







# C3 Inquiry Overview: The Civil Rights Movement & Memphis School Desegregation

## SECOND GRADE

<b>Inquiry Question:</b> How can children make a difference in their communities?		
<b>C3 Disciplinary Focus:</b> Civics	<b>C3 Inquiry Focus</b> Developing claims and using evidence and Communicating and Critiquing Conclusions	<b>Content Topic</b> The Memphis 13 and how they used their rights and responsibilities as citizens in the Civil Rights Movement
<b>C3 Focus Indicators</b> D2.Civ.14.K-2. Describe how people have tried to improve their communities over time D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present D2.His.10.K-2. Explain how historical sources can be used to study the past. D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.		
<b>Suggested Grade Level:</b> 2nd Grade	<b>Suggested Timeline:</b> Day 1: Stage the compelling question Day 2: Supporting Question 1 Day 3: Supporting Question 2 Day 4: Supporting Question 3 Day 5: Summative Performative Task	
<b>TN Social Studies Standard(s)</b>	2.25 Identify the rights and responsibilities of citizens of the U.S.  2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.	
<b>C3 Framework Indicator</b>	Participation and Deliberation: Applying Civic Virtues and Democratic Principles; Processes, Rules, and Laws	

<p><b>Staging the Compelling Question</b></p>	<p>Ask students to share what they already <b>know</b> or what they <b>Think they Know</b> about the Civil Rights Movement. Connect to prior knowledge, such as Ruby Bridges' story. If needed, watch the <a href="#">Studies Weekly CRM review video</a> to review key terms and ideas.</p> <p>In small groups, ask students to look at the Brown vs. Board ruling newspaper source:   The Russell Daily News (Russell, Kansas), Monday, May 17, ...</p> <p>Using  2nd Grade: Primary Source Analysis Document ask students to analyze the primary source.</p> <p>Then, watch the <a href="#">Studies Weekly video</a> about the Brown Vs. Board of Education ruling. After viewing, complete the questions on the back of the sheet.</p>	
<p><b>Supporting Questions 1</b></p>	<p><b>Supporting Questions 2</b></p>	<p><b>Supporting Question 3</b></p>
<p>What is the Civil Rights Movement? How did children in Memphis participate in the Civil Rights Movement?</p>	<p>Who were the Memphis 13? How did they change Memphis schools?</p>	<p>How did people work together to fight for change in Memphis during the Civil Rights Movement?</p>
<p><b>Formative Performance Task</b></p>	<p><b>Formative Performance Task</b></p>	<p><b>Formative Performance Task</b></p>
<p>Together, have students read the Memphis 13 Reader's Theatre.</p> <p>After doing the Reader's Theatre, ask students what we can add to what we <b>know</b> about the Memphis 13? And what do we <b>Want to Know?</b></p> <p>Students complete the <a href="#">5-W</a> Summary.</p>	<p>Watch the preview for the documentary here:   The Memphis 13 - Preview</p> <p>Ask students to go on a <a href="#">gallery walk</a> to look at the pictures and read some of the quotes from members of the Memphis 13.</p> <p>In pairs or individually, have students look at the Memphis 13 primary sources used in the Gallery Walk to find examples</p>	<p>Using the gallery walk sources, work in pairs or individually to find and record examples of sources that show people who acted as <b>upstanders</b> to support the Memphis 13 and their cause.</p> <p> 2nd Grade: M13 Primary ...</p> <p>After recording examples, discuss as a whole group: What can we learn about being an</p>

	<p>of sources that show what their <b>experience</b> was like. Use this recording sheet to document:</p> <p> 2nd Grade: M13 Primary ...</p>	<p>upstander from the Memphis 13 and those people who supported them?</p>
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>
<p> Memphis 13 Skit.docx</p>	<p>Memphis 13 Documentary Trailer:</p> <p>If time allows: M13 Documentary with captions <a href="https://vimeo.com/788026286">https://vimeo.com/788026286</a></p>	<p>Gallery Walk Materials</p> <p>Memphis 13 sources (e.g. interview, photographs, short videos) following members' experiences from the <a href="#">Memphis 13 Archive</a></p>
<b>Summative Performance Task</b>	<p>Either as a whole group or in small groups, have students create picture books about the experiences of the Memphis 13. They may decide to write about an individual student, students at a particular school, or the Memphis 13 as a whole. The books should include a clear BME and should be consistent with information shared via the primary sources.</p> <p><a href="#">Picture Book Planning Document</a></p> <p>Authors of historical fiction or historical narrative texts often include primary sources in the <b>peritext</b> or the front/back of the book. Ask students to choose which primary sources would be most helpful for their readers to see.</p>	
<b>Taking Informed Action</b>	<p><b>Consider the following questions by conducting additional research:</b></p> <ul style="list-style-type: none"> <li>• Who do you know that has influenced their community? How did they influence their community?</li> <li>• What are schools in Memphis like today? What are some</li> </ul>	

	<p>things you might want to change about your school? How could you do that?</p> <ul style="list-style-type: none"><li>● How are other kids taking action to make their schools and communities better?</li></ul> <p><b>Take action:</b> Local, state, and national holidays are used to honor people who have changed our communities for the better. Write a letter to a civic leader (the mayor, governor, or president) advocating for a Memphis 13 Holiday.</p>
--	--

This curriculum was developed by Anna Falkner and Gina Tillis, in collaboration with Memphis-Shelby County School District teachers, The Memphis 13, University of Memphis, and with generous support from the Library of Congress.