



Pent 1
History Yr6: Civil Rights Movement



Scripture Link:
'Thus says the Lord of hosts, render true judgements, show kindness and mercy to one another.' Zechariah 7:9

National Curriculum Objective

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Timeline

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	I will know what 'The Civil Rights Movement' was and where it fits in history.	I will know the history which lead up to the Civil Rights Movement	I will know how and why the Civil Rights Movement started.
Recall and Retrieval	<p>Rosa Parks believed it was wrong that people like her (African Americans) did not have the same rights as white Americans (Rosa Parks Bus Protest 1955)</p> <p>as a result of Rosas actions the court decided that segregation on buses was against the law.</p> <p>Emily Davidson wanted to change the fact that women did not have the same rights as men.</p> <p>the suffragettes helped make society more equal for women and they won the right for women to vote.</p>	<p>'The Civil Rights Movement' was the movement from 1954-1968 that made racial discrimination against African Americans illegal in the United States of America.</p> <p>racial discrimination is when you are treated differently because of your race.</p> <p>a movement is a 'group of people who share the same beliefs, ideas or aims'.</p> <p>the civil rights are the rights and freedoms that people have which are set out in law. These are sometimes known as civil liberties.</p> <p>that racial discrimination is when you are treated differently because of your race.</p> <p>a movement is a 'group of people who share the same beliefs, ideas or aims'.</p> <p>the civil rights are the rights and freedoms that people have which are set out in law. These are sometimes known as civil liberties.</p>	<p>there was a long history of racial discrimination in the USA with many African Americans were used as slaves by rich landowners.</p> <p>slavery in America began in 1619, when a Dutch ship brought 20 African slaves ashore in the British Colony of Jamestown, Virginia.</p> <p>that landowners used African slaves as cheap and plentiful supply of labour. Working mainly in back slaves worked mainly in tobacco, cotton and rice plantations.</p> <p>historians have estimated that 6 to 7 million black people were imported for slavery, depriving the African continent of some of its healthiest men and women.</p> <p>on January 1st 1863, President Abraham Lincoln issued an Emancipation Proclamation, which meant that all slaves were freed although black people were still seen as inferior and segregated.</p>
	By the end of the lesson, children will know-	By the end of the lesson, children will know-	By the end of the lesson, children will know-

<p>Sequence of substantive knowledge throughout the lesson</p>	<p>‘The Civil Rights Movement’ was the movement from 1954-1968 that made racial discrimination against African Americans illegal in the United States of America.</p> <p>That racial discrimination is when you are treated differently because of your race.</p> <p>A movement is a ‘group of people who share the same beliefs, ideas or aims’.</p> <p>The civil rights are the rights and freedoms that people have which are set out in law. These are sometimes known as civil liberties.</p>	<p>There was a long history of racial discrimination in the USA with many African Americans were used as slaves by rich landowners.</p> <p>That slavery in America began in 1619, when a Dutch ship brought 20 African slaves ashore in the British Colony of Jamestown, Virginia.</p> <p>That landowners used African slaves as cheap and plentiful supply of labour. Working mainly in back slaves worked mainly in tobacco, cotton and rice plantations.</p> <p>Historians have estimated that 6 to 7 million black people were imported for slavery, depriving the African continent of some of its healthiest men and women.</p> <p>On January 1st 1863, President Abraham Lincoln issued an Emancipation Proclamation, which meant that all slaves were freed although black people were still seen as inferior and segregated.</p>	<p>Rosa Parks refused to give up her seat to a white man on a Montgomery, Alabama bus and was arrested in protest.</p> <p>Dr. Martin Luther King Jr, lead the Montgomery Bus Boycott on December 5th 1955, kick starting the civil rights movement.</p> <p>In 1956, the Montgomery Bus Boycott ended as buses were now fully integrated.</p> <p>In 1959, Martin Luther King Jr. leads a non-violent sit-in at ‘Rich’s’, a ‘whites-only’ restaurant.</p> <p>All 51 protestors were arrested for trespassing.</p>
<p>Key Skills/disciplinary knowledge</p>			
<p>Key Vocabulary</p>	<p>African-American Civil Rights Movement, racial discrimination, movement, civil rights, rights, freedoms, civil liberties.</p>	<p>Landowners, slavery, labour, imported, tobacco, cotton and rice plantations.</p>	<p>Rosa Parks, Boycott, Dr. Martin Luther King Jr., integrated, protestors, trespassing, Montgomery Bus Boycott, non-violent sit-in, discrimination</p>
<p>Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i></p>			
<p>Scaffolding</p>			
<p>Challenge</p>			

Diversity Links			
Catholic Social Teaching Principles	<p>Human Dignity: Society is only as strong as the value it places on each other.</p> <p>Solidarity: We are voices for the voiceless. What happens to you, happens to me.</p> <p>Subsidiarity: Equality, my rights -v- your rights.</p> <p>Preferential option for the poor: being a change maker – the cost</p> <p>Common Good: We are called to work for the good of each and of all.</p> <p>Promoting Peace: We can be God’s instruments of peace through seeking justice.</p>	<p>Human Dignity: Society is only as strong as the value it places on each other.</p> <p>Solidarity: We are voices for the voiceless. What happens to you, happens to me.</p> <p>Subsidiarity: Equality, my rights -v- your rights.</p> <p>Preferential option for the poor: being a change maker – the cost</p> <p>Common Good: We are called to work for the good of each and of all.</p> <p>Promoting Peace: We can be God’s instruments of peace through seeking justice.</p>	<p>Human Dignity: Society is only as strong as the value it places on each other.</p> <p>Solidarity: We are voices for the voiceless. What happens to you, happens to me.</p> <p>Subsidiarity: Equality, my rights -v- your rights.</p> <p>Preferential option for the poor: being a change maker – the cost</p> <p>Common Good: We are called to work for the good of each and of all.</p> <p>Promoting Peace: We can be God’s instruments of peace through seeking justice.</p>
British Values			
Wider links			

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Timeline

	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	I will know how the knowledge of the past is constructed from a range of sources	To know some of the links between the works of Abraham Lincoln and Martin Luther King Jr.	I will know how the Civil Rights movement in the USA is reflected in British history.
Recall and Retrieval	<p>Rosa Parks refused to give up her seat to a white man on a Montgomery, Alabama bus and was arrested in protest.</p> <p>Dr. Martin Luther King Jr, lead the Montgomery Bus Boycott on December 5th 1955, kick starting the civil rights movement.</p> <p>in 1956, the Montgomery Bus Boycott ended as buses were now fully integrated.</p> <p>in 1959, Martin Luther King Jr. leads a non-violent sit-in at 'Rich's', a 'whites-only' restaurant.</p> <p>all 51 protestors were arrested for trespassing.</p> <p>an eyewitness is a person who has seen something happen and can give a first hand description of it.</p> <p>the events of the GfOfL were recorded in Samuel Pepys diary.</p> <p>Howard Crater discovered the tomb of Pharoah Tutankhamun.</p> <p>the objects found provided unprecedented insights into the lives, beliefs and culture of the Ancient Egyptians.</p>	<p>on April 16th, 1963, Martin Luter King Jr. wrote 'Letter from a Birmingham Jail' where he responded to white ministers from Alabama who begged him to end the protests. Excerpt below.</p> <p>the meaning of the 'Letter from a Birmingham Jail'.</p>	<p>in 1963, during a protest march in Washington D.C. where nearly 250,000 people attended, Martin Luther King Jr. delivered the famous 'I have a dream' speech in front of the Lincoln Memorial.</p> <p>the Statue (from Lincoln Memorial, Washington, USA) shows Abraham Lincoln who was the president of the USA in the 1860's and is famous for abolishing slavery. Understand the link between the abolition of slavery and the work of Martin Luther King Jr.</p> <p>the meaning of the extract of Martin Luther King Jr.'s 'I had a dream speech below.</p> <p>1964: Martin Luther King Jr was awarded the Nobel Prize.</p> <p>!968: Martin Luther King Jr. was assassinated (murdered as a political act).</p> <p>the Suffragettes organised protests for the right for women to vote.</p> <p>they took on militant tactics that shocked society.</p>
Sequence of substantive	By the end of the lesson, children will know-	By the end of the lesson, children will know-	By the end of the lesson, children will know-

<p>knowledge throughout the lesson</p>	<p>On April 16th, 1963, Martin Luter King Jr. wrote ‘Letter from a Birmingham Jail’ where he responded to white ministers from Alabama who begged him to end the protests. Excerpt below.</p> <p>The meaning of the ‘Letter from a Birmingham Jail’.</p>	<p>In 1963, during a protest march in Washington D.C. where nearly 250,000 people attended, Martin Luther King Jr. delivered the famous ‘I have a dream’ speech in front of the Lincoln Memorial.</p> <p>The Statue (from Lincoln Memorial, Washington, USA) shows Abraham Lincoln who was the president of the USA in the 1860’s and is famous for abolishing slavery. Understand the link between the abolition of slavery and the work of Martin Luther King Jr.</p> <p>The meaning of the extract of Martin Luther King Jr.’s ‘I had a dream speech below.</p> <p>1964: Martin Luther King Jr was awarded the Nobel Prize. 1968: Martin Luther King Jr. was assassinated (murdered as a political act).</p>	<p>Know that a similar bus boycott took place in Bristol in the UK in 1963 because the protestors were inspired by Rosa Park’s boycott in Montgomery.</p> <p>The Bristol bus company owner refused to employ drivers who were black or Asian so Paul Stephenson organised the boycott.</p> <p>Many people refused to use the buses for four months during the protest to show their support for the black and Asian communities.</p> <p>The boycott was successful in changing the company policy so that black and Asian drivers could be bus drivers. The decision was made on coincidentally on the same day that Martin Luther King Jr. delivered his ‘I have a Dream’ speech.</p> <p>The Bristol Bus Boycott was considered by some to have been influential in the passing of the Race Relations Act 1965 which made ‘racial discrimination unlawful in public places’ in UK law.</p> <p>Paul Stephenson was also refused a beer in a pub and refused to leave until her was served.</p> <p>At that time, signs in many shops said, ‘no blacks, no irish, no dogs’.</p>
<p>Key Skills/disciplinary knowledge</p>			
<p>Key Vocabulary</p>	<p>Excerpt, primary source of evidences. Segregation, curse, Negro, smothering, poverty, affluent society, stammering, concoct, cross-country, automobile, motel,</p>	<p>Rooted, American Dream, Abraham Lincoln, President of United States of America, ‘I had a dream’, abolishing slavery, self-evident, creed, slave owners, brotherhood, oppression, freedom, justice, character.</p>	<p>Employ, protest, influential, Bristol Bus Boycott, Race Relations Act 1965, UK law, unlawful.</p>
<p>Main teaching activity <i>If the school has another short term planning</i></p>	<p>Excerpt: “Perhaps it is easy for those who have never felt the stinging darts of segregation to say, "Wait." But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at</p>	<p>Speech Extract: “I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.”</p>	

<p><i>format, this does not need to be included.</i></p>	<p>whim; when you have seen hate filled policemen curse, kick and even kill your black brothers and sisters; when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six year old daughter why she can't go to the public amusement park that has just been advertised on television, and see tears welling up in her eyes when she is told that Funtown is closed to coloured children; when you have to concoct an answer for a five year old son who is asking: "Daddy, why do white people treat coloured people so mean?"; when you take a cross county drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading "white" and "coloured"; then you will understand why we find it difficult to wait."</p>	<p>I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal." I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood. I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character. I have a dream today." (Show excerpts from video of speech https://www.youtube.com/watch?v=vP4iY1TtS3s</p>	
<p>Scaffolding</p>			
<p>Challenge</p>			
<p>Diversity Links</p>			
<p>Catholic Social Teaching Principles</p>	<p>Human Dignity: Society is only as strong as the value it places on each other. Solidarity: We are voices for the voiceless. What happens to you, happens to me. Subsidiarity: Equality, my rights -v- your rights. Preferential option for the poor: being a change maker – the cost Common Good: We are called to work for the good of each and of all. Promoting Peace: We can be God’s instruments of peace through seeking justice.</p>	<p>Human Dignity: Society is only as strong as the value it places on each other. Solidarity: We are voices for the voiceless. What happens to you, happens to me. Subsidiarity: Equality, my rights -v- your rights. Preferential option for the poor: being a change maker – the cost Common Good: We are called to work for the good of each and of all. Promoting Peace: We can be God’s instruments of peace through seeking justice.</p>	<p>Human Dignity: Society is only as strong as the value it places on each other. Solidarity: We are voices for the voiceless. What happens to you, happens to me. Subsidiarity: Equality, my rights -v- your rights. Preferential option for the poor: being a change maker – the cost Common Good: We are called to work for the good of each and of all. Promoting Peace: We can be God’s instruments of peace through seeking justice.</p>

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