

CIVIL RIGHTS PIONEERS

Learning Objectives: Students will:

1. research with a group to discover facts about a notable African American.
2. share their understanding of the historical contribution of the person studied in the form of a crossword puzzle.

TEKS: SS 3.11A, 17A, 4.17D, 21A, 5.5C, 22C, 24A; LA 3.26A;4.24A;5.24A

Materials Needed: online or print resources of famous African Americans, internet access for making crossword puzzle, such as www.edhelper.com/crossword.htm

Vocabulary: notable, contribution, significance

Teaching Strategy:

1. Divide the class into groups of two or three.
2. Assign each group a notable African American such as:
 - a. Rosa Parks
 - b. Martin Luther King, Jr.
 - c. The Little Rock Nine
 - d. Jackie Robinson
 - e. Booker T. Washington
 - f. Stephen Douglass
 - g. Harriet Tubman
 - h. Barbara Jordan
 - i. George Washington Carver
 - j. Thurgood Marshall
3. Students will research online (www.infoplease.com is a good source) or in print resources the lives and contributions of each individual. Students should find 4-6 important events in the life of the person, as well as discover the historical contribution to the civil rights movement.
4. Each group will prepare to tell the rest of the class about the individual researched and make the short presentation at the appropriate time.
5. Each group will also summarize the important role in the struggle for equality played by each person in a one sentence statement to be used as a clue in a crossword puzzle. Examples include:
 - a. Thurgood ___ was the first African American Supreme Court justice.

- b. Rosa ____ refused to move to the back of the bus in Montgomery, AL in 1955, which led to the civil rights movement.
 - c. George Washington ____ discovered hundreds of uses for peanuts.
6. The teacher or one specified student will create the crossword puzzle from the clues prepared by each group. A good source is www.edhelper.com/crossword.htm.
 7. Students will complete the crossword puzzle as a review of all the presentations.

Extension for Gifted/Talented:

Students may select a specific group of famous African Americans to further expand the study. Other groups might include athletes, entertainers, writers, scientists, or inventors. A class booklet might be developed, including information on all the individuals studied.