



INTERNATIONAL
STORYTELLING CENTER

Curriculum Guide for Freedom Stories Discussion
“The Civil Rights Movement: It Still Remains”

Notes about this guide:

First, it is just that—a guide. It is meant to offer suggestions for how you might approach these important yet sensitive topics in your classroom, as well as ideas for how you might augment existing curriculum in your classroom. Please adapt it as necessary to fit your classroom’s needs.

Second, while it is aimed for 10th grade, many of the activities can easily be adapted both for lower and higher grades, and we encourage you to do so.

Third, since the International Storytelling Center is based in Tennessee, we have used the Tennessee state academic standards for Social Studies as our guide, but have also included Common Core standards where appropriate in an attempt to provide some reciprocity between and among state curriculums. Please feel free to use your own state standards in place of Tennessee’s or Common Core’s.

Fourth, our collective understanding of the subject matter covered in this and the other Freedom Stories Curriculum Guides is ever-evolving as we unearth forgotten narratives and seek out more complete truths. As such, there may be instances where certain instructional approaches are no longer useful, or where certain resources are no longer applicable. We encourage you to keep this in mind as you use this guide and adapt activities with new information as it becomes available.

Last, we welcome your feedback about this guide and its role in your classroom. Please reach out to us at FreedomStories@StorytellingCenter.net with comments, questions, and suggestions.

Lesson Title	African Americans in Appalachia's influence on the Civil Rights movement
Grade	10th Grade
Standard(s)	<p>Common Core State Standards, ELA:</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.1</u></p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.1.A</u></p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
Lesson Objective(s)	<i>For these lesson objectives, I've included broader themes and included examples that can be used in addition to the essential understanding questions for the instructor's discretion:</i>

	<ul style="list-style-type: none"> ● Conversations on racism/ability to express empathy: Examples: What are the effects of racism on the individual? The community? ● Power: Examples: How do feelings of power/powerlessness impact the actions of individuals? What are the consequences for those individuals? For others? ● Community: Example: How do we create environments of inclusion rather than exclusion? How do we build each other up rather than tearing each other down?
<p>Essential Understanding/ Essential Question</p>	<p>How did African Americans in Appalachia influence the Civil Rights movement, and how did the Civil Rights movement influence them?</p> <p><i>(I pulled this essential question from www.carolinak12.org on Affrilachia. This is an excellent lesson plan resource for the instructor who would like to incorporate more concentrated content Southern Oral History Program.)</i></p>
<p>Lesson Activities</p>	<p><i>(I recommend dividing this material into 3 Lessons (Lesson 1 is optional for instructors but can help establish the classroom environment), culminating with a volunteer activity day for the students and teacher outside or virtually.)</i></p> <p>Lesson 1: Includes two parts (Unit 1 & 2)</p> <p>Unit 1: Establishing Class Agreements/Opening up the discussion around Race and what that means for each student through journaling and then open discussions <i>(Instructor's discretion [they will know best their classroom environment and if establishing these agreements makes sense for them])</i></p> <p>Main Goals:</p> <ol style="list-style-type: none"> 1. To promote a sense of intellectual, emotional, and physical safety in the classroom. 2. To ensure active involvement of students in the planning and implementation of the agreements 3. Establishing a classroom environment where students feel safe, heard, and respected. Instructors can follow the guidelines from NEA EdJustice: 2020 Home Page. <p>Below is an example of classroom agreements that can help guide student's suggestions:</p> <ol style="list-style-type: none"> 1. Intro: Creating the Space to Talk About Race 2. Create a Welcoming Classroom and School 3. Root Out Biases and Barriers 4. Encourage Self-Expression 5. Be Open Yourself 6. Engage, Don't Avoid 7. Create Opportunities for Discussion 8. Talk About Racism and Racial Equity 9. Establish and Enforce Group Norms 10. The process is as Important as Content 11. Model Your Values and Vision

Other resources that can help instructors with classrooms of primarily white students [How Should I Talk about Race in My Mostly White Classroom?](#)

Unit 2 (*This can be done in tandem or in the following class period*)

1. **Opening question:** Why are discussions about Race important?
 - a. The instructor can start with a video and/or Podcast as prompts to open this discussion.
 - b. Videos:
 - i. Here are several individuals addressing growing up Black: [Opinion | A Conversation About Growing Up Black](#)
 - ii. Here is a list of other videos the instructor can choose to open with: [26 Mini-Films for Exploring Race, Bias and Identity With Students \(Published 2017\)](#)
 - c. Podcast:
 - i. NPR politics podcasts How Black and White Americans view on Race differ [How Black And White Americans' Views On Race Differ](#) (*It's about 15 minutes; option to encourage students to journal while listening with initial thoughts to share after.*)
2. **Responding:**
 - a. Have students discuss how the video/podcast made them feel (no emotion should be excluded or is "Wrong.")
 - b. Have students draw from personal experiences (if comfortable) that they have experienced personally or witnessed (*this can also be used as a take-home assignment, written by students, and then anonymously submitted, allowing the student the option to indicate on their writing if it can be shared with the class anonymously*)
 - c. Have students reference present-day inequalities and injustices
 - d. End this unit with a "closing circle," identifying personal connections to the explored media and how the initial activity made them feel.

Lesson 2: Black Struggle for Civil Rights

Unit 1 Activity: "Think-Pair-Share"

Purpose: This activity ensures that all students simultaneously engage with a text or topic. It allows students to recognize (commit to paper) and speak their ideas before considering the opinions of others; it also promotes synthesis and the social construction of knowledge.

Materials: Guiding quotes decided beforehand. Examples:

- "A riot is the language of the unheard." – Rev. Martin Luther King Jr.
- "The very serious function of racism is a distraction. It keeps you from doing your work. It keeps you explaining, over and over again, your reason for being." – Toni Morrison
- "Racism has always been about power. Which is to say, we invented racism. Which is to say, maybe we can learn to uninvent it, too." – Emmanuel Acho

- “If you are neutral in situations of injustice, you have chosen the side of the oppressor.” – Desmond Tutu
- Optional: recording form with questions and answer spaces for students

Procedure

1. Students are given a short and specific timeframe (2-4 minutes) to independently and briefly process their understanding/opinion of quotes selected discussion question, or topic (this is the "thinking" part of Think-Pair-Share)
2. Students then share their thinking or writing with a peer for another short and specific timeframe (1 minute each).
3. Finally, the teacher leads a whole class sharing of thoughts, often charting the diverse thinking patterns and student ideas.

This helps both students and the facilitator assess understanding and clarify ideas.

Variations

- Pair the Think-Pair-Share protocol with a close reading lesson to allow students time and space to collaboratively work on their answers to text-dependent questions.
- Allow students to facilitate whole class sharing.

Unit 2: Making a Connection with Oppression

Purpose: Have students reflect on racial biases they have experienced or witnessed.

Activity

- 1) **Watch:** Have the class watch the first 12 minutes of the Freedom Stories discussion: [The Civil Rights Movement: It Still Remains - International Storytelling Center](#)
- 2) **Activity:** (Two options: Individual or Group Participation)
 - a. **Option 1:** Write or draw a picture about a situation in which you have felt oppressed and how it made you feel; share feelings in a small group or with the class as a whole.
 - b. **Option 2:** Silently standing in the face of oppression: The room is set up with chairs in a circle; everyone is seated and instructed that as a "prompt" is read, if the situation applies to you, stand up. This activity is to be done in silence. After each prompt, the facilitator asks, "Please look around and notice who is standing and who is sitting." Those who are standing can sit down before the following prompt. Prompts: [Making a Connection with Oppression-Prompts](#)
- 3) **Optional closing activity:** "Go Around"
 - a. **Purpose:** Helps to check in on how students are receiving the material. Their reactions to the oppression activity in general. This can be posed to the class in a formative or summative question (examples below).

Materials: The prompts selected beforehand. Examples might be:

- Share one thing that you have learned in class today.
- Give an example of someone or a situation where you have witnessed resilience.
- Choose an adjective to describe how you're feeling about today's lessons (no adjective can be repeated).

Procedure

1. Ask students to respond to a standard prompt one at a time, in rapid succession around the room.
2. You may then conduct a whole-class discussion on any patterns or interesting observations you made about the answers.
3. Be sure to develop a somewhat open-ended question: in other words, that will require students to think of an original answer versus parroting each other.

Lesson 3: Civil Rights Movement-Past and Present

Unit 1: How women and grassroots efforts influenced the civil rights movement

Prep and suggested resources for the instructor: These are some great resources for the instructor to review before this unit. These resources offer a much fuller picture of those who contributed to the civil rights movement (in particular women) well outside of the well-known activists:

[A Better Way to Teach the Civil Rights Movement](#)

[Six Unsung Heroines of the Civil Rights Movement](#)

The instructor can decide the best way to incorporate the above resources for this 1st activity

Activity #1 Making Connections

- Students are given 10-15 minutes to write a first-person narrative from the perspective of (instructor selects a pivotal civil rights event or leader past or present and provides an article, book excerpt, or video to provide additional context for the students.)
 - **Example:** The Clinton 12: Please select one of the Clinton 12 students and write a first-person narrative about their experience walking to school that first day.
 - Provide resources (video, podcast, article) on chosen civil rights event or leader
 - Video [The Clinton 12](#)

Activity #2 How has the past influenced today?

1. View [The Civil Rights Movement: It Still Remains - International Storytelling Center](#) starting at 33:08 (The instructor chooses 1-2 panelists' discussions from the video for students to view.)
2. After viewing the video, the instructor can place students into small groups to discuss the following concepts:
 - a. Civil rights successes and inequities in the present day (example: the right to vote but voter oppression exists)
 - b. How do we ensure activism that promotes social equality lives on?

	<p>3. An article and video resource students can view and/or read to tie back to the perspective of a modern-day activist: June 27, 2015: Bree Newsome Removes Confederate Flag</p> <p>4. Use this resource to identify present-day injustices to facilitate discussions or use it as a reference: Say Every Name</p> <p>Take-home assignment</p> <ol style="list-style-type: none"> 1. Have each student's research organization working towards racial equality (this article can be used as a reference) 10 Organizations That Support Racial Equality 2. Have each student select an organization they want to work. 3. Write a one-page assessment that answers the following: <ol style="list-style-type: none"> a. Were there any myths about this organization or movement you debunked? b. How does the organization you selected personify what we have discussed in class? c. What are specific class topics and experiences that align with what this organization wants to accomplish? d. Brainstorm three ways to help support or volunteer within your chosen organization. <p>Unit 2: A Day of Action: Planning an all-day volunteer activity with one or more organizations promoting racial justice and change</p> <ul style="list-style-type: none"> • The instructor will review each student's paper assignment and allow for a class vote on the top two organizations. • This resource gives an outline of community service reflection questions and a and all-day volunteer activity (virtual depending on the ongoing Pandemic) <ul style="list-style-type: none"> ○ Community Service ○ Virtual Volunteer Opportunities <p>Additional Options: If the virtual volunteer opportunity makes more sense for the students, each student can select (potentially) a different organization and have a dedicated class to review everyone's experience through open discussion or more formal presentations.</p>
Materials	<p>For all the activities featured within the lesson plans, I referenced this helpful protocols guide but incorporated my ideas and verbiage: Protocols.pdf</p> <p>This is an excellent lesson plan resource for the instructor who would like to incorporate more concentrated content Southern Oral History Program.</p> <p>Additional Resources for more focused content for instructors:</p> <ul style="list-style-type: none"> • More content on the Highland Center • Background on Rev. Martin Luther King, Jr. joining Highlander and developing the Southern Christian Leadership conference • Southern Christian Leadership Conference • Protests: The History of Racism in America History • Additional Activity: on privilege and social mobility (instructions in video link) Students Learn a Powerful Lesson About Privilege

	<ul style="list-style-type: none"> • A present-day example: An African American woman describes the experience of being discriminated against in a grocery store: Cracking the Codes: Joy DeGruy, A Trip to the Grocery Store <p>Difficult but essential conversations:</p> <p>The country's sordid history of lynching that is often neglected within education can be addressed with these powerful resources:</p> <ul style="list-style-type: none"> • This resource will help the teacher explain how lynching was used as racial terror and white supremacy: CONTENTS • Deeper explorations into motives behind this heinous crime History of lynching in America • A TV or projector to view designed clips is not 100% necessary (I've provided alternatives) • Materials provided within lesson plans (links/articles/excerpts/videos) can be printed out/viewed for students via instructors preferred method (read, via a projector, or out loud to the class) • All podcasts listed can be played for free via Spotify or YouTube
Accommodations	<p>Different types of multimedia can be used for students' preferred methods of learning abilities and styles.</p> <p>Visual aids, written lists/instructions, podcasts for those who retain better without visual stimulus can be supplemented, and articles for reading comprehension can also be read aloud by either students or the instructor.</p>