



## African American Civil Rights

	Learning Objective	Whole Class input (key questions)	Independent/group activities (including differentiation)	Assessment: Success criteria	Plenary & Home Learning
Week 1 Monday	<p>NC Ref: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>L.O. To know about the history of the slave trade.</p>	<p>What can you remember from our visit to NTU last term? What facts about America can you remember? How many colonies were there to begin with? Do you know what a plantation is?</p> <p>Give children the different scenarios of discrimination. TTYP about how you would feel in each of these scenarios.</p> <p>Watch the video that introduces the slave trade. <a href="#">American Civil Rights</a></p> <p>Stop the video at various points to ensure that children understand what is being said/taught to them. Explain that the first slaves to arrive in Virginia were in 1619. (America was first colonized in 1607.)</p> <p>What is a colonist? What is a plantation? Why did the colonists have plantations. Why did they need slaves? Why did they use African slaves?</p> <p>Shared write a paragraph explaining the slave trade.</p>	<p>LA/MA: Answer the comprehension questions. MA/HA Write a short paragraph explain what you have learned about the slave trade.</p>	<p>I can... Explain what a slave is. Say why the colonists used African slaves. Explain why this was wrong.</p>	<p>How do you think the African felt about being stolen as slaves? How long do you think slavery lasted in America? It lasted in most of the states until 1865.</p>
Week 1	<p>NC Refs: <b>British Values</b> Mutual Tolerance</p>	<p>TTYP – What can you remember about slavery from yesterday's lesson? Take in ideas and address any misconceptions.</p>	<p>Children to stick the images in their book and write about what</p>	<p>I can... Order events.</p>	<p>Make a list of any adjectives that would describe the slaves'</p>

	<p>Respectful attitudes Democracy The Rule of Law Individual liberty <b>Place knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>L.O. To know some of the living conditions of an African slave.</p>	<p>Read the Background to Slavery extract.</p> <p>In mixed ability groups of three, give children the slavery images, along with the prompt questions to aid discussion. <b>All groups to feedback.</b></p>	<p>they see and how it would have made the slaves feel.</p>	<p>Write events in a timeline. Begin to empathise with others.</p>	<p>feelings throughout this experience.</p> <p>Choose three words and write a few sentences for each one explaining why you think they would have felt this way.</p>
<p><b>Week 1</b> <b>Thursday</b></p>	<p>NC Refs: <b>British Values</b> Mutual Tolerance Respectful attitudes Democracy The Rule of Law Individual liberty</p>	<p><b>What key facts can you remember about the slave trade so far? What key vocabulary can you remember? What do the words mean?</b> Explain that today, the children will be ordering events to put into a timeline. Give children the events – <b>in pairs they are to order.</b> Talk through the events, ensuring that the children understand them.</p>	<p>Children to put the ordered events onto a blank timeline. Photographic evidence as the timelines will be too large to stick into topic books.</p>	<p>I can... Put events in chronological order. Understand why the events were important.</p>	<p><b>Which event shocked you the most? Why?</b></p>

	LO: To know the timeline of slavery in America.				
<b>Week 1 Friday</b>	<p>NC Refs:</p> <p><b>British Values</b> Mutual Tolerance Respectful attitudes Democracy The Rule of Law Individual liberty</p> <p>LO: To know about the life of Harriet Tubman</p>	<p>Children to read the differentiated Harriet Tubman factfile. Children to highlight what they think is key information. As a class, produce as Harriet Tubman key facts sheet. Talk about, in particular, the underground railway and her significance to the freedom of slaves. Watch the BBC video all about Harriet Tubman's life. <a href="https://www.bbc.com/teach/class-clips-video/true-stories-harriet-tubman/zbh8mfr">https://www.bbc.com/teach/class-clips-video/true-stories-harriet-tubman/zbh8mfr</a></p> <p>Hand out the Underground Railway Codes and explain that they were code words and phrases used by the slaves. <b>Why would they need to use codes?</b></p>	<p>Children to work out what the coded messages mean by using the help sheet.</p> <p>HA to write their own coded messages using the same words and phrases used.</p>	<p>I can... Pick out key information. Understand what some code words and phrases meant. Write my own code phrases.</p>	<p>Peer assess each other's work.</p> <p><b>Mixed Ability Pairs</b> As children watch the BBC clip, they need to take notes in order to produce a timeline of Harriett Tubman's life.</p>
<b>Week 2 Monday / Tuesday</b>	<p>NC Refs:</p> <p><b>British Values</b> Mutual Tolerance Respectful attitudes Democracy The Rule of Law Individual liberty</p> <p>LO: To understand the meaning of the lyrics in the underground railway songs.</p>	<p><b>What can you remember about the life of Harriet Tubman from yesterday? What was she famous for? What specific details can you remember? TYP</b></p> <p><b>How do you think messages got across to the slaves about when it was safe to move?</b> Explain that they used to make up songs with hidden meanings, just like the codes we looked yesterday. Show the website: <a href="http://www.harriet-tubman.org/songs-of-the-underground-railroad/">http://www.harriet-tubman.org/songs-of-the-underground-railroad/</a></p> <p>Read the lyrics to the first song. <b>What do you think it could mean? Can you think of what any of the code words might mean? What is the message behind this song?</b></p> <p>Show the next song and repeat the questions.</p>	<p>Children to have the lyrics to Go Down, Moses. Children to "translate" what they think the song is about.</p> <p>LA/MA: Give lyrics with certain words highlighted – can they "translate" the words?</p> <p>MA/HA: Children to translate line by line</p>	<p>I can... Use my knowledge of the underground railway. Think of the message of the song. Translate the meaning of the words.</p>	<p>Share ideas with the rest of the class. <b>Did you all have similar ideas? Was anybody totally different?</b></p>

		<p>IB class to play the interactive game first, then do the lyrics lesson. RS to do the lyrics lesson first, then move onto the interactive game.</p> <p><a href="http://teacher.scholastic.com/activities/bhistory/underground_railroad/">http://teacher.scholastic.com/activities/bhistory/underground_railroad/</a></p>			
<p><b>Week 2</b> <b>Thursday/Friday</b></p>	<p>NC Refs:</p> <p><b>British Values</b> Mutual Tolerance Respectful attitudes Democracy The Rule of Law Individual liberty</p> <p>LO: To write a biography about Rosa Parks.</p>	<p><b>Does anyone know who Rosa Parks is?</b> (Children may have seen the Doctor Who episode). Explain that she was important within the Civil Rights movement. Put her timeline into context with what we have studied so far. Show the powerpoint on Rosa Parks, taking time to discuss the issues.</p> <p><b>What is a biography? Why would people want to read a biography? What are the features of a biography? TYP</b> (chronological order, fronted time adverbials, past tense, third person)</p> <p>Modelled write the opening paragraph which summarises the main events of her life.</p> <p>Take in ideas for the key parts of her life that could be used for the main paragraph.</p>	<p>LA: Guided write the main paragraph.</p> <p>MA/HA: Children to write own main paragraph.</p>	<p>I can...</p> <p>LA: Write in complete sentences. Write in the past tense. Write in the third person. Use fronted adverbials for cohesion.</p> <p>MA/HA: Use significant dates to order the writing. Include parenthesis. Use fronted adverbials for cohesion.</p>	<p>Children to peer assess against success criteria.</p>
<p><b>Week 3</b> <b>Monday</b></p>	<p>NC Refs:</p> <p><b>British Values</b> Mutual Tolerance Respectful attitudes Democracy The Rule of Law</p>	<p>Show children the powerpoint for the Martin Luther King Story. Explain that is "I Have a Dream" speech is perhaps one of the most famous speeches in the world. Children to watch the speech.</p> <p><a href="https://www.youtube.com/watch?v=vP4iY1TtS3s">https://www.youtube.com/watch?v=vP4iY1TtS3s</a></p>	<p>LA: Shared write a new speech based on MLK's shortened speech.</p> <p>MA/HA: Children to write own speech.</p>	<p>I can...</p> <p>Think carefully about something. Explain what I think is unfair. Write a positive speech.</p>	<p>Children to share their speeches.</p>

	<p>Individual liberty</p> <p>LO: To write my own I Have a Dream speech.</p>	<p>Give out copies of the shortened speech. Go through it in phrases, ensuring that children understand what MLK is trying to say.</p> <p>What is your dream for a better world? What do you think would make the world a better place? What problems need to be solved? Are there any unfair situations that could be changed? Are there any cusses that you care about? <b>TTYP</b> Take in some ideas and shared write a new speech.</p>			