



Topic: Civil Rights - Then and Now

Curriculum Planning Template – Somerville Early Education

Trajectory for Thematic Inquiry: Planning from the Big Idea

Consult ELA Pacing & Curriculum Guides, Big Idea Guides, & Building Blocks Math Pacing Guide

Big Idea(s) about Civil Rights Then and Now:

- Some rules are fair and some are not.
- I can speak up when things are unfair
- I can work with others to make change.
- People work in many ways to change unfair rules.
- Working for fairness is still happening today.
- I/we/people work to include everyone.
- Everyone should be treated fairly and kindly;and have the same opportunities and access.
- When people work together to create change, things do change.
- We can live (play, work) together in peace.

Project Approach: Working with Big Ideas

(Picturing the Project Approach 2017, Sylvia Chard, Yvonne, Kogan, Carmen Castillo)

- Phase 1: Beginning the Project
- Phase 2: Developing the Project
- Phase 3: Concluding the Project

Anti-bias Education Goals and Outcomes(Derman-Sparks, Edwards and Goins, 2020)

Goal 1: Identity - Each child will demonstrate self-awareness, confidence, family pride, and positive social identities. *Teachers will nurture each child's construction of knowledgeable and confident personal and social identities.*

Goal 2: Diversity - Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections. *Teachers will promote each child's comfortable, empathic interactions with people from diverse backgrounds.*

Goal 3: Justice - Children will increasingly recognize unfairness (injustice), have language to describe unfairness, and understand that unfairness hurts. *Teachers will foster each child's capacity to critically identify bias and will nurture each child's empathy for the hurt bias causes.*

Goal 4: Action - Children will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions. *Teachers will cultivate each child's ability and confidence to stand up for oneself and for others in the face of bias.*

Selected Anti-bias Objectives

From Goal 3: Justice

- I know when people are treated unfairly.
- I know some true stories about how people have been treated badly because of their group identities, and I don't like it.
- I know that life is easier for some people and harder for others and the reasons for that are not always fair.
- I know about people who help stop unfairness and work to make life better for many people.

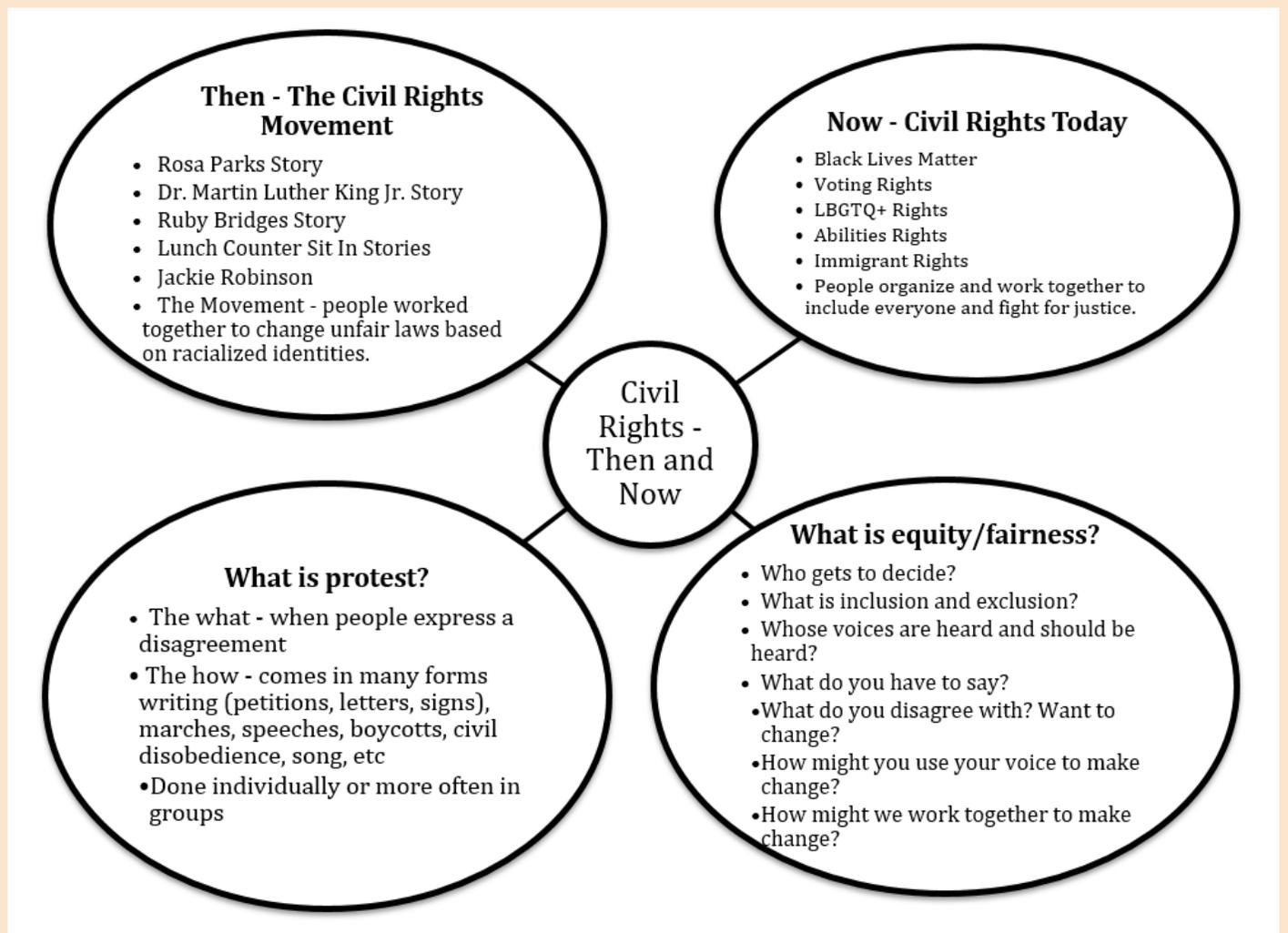
From Goal 4: Action

- I care about those who are treated unfairly.
- I can and will do something when I see unfairness – this includes telling an adult.
- I will speak up or do something if people are being unfair.
- I will join with classmates to make our classroom fair for everyone.

A TRAJECTORY OF INQUIRY

Phase 1 – Beginning a Project: Starting Out And Setting The Stage

Sample Teacher Brainstorm/Planning Web - Add your own ideas!



Create a new web with children once a direction has been defined

Big Ideas and Concepts found in Civil Rights Movements - A Developmental Trajectory

- Using words to speak up for self and others
- Using words to disagree/challenge unfairness
- Inclusion and exclusion – in history/in classroom
- Working with others to create change
- What is protest? What are the forms of protest?
- What is organizing? What is leading?
- People work(ed) to change unfair laws (or rules)?
- People work(ed) to end structural racism (poverty (and other –isms)) and create a truly just society (MLK's dream).

Surface prior knowledge. Set the Stage:

Generate curiosity: Pose questions, read a high interest book, take a field trip

Questions you might ask children:

- What have you experienced that was unfair?
- Have you ever been excluded? Included? What does that feel like?
- Can a rule (law) be unfair?
- If you could write a rule (law) to include everyone, what would it say?
- What does fairness/equity mean?
- What could we do if something is unfair? How do people create change?
- Who are people we know (or have learned about) who worked to change unfair situations?
- How do we know if something is fair or equitable? What does that look like? Who decides?
- What does peace feel like? Look like?
- How do we build community across differences?

Make connections to children's lives

- Have you ever been left out? Have you ever left someone else out? Tell the story of what happened
 - What did it feel like? What did you do?
 - What did other people around you do?
- Have you ever had to speak up for yourself? Or a friend?
 - What words did you use? What words could we use to speak up when something unfair happens?
- Are there rules that you think are unfair?
 - Are there rules at school that seem unfair? Are there rules at home that seem unfair?
- Have you or your family ever protested? What did you protest about? How did you protest or share your ideas?

PHASE 1 – Beginning a Project -Defining A Possible Investigation or Direction:

Generate KW (Know, Want to know) Chart: What do we know or think we know about _____ ?

•Then - The Civil Rights Movement

- What do students already know about Dr. Martin Luther King Jr., Rosa Parks or Ruby Bridges?

•Now - Civil Rights Today

- What do students already know about current justice movements and events?
- Current events may become the tool that sets the stage for this unit. What is happening now?
 - What have students seen or heard about? What do they **Know**? What do they **Wonder**?

•What is equity/fairness?

- Connect to SEL curriculum and classroom issues that arise.
 - How does the Civil Rights Movement connect to fairness curriculum or conflict resolution curriculum?
 - Who makes rules?
 - Why do rules exist?
 - How do we make sure that rules are fair?
 - How does learning to speak up for self and others connect to forms of protest?

•What is protest?

- What is a protest? (remember that tantrums and refusals are forms of protest).
- What do people do when they disagree?
- How can we disagree in constructive ways?
- What seems unfair to you? What might you wish to protest?
- What might groups of people want to protest?

Expand Children’s Thinking: *So, now that we know some information and have some ideas about _____,*

What should we investigate?

It seems that you are curious about _____?

Brainstorm a list of all the things the children Want know about _____.

Possible Investigations to your explore your topic of interest

• Then - The Civil Rights Movement

- Begin with Rosa Parks and the beginning of the Montgomery Bus Boycott (maybe on December 1st the day she stayed in her seat). Show a photo of Rosa Parks and tell students a bit about the story. See what questions they have.
- “Soon it will be Dr. Martin Luther Kings Jr’s Birthday and we will think about who Dr. King was and why we celebrate his birthday. Before we do, I would like to know what you think you know about Dr. Martin Luther King Jr.?”
- Read or tell the story of MLK’s childhood before he was school-aged and then after (book – Martin Luther King, Jr. A Biography for Young Children, C.H. Schlank and B. Metzger). *Dr. King Jr. had white friends until he became school-aged and then was no longer allowed to play with them because they had to go to separate schools.*



- Possible books to read (preview them first – no book is perfect)
 - [The Other Side](#) – J. Woodson
 - [Martin’s Big Word](#) - D. Rappaport – start with just the big words
- Possible video – [Dr. Martin Luther King Jr.: A Leader and a Hero](#)
- **Now - Civil Rights Today**
 - Possible books to read (preview them first – no book is perfect)
 - [We March](#) - S. Evans
 - [Daddy, There’s a Noise Outside](#) – K. Braswell
 - Possible video:
 - [Elmo and His Dad Talk About Racism and Protests](#)
 - Older Student - Adult Resource- [Civil Rights Then & Now](#) - K.B.Daniele & L. Bailey
- **What is equity/fairness?**
 - Puppet story of exclusion – two puppets of one type of animal (i.e. alligators) and one of another (i.e. monkey). “You can’t play with us because you are not an alligator. Only alligators can play.” Ask children, “What is happening? Is that fair? How is the monkey feeling? How can we change the story to make it fair?” *Stories like this parallel well with the exclusion found through Jim Crow laws. Or a true story from Dr. King Jr.’s life in which he had white friends until he became school-aged and then was no longer allowed to play with them because they had to go to separate schools.*
 - What is something that seems unfair in our classroom? How could we make it fair?
 - At school some people need different supports or materials to do their best work? Is this fair? Equitable?
 - When two people disagree, what should happen? Work together as a class to create a Disagreement Tool that has steps to follow for solving a disagreement (i.e. Give each person a chance to talk, make sure we listen as they are speaking, try to come up with a compromise).
- **What is protest?**
 - What language do we use to disagree and resolve conflicts? What if a group of people disagree?
 - What are different ways that people can express disagreement, try to make change, protest?
 - Possible video:
 - [Elmo and His Dad Talk About Racism and Protests](#)
 - [Peaceful Fights for Equal Rights](#)
 - [Sesame Street: Listen, Act, Unite](#)
 - Observe pictures or videos of a peaceful protest. How can you hear or see the voices of those protesting? (words on signs, songs, marching, sitting) Have a protest word search and find words within the pictures of protests. How are they spelled and what do they mean? (equality, justice, rights, vote)

Videos Resources:

- Emily Bruneault’s Kindergarten - [What Do You Know About Dr. Martin Luther King Jr.](#)
- Ilana Cohn’s SEI adaptation of EB’s Slides - [Dr. Martin Luther King Jr. - Fair and Unfair](#)
- Emily Bruneault’s Kindergarten - [Ruby Bridges](#)

- PBS Full Episode Kids Talk About Race and Racism - (view and/or share in segments) - <https://www.youtube.com/watch?v=fbQBKwdWPg>

PHASE 2 – Developing a Project- Exploring And Learning More:

Continue to add to the knowledge base, add activities and experiences, field trips, find experts, plan class books, family engagement, etc.

POSSIBLE FIELD SITES:

- Jason “Swat” Talbot - activist artist - mural <https://digboston.com/blm-tag-inspires-artists-somerville-mural/>
- Somerville Homeless Coalition
- Somerville Public Library - or school library - how do you share a community resource fairly?

POSSIBLE EXPERTS:

- High School Students from the BSU, GSA, other affinity groups
- Activists of the Week - Celine Marie Mannion <https://www.wickedlocal.com/story/archive/2020/07/27/activist-of-week-celine-marie-mannion-12-of-somerville/114637464/>
Natalia Mohamed <https://www.wickedlocal.com/story/archive/2020/08/13/activist-of-week-natalia-mohamed-13-of-somerville/114637968/>
- Honk! Festival of Activist Street Bands - <https://honkfest.org/>
- Marina Seevak - Beautiful Stuff Project - Diaper Distribution

Possible Projects (Use one of the following ideas, or co-create an emergent project with your children):

- Building Rosa Parks’ bus, re-create protest signs from the Montgomery Bus Boycott, and act out the story - collect recyclable materials and build a set for reenacting the story of Rosa Parks. As you build, learn her story. Why was what Rosa Parks did a form of protest? Perform your story for others.
- Activism project - petitioning principal about something - also see Change Makers Big Idea Guide
- Reworking classroom rules to be more inclusive and fair - Create a Class Council - discuss possible rules and rights of the classroom and come to an agreement on which ones to . Hold regular meetings to discuss classroom happenings, such as upcoming topics or new ideas. Periodically revisit your classroom rules. Are they fair? Do they need to be updated? Create a procedure to ensure that everyone’s voice is heard.
- Develop a project based on something that is unfair in your classroom, in your school, or in your community. How might students make their voices heard? How might they ask for and/or create change? Examples might be:
 - Solving a classroom injustice
 - How to share a particular material
 - How to find images of . . . (female astronauts, differently abled teachers, etc.)

- Confront an omission or stereotype
 - Write to publishers
 - Toy makers

- Projects to support community justice
 - Recycling
 - Community gardening
 - Ability access to buildings, parking, materials, etc.
 - Homelessness
 - BLM
 - Immigration issues

** Make signs and posters to hang up around your school - help others to learn about these important issues.

- Read the story of Jackie Robinson and the integration of major league baseball. Explore what it means to be included versus excluded, and ask how children feel when they are excluded. Create rules to a game your class loves to play that focuses on ways to include everyone.

PHASE 3: Concluding the Project

Reflect on next steps, sharing the work with others, extensions of content, new directions.

Ideas for Sharing Learning/Work:

- Invite families, administrators, or other classrooms to see a performance.
- Create documentation of your discussions and processes to share with families or in the hall.
- Share your new rules or new strategies to make a fairer classroom with the other early childhood classrooms in your building.
- Share signs and posters with other classrooms and ask them to display them, too! Talk to each classroom and explain why you have made the signs.

Possible Extensions:

- Once you have explored one of the possibilities in this guide, select another.
- Think about ways to share your learning and messages more broadly - make a video or plan a lesson for another class.
- Continue to support children to notice and articulate unfairness and generate solutions for a more just world.

Content and Room Areas	Activities Connected to Big Idea
<p>Blocks</p>	<p>Props/Provocations:</p> <ul style="list-style-type: none"> ● Multicultural people figurines and other props needed to recreate, retell and process the Civil Rights stories being studied. ● Discuss leadership and decision making in the block area (a space that can become dominated by 1-2 classroom members). How can people work more collaboratively in this area? How can all ideas be heard and integrated?
<p>Dramatic Play</p>	<p>Generate play props and themes with children:</p> <ul style="list-style-type: none"> ● Provide name placards of key participants in Civil Rights Stories that have been told and acted out as a group, for children to revisit and practice on their own. <ul style="list-style-type: none"> ○ Montgomery Bus Boycott – Rosa Parks, James Blake, New white Passenger, Police Officer, Clifford Dunn, Edgar Nixon, JoAnn Robinson, Dr. Martin Luther King Jr. ● Provide materials to build props to re-enact key stories being studied. ● Turn this area into a Peace Table or Problem-Solving Zone - children can come here to hold council meetings of resolve conflicts. 
<p>The Arts</p>	<p>Art</p> <ul style="list-style-type: none"> ● Use this space to build and make props for re-enactments. ● Create murals about social justice. ● Create signs and posters. <p>Songs</p> <ul style="list-style-type: none"> ● This Little Light of Mine ● We Shall Overcome ● Ain't Gonna Let Nobody Turn Me Around ● Other CR era protest songs ● One Foot/Lead with Love - M. DeMore ● I Dare You (ASL Version) ● Listen, Act, Unite <p>Group and Individual Projects:</p> <ul style="list-style-type: none"> ● Story Acting of Montgomery Bus Boycott, or other key event that is concrete and speaks to you and your students. <ul style="list-style-type: none"> ○ Tell and act out story ○ Gather student questions, find the answers and integrate those details into the retellings of the story

	<ul style="list-style-type: none"> ○ Make props – bus, signs, finger prints, police station, NAACP meeting space, etc. Follow students' interests. ○ When ready, make a video of the retelling and acting of the story. <div style="display: flex; justify-content: space-around;">   </div>
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<p>Sensory</p>	<p>Sensory Table</p> <ul style="list-style-type: none"> ● Set out materials to explore the uniqueness of fingerprints (Many social justice leaders have been arrested and fingerprinted). ● Set out materials that support children to explore issues of equitable access: <ul style="list-style-type: none"> ○ Materials printed in Braille ○ Materials for building stairs and ramps ○ Sensory materials for self-soothing - which materials help you and your friends to focus and do your best work? ● Manipulatives or other special materials (gems, etc.) that need to be divided equitably for an upcoming activity - how might the children problem solve sharing a material for fairness?
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<p>Mathematical Thinking</p>	<p>Count and share: Using math to keep things fair in our classroom. Gather a small amount of building materials or manipulatives, and count out even amounts for each member of the class/group.</p> <p>Introduce voting and the idea of democracy when making decisions in your classroom, i.e. “Which book should we read first today?”</p> <ul style="list-style-type: none"> ● Count votes and introduce math talk such as most and least ● Create graphs from your results ● How is voting fair? How does it make our voices heard? ● (Also teach beyond voting - advocating and consensus building are important tools for equity) <p>Sorting fair and unfair scenarios</p> <p>Do a classroom book audit - sorting by various features - for equity</p>
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<p>Science, Engineering & Technology</p>	<ul style="list-style-type: none"> ● Explore the science of fingerprints - then expand this exploration into other ways in which we are each unique and special ● Set up engineering challenges for children to work on: <ul style="list-style-type: none"> ○ Social engineering - solve a social problem that is unfair in the classroom ○ Practice designing a solutions to a building access challenge (i.e. wheel chair) ○ Figure out how to place posters/signs in ways that they can be carried by children and visible to others.
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**Library/
Read Aloud**

Books:

Dr. Martin Luther King Jr.

Martin Luther King, Jr. A Biography for Young Children (C.H. Schlank and B. Metzger)

El Joven Martin Luther King, Jr. Tengo un Sueno (J. Mattern)

Martin's Dream (J. Kurtz)

Martin's Big Words (D. Rappaport and B. Collier)

A Picture Book of Martin Luther King Jr. (D. Adler)

Happy Birthday, Martin Luther King (J. Marzollo and B. Pinkney)

I Have A Dream (Illustrated Edition) Dr. Martin Luther King, Jr.

Thank You, Dr. King! (R. Reid)

Dear Dr. King Letters from Today's Children (J. Colbert and A.M. Harms)

Rosa Parks

I am Rosa Parks (B. Meltzer and C. Eliopoulos)

Let's Read About Rosa Parks (C. Baker and R. Hunt)

A Picture Book of Rosa Parks (D. Adler and R. Casilla)

Rosa's Bus – The Ride to Civil Rights (J. Kittinger and S. Walker)

Ruby Bridges

Ruby Bridges Goes to School (R. Bridges)

The Story of Ruby Bridges (R. Coles and G. Ford)

Through My Eyes (R. Bridges)

Other Civil Rights and Resistance

This is the Dream (D. Shore, J. Alexander, and J. Ransome)

Freedom in the Menu – The Greenboro Sit-Ins (C.B. Weatherford and J. Lagarrigue)

White Socks Only (E. Coleman and T. Geter)

The Other Side (J. Woodson and E.B. Lewis)

Nelson Mandela (K. Nelson)

Drum Dream Girl (M. Engle and R. Lopez)

Who Will Rule? (M. Raghunathan and H. Nagaraju)

Freedom in Congo Square (C.B. Weatherford and R.G. Christie)

Jackie Robinson - Strong Inside and Out (Denise Lewis Patrick)

Protesting and BLM

Enough! 20 Protesters Who Changed America (E. Easton and Z. Chen)

Daddy, There's A Noise Outside (K. Braswell, J. Dent, and J. Anderson)

We March

Sometimes People March

Peaceful Fights for Equal Rights

Come With Me

	<p>Say Something Speak Up One The Youngest Marcher: Small But Mighty Storytime Lillian's Right to Vote These Hands Granddaddy's Turn: A Journey to the Ballot Box Brick by Brick Sit-In How Four Friends Stood Up by Sitting Down Separate is Never Equal Memphis, Martin, and the Mountain Top The People Shall Continue Something Happened in Our Town Mama Did You Hear?</p> <p>Video: Elmo and His Dad Talk About Racism and Protests Dr. Martin Luther King Jr.: A Leader and a Hero</p> <p>Sesame Street BHM Song Compilation - LOTS of great songs for a variety of anti-bias goals</p> <p>PBS Kids Talk About Race and Racism - This could be watched in short segments, or by teachers to identify and develop language for talking about race.</p>
<p>Balanced Literacy</p>	
<p>Vocabulary</p>	<ul style="list-style-type: none"> ● Fair and unfair ● Civil Rights ● Leader and movement ● Take Action, protest ● Justice ● Rules, agreements, etc. ● Key vocabulary for particular exploration/project - what word do children need to know in order to understand and retell a particular story (bus, law, seat, arrest, plan, protest) ● Various forms/actions for a word - for example protest - march, sit-in, write letter, tantrum, boycott, call, etc.

<p>Oral language and Concept Development</p>	<ul style="list-style-type: none"> ● Use CROWD strategies to discuss stories and books, take time to re-read and revisit - answering and researching questions that come up. ● Model and support children to tell important stories and act them out (STSA). This can be during meetings, as well as during play. Provide children with time to make sense of the stories we are sharing with them. ● Read more than one book about a particular concept, integrating the reading with questions from “Making Connections to Children’s Lives.” These are big concepts that need multiple entry points and explorations to be understood.
<p>Fine Motor, Drawing, and Writing</p>	<ul style="list-style-type: none"> ● Materials, word cards and historic and contemporary photography of protest signs for children to make their own protest signs. ● Materials to create representations of stories - in order to revisit and retell, as well as assess what students have taken in. ● Novel and beautiful materials to make signs and other documentation of children’s ideas. 
<p>Expressive and Writing Language</p>	<ul style="list-style-type: none"> ● Story Telling Story Acting of Montgomery Bus Boycott, or other key event that is concrete and speaks to you and your students. ● Print and post Civil Rights Images, Names of Leaders, Protest Signs ● Invite children to talk, draw and write about their learning - make a classbook, write a new protest song, draft a group letter to address an injustice.
<p>Phonological and Phonemic Awareness</p>	<ul style="list-style-type: none"> ● Practice songs and chants - highlighting both meaning and phonological features - such as rhyming and repetition. ● Explore acronyms and initials as early ‘invented’ or ‘phonemic’ spelling, such as: <ul style="list-style-type: none"> ○ BLM = Black Lives Matter - then explore school acronyms (ECIP, SMILE, SEI, etc.) ○ MLK = Martin Luther King - then explore children’s own initials ○ Try to generate simple acrostic poems - MLK = Mighty, Loving, Kind ● Practice writing acronyms and initials. ● Sign-in on the morning message using your initials.

**Differentiation/
Modifications**

Consider the developmental level of your students and which concepts from the Civil Rights Movements, Dr. King's life, BLM, or other events seem appropriate. Use developmentally appropriate materials, storytelling, and connections to classroom conflicts and learning struggles to explore these concepts).

- Fair and unfair
- Inclusion and exclusion
- Unfair laws/rules
- Bravery to speak up - create change
- Unfair laws/rules based on racialized identities
- Accurate history from the Civil Rights Movement – focusing around stories that can be made concrete and build connections for young children (Bus Boycotts, Ruby Bridges, and Sit-Ins and more tangible than the March on Washington and the “I Have a Dream” speech.)
- The meaning of protest and its many forms
- Accurate current Civil Rights events and movements – BLM, LGBTQ rights, Immigrant rights, Children's Right, Abilities Rights, Human Rights