

<p>Theme read:</p> <ul style="list-style-type: none"> <li>• <i>My Dream of Martin Luther King</i> by Faith Ringold</li> <li>• <i>As Fast As Words Could Fly</i> by Pamela M. Tuck (online version: <a href="https://www.storylineonline.net/books/fast-words-fly/">https://www.storylineonline.net/books/fast-words-fly/</a>)</li> <li>• <i>I Have a Dream Speech</i> text excerpts</li> <li>• The Extraordinary Life of Rosa Parks (Extraordinary Lives) by Sheila Kanani, Nan Lawson</li> <li>• Civil Rights Then and Now: A Timeline of the Fight for Equality in America by Kristina Brooke Daniele</li> </ul>	<p>Year 6 Spring Enquiry Question</p> <h2>How did Martin Luther King fight injustice?</h2> <p><b>Key driver:</b> Respect</p> <p><b>Key skills:</b> I can describe <b>reasons for</b> and <b>results of</b> events, situations and changes.</p> <p><b>Year Enquiry:</b> How can we make a change in society?</p> <p><b>Topics:</b> The US Civil Rights Movement</p>	<p>Resources</p> <p>Photos of discriminatory signs</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zcpcwmn/revision/1">https://www.bbc.co.uk/bitesize/guides/zcpcwmn/revision/1</a></p> <p><a href="https://www.theguardian.com/sport/2020/jun/09/colin-kaepernick-george-floyd-roger-goodell">https://www.theguardian.com/sport/2020/jun/09/colin-kaepernick-george-floyd-roger-goodell</a></p> <p><a href="https://www.theguardian.com/uk-news/2020/jun/09/neville-lawrence-black-people-still-second-class-citizens-in-britain">https://www.theguardian.com/uk-news/2020/jun/09/neville-lawrence-black-people-still-second-class-citizens-in-britain</a></p> <p><a href="https://www.oxfordmail.co.uk/news/18506293.live-oxfords-rhodes-must-fall-protests/">https://www.oxfordmail.co.uk/news/18506293.live-oxfords-rhodes-must-fall-protests/</a></p> <p><a href="https://medium.com/@BarackObama/how-to-make-this-moment-the-turning-point-for-real-change-9fa209806067">https://medium.com/@BarackObama/how-to-make-this-moment-the-turning-point-for-real-change-9fa209806067</a></p> <p>5 minute summary of civil rights in US: <a href="https://www.youtube.com/watch?v=URxwe6LPvKM">https://www.youtube.com/watch?v=URxwe6LPvKM</a></p>
<p>Key Vocabulary: Rights, prejudice, segregation, reconstruction, discrimination, protest, suffrage, racism, vote, boycott, march</p>		<p>Pupil Pledge</p>

<p>Launch</p> <p>It is 1963 and chdn are in a crowd of thousands in the March on Washington. They've come from all over the US. The atmosphere is electric and MLK begins to speak...[play speech] Why did MLK's <i>I have a Dream</i> speech have such resonance?</p>	<p>Lesson 2</p> <p>Who was Martin Luther King?</p> <p>Basic list of facts on <a href="https://www.natgeokids.com/uk/discover/history/general-history/martin-luther-king-facts/">https://www.natgeokids.com/uk/discover/history/general-history/martin-luther-king-facts/</a></p> <p>Look at MLK PP on twinkl.</p> <p>WALT: I can research and write a fact sheet about Martin Luther</p>	<p>Lesson 3</p> <p>What actions did MLK use to instigate change? Non-violence - principles of Gandhi and success of non-violent protest.</p> <p>Who was Rosa Parks and what was the significance of her story?</p> <p>Look at Rosa Parks PP on twinkl.</p>	<p>Lesson 4</p> <p>What change occurred in the US as a result of the civil rights movement?</p> <p>WALT: Create a chronological flow chart of some of the significant events in the US civil rights movement.</p>	<p>POP Quiz</p> <p>Chdn to do BBC bitesize quiz on civil rights and MLK at <a href="https://www.bbc.co.uk/bitesize/guides/zcpcwmn/test">https://www.bbc.co.uk/bitesize/guides/zcpcwmn/test</a></p>
--	--	--	---	--

<p>Context - what was life like for a black American in the 1950s? Segregation - 'Jim Crow' laws in Southern states after abolition of slavery in 1865.</p> <p>WALT: understand the conditions in the USA that led to the civil rights movement and write a response to the <i>I Have a Dream</i> speech.</p> <p>Outcome: Chdn listen to speech and write a diary entry as if they were in the crowd that day. What is their life like and what do they hope it will change to?</p>	<p>King and the aims of the civil rights movement.</p> <p>Outcome: Chdn research and write a fact sheet about Martin Luther King and the aims of the civil rights movement.</p>	<p>WALT: Evaluate effectiveness of MLK's non-violent protest.</p> <p>Outcome: Chdn to discuss non-violence as a means of change. Talk about how different this is from other methods of change we have studied in history.</p> <p>Chdn to make posters for a non-violent protest rally against the denial of civil rights.</p>	<p>Outcome: Chdn use Civil Rights in the USA knowledge organisers from Twinkl to construct their own timeline-based chart of significant events in the struggle for civil rights.</p>	<p>Celebration</p>
<p>Lesson 6</p> <p>Comparative study of Malcolm X – how did he envisage change differently to MLK?</p> <p>WALT: Consider alternatives to MLK's approach in fighting injustice.</p> <p>Outcome: Chdn start by looking at differentiated reading comprehension on Malcolm X. What were his views on how to fight injustice, and were they more realistic than MLK's? Watch several different youtube videos of Malcolm X showing different interpretations of his life. Chdn then use these to imagine they are writing a newspaper report on his assassination in 1965.</p>	<p>Lesson 7</p> <p>Who were the Black Panther Movement? Were their ideas and methods similar to or different from Martin Luther King? How have reports about them affected people's perceptions of the BP group?</p> <p>Look at Curtis Austin's BP TedX talk  <a href="https://www.youtube.com/watch?v=KPN8LHVeFYA">https://www.youtube.com/watch?v=KPN8LHVeFYA</a></p> <p>WALT: I can show awareness of how different sources of evidence can lead to different conclusions.</p> <p>Outcome: Chdn to sort through different newspaper/internet reports of Black Panthers to try and evaluate what it stood for.</p>	<p>Lesson 8</p> <p>How have changes in civil rights changed the USA – Barack Obama became president, but Black Lives Matter, George Floyd, have things really changed?</p> <p>WALT: Consider the impact of Martin Luther King's fight against injustice since his death in 1968.</p> <p>Outcome: Chdn to look at Barack Obama's May 2020 Twitter post on non-violent protest – do you agree this is the way forward or not? Whose method of fighting injustice would be most effective in the present day?</p> <p>Chdn look at post-1968 US attitudes to racism and write a report on what has changed and what hasn't.</p>	<p>Lesson 9</p> <p>How would MLK act today if he was born in Blackbird Leys? Look at Oxford protests against Cecil Rhodes statue.</p> <p>Look at history of minorities in Britain post-WW2: Windrush generation, Notting Hill riots, British Civil Rights movt.</p> <p>WALT: Find out about the Civil Rights movement in Britain and evaluate what progress has been made.</p> <p>Outcome: Chdn to use what they have learned about protest to write to local MP/councillors with their views on how to deal with injustice in the present day.</p>	

<p><b>Content:</b> What will we learn? What are the core concepts?</p> <ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of British and world history.</li> <li>• Note connections, contrasts and trends over time</li> <li>• Address questions about change, cause, similarity and difference and significance.</li> <li>• Identify and use primary and secondary sources using the library and internet.</li> <li>• Construct informed responses that recall, select and organise relevant historical information.</li> </ul>	<p><b>Coherence:</b> How does this link to previous learning?</p> <ul style="list-style-type: none"> <li>• Continues work on the democratic process from previous topic, seeing how it can be used to effect change.</li> <li>• Deepens exploration of democracy by focusing on aspects of it that don't work/need changing.</li> </ul>	<p><b>Creativity:</b> How will we show we understand in multiple ways?</p> <ul style="list-style-type: none"> <li>• Write imagined responses to MLK's <i>I Have a Dream</i> speech, as if in the crowd that day.</li> <li>• Make posters as if participating in a rally in USA in 1960s for civil rights.</li> </ul>	<p><b>Compassion:</b> What opportunities are there to teach compassion?</p> <ul style="list-style-type: none"> <li>• Compare the civil rights movement to BlackLivesMatter. How must black Americans feel now after working so hard for equality?</li> <li>• What lessons can we learn from the struggles of the past in dealing with racism in the present?</li> <li>• To what extent is change going to happen if it's just on a personal level – what about institutions, culture, government policy?</li> </ul>	<p><b>Community:</b> What links are there to local resources?</p> <ul style="list-style-type: none"> <li>• Research Oxford Mail reporting on the Rhodes statue protest. Can we contact the journalist or any of the participants or the Council or Oriol College for their view?</li> <li>• Collect stories from family members of times they have encountered prejudice – what did they do?</li> </ul>
---	---	--	---	---