

Employment: Why Were so Many People Fighting for Equal Employment Opportunities During the Civil Rights Movement?

Topic: Employment

Grade Level: 4th Grade

Objectives:

- Identify and describe important events in history related to the civil rights movement
- Recognize the changes in Indiana from mid 20th century to present related to the civil rights movement
- Identify the duties and rights of an American Citizens
- Investigate civic/political issues/problems from the mid 20th century to present times locally and throughout the United States

Activities:

1. Learning Objectives:

- Acknowledge the importance of using primary and secondary resources
- Identify important changes in Indiana's history in the United States Constitution
- Identify Indiana's relationship to regional and national communities
- Identify the constitutional rights granted to American citizens

Activity: Students will write a comparative journal response on two major events that occurred during the Civil Rights Movement. They will choose one local event from East Central Indiana and one national event. For example, they might compare the events that surrounded the March on Washington in 1963 to the 1969 March on Marion. Students should use at least one primary resource and one secondary resource. A primary source for example could be a letter, speech, diary, or official document. An example of a secondary source would be criticisms, commentaries, encyclopedias, etc.

Assessment: Students identify and describe important events or incidents related to the civil rights movement. They provide details about the important people, and major events that led up to the actual movement, and the effects that the movement had on the East Central Indiana community. Students notice common themes among the two events that they chose to compare. They will utilize primary and secondary resources.

2. *Learning Objectives:*

- Recognize the rights of citizenship
- Identify and explain important events in history
- Recognize the relationships between regional and national events associated with the civil rights movement

Activity: Read *March on!: The Day My Brother Martin Changed the World* by Christine King Farris. After reading, students will pretend that they are journalists reporting on the March on Washington for Jobs and Freedom of 1963. They will write their own news articles on the march and illustrate their work with a picture. For example, they could picture themselves standing at the Lincoln Memorial or the Washington Monument.

Assessment: In their articles, students should describe in detail their experience at the March on Washington in first person. Who did they see? Why were they there? What events did they witness? What was the time period? Who and what rights were violated? Their drawing should illustrate their news article and connect it to the March on Washington.

Materials:

- King Farris, Christine. *March On!: The Day my Brother Martin Changed the World*: Scholastic Press, 2008. Print.

Additional Resources:

- Evans, Shane W. *We March*: Roaring Book, 2012. Print.