

Young Heroes: Children of the Civil Rights Movement

Essential Question Tracker

What role did children and teens play in the Civil Rights Movement?	<ul style="list-style-type: none">• Barbara/peers organized school boycott (Lesson 1)• Gwendolyn & Pat → walked out of (Lesson 2)• Fred → wanted to make a speech (Lesson 2)• Actively integrated public schools (Lesson 3)• Claudette Colvin → refused to give up her seat on the bus, arrested (Lesson 8)• Children and teens, in particular, were tired of unfair treatment (Lesson 9)• Claudette: participated in boycott, mass meetings, testified in court (Lesson 11)• Teens and college students—sit ins and freedom rides (Lesson 14)• Children's marches & demonstrations (Lesson 16, Lesson 18)• Their participation in youth marches inspired adults to organize the March on Washington (Lesson 17)• Sang Freedom songs (Lesson 18)• Sheyann Webb: participated in marches for voting rights, Bloody Sunday (Lesson 18)• Lynda Blackmon Lowry: participated in march to Selma & Bloody Sunday (Lesson 20)
What tactics and strategies did activists use during the Civil Rights Movement to help change laws and institutions?	<ul style="list-style-type: none">• Boycotted / walked out of unequal schools (Lesson 1)• Speeches (Lesson 2)• Walkouts from restaurants (Lesson 2)• Court cases (Lesson 3, Lesson 11)• Persistence/perseverance, and/or community support to follow through or take advantage of civil rights (Lesson 4)• Montgomery Bus Boycott (Lesson 8, Lesson 11)• Sit-ins (Lesson 14)

	<ul style="list-style-type: none">● Freedom Rides (Lesson 14)● Use children and show how they were treated (Lesson 16)● Freedom Schools (*not specifically part of the lesson, but present in the chapter) (Lesson 17)● Freedom Day demonstrations (Lesson 18)● Voter registration drives (Lesson 18)● Mobilize allies (Lesson 20)● Organized marches (Lesson 20)
How does reading both historical texts and personal stories help us understand the past?	<ul style="list-style-type: none">● Personal: Helps understand what it was like (Lesson 1, Lesson 2)● Personal: Tells motivation/reasons for actions (Lesson 1, Lesson 18)● Historical texts: inclusion of photographs makes it real and relatable (Lesson 4, Lesson 20)● Different perspectives of history—ex. Rosa Parks / Claudette Colvin (Lesson 8)● Personal experiences of history make it easier to understand, relate to (Lesson 9)● Shows bias and how different groups of people interpreted the same event (ex., Police report versus Claudette's account) (Lesson 10)● Photographs are powerful and help readers understand what it felt like (Lesson 16)● Help the reader understand the feelings associated with important events in the past (Lesson 19)