CLASSROOM GUIDE

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Books to Inspire Learning

Sitting In, Standing Up: Leaders of the Civil Rights Era

Nomad Press offers concise classroom guides to help educators explore content-related topics with students and encourage them to develop ideas in meaningful ways. Includes Essential Questions and Common Core Connections.
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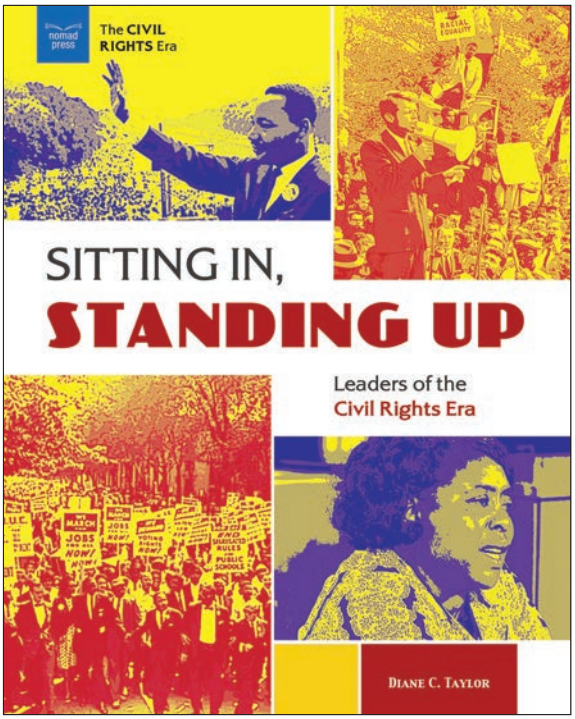


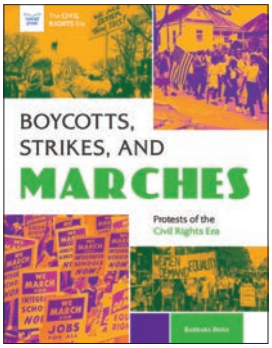
Age: 12–15
Grade: 7–10
Softcover: 9781619309159, $15.95
Hardcover: 9781619309128, $22.95
eBook: all formats available, $12.99
Specs: 8 x 10, 112 pages, color interior **Focus:** Social Studies: U.S. History
GRL: Z+

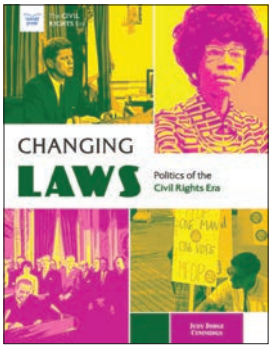
Sitting In, Standing Up: Leaders of the Civil Rights Era tells the story of one of the most tumultuous and important eras in American history through the lives of five major figures of the Civil Rights Movement of the 1950s and 1960s: Thurgood Marshall, Fannie Lou Hamer, Martin Luther King, Jr., Ella Baker, and John Lewis. The work of these people sparked the passion of a nation and helped change the tide of social injustice in a way that reverberates to this day. Kids consider questions such as who are the leaders in today's Black Lives Matter movement? Who is creating the paths toward justice and equality in today's world? How far has the United States come in terms of equality?

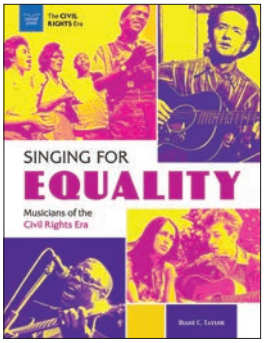
Hands-on projects about social justice issues alongside essential questions, links to online resources, and text-to-world connections promote a profound understanding of history and offer opportunities for social-emotional learning.

Learn more about *Sitting In, Standing Up* at nomadpress.net/nomadpress-books/sitting-in-standing-up

ALSO IN THE CIVIL RIGHTS ERA SET







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ESSENTIAL QUESTIONS TO ASK

KEY VOCABULARY

abolitionists, civil rights, impartial, irrepressible, mentor, representative, suffragist, systematic

BEFORE READING

1 Establish Background Knowledge

a What leaders do you know in your life?

b Do leaders have natural qualities that make them good at what they do?

c Why is it valuable to learn the biographies of people from history and who are living now?

2 Skill Introduction

a What do you do when you come to a word or phrase you do not know?

b How do photographs, videos, and maps help someone learn about a topic?

CCC: **CCSS.ELA-Literacy.L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
CCC: **CCSS.ELA-Literacy.L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

DURING READING

1 Check for Understanding

a How did the leaders of the Civil Rights Movement find themselves in that position?

b Are there any similarities among the leaders? What about differences?

c What do leaders do that distinguish them as people to learn from and follow?

d Do you feel you have leadership qualities?

CCC: **CCSS.ELA-Literacy.L.11-12.4a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCC: **CCSS.ELA-Literacy.SL.11- 12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

PS

Listen to Martin Luther King Jr.'s speech at the March on Washington. Do his words still apply to racial equality today?

https://www.youtube.com/watch?v=ARvrvJV4th4

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ESSENTIAL QUESTIONS TO ASK

AFTER READING

1 Summary and Expansion

a Why did the Civil Rights Movement need leaders? What might have the time period looked like if no one had acted as a leader?

b What is the difference between top-down leadership and grassroots organization? Is one better than the other? Can they co-exist and benefit each other?

c What is the difference in the approaches of Martin Luther King Jr. and Malcolm X? Which kind of leadership do you think is more effective?

d Do leaders always need to be politicians or activists? What other forms does leadership take?

e What did John Lewis mean by "good trouble?"

f What kinds of leaderships do today's civil rights movements have? How about the Black Lives Matter movement?

g Does today's technology change the way social movements are formed and organized? How? What might the Civil Rights Movement looked like it there had been email and social media back then?

CCC: **CCSS.ELA-Literacy.SL.11- 12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
CCC: **CCSS.ELA-Literacy.SL.11- 12.1d** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CCC: **CCSS.ELA-Literacy.WHST.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

COMMON CORE CONNECTIONS

Grade: 11-12 Language CCSS.ELA-Literacy.L.11-12.3,4,4a,4c,4d,5,5a,5b,6

Grade: 11-12 History/Social Studies CCSS.ELA-Literacy.RH.11-12.1,2,3,4,5,6,7,8,9,10

Grade: 11-12 Speaking & Listening CCSS.ELA-Literacy.SL.11- 12.1,1a,1b,1c,1d,2,3,4,5,6

Grade: 11-12 Writing HST CCSS.ELA-Literacy.WHST.11-12.1,2,4,6,7,8,9,10

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COMMON CORE CONNECTIONS

Grade: 11-12 Language
CCSS.ELA-Literacy.L.11-12.3,4,4a,4c,4d,5,5a,5b,6

3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
5b Analyze nuances in the meaning of words with similar denotations.
6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade: 11-12 History/Social Studies
CCSS.ELA-Literacy.RH.11-12.1,2,3,4,5,6,7,8,9,10

1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
10 By the end of grade 12, read and comprehend history/social studies texts in the grades
11–CCR text complexity band independently and proficiently.

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COMMON CORE CONNECTIONS

Grade: 11-12 Speaking & Listening
CCSS.ELA-Literacy.SL.11- 12.1,1a,1b,1c,1d,2,3,4,5,6

1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

Grade: 11-12 Writing HST
CCSS.ELA-Literacy.WHST.11-12.1,2,4,6,7,8,9,10

1 Write arguments focused on discipline-specific content.
2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9 Draw evidence from informational texts to support analysis, reflection, and research.
10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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nomad press ACTIVITY!

Project from *Sitting In, Standing Up: Leaders of the Civil Rights Era*

PROJECT

Civil Rights Issues Today

For as long as there has been a United States, there have been debates about civil rights. What civil rights issues are people concerned about today? Let's find out!

☮ **Conduct research on current civil rights issues.** Head to the library or use the internet to find out what people are fighting for or against. Are they the same issues people addressed during the Civil Rights Movement?

☮ **Use the following questions to guide your research.**

- What three or four civil rights issues seem to be the most urgent today?
- Does race continue to play a part in our concerns about civil rights? Why or why not?
- Does gender discrimination come up as a civil rights issue? If so, how and why?
- What other types of discrimination do people seem to be concerned about?
- Are any laws being proposed to expand civil rights to certain groups of people?
- Are any of these civil rights issues important to you? Why or why not?

☮ **Choose one issue that you feel is especially important and create a poster or other presentation that expresses your own beliefs about the issue.** Talk to classmates and family members to try to convince them that the issue is important. How does it feel to be a leader?

CONNECT

Environmental justice is becoming known as a civil rights issue. What is the connection between the two? What tool can climate change activists adopt from civil rights activists? Take a look at this video and see if you agree.

Climate One civil environmental

TEXT TO WORLD

Are people of different colors treated differently from each other where you live? How?

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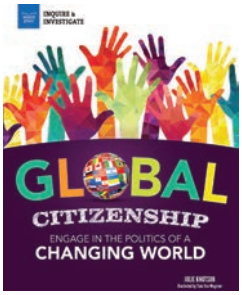
More Books About History!



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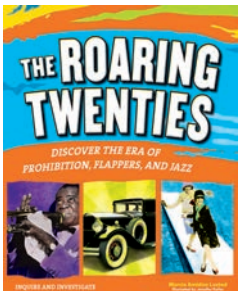
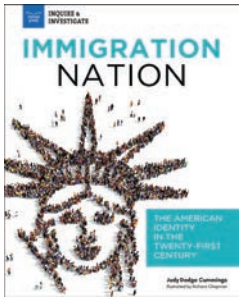
Author: Barbara Diggs

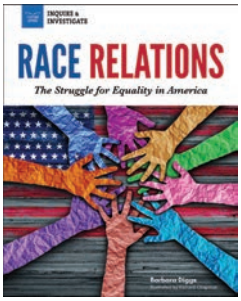
Author: Matthew Brenden Wood



Author: Marcia Amidon Lusted

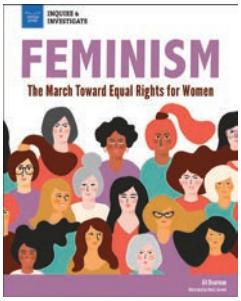


Author: Judy Dodge Cummings



Author: Barbara Diggs

Author: Carla Mooney



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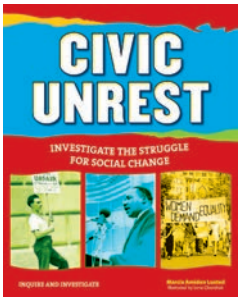

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