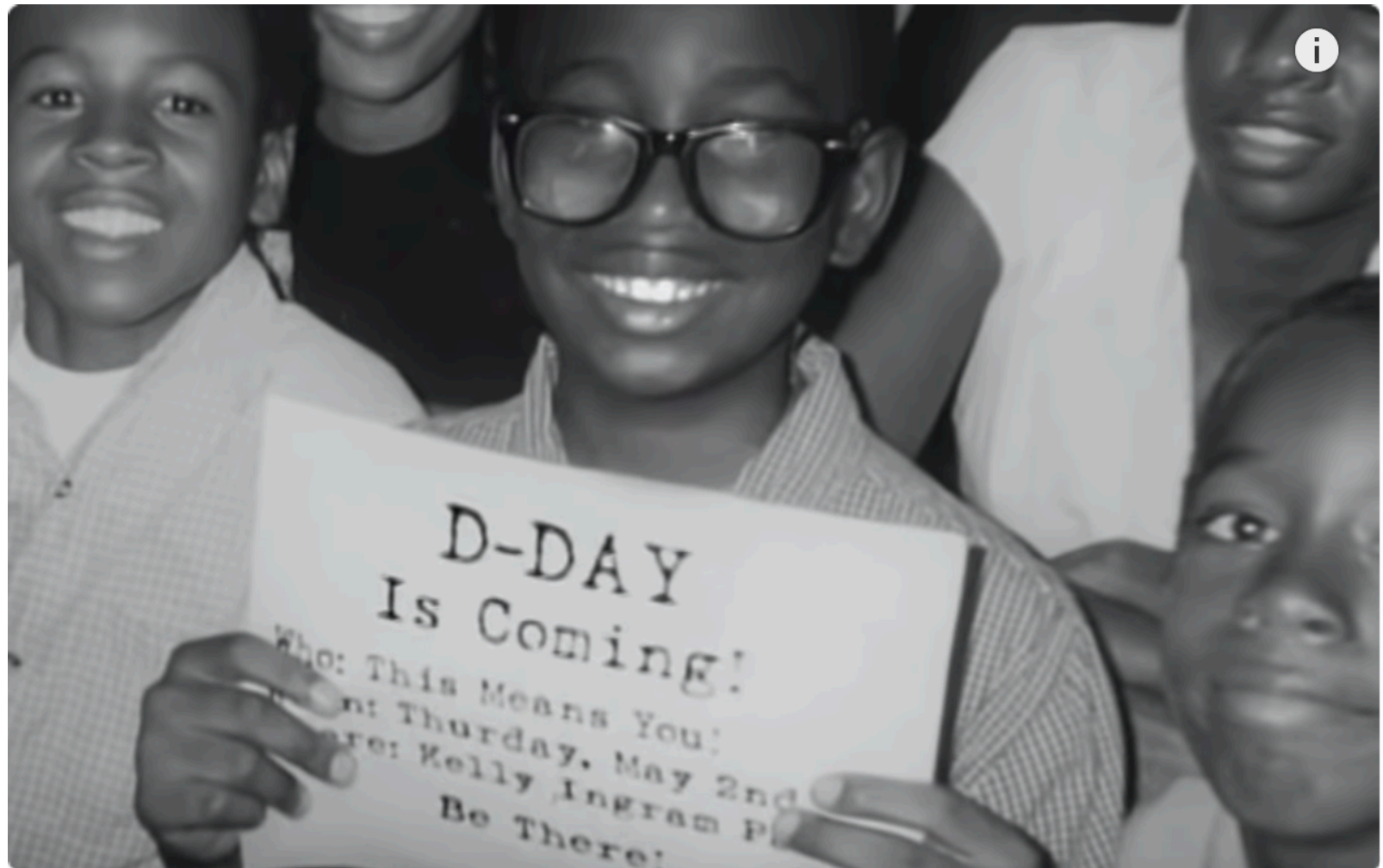


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TEKS

Social Studies, ELA

CONTENT AREA: Social Studies, Language Arts

Social Studies TEKS Language Arts TEKS

Grade Level: 5-9

Objective 1: Students will recognize that any individual, regardless of age, has the power to help bring about social change. Students will be able to explain and/or summarize the contributions made by children during the Civil Rights Movement.

Objective 2: Students will read a section of a book about the Children's Crusade and create a presentation of their interpretation.

Objective 3: Students will learn meanings and signs for new words, the spelling of those words, and use their newly-acquired vocabulary as appropriate.

Objective 4: Students will write a fictional short story told from the perspective of a child participating in the march using their newly-acquired vocabulary.

- To help students see beyond the dynamic leaders of the movement, and focus instead on the many contributions made by people who are not included in the history books.
- To make connections between the role of youth in the African American freedom struggle and the role of youth in current struggles for justice and equality.
- To encourage reflection on the events of the African American freedom struggle as they apply to our own lives
- To evaluate and interpret primary source documents

Materials not included in this lesson:

- **Book:** *The Children's Crusade of 1963 Boosts Civil Rights* by Heather Adamson (Digital version available free through [GetEpic.com](https://www.getepic.com) free membership or paid through [Amazon](https://www.amazon.com))

Note: Aside from chapter worksheets, this lesson can be adapted to any book about the Children's Crusade of 1963.

BACKGROUND

Optional Video

Younger students may appreciate clarification on "segregation" and what it means.



<https://youtu.be/WKEGou1zPII>

INTRODUCTION



<https://youtu.be/FVZ1H-o3xWE>

Whole-Group Activity: Discussion and Video



Project the image above and ask students to comment on what they see.

Prompts:

- When do you think this photo was taken? Why do you think that?
- Where do you think it was taken? What details led you to believe that?
- What do you think is happening in the photo?
- How old do you think the people in the photo are?
- If it doesn't come up, ask students what they know about segregation.

Video: No More

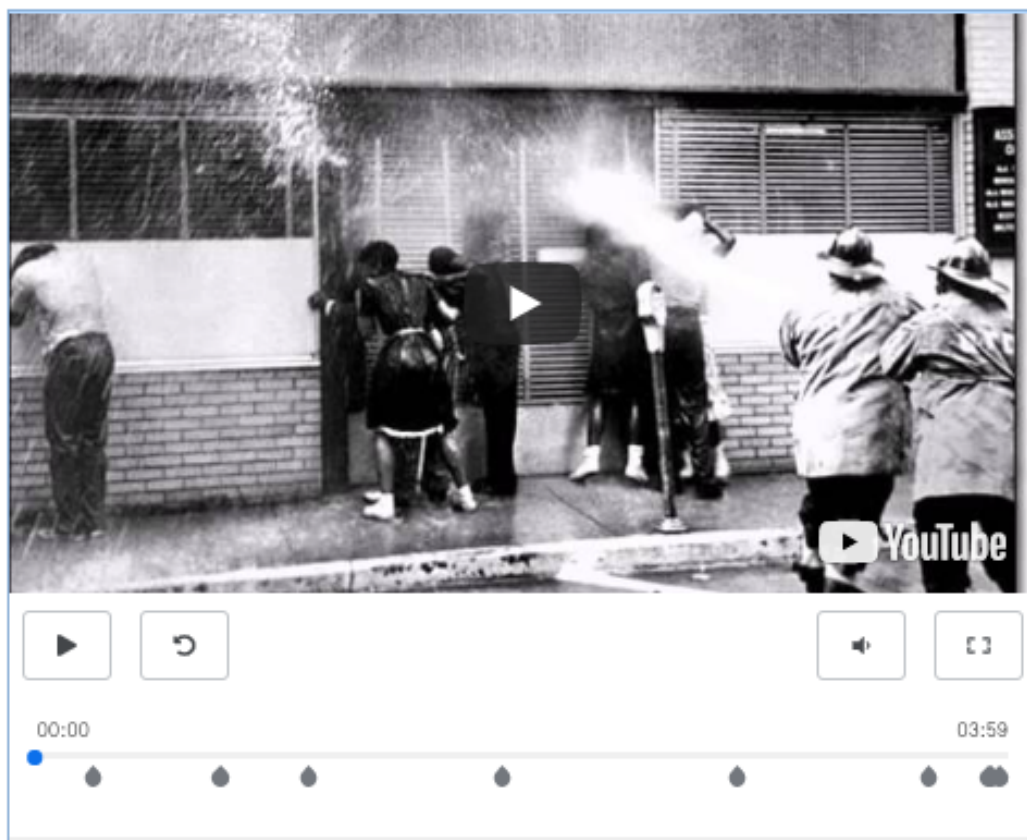


<https://youtu.be/2cbWCrEUip8>

After watching the video, refer back to the image projected earlier. Ask children if their opinions about what was going on have changed. Have them substantiate their answers with what they saw in the video.

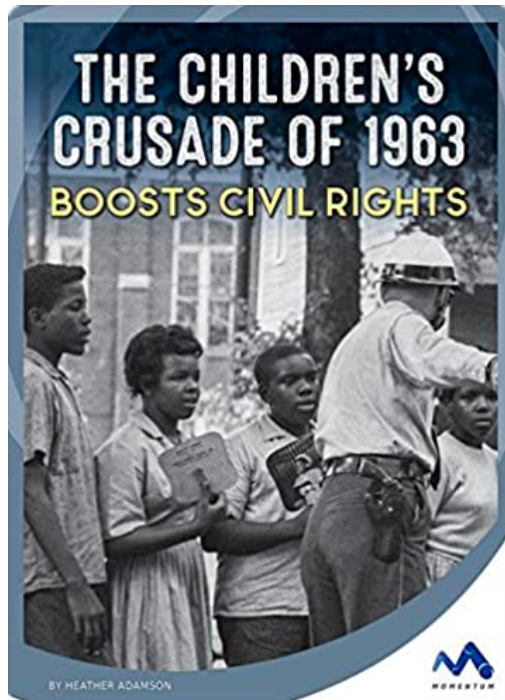
Individual Digital Activity:

Note: The teacher will not be able to record answers unless he/she has a free EdPuzzle.com account. To create an account, [click here](#).



<https://edpuzzle.com/media/5d9f70b26986e64099600348>

BOOK: THE CHILDREN'S CRUSADE OF 1963 BOOSTS CIVIL RIGHTS



Individual Activity: Pre-Reading

Students skim the book or look at the glossary to make a list of words they do not know. Students use the internet to research the meaning of the word and the ASL sign for that word.

Individual Activity: Vocabulary

Children's Crusade Word Search

MAHGNIMRIBDXZAD
NOITANIMIRCSIDE
DPADDYWAGONSLET
FEBSPYNXHANWUMA
GPTKEGTSQOKIFO
TAYASGUINPPJENE
TAHANPRNLRBEC
ORSIGNIAEOAYCAT
OIUIRCSTGTUBERE
JTWCRFESRAYQPAS
MTQEEESNEAITWETE
OFTETQVNUSDIWED
XAVEVOQGCE SIOFK
WERAPJKBAXATNR
USHKNCEKCRUSADE

ASSASSINATED
DEMONSTRATE
EQUALITY
POVERTY
TRUCE

BIRMINGHAM
DESEGREGATED
MARCHING
PROTESTERS
WATERCANNONS

CRUSADE
DISCRIMINATION
PEACEFUL
SEGREGATION

[Word search](#)

Paired Digital Activity: Vocabulary Flipgrid



Teachers:

- If you don't have a free Flipgrid account, [create one here](#).
- Create a new topic called Children's Crusade Vocabulary. Post the link for your students to access.
- Divide the number of vocabulary words and assign to students.
- Have students video each other signing the word and its meaning.
- Have students upload to the Flipgrid.

Small-Group Activity: Reading

In groups or pairs, students will prepare a presentation on an assigned chapter of the book that they will teach to classmates.

Book: The Children's Crusade of 1963 Boosts Civil Rights by Heather Adamson

Digital version available free through [GetEpic.com](#) free membership or paid through [Amazon](#).

Guiding questions:

1. How can young adults and children positively affect their communities?
2. How were African Americans impacted by segregation, racism, and violence during the 1950s-1960s?
3. How were children able to help with the Civil Rights Movement?

Whole Group Activity: Presentations

Students present in order of the chapters to their classmates.

[Presentation Rubric](#)

CULMINATING ACTIVITY: SHORT STORY

Students write a short story told from the eyes of a child during the Civil Rights Movement.



<https://youtu.be/oTLchdMS10s>

Encourage students to express what they think life might have been like for children in 1963. Urge them to describe their thoughts and feelings.

The Children's March: Video and Discussion



<http://www.youtube.com/watch?v=5c113fq3vhQ>

Discuss as a group how these individuals must have felt as children and the things they must have witnessed.

Optional Extension activity: Read the [first-person accounts](#) of people who lived during the Civil Rights Movement.

Analyze First-Person Narrative Writing

Refer to the poster and image links below under Classroom Resources.

Project poster and go over the tips. Then project one of the following stories: [Short Story List](#)

Go through the first few paragraphs and, referring back to the poster, ask the students whether or not the author followed the tips.

Pair students and assign them 1-2 of the stories to analyze using the worksheet.

Student Name: _____

Name of Story: _____

Analyzing Short Stories

Read the story and answer the following questions. Give specific examples to support your answers.

1. Does the writer use his or her senses to describe the story? How?

2. Does the writer avoid overusing "I"? If so, give examples where the writer used the word "I" but could have written it another way to avoid using "I." If not, give examples of where the writer could have used "I" but chose not to.

3. Does the writer avoid passive voice? If so, give examples where the writer used active voice. If not, give examples of where the writer used passive voice.

4. Does the writer allow the characters to tell the story? Give examples.

5. Does the writer start with action? If so, paraphrase the action below. If not, write one or two "action" sentences that the writer could have used.

Analyzing Stories Worksheet

Play the first-person narrative game.

This is a different take on the Story-Telling game where students take turns adding one sentence to the story.

Directions:

1. Students and the teacher form a circle. The teacher starts the story using a story prompt.
2. Next, the person to the teacher's right adds to the story.
3. Continue going around the circle until everyone has had an opportunity to add to the story.
4. Continue in this vein until the story either comes to a natural end, or the time allotted for the activity has elapsed.

Tips

1. If a student starts to bring the story to a close, or if the story is starting to wane, interject the word "Suddenly!"
2. Have each student end with "and then..." In this way, you can keep the story going.
3. Encourage students to refer to the **narrative-writing checklist** as they tell the story.

Story prompts: (Inform students that all the stories are set in 1963.)

- I don't know why they called the day D-Day, but that was the day my friends and I jumped out of the school windows. Then...
- The rule is: Blacks have to sit at the back of the bus. But today, my grandmother decided she was not going to follow the rules anymore. Instead....
- Last night, I met Dr. Martin Luther King, Jr. and...
- This morning I woke up and ate breakfast and got dressed for school just like it was any other day. But it wasn't any other day; because today I got arrested. It all started when...

Short Story Writing

Students write a short story told in the voice of a child living in 1963. They should write their stories from the perspective of a child (Black, White, Hispanic, etc.) of their own age who was present the day of the Children's Crusade. They could be a participant, someone in the crowd watching, or anyone else who would be present that day.

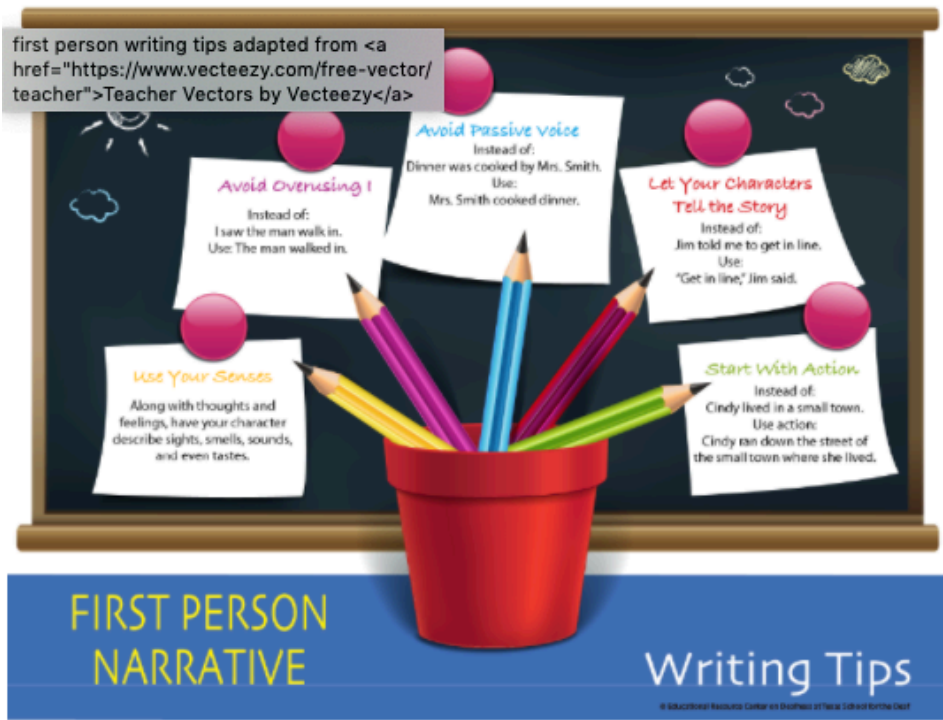
Story Planning Worksheets (adapted from Project Share lesson website)

Use the following worksheets according to student skill level:

- [Group 1:](#) These worksheets allow students to draw out and label parts of the story.
- [Group 2:](#) These worksheets guide the students through visualizing, describing, and then writing their story.
- [Group 3:](#) Using these worksheets, students generalize their story parts in a few sentences before writing.
- Additional planning:
- [Preplanning:](#) Students answer a series of questions while planning their story.
- [Redrafting:](#) Students work in pairs to critique each other's stories using the framework of this plan.

Rubric

WRITING POSTER



Link to the [full-size printable poster](#) (25 x 36). Link to compressed [images for tiling the poster](#).

EXTENSION ACTIVITIES

Recommended viewing: [Ruby Bridges](#), the story of an African American 6-year-old who helped integrate the schools of New Orleans.

Turn your classroom into a living museum: Have students choose one person from the Civil Rights Movement to learn more about. Students then create posters to describe their chosen individual and relate the impact that person had on the Civil Rights Movement. [See example here.](#)

Read and discuss the story [One Friday Morning](#).

Make a timeline of the Civil Rights Era and/or explore the interactive [Civil Rights Time Line](#)

Pictionary Game: Cut out the cards. Have students draw the word and the rest of the class guess. [Cards 1](#) [Cards 2](#)

More Activities and Ideas

For more ideas on Black History Month activities, including writing tie-ins, bulletin board ideas, art projects and more, visit our [Black History Month Pinterest board](#).

MATERIALS

Most material found in the lesson plan has documents you can download from our website at [TexasDeafEd.org](https://www.texasdeafed.org).

However, many of those materials have also been included here for your convenience.

**Oral Presentation Rubric : THE CHILDREN'S CRUSADE OF 1963
ASSIGNED CHAPTER**

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Chapter Coverage	Covers main points in chapter.	Covers most points in chapter.	Covers 1 or 2 of the main points in chapter.	Does not seem to understand the chapter very well.
Vocabulary	Includes all highlighted vocabulary and definitions and includes 1 or 2 additional words.	Includes all highlighted vocabulary.	Includes most highlighted vocabulary.	Does not include highlighted vocabulary.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Listens to Other Presentations	Pays attention intently. Does not distract others.	Pays attention intently but has one distracting moment.	Sometimes does not appear to be paying attention but is not distracting.	Sometimes does not appear to be paying attention and sometimes distracts others.

paddy wagon

segregate

desegregate

truce

discriminate

water cannon

poverty

march

protester

jail

freedom

toothbrush

Martin Luther King

speech

slavery

equal

John F. Kennedy

Birmingham

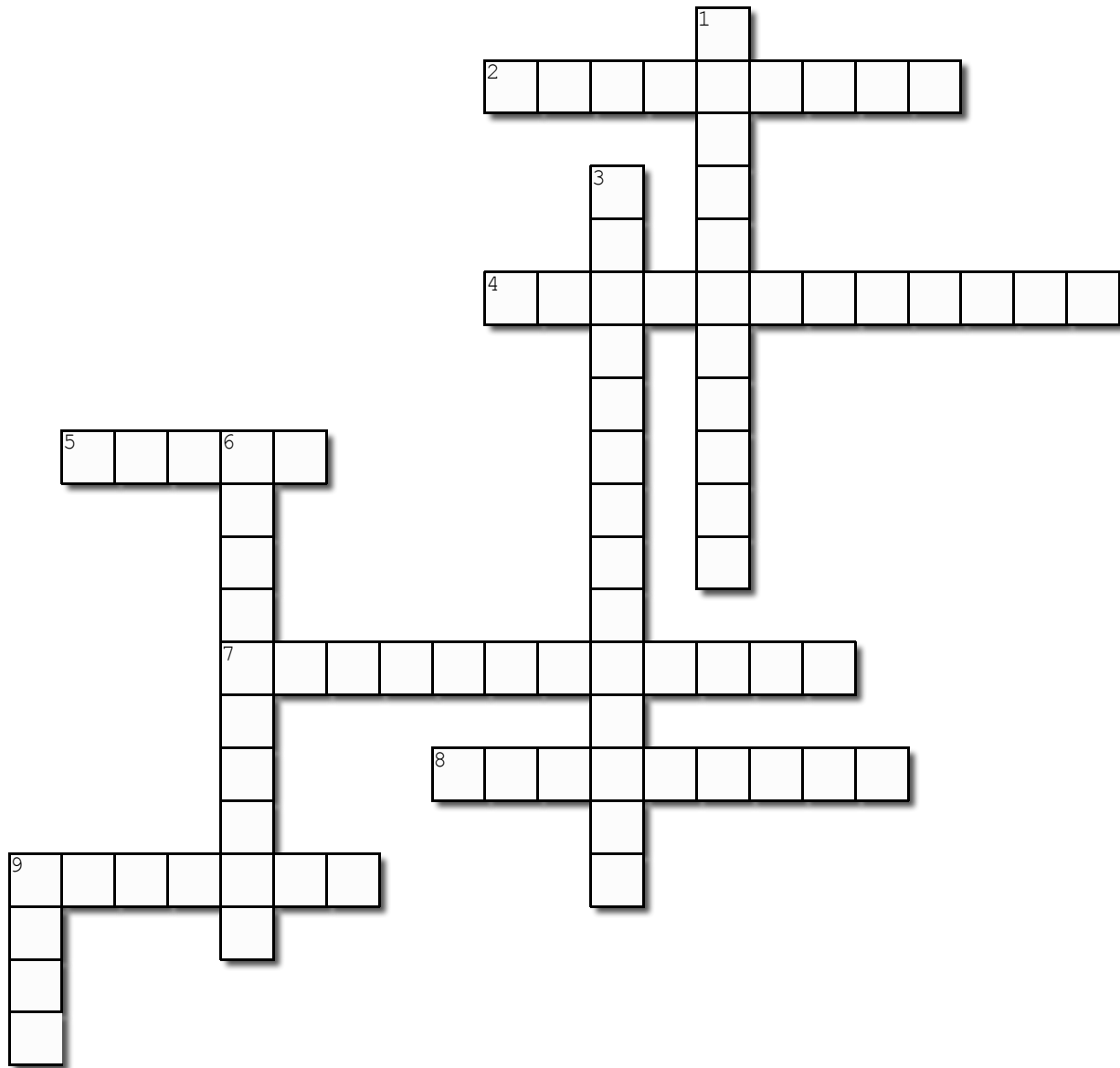
protester

jail

Name: _____

Martin Luther King and the March on Washington

Complete the crossword puzzle below



Across

- 2. Someone who expresses his or her feeling that an action or law is unfair
- 4. Ending a policy denying people access to a place or service because of their race, age, or other factors
- 5. A group of workers who join together to protect their rights at work
- 7. Setting someone free
- 8. People who protest or push for social change
- 9. To avoid buying, using, or doing something in protest

Down

- 1. A policy that forces people to be separate because of their race or other factors
- 3. To deny people the right to do something or be somewhere because of their race, age, or other factors
- 6. Unjust or unfair treatment
- 9. A draft of a law that is given to the US Congress to be passed

oppression bill protester discrimination union

segregation activists desegregated emancipation boycott

Student Name: _____

Name of Story: _____

Analyzing Short Stories

Read the story and answer the following questions. Give specific examples to support your answers.

1. Does the writer use his or her senses to describe the story? How?

2. Does the writer avoid overusing "I"? If so, give examples where the writer used the word "I" but could have written it another way to avoid using "I." If not, give examples of where the writer could have used "I" but chose not to.

3. Does the writer avoid passive voice? If so, give examples where the writer used active voice. If not, give examples of where the writer used passive voice.

4. Does the writer allow the characters to tell the story? Give examples.

5. Does the writer start with action? If so, paraphrase the action below. If not, write one or two "action" sentences that the writer could have used.

Story Board

1 - The setting

2 - The characters

3 - The problem

6 - The resolution

5 - The ending

Who are your characters?

Draw and label your characters.

Where is your story set?

Draw your setting here.

Story Opening

Where is your story set?

Write a list of adjectives to describe your setting:

Describe your characters. Who are they? What do they look like?

Write the opening to your story (describing the setting):

Write the next section of your story (describing the main character)

Story Middle

Draw how your story develops.

[illegible][illegible]

Story Middle

Draw how your dilemma is resolved:

Describe how the dilemma is resolved:

[illegible]

Story Ending

Draw how your story ends.

[illegible][illegible]

Story Opening

Where is your story set?

[illegible][illegible]

Story Middle

Describe what happens in the dilemma:

[illegible]

Story Middle

Describe how the dilemma is resolved:

Write the resolution (describe how the dilemma is resolved):

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Story Ending

Describe what happens at the end of your story:

Write the ending to your story:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Early planning

If you are working in pairs, ask each other the following questions. If you are working individually, have you achieved what you set out to?

Questions you may like to ask the writer	Comments + Advice
<u>Purpose and Setting</u> <ul style="list-style-type: none">• Are you clear about why you're writing and what you're trying to achieve?• When and where will your story be set? Why?• What style are you going to adopt?	
<u>Structure</u> <ul style="list-style-type: none">• Is your opening catchy? How is it catchy?• How will you go about organising your paragraphs/sections? Why?• How are you going to start?• How do you plan to finish? Is there a twist?	
<u>Character Development</u> <ul style="list-style-type: none">• Do you have interesting characters? How will you develop these characters to keep the reader's interest?• From which POV are you going to write?• What conflict exists between different characters, and how is it resolved?• What happens to the characters at the end?	

Redrafting Frame

In pairs, help each other out by asking the following questions of each other's stories. Write down comments and advice where appropriate.

Questions you may like to ask the writer	Comments + Advice
<p><i>Purpose</i></p> <ul style="list-style-type: none"> ◆ Do you think you explained everything you needed, to satisfy the reader? Give examples. ◆ Do you think you achieved everything you set out to achieve? Explain. • Did you manage you keep up a suitable style of writing - to meet the purpose and audience? Explain how you went about doing it. 	
<p><i>Structure</i></p> <ul style="list-style-type: none"> • Did you organize the piece in a way that was successful? How was this done? • Did you link the various sections together smoothly? How did you do it? • Did you start in a way that would make the reader want to read on? How was it done? • Did you finish in a way that would satisfy the reader? How was this done? 	
<p><i>Lively Description</i></p> <ul style="list-style-type: none"> • Are the words you use interesting, true to the characters, and does dialogue make the story flow? • Is there any unnecessary detail? • Did you make events or happenings believable for the reader? Explain 	