A Famous Kansan and a Famous American
First Grade

Developed for
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“It’s Elementary: Teaching with Primary Sources” 2012

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Topeka, KS

Overview This lesson will introduce the children to one famous Kansan and one famous American. Both of them struggled with segregation and used nonviolent means to help end some of the injustice both in Kansas and America. The students will also learn to use primary and secondary sources to compare and contrast these two people. It can be completed in two class periods.

Standards
History
Benchmark 3, Indicator 3: The student identifies some important United States national holidays (e.g., Independence Day, Columbus Day, Veterans Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents’ Day, Memorial Day).
Benchmark 4, Indicator 3: The student asks questions, shares information and discusses ideas about the past using resources such as maps, photographs, books, and people.

Common Core ELA
Reading
RL.1.9 – The student will compare and contrast the adventures and experiences of characters in stories.
RI.1.2 – The student will identify the main topic and retell key details of a text.

Writing
W.1.1 – The student will write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Objectives
Content
• The student will identify the importance of Martin Luther King Jr. Day.
• Students will compare and contrast Martin Luther King Jr. and Linda Brown.
Skills
- The student will write an opinion about the topic of segregation.

Essential Questions
- What is segregation?
- How does segregation affect people?

Resource Table

<table>
<thead>
<tr>
<th>Image/Resources</th>
<th>Description</th>
<th>Citation</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Monroe Elementary" /></td>
<td><strong>Monroe Elementary</strong>, completed in 1927, was one of four segregated black schools operating in Topeka. In 1951 a student of Monroe, Linda Brown, and her father, Oliver Brown, became plaintiffs in a legal battle over racial segregation.</td>
<td>Wolfe, Harold B., 1898-1966 item 9338, Kansas Memory</td>
<td><a href="http://www.kansasmemory.org/item/display.php?item_id=9338&amp;f=">http://www.kansasmemory.org/item/display.php?item_id=9338&amp;f=</a></td>
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<tr>
<td><img src="image2" alt="Integrated Girls" /></td>
<td><strong>Integrated Girls</strong> Photograph shows a line of African American and white school girls standing in a classroom while boys sit behind them.</td>
<td>School Integration, Barnard School, Washington, D.C. Photo by Thomas J. O'Halloran, May 27, 1955. (LOC.gov)</td>
<td><a href="http://hdl.loc.gov/loc.pnp/ppmsca.03119">http://hdl.loc.gov/loc.pnp/ppmsca.03119</a></td>
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<td>Martin Luther King, Jr. Bio</td>
<td>Martin Luther King Jr. was the most important voice of the American civil rights movement, which worked for equal rights for all. He was famous for using nonviolent resistance to overcome injustice.</td>
<td>Credit: &quot;[Rev. Martin Luther King, head-and-shoulders portrait, facing right, speaking at a rally in Crawfordville, Georgia].&quot; United Press International telephoto, 1965 Oct 11. Prints and Photographs Division of the Library of Congress.</td>
<td><a href="http://www.americaslibrary.gov/aa/king/aa_king_subj.html">http://www.americaslibrary.gov/aa/king/aa_king_subj.html</a></td>
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<tr>
<td>Martin’s Big Words</td>
<td>Based on the classic children's book by Doreen Rappaport. Using quotes from some of his beloved speeches, Dr. Martin Luther King, Jr., comes to life in stunning collage art and vibrant watercolor paintings in this profound and important biography about beliefs and dreams and following one's heart.</td>
<td>RAPPAPORT, Doreen a Bryan COLLIER. Martin’s big words: the life of Dr. Martin Luther King, Jr. 1st ed. New York: Hyperion Books for Children, c2001, 1 v. (unpaged). ISBN 078682591x. Read on YouTube Link or purchase a book.</td>
<td><a href="http://www.youtube.com/watch?v=IF_qgqTFPCw">http://www.youtube.com/watch?v=IF_qgqTFPCw</a></td>
</tr>
<tr>
<td>MLK template for “foldable”</td>
<td>Created by Audra Gragg 7/25/12</td>
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Lesson Plan

Day 1

1. Explain that we are going to be learning about an African American girl from the past and her struggles that she overcame.
   - Explain that they will be watching a clip about her life that uses some primary sources. This video will generate questions that the students may have. Let them know that sometimes we will find the answers by using other sources like our library, a computer, rereading or by discussing with each other.

2. Show the Linda Brown Video from YouTube to introduce her.
   - You may want to pause the movie and discuss as you go to check for understanding. Ask what questions they may have about the video and record them on the board.
   - Inquire where we might find the answers to these questions.

3. Introduce both the Monroe School Photo and Integrated Girls Photo and the questions on the back of each.
   - Explain that this was her school. Tell the students that today this building is a National Historic Site museum telling the story of Brown vs. Board of Education.
   - Explain that the integrated photo is not her class but would be of girls living around that time period to represent how they would be dressed.
   - Review and discuss what segregation means and explain what integration means. Encourage questions about segregation and integration. Ask for their opinions of both.

4. As time allows read a few excerpts from Linda Brown You Are Not Alone.
   - Ask them how they would feel if they lived at that time.
   - Review the questions that were generated and see if any need to be researched more.
   - After answering the questions students have regarding segregation have each child write and illustrate a picture, which shows their view of segregation and their reaction to the treatment of others.

Day 2

1. Briefly review what was taught in Day 1. Explain that today we are going to learn about another famous African American. Explain that he became famous as an adult, not as a child.
   - Review the meaning of segregation and ask what kind of segregation Linda Brown had to endure.
   - Explain that we are going to read to learn more information about this African American man and ask some questions.
   - Review how to find answers to our questions.

2. Read Martin’s Big Words.
3. Ask if it has the same main idea as the shorter video about Linda Brown. Ask what questions they may have about him. If necessary reread to find answers for their questions. Try to ask questions to begin to compare his life and the life of Linda Brown.

3. Next using the MLK template in your packet, have the students compare and contrast Martin Luther King Jr. and Linda Brown.
   - You will need to model how to put the organizer together. Please see Notes for the Teacher for more explanation.
   - For this activity the class will need to brainstorm a list of similarities and differences of the two individuals and their importance.

4. With the completed MLK template discuss why Martin Luther King is important and why they believe that we celebrate a day for him. Have them find ideas from their template to support their thoughts.

Assessment
- Evaluate the student’s ability to write and illustrate an opinion about segregation and their reaction to the treatment of others.
- Observe the students’ ability to ask and answer questions about these two famous African Americans.
- Evaluate the student's ability to compare and contrast Martin Luther King Jr. and Linda Brown.
- Evaluate the students’ ability to identify the importance of why we celebrate Martin Luther King Jr. Day.

For the Teacher

Making the Foldable in Day 2
Start by folding a piece of paper long wise in a vertical fold or a “hot dog” fold so that the pictures are on the front. Next have them unfold it and model how to cut only on the black line and not past. Refold the three flaps and your resource is ready. Model how to use the foldable to record their answers. Open one flap at a time and start from the top of the flap and write and/or draw to the bottom, then closing the flap before recording any new information. Allow them to use both pictures and words. The children may work independently or as a group.

Brown v. Board of Education, 347 U.S. 483 (1954), was a landmark United States Supreme Court case in which the Court declared state laws establishing separate public schools for black and white students unconstitutional. The decision overturned the Plessy v. Ferguson decision of 1896, which allowed state-sponsored segregation. Handed down on May 17, 1954, the Warren Court's unanimous (9–0) decision stated, "separate educational facilities are inherently unequal." As a result, de jure racial

There were 12 families from Topeka involved in the case. Mr. Brown was the only male in the group of parents and it is believed to be why his name is in the court record first.

**Martin Luther King, Jr. Bio**
You can use the link from the resource table to read or share the Martin Luther King, Jr. bio with your students or use this summary.

Martin Luther King, Jr. was born January 15, 1929. He was an important voice of the American civil rights movement and he worked for equal rights for all. He was a big proponent of nonviolent resistance to overcome the injustices. He tried to help others see that all men are created equal. He was the youngest person to receive a Nobel Peace Prize because of his work. He was a pastor, married and had three children. He was assassinated on April 4, 1968. There will be more information in Martin’s Big Words.

**Definitions**
- **Segregation:** The policy or practice of separating people of different races, classes, or ethnic groups, as in schools, housing, and public or commercial facilities, especially as a form of discrimination.
- **Integration:** The bringing of people of different racial or ethnic groups into unrestricted and equal association, as in society or an organization; desegregation.
- **Civil Rights:** Civil rights are the rights of the people of a given nation. These rights are generally rights that comprise the ideals of equality and suffrage in voting rights. Many of the most basic civil rights of people living within the United States are protected by a bill of rights.
- **Primary resources:** These are the original items (first hand) or records that have survived from the past. They are items such as photographs, diaries, artifacts, interviews, poetry, journals, autobiographies, newspapers, news footage, speeches, music and art.
- **Secondary resources:** These are the resources that are second hand. For example it may be an interview about what one person may interpret about a journal or it could be a biography, textbook, etc.
• How does this school look like our school?
• How is it different?
• Have you seen this building?
• Do you think it is still in Topeka?
• Do you know what is there now?
• Would you want to walk a mile to the bus stop?
• Do they dress like we do today?
• What do you notice about the classroom?
• Is this classroom segregated or integrated?
• How would you feel?
• After integration do you think it was hard for Africa American children to make friends in their new school?