



History

Year 6

Term 5

Civil Rights

**Key Question: How did the civil rights movement in America change the lives of African-Americans?**

**National Curriculum Objectives:**

- Develop a chronologically secure knowledge and understanding of British, local and world history.
- Establish clear narratives within and across periods studied
- Note connections and trends over time using appropriate historical terms
- Address historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

**Vocabulary**

Civil Rights Movement, activism, African American, political/social/economic rights, Era of Consensus, Middle class America, popular culture, consumerism, Jim Crow Laws, segregation, NAACP (National Association for the advancement of coloured people), partial victory, total victory, Rosa Parks, Montgomery Bus Boycott, Priority, Humiliation, Non-violent, Civil disobedience, Circulated, Boycott, Bankrupt, Unconstitutional/constitutional, constitution, Martin Luther King, democracy, racial justice, oppression, slavery, discrimination, activism, legal/illegal, Bloody Sunday, Turnaround Tuesday, voting rights act, BLM (Black Lives Matter), social media, campaign, law

**Prior Learning:**

Year 2, Term 3 children have learnt about People of influence and Rosa Parks. In Year 4 term 5 children have learnt about what life was like in the UK during the 1940s. In Year 6 Term 3 children have learnt about Benin and the slave trade.

**End Point:**

Write our own "I have a dream" speeches.  
Decide on an issue that is important to you and write a speech in the style and with the same passion as Martin Luther King.

**Knowledge:**

- Know that The Civil Rights Movement is an umbrella term for the many varieties of activism that sought to secure full political, social, and economic rights for African Americans in the period from 1946 to 1968
- Know what the USA was like for different people in the 1950s
- Know what the Jim Crow laws (segregation) were and how these were challenged
- Know who Rosa Parks was and what she achieved (how the Montgomery Bus Boycott led to change)
- Know who Martin Luther King was and what he achieved
- Know about Martin's "I have a Dream" speech and the historical significance of it
- Know about significant events that changed law at this time (above, Bloody Sunday, Turn Around Tuesday = Voting Rights Acts)
- Know what the BLM movement is and how African Americans still fight for equality

**Skills:**

- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
- Compare beliefs and behaviour across time
- Know key dates, events and characters of the period studied
- Link sources and work out how conclusions were arrived at
- Recognise and use primary and secondary sources of historical evidence
- Use a range of sources to find out about an event
- Bring knowledge gathered from several sources together in a fluent account
- Select and organise information to produce structured work, making appropriate use of terms and dates
- Start to evaluate key historical events in terms of success

**Cross Curricular Links:**

English - speeches and speech making  
Maths - statistics  
Geography (of USA)

**Oracy:**

Evaluate effectiveness of law changes  
Construct oral responses to primary sources  
Present speech  
Debate current political issues (BLM)

**Wider Reading**

Martin's Big Words - Doreen Rappaport  
Boycott Blues: How Rosa Parks inspired a nation - Andrea Davis Pinkney  
Black Stars of the Civil Rights Movement - Jim Haskins

**Enrichment**

Films/pictures (Selma and Hidden Figures)

## Sequence of Learning

Lesson	Key Question	Key learning/notes
1	What was the United States of America like in the 1950s?	<ul style="list-style-type: none"> <li>• Discuss rights we have in UK (British values) and world examples of rights being established (Ghandi, Apartheid, Mandela, UK women vote, 1918)</li> <li>• Introduce the term civil rights and children note the definition: The <b>Civil Rights Movement</b> is an umbrella term for the many varieties of activism that sought to secure full political, social, and economic rights for African Americans in the period from 1946 to 1968. Discuss the meaning of this definition and unpick any unfamiliar vocabulary. We will be studying the civil rights this term.</li> <li>• Look at a range of images of life for the Middle Class American (refer back to Year 5 discussion on class in Industrial Revolution unit) during the 50s and Era of Consensus. Include images from 1950s USA to show images of segregation.</li> <li>• Children select images and describe what they see and what this tells them about 1950s America.</li> <li>• Draw together the main ideas of 50s America - rise of popular culture, consumerism, expansion of television, inequality for African Americans/poor.</li> </ul>
2	What were the Jim Crow Laws and how were they challenged and changed?	<ul style="list-style-type: none"> <li>• Look at the Jim Crow laws and associated Jim Crow etiquette (Black and whites could not eat together etc)</li> <li>• Highlight different examples of segregation</li> <li>• Look at images of schools, restaurants etc. that show segregation in action</li> <li>• Look at the case of Homer Plessey</li> <li>• Case study on the Oliver Brown Court Case (NAACP - Brown vs Board of Education)</li> <li>• Read about what happened and evaluate whether the case was a total victory or a partial victory (Oracy activity)</li> </ul>
3	What effect did Rosa Park's protest have?	<ul style="list-style-type: none"> <li>• Recap the story of Rosa Parks from Year 2</li> <li>• Read a recount of Rosa Park's life (see PowerPoint) Use other sources to gather additional information about Rosa and the impact of her protest</li> <li>• This led to the Montgomery Bus Boycott - focus on the groups involved and how laws changed</li> <li>• Write a recount of Rosa Parks life including the changes that were affected following her protest (use key words of the lesson - Priority, Humiliation, Non-violent, Civil disobedience, Circulated, Boycott, Bankrupt, Unconstitutional, Presidential Medal of Freedom/Congressional Gold Medal)</li> <li>• Compare to other non-violent civil disobedience (Ghandi &amp; introduce Martin Luther King's work)</li> </ul>
4	What was Martin Luther King's dream?	<ul style="list-style-type: none"> <li>• Recap that King was important to the Montgomery Bus Boycott. In '63 he organised a march on Washington (March on Washington for jobs and Freedom) to pressure Kennedy to act on his promise to increase civil rights laws</li> <li>• Read an abridged version of his " I Have a Dream" speech.</li> <li>• Look at the repeated words and phrases and key American documents that he refers to</li> </ul>
5	Was the 1964 Civil Rights Act effective?	<ul style="list-style-type: none"> <li>• The above speech and mass activism did have an effect and in 1964 segregation and racial discrimination was made illegal (by Johnson following Kennedy's assassination)</li> <li>• However still not all people could vote. Focus on the Louisiana Literacy Test that only black people had to take.</li> <li>• Protests continued and black people were killed - case study of Jimmy Lee Jackson</li> <li>• This led to Bloody Sunday and Turnaround Tuesday</li> <li>• End result was more equal Voting Rights Act (Johnson - speech "we shall overcome")</li> </ul>
6	What is the Black Lives Matter movement and why is it needed?	<ul style="list-style-type: none"> <li>• 1968 is viewed as the end of the civil rights movement however attitudes did not change overnight</li> <li>• Look at statistics of conviction rates for African Americans (also Police killings and frisking statistics) Case study of Trayvon Martin (relate to gun laws and wider American rights)</li> <li>• Look at the rise of Black Lives Matters campaign (social media campaign and the Ferguson Protests)</li> <li>• Relate to UK BLM movement.</li> <li>• Answer question</li> </ul>