



5TH GRADE **ELA**

Student Materials

Unit 4 **Young Heroes:** *Children of the Civil Rights Movement*





Daily Lesson Materials

Name: _____

Date: _____

Today's reading was *Witnesses to Freedom: Young People Who Fought for Civil Rights* – Chapter 1.

1. Compare and contrast the conditions at R.R. Moton and the high school in Farmville, Virginia.

2. What are civil rights? Why are they important?

3. What steps did Barbara take to ensure the boycott's success? What does this show us about her character?

4. How did others respond to Barbara's actions?

5. What is the effect of having Barbara tell her story in her own words? Why might the author have chosen to include a primary source?

Name: _____ Date: _____

Young Heroes: Children of the Civil Rights Movement

Essential Questions Tracker

What role did children and teens play in the Civil Rights Movement?	
What tactics and strategies did activists use during the Civil Rights Movement to help change laws and institutions?	
How does reading both historical texts and personal stories help us understand the past?	

Name: _____

Date: _____

1. Gwendolyn says, "I was fierce about my freedom." What does she mean by this?

2. Describe what happened to Pat and her friends when they went into a restaurant in Birmingham. How did they respond? What does their response show about them?

3. How did the adults featured in these stories respond to the **segregation** the children experienced? Why did they respond this way?

Name: _____ Date: _____

Young Heroes: Children of the Civil Rights Movement

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Name: _____

Date: _____

Today's reading was *Witnesses to Freedom: Young People Who Fought for Civil Rights* – Chapter 2.

1. Describe the connection between the Supreme Court ruling in *Plessy v. Ferguson* and **segregation**.

2. How did the Supreme Court rule in *Brown v. Board of Education*? How was the ruling received?

3. Summarize Spottswood Bolling, Jr.'s experience with school integration.

4. Why did the author include the photograph on page 16? What main idea does it support?

Name: _____ Date: _____

Young Heroes: Children of the Civil Rights Movement

Essential Questions Tracker

What role did children and teens play in the Civil Rights Movement?	
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How does reading both historical texts and personal stories help us understand the past?	

Name: _____

Date: _____

Today's reading was *Witnesses to Freedom: Young People Who Fought for Civil Rights* – Chapter 3.

1. Summarize what happened when Elizabeth Eckford and the Little Rock Nine tried to integrate Central High.

2. Orval Faubus, the Ku Klux Klan, and the White's Citizens' Council actively opposed integration. How did they show opposition? How did their opposition impact the Little Rock Nine and the entire community?

3. How did Elizabeth Eckford feel about the role she played at Central High?

4. How do the photographs throughout the chapter contribute to the main idea?

Name: _____ Date: _____

Young Heroes: Children of the Civil Rights Movement

Essential Questions Tracker

What role did children and teens play in the Civil Rights Movement?	
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How does reading both historical texts and personal stories help us understand the past?	

Name: _____

Date: _____

Today's reading was *Freedom's Children: Young Civil Rights Activists Tell Their Own Stories* pg. 41 – 49.

1. Describe Ernest's perspective on going to Central High.

2. Ernest describes integrating Central High as "no day at the beach" (p. 43). What does he mean by this?

3. Why does Ernest include details about the paratroopers?

4. According to Ernest, why did conditions in the school go from being "tranquil" to "trench warfare"?

5. Ernest says their "nonviolence was an act of logic" (p. 46). What does he mean by this?

Name: _____ Date: _____

Young Heroes: Children of the Civil Rights Movement

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Name: _____

Date: _____

Writing Prompt

Ernest ends with the following advice.

"You really do have the ability to do a lot more than either you've been told or you've been led to believe by your surroundings. If given the opportunity, you'd be surprised at how much you can do, and how much you can achieve." (p. 49)

What reasons and evidence does Ernest include to support this advice?

Name: _____ Date: _____

Caption This!

Imagine you are an author writing a new historical text about the Civil Rights Movement. Caption each photograph using the perfect tense to show precisely when the event occurred.



File:Elizabeth Eckford.jpg - Wikimedia Commons



Testament_-_Little_Rock_Nine_Monument.jpg



1550px-Operation_Arkansas,_Little_Rock_Nine.jpg



51299868560_f020b89051_b.jpg

Name: _____

Date: _____

Writing Prompt

You're stepping into the shoes of a historian, looking back at this powerful photograph from the Civil Rights Movement. Write a one to two-sentence caption using the perfect tense to show how this event connects to what had already happened or what people have experienced since.



<https://www.nps.gov/chsc/learn/historyculture/people.htm>

Name: _____ Date: _____

Brainstorming Page

Gather details from the unit texts to help answer the following prompt:

Using details from multiple texts, describe the key tactics and strategies used by activists to change laws and institutions. Which tactics and strategies were the most effective? Why?

Tactic/Strategy	Details from the Text

Name: _____ Date: _____

Brainstorming Page

Gather details from the unit texts to help answer the following prompt:

Using details from multiple texts, describe the key tactics and strategies used by activists to change laws and institutions. Which tactics and strategies were the most effective? Why?

Tactic/Strategy	Details from the Text
Boycotting	<ul style="list-style-type: none"> ● Barbara Johns organized walk-out until conditions improved (Rochelle 4) ● Barbara left Farmville → safety (Rochelle 7) ● City closed schools, no integration (Rochelle 9)
Court system	<ul style="list-style-type: none"> ● <i>Plessy v. Ferguson</i> (1896) – segregation legal ● Needed to overturn law (Rochelle 11-12) ● <i>Brown v. Board of Education</i> (1954) – segregation unequal → unconstitutional (Rochelle 15)

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Name: _____ Date: _____

Two Paragraph Outline

Paragraph 1

Topic Sentence: _____

• Detail: _____

• Detail: _____

• Detail: _____

Concluding Sentence: _____

Paragraph 2

Topic Sentence: _____

• Detail: _____

• Detail: _____

• Detail: _____

Concluding Sentence: _____

Name: _____ Date: _____

Two Paragraph Outline

Paragraph 1

Topic Sentence: *How did activists during the Civil Rights Movement fight for equality?*

- Detail: *Boycott- walked out of segregated schools*
- Detail: *Court system- change laws*

Concluding Sentence: *Boycotting and the legal system were used to try to change the laws and systems of segregation.*

Paragraph 2

Topic Sentence: *Using the court system was such a powerful strategy for making change!*

- Detail: *Court ruling- schools had to integrate*
- Detail: *resistance → enforcement → integration*
- Detail: *boycotting → schools closed, no integration*

Concluding Sentence: *This shows that using the court system was the more effective tactic in working toward racial equality.*

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Topic Sentence: _____

• Detail: _____

• Detail: _____

• Detail: _____

Concluding Sentence: _____

Name: _____ Date: _____

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Topic Sentence: _____

• Detail: _____

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• Detail: _____

Concluding Sentence: _____

Paragraph 2

Topic Sentence: _____

• Detail: _____

• Detail: _____

• Detail: _____

Concluding Sentence: _____

Name: _____

Date: _____

Today's reading was *Witnesses to Freedom: Young People Who Fought for Civil Rights* – Chapter 4.

1. According to the author, March 2, 1955, was a day that would change Claudette's life forever. What impact did the day's events have on Claudette and her community?

2. Rosa Parks, Dr. Martin Luther King, Jr., the Montgomery Improvement Association (MIA), Jo Ann Robinson, and the Black community each played an important role in the Montgomery Bus Boycott. Describe the role each played and how they worked together to make the boycott a success.

3. Based on the firsthand account on pages 32–33, what motivated Claudette to refuse to give up her bus seat? Why does the author include this primary source?

4. Based on the firsthand account on pages 36–37, how does Rosa Parks remember Claudette Colvin? How is this account similar to or different from how Claudette remembers herself?

Name: _____ Date: _____

Young Heroes: Children of the Civil Rights Movement

Essential Questions Tracker

What role did children and teens play in the Civil Rights Movement?	
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How does reading both historical texts and personal stories help us understand the past?	

Name: _____

Date: _____

Today's reading was *Claudette Colvin: Twice Toward Justice* – Chapter 1.

1. What was the impact of Jim Crow laws on Black people in Montgomery?

2. The chapter title mentions the "Detested Number Ten." What was significant about "the number ten" for Black people in Montgomery?

3. Summarize the **resistance** to the **segregation** practices on Montgomery's buses. Was it effective?

Name: _____ Date: _____

Young Heroes: Children of the Civil Rights Movement

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How does reading both historical texts and personal stories help us understand the past?	

Name: _____

Date: _____

Today's reading was *Claudette Colvin: Twice Toward Justice* – Chapter 4.

1. Why did Claudette decide not to give up her seat? What does it reveal about her?

2. Summarize what happened to Claudette after she refused to give up her seat.

3. Summarize the police report that was filed when Claudette was arrested.

Name: _____ Date: _____

Young Heroes: Children of the Civil Rights Movement

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Name: _____

Date: _____

1. How did the community respond to Rosa Parks' arrest? (pp. 64–65, 67–69)

2. What tactics and strategies did the Black community in Montgomery use to organize and begin the boycott?

3. What was Fred Gray's strategy for making change? What role did he want Claudette to play, and why?

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Young Heroes: Children of the Civil Rights Movement

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Name: _____ Date: _____

Discussion Brainstorming Page

Gather details from the unit texts to help answer the following prompt:

Which activist, Claudette or Rosa, should be remembered as the icon of the Montgomery Bus Boycott?

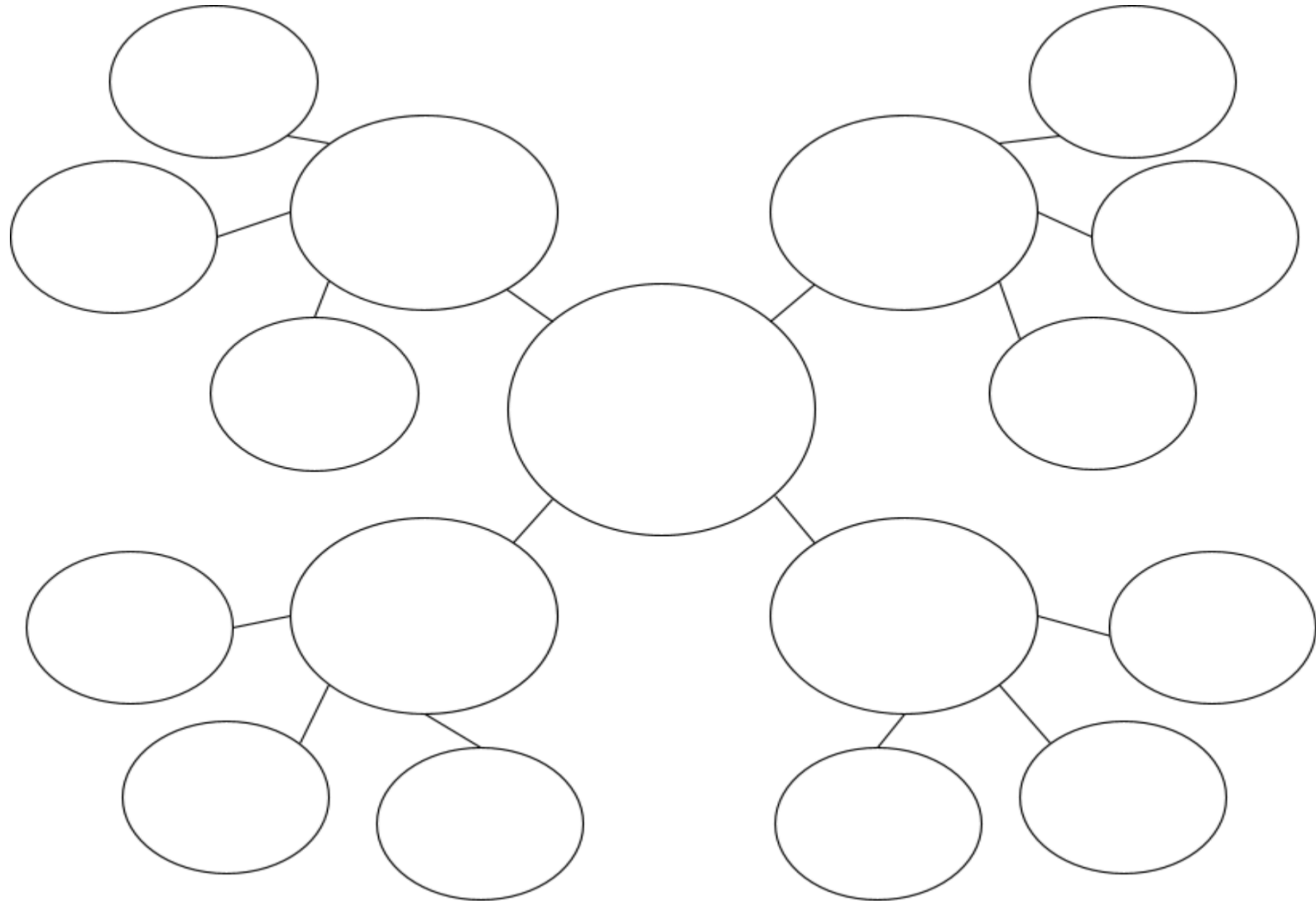
How has the way history is told shaped whether Claudette or Rosa is seen as the icon of the Montgomery Bus Boycott?

Activist	Details from the Text
Claudette Colvin	
Rosa Parks	

_____ is the primary icon of the Montgomery Bus Boycott because _____

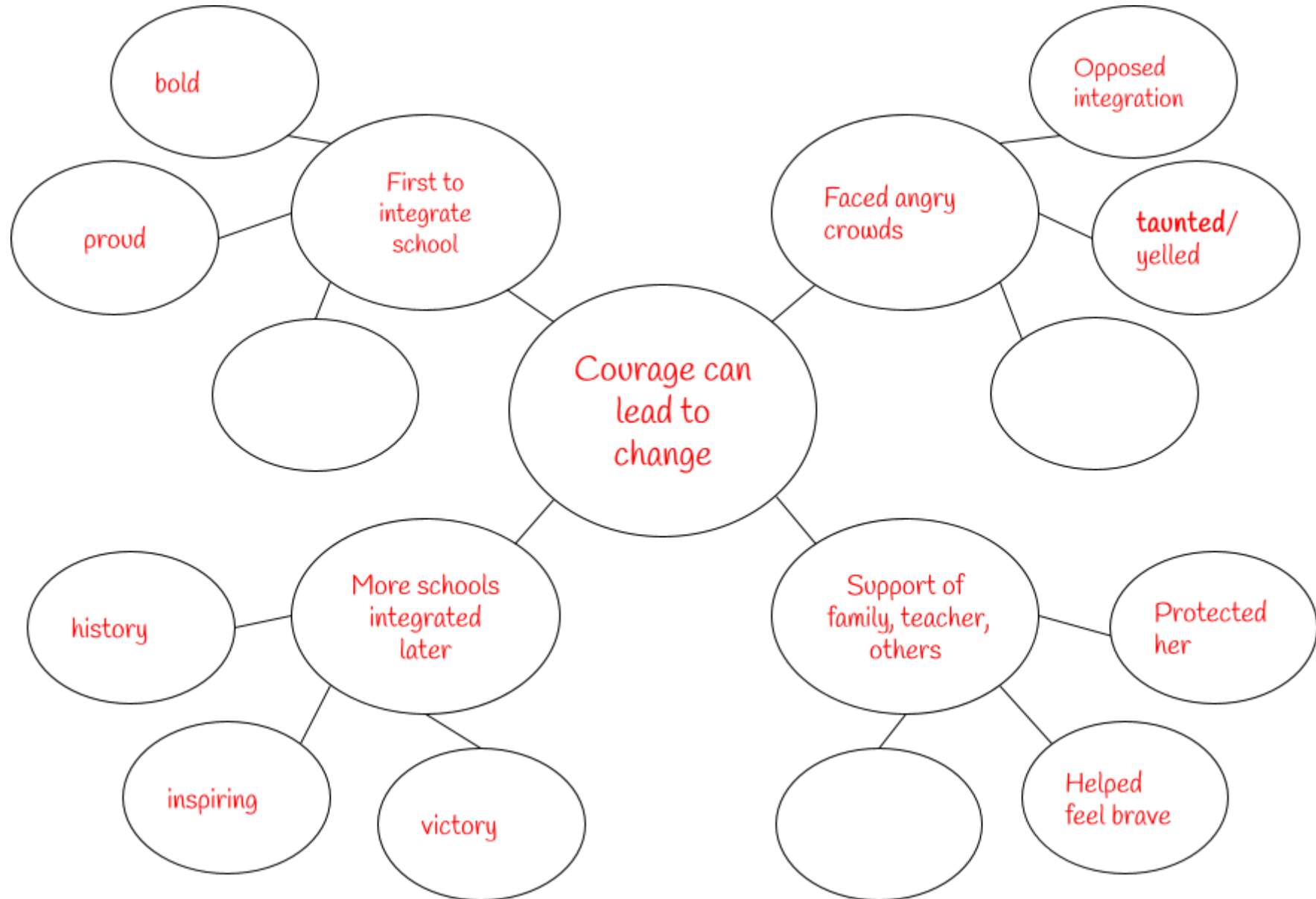
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Poetry Brainstorm



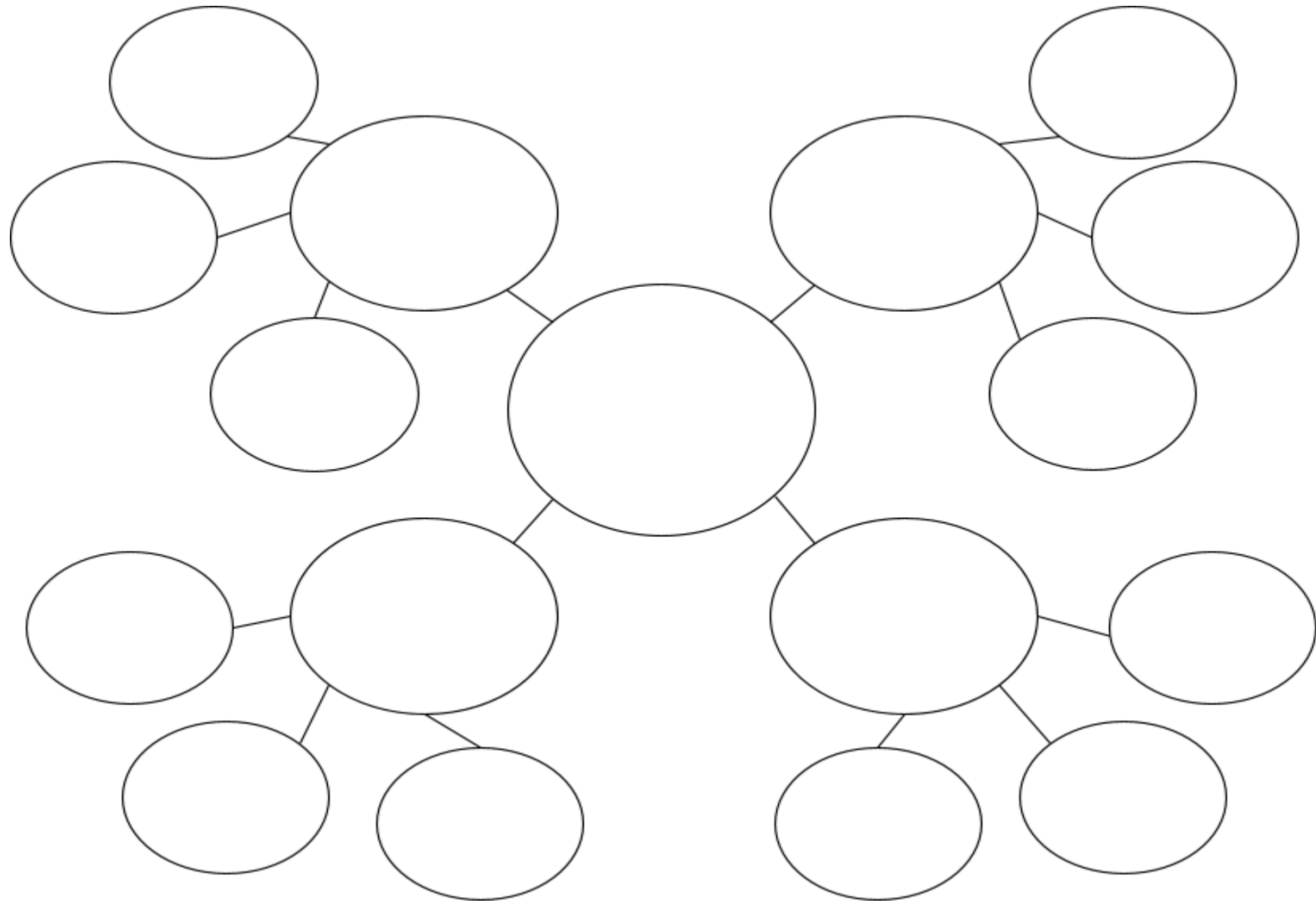
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Poetry Brainstorm



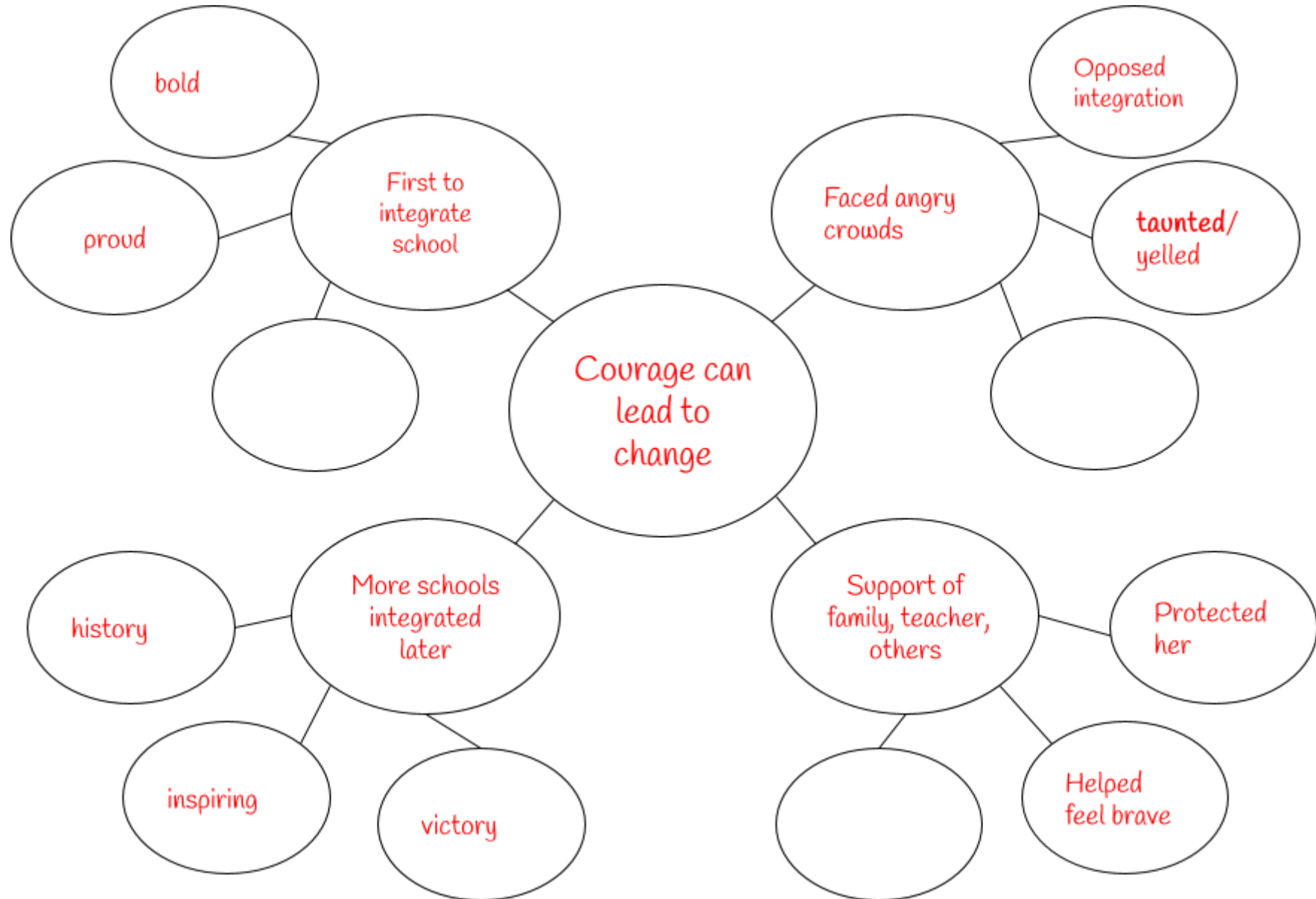
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Poetry Brainstorm



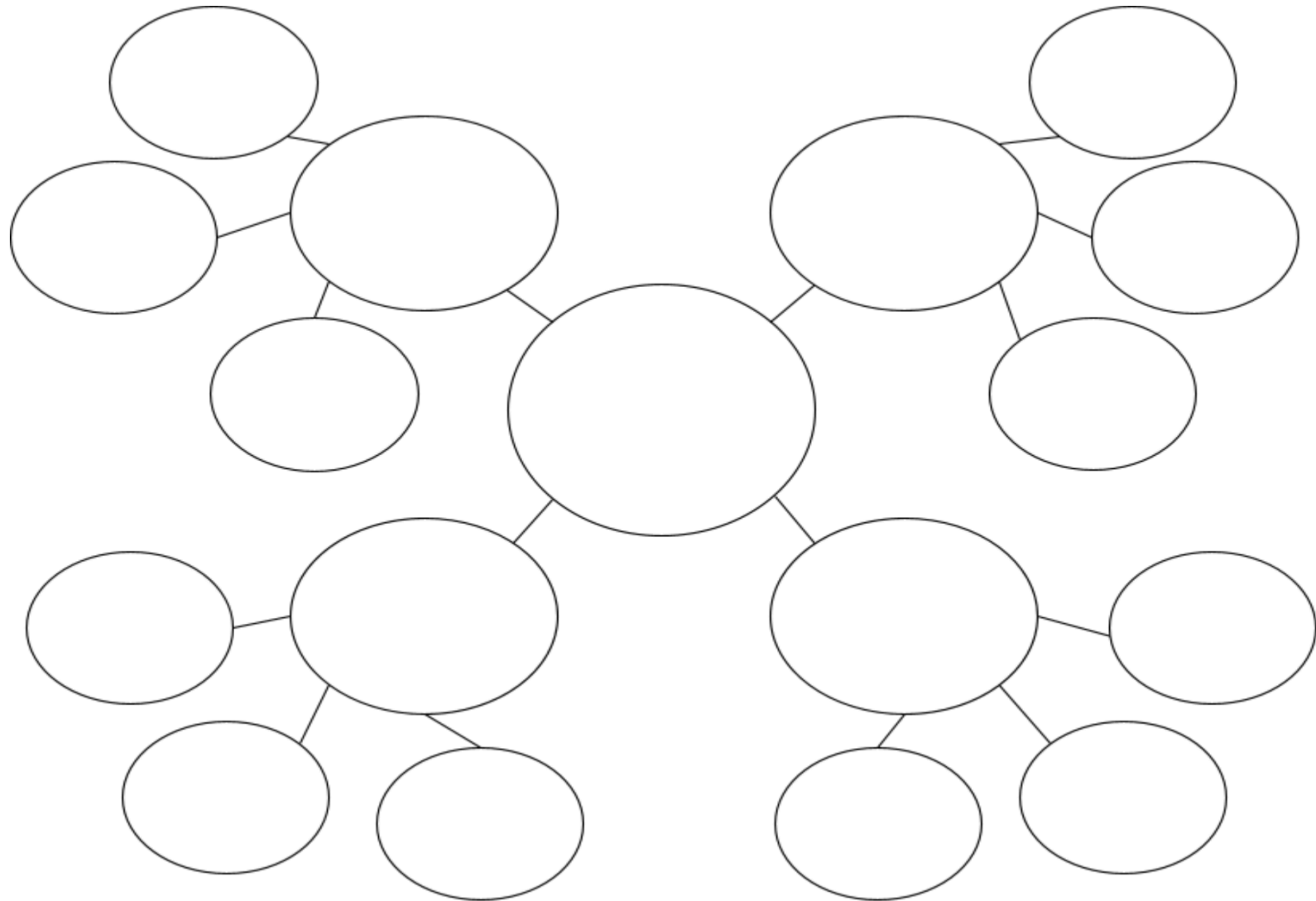
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Poetry Brainstorm



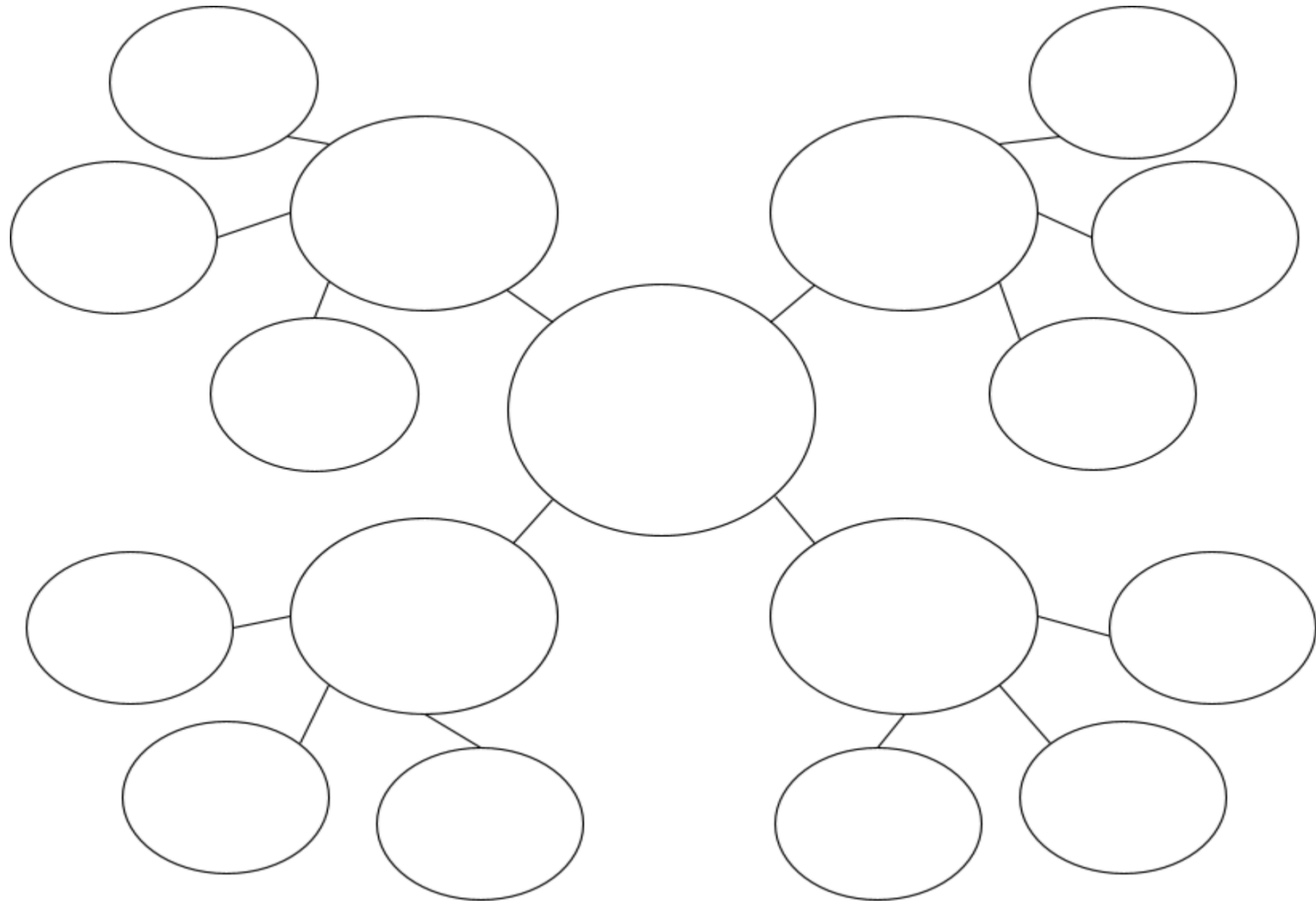
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Poetry Brainstorm



Name: _____ Date: _____

Poetry Brainstorm



Name: _____

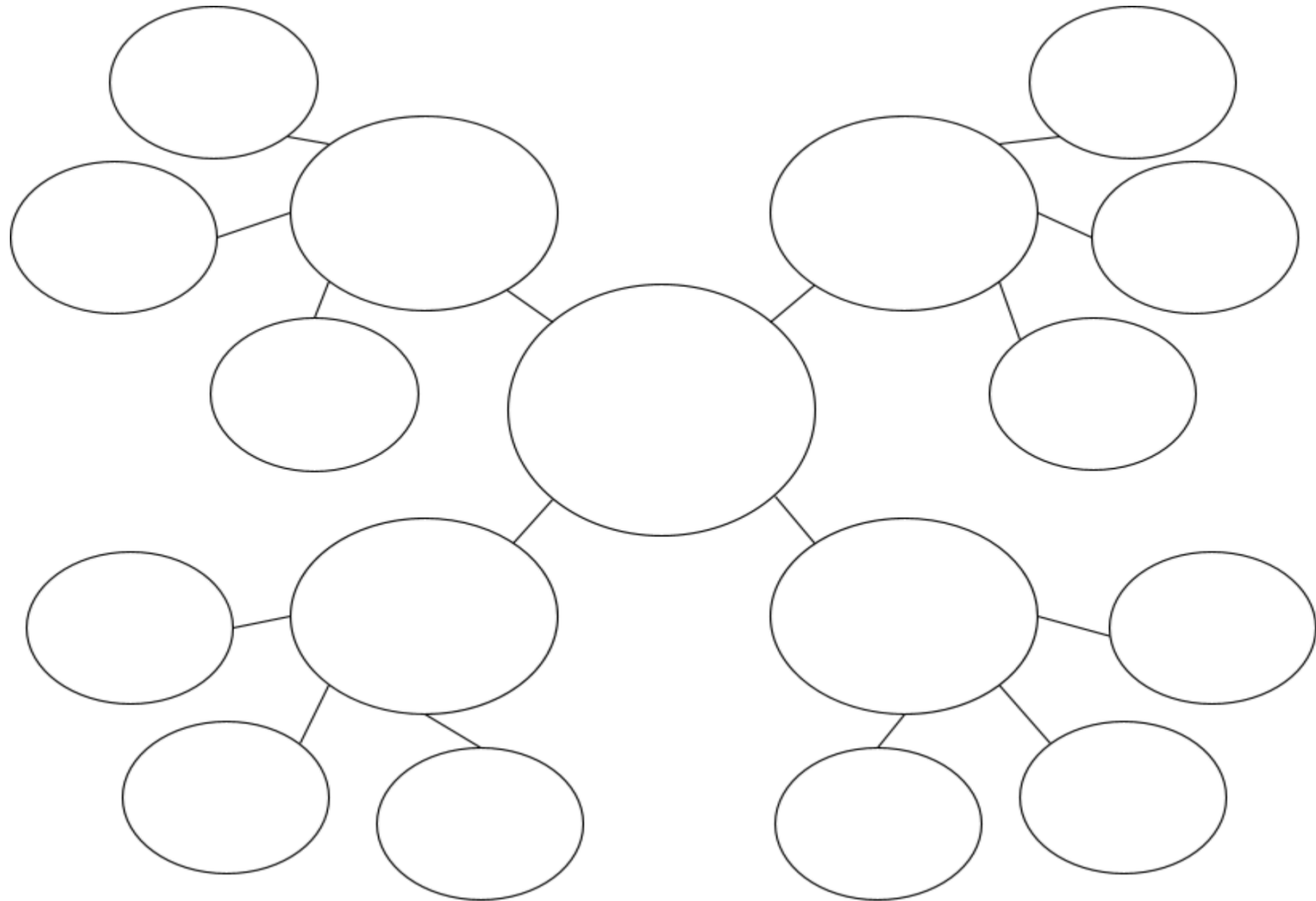
Date: _____

Writing Prompt

Finish drafting your poem. Include at least one example of figurative language that creates imagery to add meaning, tone, or beauty to the poem.

Name: _____ Date: _____

Poetry Brainstorm



Name: _____

Date: _____

Today's reading was *Witnesses to Freedom: Young People Who Fought for Civil Rights* – Chapters 5 and 6.

1. Explain the purpose of a sit-in. What role did young people play in this form of protest?

2. How does the author use Harvey Gantt's story to support a main idea about young people in the Civil Rights Movement?

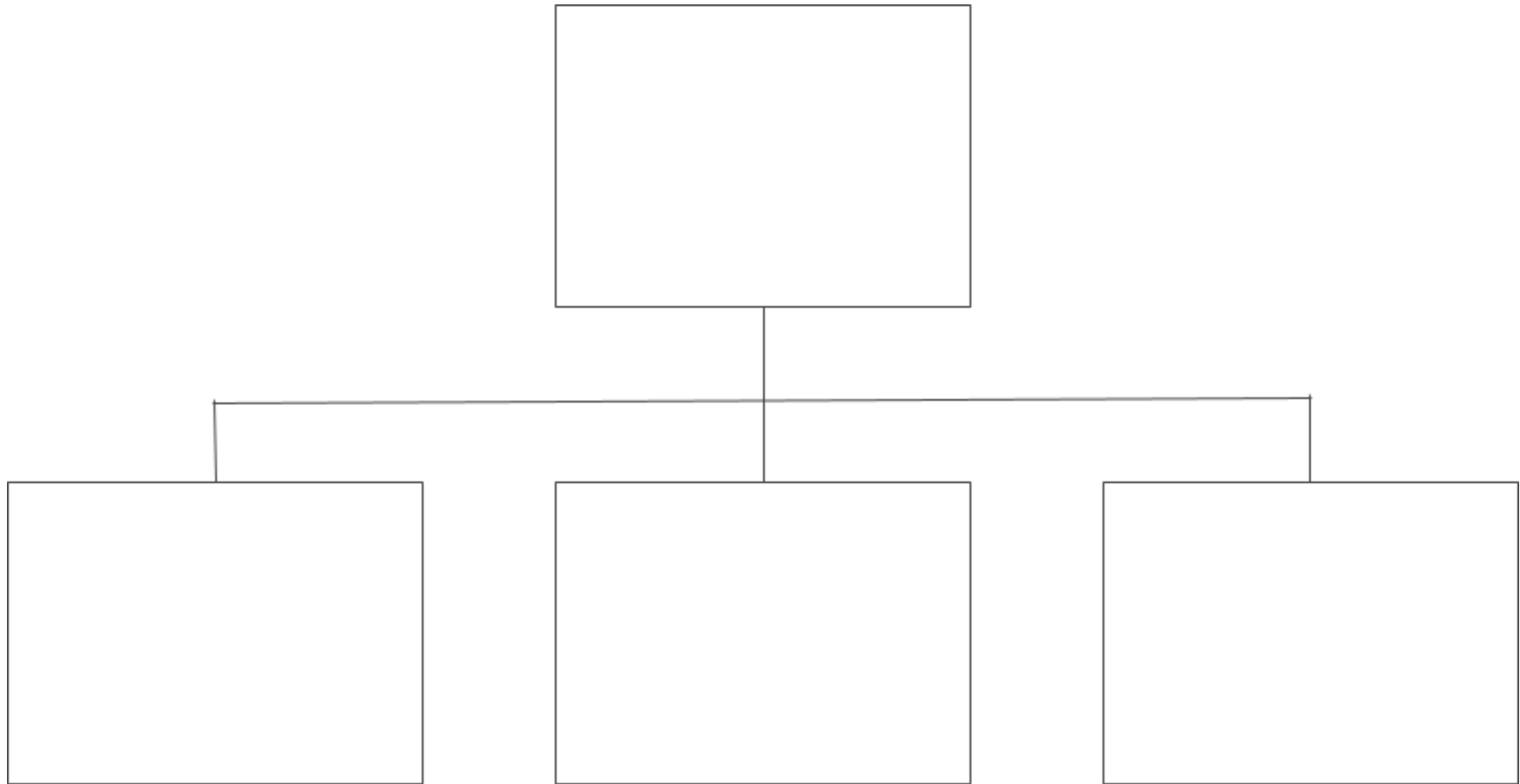
3. Explain the purpose of the Freedom Rides.

4. Why does the author include the firsthand account from Diane Nash on pages 52–53? How does it support the author's point of view that the Black community was **determined** to keep fighting until they had freedom?

Name: _____ Date: _____

Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



Name: _____ Date: _____

Young Heroes: Children of the Civil Rights Movement

Essential Questions Tracker

What role did children and teens play in the Civil Rights Movement?	
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Time Traveler Activity Cards

Cut and use the following cards to challenge students to write time-specific sentences using different tenses. Brainstorm additional verb/action ideas to add to the blank cards.

After cutting out, separate the different card categories so that students can easily select one from each group.

Simple Tense	<i>Past</i>	Walking the dog
Progressive Tense	<i>Present</i>	Cleaning your room
Perfect Tense	<i>Future</i>	Cooking with your parents

Name: _____

Date: _____

Today's reading was *Witnesses to Freedom: Young People Who Fought for Civil Rights* – Chapter 7.

1. Why does the author include the words "the children were chanting and singing" on pages 55 and 56? How do they help a reader better understand the marches?

2. On April 12th, Dr. Martin Luther King, Jr. was arrested. Why does the author include the excerpt from his letter?

3. Why did James Bevel believe that children's marches were a necessary part of the Civil Rights Movement? Based on the text, was he correct?

4. Analyze the significance of the photographs throughout the chapter. What main idea do these images help support?

Name: _____ Date: _____

Young Heroes: Children of the Civil Rights Movement

Essential Questions Tracker

What role did children and teens play in the Civil Rights Movement?	
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Name: _____

Date: _____

1. What role did young people play in the fight for desegregation in Washington, D.C.?

2. Summarize what happened at the March for Jobs and Freedom. How does Raymond Green's account add to the reader's understanding of the event?

3. What message is Dr. Martin Luther King, Jr. trying to convey in the excerpt of his "I Have a Dream Speech" on page 71? Why does the author include this excerpt?

4. Why did Congress pass the Civil Rights Act in 1964? What impact did it have on the Civil Rights Movement?

Name: _____ Date: _____

Young Heroes: Children of the Civil Rights Movement

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Name: _____

Date: _____

1. Explain the connection between Freedom Day **demonstrations** and the right to vote for Black Americans.

2. Summarize Sheyann's experiences demonstrating for voting rights.

3. Describe Sheyann's experience with the March for Voting Rights known as "Bloody Sunday." How did the experience impact her? How did it impact the Black community?

Name: _____ Date: _____

Young Heroes: Children of the Civil Rights Movement

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What role did children and teens play in the Civil Rights Movement?	
What tactics and strategies did activists use during the Civil Rights Movement to help change laws and institutions?	
How does reading both historical texts and personal stories help us understand the past?	

Name: _____

Date: _____

1. Jimmy Webb reminded Lynda that they were aiming for "steady, loving **confrontation**." What were the marchers prepared to do?

2. How did the violence of Bloody Sunday influence Lynda? What does it reveal about her?

3. Lynda ends by saying, "There was a whole new feeling in Selma." Why? How does this show that her perspective might have been changing?

4. How does the author use a combination of illustrations and photographs to show what happened on Bloody Sunday? How do they develop Lynda's perspective?

Name: _____ Date: _____

Young Heroes: Children of the Civil Rights Movement

Essential Questions Tracker

What role did children and teens play in the Civil Rights Movement?	
What tactics and strategies did activists use during the Civil Rights Movement to help change laws and institutions?	
How does reading both historical texts and personal stories help us understand the past?	

Name: _____

Date: _____

1. How did Lynda's perspective change from the beginning of the march to the end of day two? What changed her perspective?

2. Explain the connection between Jim Letherer and Lynda's view of herself and her ability to overcome her fears.

3. How do the images support a central idea of these chapters?

Name: _____ Date: _____

Young Heroes: Children of the Civil Rights Movement

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Name: _____

Date: _____

Today's reading was *Turning 15 on the Road to Freedom: My Story of the 1965 Selma Voting Rights March* – pgs 97-106 and 131-132.

1. What did Lynda learn as a result of the March to Montgomery?

2. Why did Lynda say, "We had won!"?

3. Why did the author likely include the lyrics to "Ain't Gonna Let Nobody Turn Me Around"?

4. What was the author's purpose for writing this book?

Name: _____ Date: _____

Young Heroes: Children of the Civil Rights Movement

Essential Questions Tracker

What role did children and teens play in the Civil Rights Movement?	
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How does reading both historical texts and personal stories help us understand the past?	

Name: _____ Date: _____

Discussion Brainstorming Page

Gather details from the unit texts to help answer the following prompt:

How do the first-person accounts from *Witnesses to Freedom* and *Turning 15 On the Road to Freedom* help readers understand the role of children in the Civil Rights Movement?

First-Hand Account	Details from the Text	What does this detail reveal?
Sheyann Webb		
Lynda Blackmon Lowery		

Name: _____

Date: _____

Discussion Prompt

How do the first-person accounts from *Witnesses to Freedom* and *Turning 15 On the Road to Freedom* help readers understand the perspective of children involved in the Civil Rights Movement?

Use the box below to plan your response. Write your response on the lines below the box.

Name: _____ Date: _____

Discussion Brainstorming Page

Gather details from the unit texts to help answer the following prompt:

How do the first-person accounts from *Witnesses to Freedom* and *Turning 15 On the Road to Freedom* help readers understand the role of children in the Civil Rights Movement?

First-Hand Account	Details from the Text	What does this detail reveal?
Sheyann Webb		
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Name: _____ Date: _____

Two Paragraph Outline

Paragraph 1

Topic Sentence: _____

• Detail: _____

• Detail: _____

• Detail: _____

Concluding Sentence: _____

Paragraph 2

Topic Sentence: _____

• Detail: _____

• Detail: _____

• Detail: _____

Concluding Sentence: _____

Name: _____ Date: _____

Two Paragraph Outline

Paragraph 1

Topic Sentence: *What incredible courage Sheyann Webb and Lynda Blackmon Lowery showed in the face of danger!*

- Detail: *Knew of danger—children killed in bombing (Rochelle 78)*
- Detail: *Hospitalized at march→ kept marching (Lowery 57)*
- Detail: *Wanted to face G. Wallace—not afraid (Lowery 70)*

Conclusion Sentence: *These details help readers understand that children showed tremendous courage by participating in the Civil Rights Movement.*

Paragraph 2

Topic Sentence: *Think about the pride Sheyann and Lynda showed when they took action for their cause.*

- Detail: *Inspired by leaders (Rochelle 78)*
- Detail: *Freedom songs→ reminded of cause (Lowery 85)*
- Detail: *Pride—made history (Lowery 103)*

Conclusion Sentence: *Pride and a strong sense of purpose motivated young people to fight for equality.*

Name: _____ Date: _____

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Topic Sentence: _____

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• Detail: _____

• Detail: _____

Concluding Sentence: _____

Paragraph 2

Topic Sentence: _____

• Detail: _____

• Detail: _____

• Detail: _____

Concluding Sentence: _____

Name: _____ Date: _____

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Paragraph 2

Topic Sentence: _____

• Detail: _____

• Detail: _____

• Detail: _____

Concluding Sentence: _____

Name: _____ Date: _____

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Conclusion Sentence: *Pride and a strong sense of purpose motivated young people to fight for equality.*

Name: _____ Date: _____

Brainstorming Page

Use the table below to gather details and evidence related to the writing prompt.

Often, young people learn about a few famous Civil Rights activists but never learn about the many others who helped to achieve equality. Create a brochure for children that highlights two lesser-known youth voices from the Civil Rights Movement.

Name: _____ Date: _____

Two Paragraph Outline

Introduction: _____

Paragraph 1

Topic Sentence: _____

- Detail: _____

- Detail: _____

- Detail: _____

Paragraph 2

Topic Sentence: _____

- Detail: _____

- Detail: _____

- Detail: _____

Conclusion: _____

Name: _____ Date: _____

Two Paragraph Outline

Introduction: *Young activists during the Civil Rights Movement faced challenges in order to help make history in achieving equality for Black Americans.*

Paragraph 1

Topic Sentence: *Elizabeth Eckford demonstrated courage and perseverance to achieve school integration.*

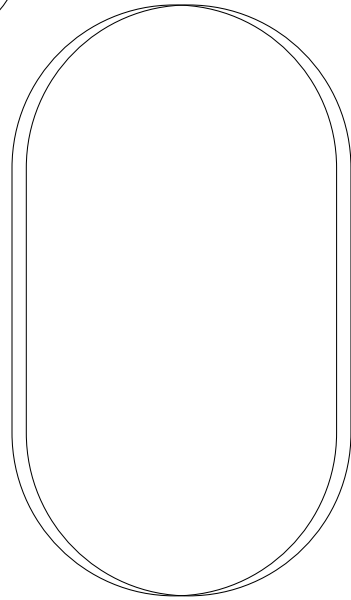
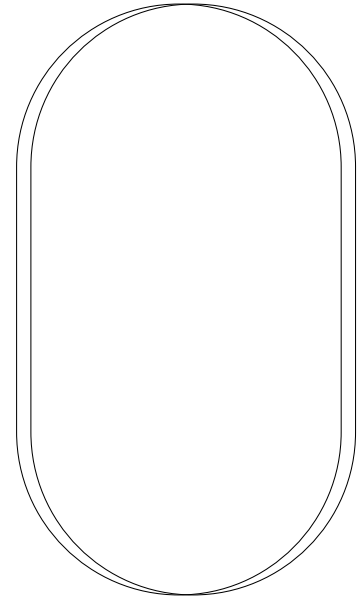
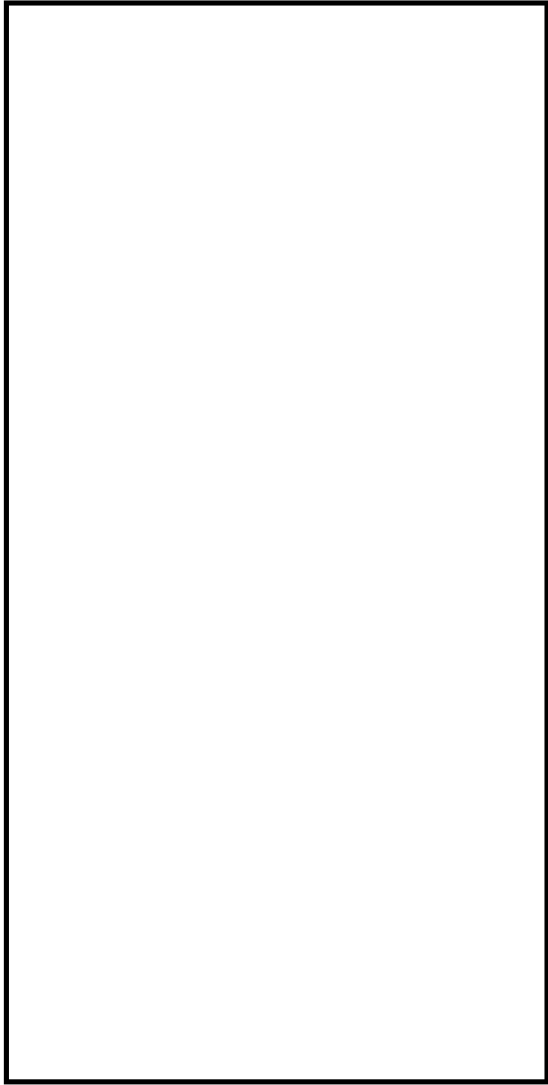
- Detail: *Integrated Central HS alone*
- Detail: *Endured terrible treatment*
- Detail: *Believed in cause → persevered*

Paragraph 2

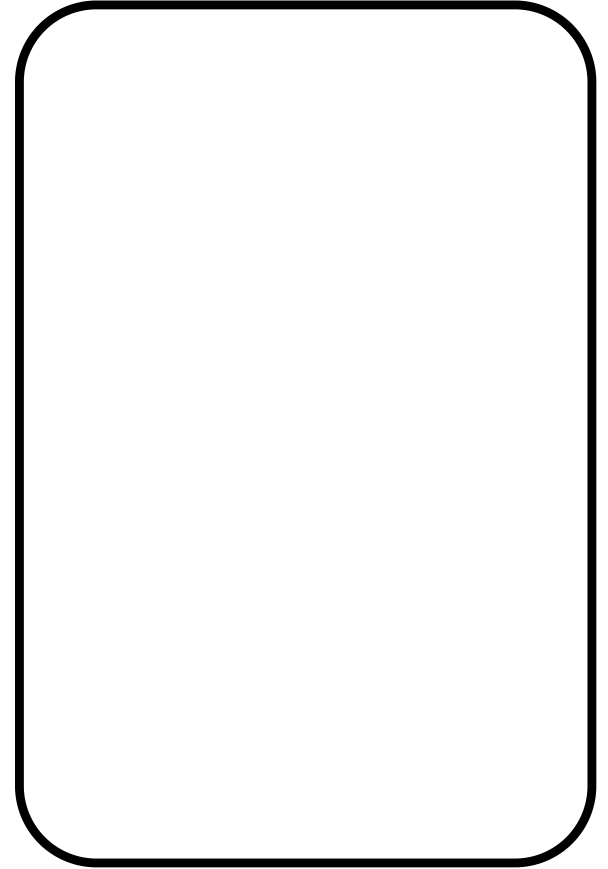
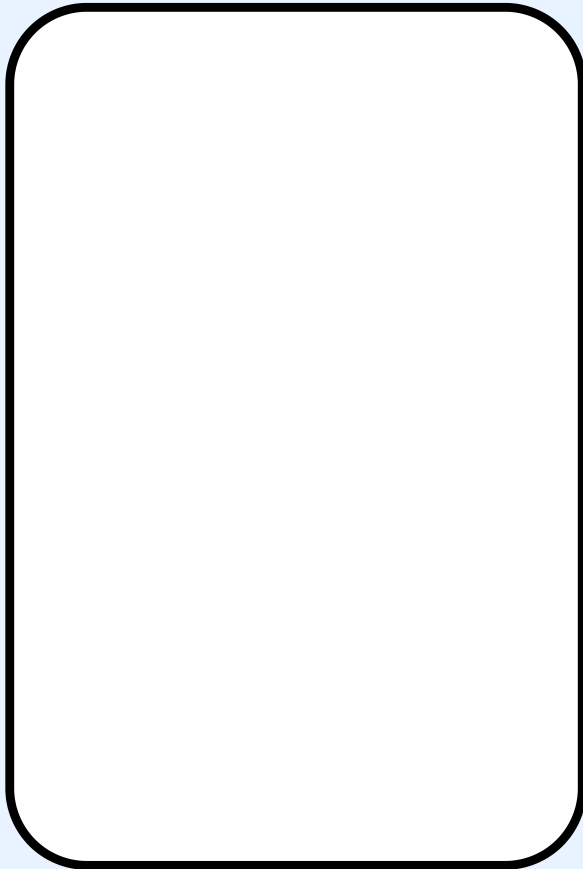
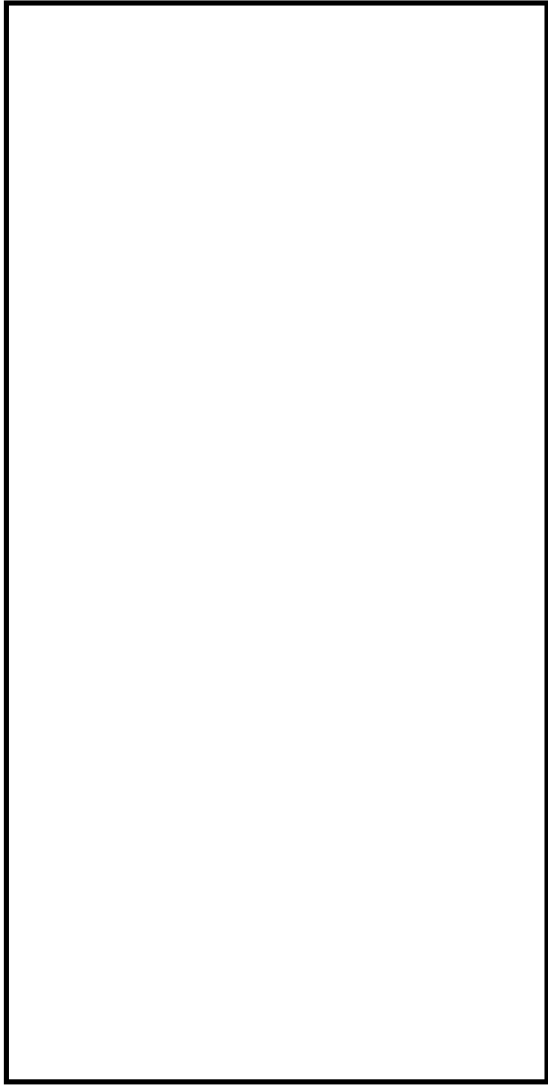
Topic Sentence: *Lynda Blackmon Lowery made history by marching for voting rights.*

- Detail: *Marched for voting rights—15 years old*
- Detail: *Hurt, hospitalized*
- Detail: *Proud—made history*

Conclusion: *Elizabeth Eckford and Lynda Blackmon Lowery are two examples of how young people showed courage in making a change they wanted to see in the world.*



By: _____





By: _____

Child Activists of the Civil Rights Movement

Elizabeth Eckford and Lynda Blackmon Lowery are two examples of how young people showed courage in making a change they wanted to see in the world. At a time when standing up for equality often meant getting arrested, beaten, or worse, young people chose to do what they believed was right. This shows the power that every person has to make a difference, and as Lynda says, "You have a voice too, and with determination, you can be a history maker just like me" (Lowery, p. 103)



https://media.gettyimages.com/id/514907608/photo/elizabeth-eckford-studying-at-home.jpg?s=1024x1024&w=gi&k=20&c=PueZXz5p8V-yWfKay33_Q5dgr-sGu-wxSXrwEhGhhtU=

(Illustrated Image)

By: Author Name

Elizabeth Eckford

During the 1950's and 1960's, many Black Americans took action to gain equal rights. Parts of America were segregated, and Black Americans did not have equal rights or access to all places and opportunities. At this time, people worked together to raise awareness and fight for change. Young activists during the Civil Rights Movement faced challenges in order to help make history in achieving equality for Black Americans.



https://upload.wikimedia.org/wikipedia/commons/6/68/Elizabeth_Eckford.jpg

Elizabeth Eckford on her first day of school

Elizabeth Eckford demonstrated courage and perseverance when integrating her school. When she arrived at Central High School as the first Black student to integrate, she was alone. She faced taunting, threatening crowds and this mistreatment continued throughout the year. Elizabeth describes how, as the year went on, she was tripped and pushed down stairs, but was unable to retaliate. Later in her life, she described the responsibility that she felt in her role. She knew that she was setting an example for whether integration could be successful, which inspired her to endure the challenges she faced. Elizabeth showed that when one believes in a cause, they can overcome incredible obstacles to work towards it.

Lynda Blackmon Lowery

Lynda Blackmon Lowery made history by marching for voting rights. At only 15 years old, she participated in protests and marches, because she believed that Black Americans deserved the right to vote. Lynda had been arrested multiple times, then the marchers were confronted by police on Bloody Sunday, Lynda was hit so badly that she had to be hospitalized. This encouraged Lynda to continue to fight for equality, because she wanted to show what had happened to her and prove she wasn't afraid. After the Voting Rights Act was passed, Lynda reflected on her participation and felt proud. Lynda showed that young people wanted to help change the world and make history.

“If you are determined, you can overcome your fears, and then you can change the world.”
-Lynda Blackmon Lowery

(Lowery, p. 103)

Rearranging Details

Example #1: Teacher Model

1	Elizabeth Eckford demonstrated courage and perseverance when integrating her school.
2	Later in her life, she described the responsibility that she felt in her role.
3	She knew that she was setting an example for whether integration could be successful, which inspired her to endure the challenges she faced.
4	When she arrived at Central High School as the first Black student to integrate, she was alone.
5	She faced taunting, threatening crowds, and this mistreatment continued throughout the year.
6	Elizabeth describes how, as the year went on, she was tripped and pushed down stairs but was unable to retaliate.
7	Elizabeth showed that when one believes in a cause, they can overcome incredible obstacles to work toward it.

Example #2: Partner Practice

1	Lynda Blackmon Lowery made history by marching for voting rights.
2	Lynda had been arrested multiple times, and during the confrontation with police on Bloody Sunday, she was beaten so badly that she had to be hospitalized.
3	This encouraged Lynda to go on to fight for equality because she wanted to show what had happened to her and prove she wasn't afraid.
4	After the Voting Rights Act was passed, Lynda reflected on her participation and felt proud.
5	When she was only 15 years old, she participated in protests and marches because she believed that Black Americans deserved the right to vote.
6	Lynda showed that young people wanted to help change the world and make history.



Name: _____ Date: _____

Brainstorming Page

Use the table below to gather details and evidence related to the writing prompt.

Often, young people learn about a few famous Civil Rights activists but never learn about the many others who helped to achieve equality. Create a brochure for children that highlights two lesser-known youth voices from the Civil Rights Movement.

Name: _____ Date: _____

Two Paragraph Outline

Introduction: _____

Paragraph 1

Topic Sentence: _____

- Detail: _____

- Detail: _____

- Detail: _____

Paragraph 2

Topic Sentence: _____

- Detail: _____

- Detail: _____

- Detail: _____

Conclusion: _____

Name: _____ Date: _____

Two Paragraph Outline

Introduction: *Young activists during the Civil Rights Movement faced challenges in order to help make history in achieving equality for Black Americans.*

Paragraph 1

Topic Sentence: *Elizabeth Eckford demonstrated courage and perseverance to achieve school integration.*

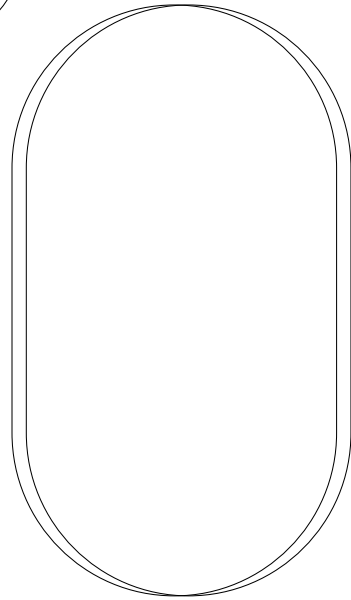
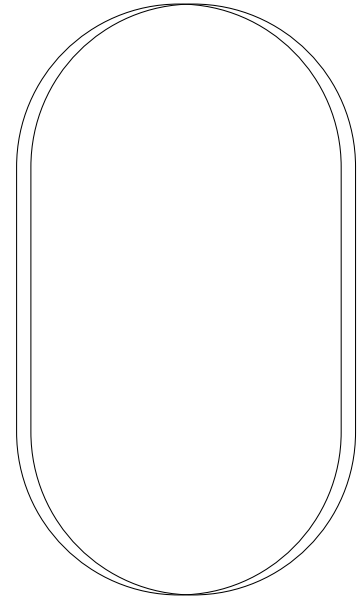
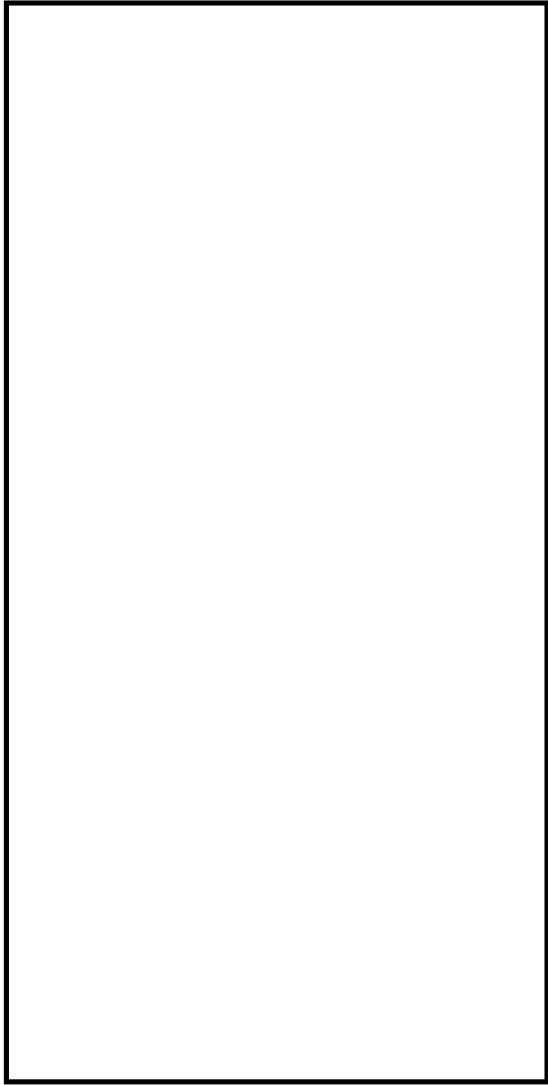
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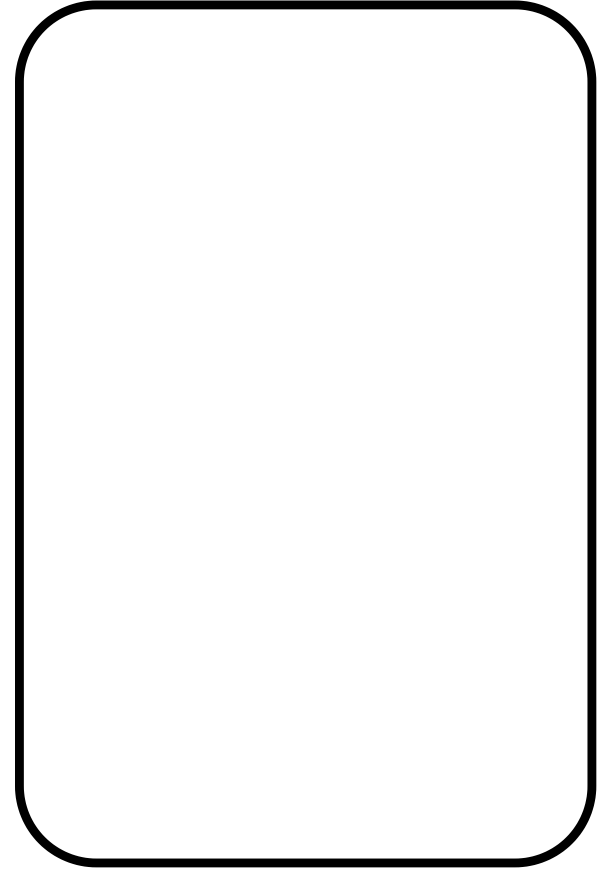
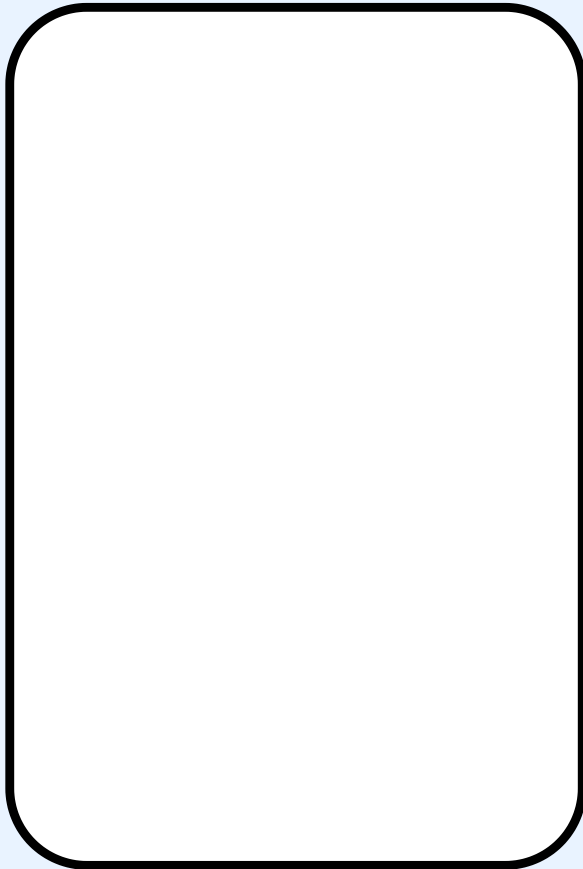
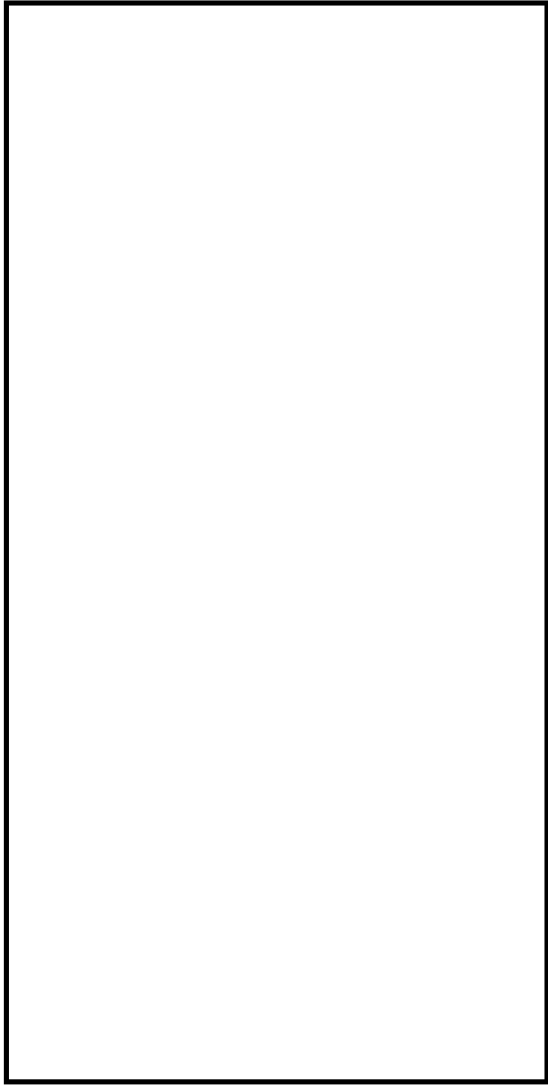
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- Detail: *Marched for voting rights—15 years old*
- Detail: *Hurt, hospitalized*
- Detail: *Proud—made history*

Conclusion: *Elizabeth Eckford and Lynda Blackmon Lowery are two examples of how young people showed courage in making a change they wanted to see in the world.*



By: _____





By: _____

Name: _____ Date: _____

Brainstorming Page

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Conclusion: _____

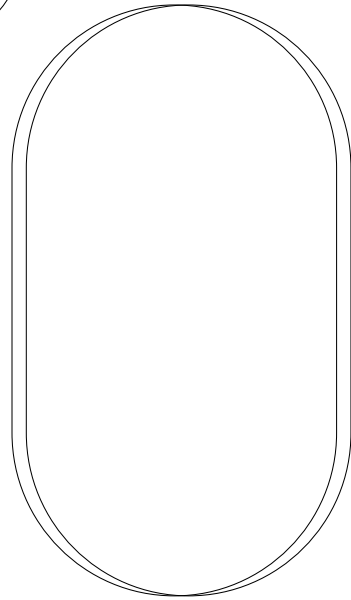
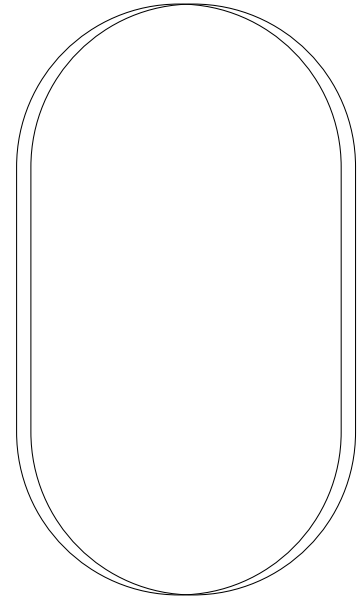
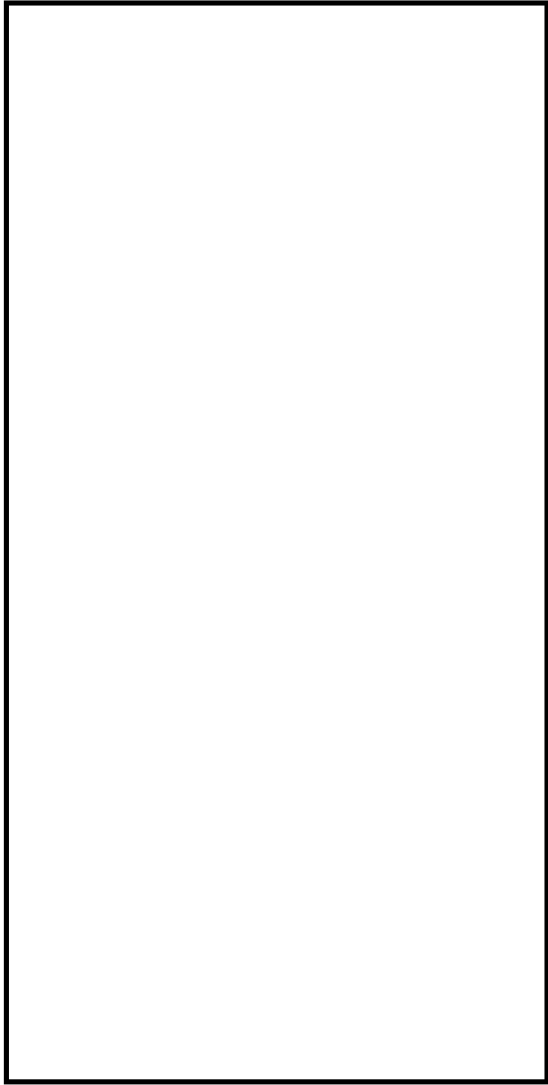
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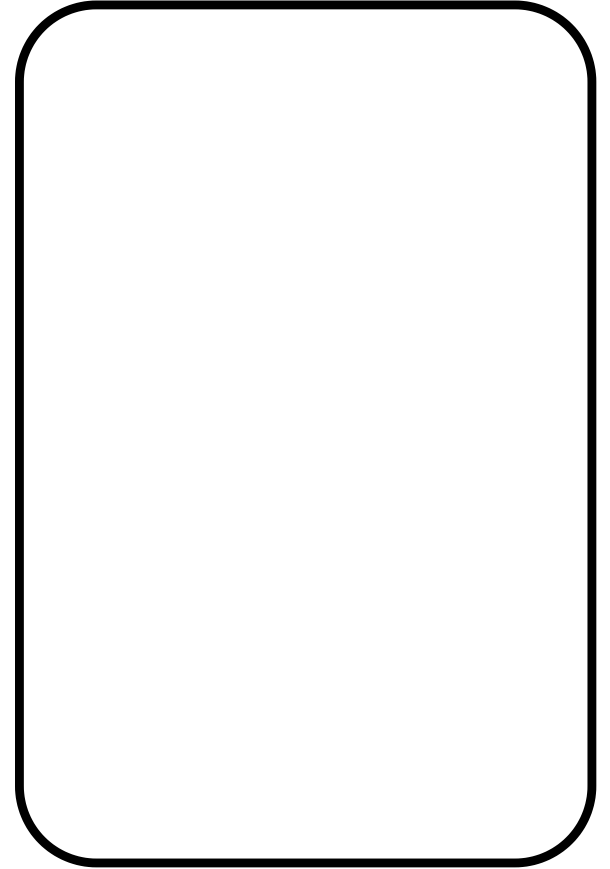
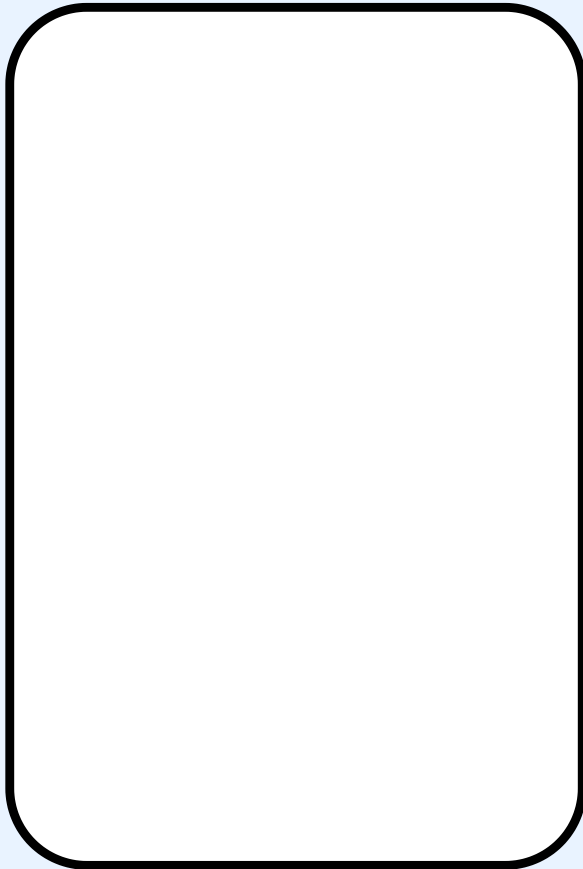
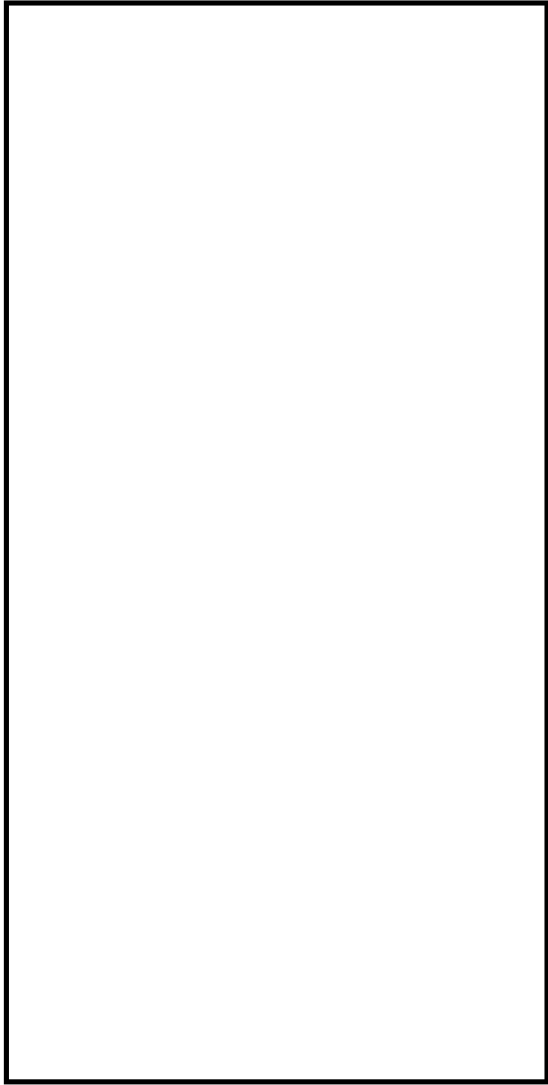
1	Elizabeth Eckford demonstrated courage and perseverance when integrating her school.
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4	When she arrived at Central High School as the first Black student to integrate, she was alone.
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6	Elizabeth describes how, as the year went on, she was tripped and pushed down stairs but was unable to retaliate.
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1	Lynda Blackmon Lowery made history by marching for voting rights.
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4	After the Voting Rights Act was passed, Lynda reflected on her participation and felt proud.
5	When she was only 15 years old, she participated in protests and marches because she believed that Black Americans deserved the right to vote.
6	Lynda showed that young people wanted to help change the world and make history.



By: _____





By: _____

Child Activists of the Civil Rights Movement

Elizabeth Eckford and Lynda Blackmon Lowery are two examples of how young people showed courage in making a change they wanted to see in the world. At a time when standing up for equality often meant getting arrested, beaten, or worse, young people chose to do what they believed was right. This shows the power that every person has to make a difference, and as Lynda says, "You have a voice too, and with determination, you can be a history maker just like me" (Lowery, p. 103)



https://media.gettyimages.com/id/514907608/photo/elizabeth-eckford-studying-at-home.jpg?s=1024x1024&w=gi&k=20&c=PueZXz5p8V-yWfKay33_Q5dgr-sGu-wxSXrwEhGhhtU=

(Illustrated Image)

By: Author Name

Elizabeth Eckford

During the 1950's and 1960's, many Black Americans took action to gain equal rights. Parts of America were segregated, and Black Americans did not have equal rights or access to all places and opportunities. At this time, people worked together to raise awareness and fight for change. Young activists during the Civil Rights Movement faced challenges in order to help make history in achieving equality for Black Americans.



https://upload.wikimedia.org/wikipedia/commons/6/68/Elizabeth_Eckford.jpg

Elizabeth Eckford on her first day of school

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“If you are determined, you can overcome your fears, and then you can change the world.”
-Lynda Blackmon Lowery

(Lowery, p. 103)



Vocabulary

Word	Part of Speech	Definition
allies	n.	people or groups who help and support each other
confrontation	n.	a situation where people openly disagree, argue, or directly face a problem or another person, often involving a clash of ideas or strong feelings
defied	v.	refused to obey
demonstration	n.	a rally or other public activity in support of or against a particular cause
determined	v.	having or showing a strong desire to do something and a willingness to stick with one's goal until it is reached
dis-	prefix	
discouraging	v.	trying to prevent someone from doing something
discrimination	n.	the unfair treatment of some people because of prejudice
dismantle	v.	to take apart
exasperated	adj.	felt angry or annoyed by something or someone
humiliating	adj.	extremely embarrassing

Word	Part of Speech	Definition
inundate	v.	to overwhelm someone or something with a lot of things
ordinance	n.	a law made by government
re-	prefix	again
resistance	n.	the refusal to accept or do something
segregation	n.	the separation of people into racial groups
staunch	adj.	very loyal and committed to a belief or an idea
symbolic	adj.	used to show a special idea or meaning
taunted	v.	said insulting things to someone, usually to make them angry
vacate	v.	to leave



Unit Rubrics & Assessments

Informational Writing Rubric

5th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
---------------------------	---	---	---	---

Structure	Rubric Score	Notes
Sections Groups information into multiple paragraphs or sections; Consistently uses paragraph structures to organize information depending on the type of information included and purpose of writing: sequence or chronology, cause-and-effect, comparison, problem and solution	4 3 2 1	
Introduction Starts by introducing a topic and why it is important; Introduction includes essential background knowledge; Consistently writes in the third-person	4 3 2 1	
Conclusion Includes a concluding section that summarizes the key ideas; Conclusion may include one of the following: question, quote, anecdote, or memorable image	4 3 2 1	

Development	Rubric Score	Notes
Details Includes three to four relevant facts and details to develop and support the topic; Details <u>may</u> include facts, definitions, concrete details, examples, quotations, descriptions	4 3 2 1	
Text Features As called for by the task, uses three to four text features to reinforce main ideas, including a title, illustrations, headings, labels, captions, bold words, diagrams, photographs, multimedia, fact boxes, sidebars	4 3 2 1	
Linking Words and Phrases Effectively and consistently uses linking words or phrases to connect ideas or paragraphs	4 3 2 1	

Language	Rubric Score	Notes
Grammar Expands, combines, and reduces sentences when revising for meaning, reader/listener interest, and style; Appropriately uses correlative conjunctions (e.g. <i>either/or</i> , <i>neither/nor</i>); Uses verb tense to convey various times, sequences, states, and conditions; Recognizes and corrects inappropriate shifts in verb tense when revising	4 3 2 1	
Conventions Uses correct capitalization and punctuation conventions; Uses commas correctly, including to separate items in a series, separate an introductory element from the rest of the sentence, set off the words "yes" and "no" (e.g. <i>Yes, thank you</i>), set off a tag question from the rest of the sentence (e.g. <i>It's true, isn't it?</i>), indicate a direct address (e.g. <i>Is that you, Norma?</i>); Uses underlining, quotation marks, or italics to indicate titles of works	4 3 2 1	

Narrative Writing Rubric

5th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
---------------------------	---	---	---	---

Structure	Rubric Score	Notes
Event Sequence Includes all the key components of the narrative arc: exposition, rising action, climax, falling action, resolution; Uses paragraphs to manage the sequence of events by showing a new event or when a new character speaks	4 3 2 1	
Point of View Point of view is clear and consistent throughout the story; Clear understanding of the task's audience and purpose	4 3 2 1	
Setting Includes many details directly and indirectly to describe the place, time, and (if pertinent) the weather conditions of the story; Describes the setting using multiple sensory details, descriptions of the characters' actions, dialogue, or physical appearance; Uses adjectives to evoke mood or atmosphere	4 3 2 1	
Paragraph Structure Consistently starts new paragraphs appropriately, including when a new event starts or when a new character is speaking	4 3 2 1	

Development	Rubric Score	Notes
Characters Includes one or more major characters; Develops the major character with multiple details and descriptions; Uses both direct and indirect description	4 3 2 1	
Plot Begins by introducing the characters, setting, and background information using sensory details; <u>May</u> begin by dropping the reader into the action; Major characters experience and solve problems throughout the story; Ends with a resolution, which <u>may</u> include: resolving the problem while showing a lesson or change, showing how the narrator reflects on the events of the story, or leaving the reader with a question to continue to think about	4 3 2 1	
Precise Words and Phrases Uses several temporal words to help the events in the story unfold logically	4 3 2 1	
Dialogue Appropriately uses dialogue to advance the plot and establish a character's personality; Includes a variety of dialogue tags that show how the characters are speaking	4 3 2 1	

Language	Rubric Score	Notes
Grammar Expands, combines, and reduces sentences when revising for meaning, reader/listener interest, and style; Appropriately uses correlative conjunctions (e.g. <i>either/or</i> , <i>neither/nor</i>); Uses verb tense to convey various times, sequences, states, and conditions; Recognizes and corrects inappropriate shifts in verb tense when revising	4 3 2 1	
Conventions Uses correct capitalization and punctuation conventions; Uses commas correctly, including to separate items in a series, separate an introductory element from the rest of the sentence, set off the words "yes" and "no" (e.g. <i>Yes, thank you</i>), set off a tag question from the rest of the sentence (e.g. <i>It's true, isn't it?</i>), indicate a direct address (e.g. <i>Is that you, Norma?</i>); Uses underlining, quotation marks, or italics to indicate titles of works	4 3 2 1	

Name: _____ Date: _____

Single Point Informational Writing Rubric

5th Grade English Language Arts

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment:	Strengths What am I doing well already? What am I proud of?
Introduction		My introduction sentence includes a big, thematic idea.	
		My introduction section includes appropriate background information about the topic.	
Sections		I use a text structure that matches the information in each paragraph.	
Conclusion		My conclusion summarizes the big, thematic idea and leaves the reader with a final takeaway: <ul style="list-style-type: none">• Question, quotation, anecdote, or memorable image	
Text Features		I include appropriate text features to help readers understand the main ideas.	

Name: _____ Date: _____

Single Point Narrative Writing Rubric

5th Grade English Language Arts

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment:	Strengths What am I doing well already? What am I proud of?
Event Sequence		I include the most important events that tell a story in my poem.	
		I include descriptive words or details about each event.	
Poetry		My poem conveys a clear theme about the subject.	
		I include rhyming to add rhythm and beauty to the poem.	
		I include figurative language to add imagery and meaning to the poem.	

Name: _____ Date: _____

Editing Checklist 1

Language and Conventions Focus Area	✓
I use perfect verb tense appropriately to be specific about when events occurred: ● <i>Ex. I <u>had been</u> in the school band for five years.</i>	

My writing goal:

Name: _____ Date: _____

Editing Checklist 2

Language and Conventions Focus Area	✓
I use perfect verb tense appropriately to be specific about when events occurred: <ul style="list-style-type: none">● <i>Ex. I <u>had been</u> in the school band for five years.</i>	
I use different verb tenses to show specific time or sequence of events. <ul style="list-style-type: none">● Simple, progressive, or perfect	

My writing goal:

Name: _____ Date: _____

Directions: Read the article "Separate and Unequal," then answer the questions that follow.

Text 1

Separate and Unequal

1 After slavery ended, America became a segregated country, where the law allowed "separate, but equal" schools and other services for black people. In reality, America was separate, but never equal. For example, black schools often had out-of-date textbooks and even lacked good heating in winter. Segregation was challenged by an African American Reverend named Oliver Leon Brown when, in 1951, an all-white school barred his daughter from attending.



Little Rock Nine escorted by U.S. soldiers

- 2 Rev. Brown was upset that his daughter could not attend the nearby all-white school, so he sued the school in a court of law. Three years later, in 1954, the U.S. Supreme Court decided that segregating schools was unlawful, so all-white schools needed to allow black children to attend.
- 3 Change came slowly. Years after Rev. Brown convinced the court that all schools must educate black and white children, some schools in America still refused. In 1957, Elizabeth Eckford and eight other black students, known as the Little Rock Nine, became the first black students to integrate all-white Central High School in Little Rock, Arkansas.
- 4 On the first day of school, a mob of angry white parents gathered in front of the school, refusing to let the black children in. After three weeks of this, the President of the United States sent the army to Little Rock. With the army's protection, Elizabeth and the other students finally entered the school safely.

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1. Which of the below best shows the meaning of the word **barred** as used in paragraph 1 of the text?
- marked
 - prevented
 - locked
 - admitted

2. How are the details about Rev. Oliver Leon Brown and Elizabeth Eckford connected?
 - a. Rev. Oliver Leon Brown started the court case that ended up allowing Black students to integrate all-white schools. Elizabeth Eckford was one of the first Black students to integrate one of those all-white schools.
 - b. Elizabeth Eckford begged Rev. Oliver Leon Brown to allow her to attend Central High School, and when he agreed with her, she helped integrate the school.
 - c. Rev. Oliver Leon Brown ordered the governor of Arkansas to integrate all-white Central High School. Elizabeth Eckford attended Central High School as a Black student.
 - d. Rev. Oliver Leon Brown could not understand why his daughter Linda Brown could not attend a nearby all-white school, and Elizabeth Eckford already attended that school.

 3. What is the most likely reason why the author includes the photograph in the article?
 - a. To show the reader how Black and white people worked together to integrate Central High School
 - b. To show the reader that, because there are cars and the people are wearing modern-looking clothing, integration must have happened recently
 - c. To show the reader how angry, racist mobs kept the Black students from integrating Central High School at first
 - d. To show the reader that, because the army needed to come help the students integrate the school, the situation at Central High School was extremely tense and serious
-

Directions: Read the article "Elizabeth Eckford: Reflections on Integrating Central High," then, answer the questions that follow.

Text 2

Elizabeth Eckford: Reflections on Integrating Central High

By Kevin Drew

Why was integrating Central High School so important to you?

- 1 Even though we were a working-class family I'd always been told that I would go to college. I knew that what was available to white students was better than what was available in a Negro school.

Can you describe what happened on your first day, September 4, 1957?

- 2 On the first day at Central High School, September 4, 1957, I rode by myself.
- 3 There was a crowd outside the school and they became angry. They were taunting me and they

were following me. When the crowd first surged forward, I actually looked into the crowd for help, because I was accustomed to looking to adults.

- 4 It was the photographs and the impact of the photographs being shown around the world that led to the president taking action. After three weeks, the president chose to send the army to Little Rock. They dispelled the mob. And finally they escorted us into school on September 25.

What was it like at school that first year?

- 5 We were physically assaulted every day. The principal's rule was that, no matter what was reported, he wouldn't act on any reports if a teacher didn't corroborate what we said happened. So students had free reign to attack us every day.

Drew, K. (2004, May 17). Eckford: Central High in 1957 'was not ... a normal environment'. *CNN*.
<https://www.cnn.com/2004/LAW/05/17/eckford.transcript/index.html>

4. What main idea is the author conveying in the article, "Elizabeth Eckford: Reflections on Integrating Central High"?
 - a. Elizabeth Eckford preferred to go to a different school.
 - b. Elizabeth Eckford experienced challenges and dangers while helping to integrate Central High School.
 - c. Elizabeth Eckford credits the president with successfully integrating her school.
 - d. Elizabeth Eckford appreciated how students at Central High treated each other.

5. What role did the media play in helping Elizabeth and the others enter Central High?
 - a. The media highlighted how Elizabeth and the others were physically assaulted every day, motivating the police to get involved and provide protection.
 - b. Daily news footage encouraged more people to join the protests, evening out the balance of protestors that were for and against integration.
 - c. Photographs capturing the reporters being beaten by the mob were circulated worldwide, prompting the president to finally send federal support.
 - d. The media distracted the protesters on the morning of September 23, allowing Elizabeth and the others to slip in the side door.

Directions: Read the article "Q&A with Carlotta: The Youngest of the Little Rock Nine Talks About Her First Day of School," then, answer the questions that follow.

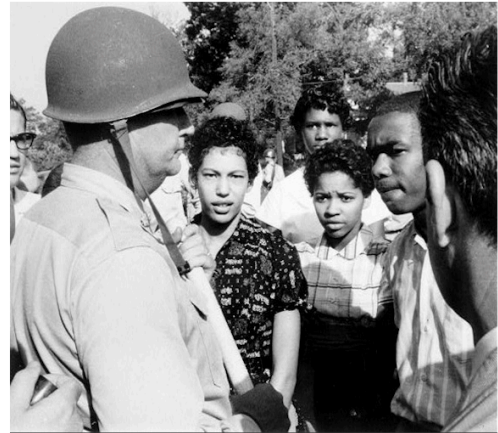
Text 3

Q&A with Carlotta: The Youngest of the Little Rock Nine Talks About Her First Day of School

By Leah Binkovitz

What were you thinking life at your new school would be like?

- 1 I knew that even though they said our schools were equal, the new one had more to offer. They weren't really equal. I was excited to get to learn more.



National Guardsman prevents the students (including Carlotta Walls on the left) from entering the school, September 4, 1957. Photo by Will Counts, courtesy of Arkansas History Commission

What was it like walking through the mobs?

- 2 I saw all of the anger, and the ugly faces across the street, but I ignored them, and I really did consider them ignorant people.

How did you relate to the rest of the Little Rock Nine?

- 3 I looked up to those who were older and were doing well, they were role models for me.
- 4 I started making some decisions that were different than some of the others. For example, a couple of others bought their lunch in the cafeteria. Every day they had to deal with being pushed and shoved in line to purchase lunch. I brought my lunch every day, so I wouldn't have to deal with that. My one break was having lunch, so why continue that sort of thing in the lunch line?

How did you make it through an entire year?

- 5 I was not going to give up, because that way they would've won, and I was not about to let that happen. I was just not going to let that happen. I really did want that diploma to validate all of the crap that I had gone through.

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6. Which statement best summarizes Carlotta's experience at Central High?
- Carlotta's determination and ambition allowed her to ignore negative forces and focus on the things she could control.
 - Carlotta knew how to avoid difficult situations and therefore had an easier time integrating Central High than the others.
 - Carlotta really wanted to be involved in extracurricular activities, particularly sports, so she was motivated to persevere through challenging situations.
 - Carlotta was able to make positive relationships with other students at Central who didn't want the school to be closed for another year.
7. This question has two parts. First, answer Part A. Then, answer Part B.

Part A: Which statement best describes the point of view of both Elizabeth (**Text 2**) and Carlotta (**Text 3**) on integrating Central High?

- They both were persuaded by their parents to attend Central, but neither really wanted to.
- They both thought that attending Central would help them get the education they deserved.
- They both knew they could stand up to any protestors, so they weren't afraid to integrate.
- They were inspired by the words of Martin Luther King, Jr. and wanted to do their part.

Part B: Which detail from "Q&A with Carlotta" (**Text 3**) best supports your answer to Part A.

- "I also knew that even though they said our schools were equal, the new one had more to offer." (paragraph 1)
- "I saw all of the anger, and the ugly faces across the street, but I ignored them, and I really did consider them ignorant people." (paragraph 2)
- "I looked up to those who were older and were doing well, they were role models for me." (paragraph 3)
- "I was not going to give up, because that way they would've won, and I was not about to let that happen." (paragraph 5)

Name: _____ Date: _____

Part One: Vocabulary

1. What does the word **resistance** mean? Give an example of a time someone in the unit faced or led **resistance**.

2. What does it mean to **dismantle** something?

- a. To take apart
- b. To disobey
- c. To tease
- d. To destroy

3. Determine which word best completes the sentence.

The children were _____, so they refused to get up when they were told.

- a. humiliated
- b. taunted
- c. defiant
- d. symbolic

4. Which of the following is an example of **segregation**?

- a. A coach divides students into teams for a game
- b. A school creates separate classes for students learning English
- c. A library has different sections for kids and adults
- d. A restaurant refuses to serve people because of their race

5. Pick two of the words from the list below. Use them in a sentence that shows what the words mean.

determination	allies	confrontation	exasperated	ordinance
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• _____

• _____

Student: _____	Examiner: _____	Date: _____
Words Read Correctly: _____	Errors: _____	

Excerpt from *CLAUDETTE COLVIN: TWICE TOWARD JUSTICE*

With the turn of the new year of 1956, Montgomery throbbed with 12
excitement. Day by day, reporters and photographers poured into town to 23
cover the Negro bus protest in the heart of Dixie. As the boycott entered its 38
second month, black leaders continued to press for the same three 49
modest changes that Jo Ann Robinson and others had requested two years 61
earlier—which did not include integrated seating—but city officials 69
wouldn't budge. "Give them an inch and they'll take a mile," they told 82
one another. The City Lines bus company declared the proposed changes 93
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Mass meetings continued at black churches every Tuesday and Thursday 112
night. Young, round-faced Dr. Martin Luther King, Jr., who urged boycotters 123
to refrain from violence and seek charity toward whites in their hearts, 135
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the air and make it hum," said E.D. Nixon, who admitted "he was saying it better 'n 191
I ever could." King began to emerge as a charismatic national figure. 203

Hoose, Phillip, *Claudette Colvin: Twice Toward Justice*, Farrar Straus Giroux, 2009, p. 73.

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Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/5th-grade/materials/>