



Context					
Unit	Civil Rights				
Assessment	Non-violent protest is not enough. Do you agree?				
Key Knowledge <i>How does this unit fit in? What Big Ideas are explored?</i>	<p>The national curriculum states that pupils should be taught about “a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.” This unit supports pupils to understand a highly significant theme in history beyond 1066, focusing on the civil rights movement in the United States during the 1950s and 60s. In doing so, it extends pupils’ historical study beyond the requirements of the national curriculum. This unit is closely linked to, and builds upon, Year 5, Summer 1, Changing Britain. This is the final history unit of the learning journey and therefore children should be familiar with the interconnectivity of the three key concepts: power, conflict and society. All three substantive concepts (big ideas) will be threaded through this unit where children will learn about structural inequalities in society, especially for people of colour who faced segregation and exclusion from basic human rights. Pupils will learn about important constitutional and legal documents which governed rights of people in the United States, including the Declaration of Independence, the Jim Crow laws and how the National Association for the Advancement of Colored People challenged unfair laws including the doctrine of ‘separate but equal’. Pupils will learn about significant figures such as Rosa Parks and Dr Martin Luther King Jr and the changes they helped to see realised. Pupils will learn about the Civil Rights Act of 1964, which outlawed discrimination and segregation across the US. However, they will learn that in reality people of colour still faced persecution and discrimination, including through tests designed to stop them from being able to vote. Lesson five asks “What is the Black Lives Matter movement and why is it needed?” A common misconception with the civil rights movement is that it was a relatively contained period in history as opposed to an ongoing struggle. Pupils will learn about recent events such as the killing of black teenager Trayvon Martin, as well as the Ferguson protests. Pupils will also consider the UK perspective and the fight for civil rights here.</p>				
Skills <i>What skills are taught in this unit?</i> Skills Progression	<p>Chronology: Explain the significance of events and the impact they have had on the modern world. Source Analysis: Use sources to make reasoned inferences and explain findings about the past. Significance: Explain the significance of events and the impact they have had on the modern world. Cause & Consequence: Understand that events within periods of time can have an impact on decisions made later. Similarity & Difference: Clarify the similarities and differences between cultural, social and religious aspects of a period of time. Questioning: Research/question to explore significant events/people of the past. Making Connections: Discern between past periods of time and societies analysing trends.</p>				
Vocabulary <i>To be displayed on the working wall</i>	Boycott	American Civil War	Liberty	Segregation	Protest
	Civil Disobedience	Federal Laws	NAACP	Dr Martin Luther King Jr	March
	Civil Rights	Jim Crow Laws	Non-Violence	Rosa Parks	Discrimination

Unit Overview

Enquiry Question		Learning Intention	Focus Skill	Diversity	Local History	Curriculum Links
1	What was the United States of America like in the 1950s?	To explain the challenges that different people faced during 1950's America <i>To explore the challenges that different people faced during 1950's America</i>	Source Analysis Questioning	Racial Segregation		Maths: Reading graphs
2	Why did Oliver Brown take the Board of Education to the Supreme Court?	I can compare and contrast a range of primary sources <i>To investigate the impact of Jim Crow Law on society.</i>	Significance	Racial Segregation		
3	Why didn't Rosa Parks give up her seat on the bus?	To evaluate an individual's impact on the Civil Rights Movement <i>To explore the impact individuals had on the Civil Rights Movement.</i>	Significance Similarity & Difference Cause & Consequence	Protest against discrimination		
4	Why did 3,200 people march from Selma to Montgomery?	To argue whether peaceful protest is effective or not <i>To investigate the effectiveness of different types of protest.</i>	Significance Cause & Consequence	Protest against discrimination		
5	What is the Black Lives Matter movement and why is it necessary?	To evaluate the impact of #blacklivesmatter <i>To explore the impact of #blacklivesmatter</i>	Significance Source Analysis Cause & Consequence Making Connections	Protest against discrimination		
6	Non-violent protest is not enough. Do you agree?					Y5 History: Changing Britain

Lesson 1

Enquiry Question	What was the United States of America like in the 1950s?
Learning Intention	To explore the challenges people faced in the 1950s USA.
SOLO SC: Uni- Structural	I can list aspects of life in the 1950s USA.
SOLO SC: Multi- Structural	I can describe the challenges that specific groups of people faced in the 1950s USA.
SOLO SC: Relational	I can compare and contrast what life was like for different groups in the 1950s USA.
SOLO SC: Extended Abstract	I can reflect on the influence of advertisements on public opinion in 1950s America.
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - Introduce the knowledge organiser for this topic. Help the children to identify the time period: these events have occurred within the last 70 years - in living memory of their grandparents. Children will be able to make many connections with the modern day, encourage discussion and identify the classroom as a safe space to ask questions without fear of judgement. This is a sensitive topic where misunderstandings can be a source of discussion. - Introduce the key concepts for this unit. How does this unit fit in with our history journey so far? - What connections can the children make with this content? Encourage discussion. (Y5 Summer 1 Changing Britain) - Work through the Pearson booklet with the class, highlighting key vocabulary, engaging in discussion and answering booklet questions - Main Activity: Look at the sources on page 8. What do you see? How do they make you feel? - Children to answer Q4 in books.

	<ul style="list-style-type: none"> - Consider the Coca Cola advert - what is the impact of this? What is propaganda? - Children to write a response explaining what challenges different people faced in 1950s America. 		
Key Vocabulary for the lesson	Discrimination Civil Rights	American Civil War Segregation	Liberty
Resources	Civil Rights Lesson Plan	Pupil Booklet Pupil Booklet (ANSWERS)	Google Slides

Lesson 2

Enquiry Question	Why did Oliver Brown take the Board of Education to the Supreme Court?
Learning Intention	To investigate the impact of Jim Crow Law on society.
SOLO SC: Uni- Structural	I can identify the importance of equality in the Declaration of Independence.
SOLO SC: Multi- Structural	I can describe examples of segregation in 1950s America.
SOLO SC: Relational	I can explain why the Jim Crow Laws were unfair (anti-constitutional).
SOLO SC: Extended Abstract	I can reflect on the connection between the slave trade and the Jim Crow Laws
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is the structural inequalities in society made legal in the USA. Jim Crow laws were passed from 1877, following the American Civil War, and lasted nearly 100 years. This meant, for example, that Black people couldn't legally travel in the same carriages as white people on public transport until the 1960s. White people held power, resulting in conflict between members of society. - Children complete the retrieval quiz (p.10 of pupil booklet / Lesson 2 Digital Resource). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time.

	<ul style="list-style-type: none"> - Hook- Divide the class into arbitrary groups eg. (jumper on, left handed etc) Offer a reward (chocolate!?) to one of the groups and discuss the fairness of this activity. - Work through the Pearson booklet with the class, highlighting key vocabulary, engaging in discussion and answering booklet questions. Page 12 could be printed as a worksheet and stuck in books. - Share some of the images on this website - <i>Plenary: Children to answer the question on Page 15 and write a reflection demonstrating their understanding of what the Jim Crow Laws were and the impact they had on society.</i> <p>Activity: Explain why the Supreme Court ruled that the Jim Crow law was unfair (went against the constitution). Use pg15 as sentence starters (this replaces plenary).</p>						
Key Vocabulary for the lesson	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Jim Crow Laws</td> <td style="width: 33%;">Segregation</td> <td style="width: 33%;">Federal Laws</td> </tr> <tr> <td>Jim Crow Etiquette</td> <td>'Separate but Equal'</td> <td></td> </tr> </table>	Jim Crow Laws	Segregation	Federal Laws	Jim Crow Etiquette	'Separate but Equal'	
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Pupil Booklet (ANSWERS)							

Lesson 3	
Enquiry Question	Why didn't Rosa Parks give up her seat on the bus?
Learning Intention	To explore the impact individuals had on the Civil Rights Movement.
SOLO SC: Uni- Structural	I can name a Civil Rights activist and recognise their contributions
SOLO SC: Multi- Structural	I can describe instances of non-violent civil disobedience displayed by Civil Rights activists
SOLO SC: Relational	I can evaluate the significance of an individual's impact on the Civil Rights Movement
SOLO SC: Extended Abstract	<p>I can reflect on the role of social media in modern day activism and the impact it can have</p> <p style="color: red;">I can research a recent example of non-violent modern day activism and the impact it can have e.g. Black Lives Matter</p>

<p style="text-align: center;">The lesson (How will children meet the LI?)</p>	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is about how significant individuals in society pushed back and challenged the power held over them, ultimately leading to lasting change in society. Non-violent civil disobedience is a type of conflict which should be explored with the children - how is this different to examples of conflict we have learnt about previously? - Children complete the retrieval quiz (p.16 of pupil booklet / Lesson 3 Digital Resource). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Work through the Pearson booklet with the class, highlighting key vocabulary, engaging in discussion and answering booklet questions. Children will have heard of Rosa Parks, however, they may not be so familiar with how her actions led to a boycott of the buses which, in turn, meant the laws were changed. - Can children make a connection between Rosa Parks and Paul Stephenson from the Bristol Bus Boycott we learned about in Y5? What are the similarities and differences between the activists and what happened to them? - Are there any other examples that people can think of? Bring in Colin Kaepernick - (Source a news article or video to show) - Children to present their learning 'Who was Rosa Parks and what impact did she have on the Civil Rights movement'. Children may choose to create a poster, write a response, create a slideshow, write a speech - pupils' choice. The outcome from this lesson could be used for a display. <p style="color: red;">*Prior learning - links to Year 5 'Bristol Bus Boycott'. Pakistani and Indian people weren't allowed to apply for the bus driver job - this was one companies law in Bristol.</p>		
<p>Key Vocabulary for the lesson</p>	<p>Jim Crow Laws Segregation</p>	<p>Boycott Change</p>	<p>Discrimination Non-violent civil disobedience</p>
<p>Resources</p>	<p>Pupil Booklet Pupil Booklet (ANSWERS)</p>	<p>Resources to make posters: Sugar paper / pens etc.</p>	<p>Chromebooks</p>

Lesson 4	
<p>Enquiry Question</p>	<p>Why did 3,200 people march from Selma to Montgomery?</p>
<p>Learning Intention</p>	<p>To investigate the effectiveness of different types of protest.</p>
<p>SOLO SC: Uni- Structural</p>	<p>I can outline the events of the Selma to Montgomery March</p>
<p>SOLO SC: Multi- Structural</p>	<p>I can identify the reasons for the Selma to Montgomery protest and explain why it was not peaceful.</p>
<p>SOLO SC: Relational</p>	<p>I can argue whether peaceful protest is effective or not</p>

SOLO SC: Extended Abstract	I can reflect on what successful protest looks like		
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is how change in society can be realised and the barriers faced by people who fight for change. - Children complete the retrieval quiz (p.22 of pupil booklet / Lesson 4 Digital Resource). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Hand out copies of the Louisiana Literacy Test and say they have 10 mins to complete. Anticipate loads of questions and distress regarding it. Simply say: you have 10 minutes. - Discussion regarding its fairness and why they struggled. Informing them that this is a test which some people had to pass in order to be able to vote. ASK: What was fundamentally wrong about that? - Work through the Pearson booklet with the class, highlighting key vocabulary, engaging in discussion and answering booklet questions - This video explain the events well - Can children make any connections between protests read about here and what they have seen in the news? Can children make connections between these protests and what we learned about in Y5 Changing Britain? - ASK: Racism still happens today - does this mean that the protests were unsuccessful? - Children to respond to quote on p.26 in books - Children to write a reflection in their books in order to demonstrate their understanding at either bronze, silver, gold or platinum level. 		
Key Vocabulary for the lesson	Civil Rights Act Peaceful protest	Ku Klux Klan Voting Rights Act	Discrimination Racism
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	Louisiana Literacy Test Selma to Montgomery Video	

Lesson 5

Enquiry Question	What is the Black Lives Matter movement and why is it necessary?
Learning Intention	To explore the impact of #blacklivesmatter
SOLO SC: Uni- Structural	I can identify examples of the Black Lives Matter Movement
SOLO SC: Multi- Structural	I can outline the factors that are contributing to the growth of the Black Lives Matter Movement
SOLO SC: Relational	I can evaluate the impact of #blacklivesmatter

SOLO SC: Extended Abstract	I can analyse the quote “Those who don't know history are destined to repeat it” and reflect on its consequences in today’s society		
<p style="text-align: center;">The lesson (How will children meet the LI?)</p>	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is how change in society can be realised and the barriers faced by people who fight for change. - Children complete the retrieval quiz (p.27 of pupil booklet / Lesson 5 Digital Resource). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Work through the Pearson booklet with the class, highlighting key vocabulary, engaging in discussion and answering booklet questions - Discuss Wilfried Zaha and his decision not to take the knee and ‘standing tall’. Article here. - What impact does #blacklivesmatter have? What’s the intent? - ASK: Why have the premier league stopped taking the knee for every match? (Professional Footballers Association said: "We've spoken to players about this and what we've heard is that they want to find a balance. They don't want the gesture of taking the knee to become routine, so that it potentially loses its impact." ASK: Do you agree with this? - Provide children with the picture of Zaha standing tall to stick in their books alongside the quote: “Those who don't know history are destined to repeat it”. Children to write a response reflecting on the image + quote: what it represents, how it makes them feel, how it could make others feel & the impact on the message #blacklivesmatter (initially and long-term) - Children to create a class display promoting #blacklivesmatter, children could record videos of themselves talking about the topic (investigate QR codes for displays), create posters, artwork, write and present a speech etc. 		
Key Vocabulary for the lesson	#blacklivesmatter Civil Rights Movement	Discrimination Arrest	Civil Rights Act Protest
Resources	Pupil Booklet Pupil Booklet (ANSWERS) Wilfried Zaha Image		

Lesson 6

Assessment Think! Question	Non-violent protest is not enough. Do you agree?
Tasks	Class discussion about Think! Question - encourage use of appropriate vocabulary (Collaborative) Think! Question (Independent) Knowledge Quiz (Independent)

Key Vocabulary for the lesson	Boycott Civil Disobedience Civil Rights Segregation Discrimination	American Civil War Federal Laws Jim Crow Laws Protest March	Liberty NAACP Non-Violence
Resources	Knowledge Quiz Knowledge Quiz (ANSWERS) Think! Question		