

A TEACHER'S

GUIDE

ELEMENTARY SCHOOL



GRADES 3 - 5



CENTER FOR CIVIL
AND HUMAN RIGHTS

The Center for Civil and Human Rights

Teacher's Guide for Grades 3 – 5

Introduction.....2

- Welcome to the Center for Civil and Human Rights
- What to Expect on Your Field Trip
- What Students Want to Know
- Tips for Planning Your Field Trip

Using This Teacher's Guide

Field Trip Activity: Look, Listen, and Learn Self-Guide

Lesson Plans

1. Laureate Logic Puzzle
Algebraic Thinking, US History
2. Who Can Vote?
US History, Civics, Representing Data, Fractions
3. Water Rollers
Metric system, Volume, Simple tools, Appropriate technology
4. Sweet Auburn Map Detective
Map Reading, Georgia History, Geography, Converting units, Estimating, Multiplication & Division
5. Meena's Story
Primary Sources, Geography, Measurement & Data, Fractions

Interdisciplinary Activities and Project Ideas

1. Empathy Through Fairy Tales
2. Environmental Engineers
3. Rights vs. Responsibilities
4. Ruby Bridges
5. Poetry and Music: I Am

Additional Resources

- Recommended Reading
- On This Day
- Timeline of Civil and Human Rights Declarations

Curriculum Correlations

- Common Core State Standards for Mathematics
- Common Core State Standards for English Language Arts
- C3 Framework for Social Studies State Standards
- Next Generation Science Standards
- State Content Standards: GA, AL, FL, NC, SC, TN

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The Center: www.civilandhumanrights.org

Content created by TurnKey Education, Inc., for the National Center for Civil and Human Rights, Inc.

TurnKey Education, Inc.: www.turnkeyeducation.net

Introduction

Welcome to the Center for Civil and Human Rights!

The Center for Civil and Human Rights is the product of The National Center for Civil and Human Rights, Inc. Located in the heart of Atlanta, the Center for Civil and Human Rights (The Center) is an engaging cultural attraction that connects the legacy of the American Civil Rights Movement to today's Global Human Rights Movements.

The Center encourages students to gain a deeper understanding of the role they can play in helping to protect the rights of all people through sharing accounts of courage and struggle around the world. Powerful imagery, compelling artifacts, and poignant storytelling will inspire an ongoing dialogue about civil and

human rights in your classroom, your school and your community.

The Center offers students a unique opportunity to learn more about the social issues that are already important to them as well as others that they may not think about as often, such as internet freedom or their "ethical footprint." The historical context of the Civil Rights Movement provides visiting classes with a framework to reflect on how they can act — both individually and as a group — on behalf of others. In fact, the mission of The Center is "to empower people to take the protection of every human's rights personally." By showing your students these key events of the past, you can better prepare them for what they will face in the future.



What to Expect on Your Field Trip

During a field trip to The Center, students will be immersed in experiential galleries featuring authentic stories, historic documents, news reports, and memorable interactive activities. Students may begin the experience in any of the three main galleries:

- *Rolls Down Like Water: The American Civil Rights Movement Gallery*,
- *Spark of Conviction: The Global Human Rights Movement*, and
- *Voice to the Voiceless: The Martin Luther King, Jr. Collection*.

Rolls Down Like Water: The American Civil Rights Movement Gallery (second floor)

This exhibit is comprised of eight linked exhibition areas that tell the story of the brave fight for equality during the modern American Civil Rights Movement of the 1950s and 1960s. Students will be surrounded by sights, sounds, and interactive displays depicting the courageous struggles of the people who worked to bring equal rights to United States. This gallery begins with a reminder of the segregation policies that ruled life for many people in the Jim Crow era and a look at the segregationists who wanted to keep it that way.

Through this chronological journey, students will see and hear what it would have been like to join the Freedom Riders, participate in a lunch counter sit-in, and walk in the March on Washington. They will meet both little-known and well-known heroes of the era whose individual efforts collectively changed life for everyone. This gallery concludes in the aftermath of the assassination of Martin Luther King, Jr., in 1968, by reminding us how the legacy and spirit of what he started are still at work today—in the United States and around the world.

Spark of Conviction: The Global Human Rights Movement Gallery (third floor)

This exhibition focuses on human rights beginning with the end of World War II and moving through discussions of contemporary human rights struggles. Organized thematically, this gallery showcases the affect of human rights the lives of every child and adult across the globe. Specific areas celebrate human rights defenders and denounce human rights offenders.

This open, free-flowing space encourages students to see their world through new eyes. Engaging technology introduces people who are involved in the contemporary fight for universal human rights and honors those who have taken up the call to action today. The wealth of information on current topics including modern-day slavery, immigration, poverty, and fair trade ensures that students will reflect on how their personal choices have consequences for others.

Voice to the Voiceless: The Morehouse College Martin Luther King, Jr. Collection (first floor)

This gallery is a continuously rotating exhibition of his writings from The Morehouse College Martin Luther King, Jr. Collection and includes many remarkable documents and items that belonged to Dr. King. Students are welcomed by a view of Dr. King's personal library along with thought-provoking quotes highlighting interesting information about Dr. King that they may be learning for the first time. Students will have a unique look into the life of Dr. King, who was a Nobel Peace Prize Laureate, a gifted orator, and a tireless advocate for human rights. Archival display cases house hand-written speeches, vintage photographs, and personal letters in a reverent atmosphere worthy of such a prominent figure in the evolution of both civil

and human rights. There is also a gallery wall on the first floor that will feature a rotating selection of temporary exhibitions.

Field trips to the Center for Civil and Human Rights are designed to empower students and teachers alike. Experiential technology, multi-

media displays, interactives, and the written word capture the narratives of historic and current events in a very dramatic and memorable way. This field trip is one that will stay with teachers and students long after the visit ends.



Rolls Down Like Water: The American Civil Rights Movement



Spark of Conviction: The Global Human Rights Movement



Voice to the Voiceless: The Morehouse College Martin Luther King, Jr. Collection

What Students Want to Know: FAQ

How is the Center for Civil and Human Rights important to me?

The Center for Civil and Human Rights is designed for you to share experiences, hear forgotten stories, create communities, and encourage engagement. At the Center for Civil and Human Rights, you have an opportunity to participate in (or initiate!) a dialogue between generations. You will learn about the experiences and stories of unsung heroes, develop ties with your broader community, and be encouraged to take a personal stand on behalf of other people. It will help with studies in class and motivate you to take positive action in school, at home, in your neighborhood, and with friends and teammates.

What is the difference between civil and human rights? Aren't they pretty much the same thing?

While human rights do not change from one country to another, civil rights differ from one nation to the next. Civil rights basically depend on the laws of each country. Human rights are universally accepted rights regardless of location, nationality, religion, or ethnicity.

Will I see anything that is frightening or disturbing on our field trip?

None of the content is intended to be frightening or disturbing. However, events are depicted and portrayed as they truly happened. Students will witness historical recordings and images of the suffering endured by many civil and human rights activists.

I already know a lot about Martin Luther King Jr. from school. What's so special about The Morehouse College Martin Luther King, Jr.

Collection at the Center for Civil and Human Rights?

The Center features a continuously rotating exhibition from The Morehouse College Martin Luther King, Jr. Collection, which is housed at The Atlanta University Center Robert W. Woodruff Library. The Morehouse College Martin Luther King, Jr. Collection presents a rare rotating exhibition of the personal papers and items of Dr. Martin Luther King Jr., offering visitors a unique insight into the man and into the inner workings of the Civil Rights Movement. Students will see these historic, primary sources first-hand: handwritten notes, drafts of speeches and sermons, correspondence and photographs. A wall-sized graphic reproduction of Dr. King's bookshelf, filled with his collection of books, shows his commitment to learning and his diverse sources of inspiration.

Who is Ruby Bridges?

Ruby Bridges was six years old in 1960. She became the first African American child to attend William Frantz Elementary School in New Orleans. She was escorted by federal marshals on her first day of school in November. Most of the white parents immediately pulled their children out and boycotted the school. Ruby was taught in a classroom by herself for the rest of the school year.

Why is Eleanor Roosevelt called the “Mother of Human Rights”?

In 1946, Eleanor Roosevelt led the charge to create the Universal Declaration of Human Rights known as the “Bill of Rights for all humankind.” As the wife of President Franklin D. Roosevelt, she was a passionate advocate and traveled the world giving voice to those least able to speak out for themselves.

Eleanor Roosevelt is called the “Mother of Human Rights.”



Tips for Planning Your Field Trip

Hours

The Center for Civil and Human Rights is open to the general public 10 a.m. to 5 p.m., group tours can be booked as early as 8:30 a.m. To qualify for group or school pricing—a group is defined as a minimum of ten paying visitors—you must have a confirmed reservation at least two weeks in advance of your visit. Groups receive one complimentary chaperone for every ten paid visitors. Exhibition self-guides for Grades 3 – 5 and 6 – 8 will lead students on a 60 minute exploration of The Center. High school tours are facilitated by our exhibit interpreters and last approximately 90 minutes.

Group Sales

For information about Group Sales and to schedule your field trip to The Center, call 678.999.8990 or visit www.civilandhumanrights.org/tours. Please be advised that your reservation is not complete until you have a confirmation from us and we have approved your method of payment.

Location

The Center is located in downtown Atlanta next to the World of Coca-Cola and the Georgia Aquarium on Pemberton Place®. The physical address is 100 Ivan Allen Jr. Blvd., Atlanta, GA 30313-1807. Buses should enter at the Ivan Allen Boulevard Plaza level entrance for student drop-off and pick-up. Buses and any vehicles larger than 7' H x 8' W x 16' L will qualify as oversized and cannot park in the Pemberton Place® garage. The fee for the Georgia World Congress Center bus marshalling yard is \$25 per vehicle per day.

Accessibility and Security

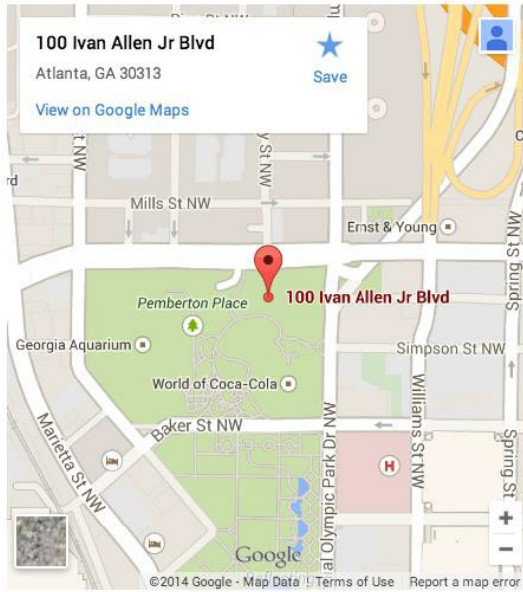
The Center is accessible to people with disabilities and meets ADA requirements. Upon

arrival, all students, teachers, and chaperones will be required to pass through a security checkpoint with a metal detector. All bags are subject to search. Please leave large backpacks, tote bags, oversized purses, and bulky coats on the bus. Any questions should be directed to your group sales representative.

Food and Drink

Food and drink are NOT permitted in the galleries or atrium areas. This includes lunches and snacks, personal water bottles, chewing gum, candy and lozenges. If you would like to order boxed lunches from Wolfgang Puck Catering, orders must be placed 72 hours in advance. Contact Cuyler Beall at Wolfgang Puck Catering for more information on their boxed lunch program 404-581- 4323 or Cuyler.Beall@wolfgangpuck.com. There are a variety of places to eat at a range of price points within walking distance, including Pemberton Café outside of the World of Coca-Cola. Group tours may elect to purchase boxed lunches in advance or bring sack lunches that can be eaten outside on the Pemberton Place lawn. Please confirm your lunch plans when you make your reservation.

Cell phones must be turned off. Your group should not be texting or emailing in the galleries. Photography is not permitted in the *Voice to the Voiceless* gallery featuring The Morehouse College Martin Luther King, Jr., Collection. Stopping traffic in order to take photos is prohibited. Plugging into The Center's electrical outlets is strictly prohibited. The use of flash is prohibited in all galleries at all times. Please be sure your students and chaperones adhere to these guidelines.



Using This Teacher's Guide

As a companion to your experience at the Center for Civil and Human Rights, this comprehensive Teacher's Guide for Elementary School has been created to complement classroom instruction and make the most of your school field trip. This Teacher's Guide contains original, assessable, STEAM-related (Science, Technology, Engineering, Arts, and Math) classroom lesson plans with additional inquiry-based interdisciplinary activities and project ideas for you to use and share.

Following this Introduction, you will find an onsite activity for students to complete during their field trip to The Center. The next section contains five classroom lesson plans designed to correlate directly with GA state curriculum standards. The lesson plans begin with Teacher Instructions pages and answer keys. At the top of the Teacher Instruction page, are appropriate content areas and skills addressed by the activities in the lesson. Each lesson contains relevant content background for students followed by complete, ready-to-copy, Student Activity worksheets that center on key topics featured in the exhibition. Depending on time, these lesson plans can be conveniently broken down and completed over a series of days.

The first lesson plan, **Laureate Logic Puzzle**, uses a logic puzzle to introduce students to three Americans who won the Nobel Peace Prize in the 20th century. Students will solve the puzzle using deductive reasoning skills as they match the laureates to the years they won the Peace Prize as well as the reasons they were honored.

In the second lesson, **Who Can Vote?**, students will interview five adults about voter eligibility and participation to find reasons why Americans may or may not participate in elections. Then students will answer questions about the results and compare them with a timeline of important voting rights events and disenfranchisement in the US.

The third lesson is **Water Rollers**. In this activity, students will compare and contrast the dimensions of three different water rollers—barrels with handles—that make life better for many people who live without immediate access to water. Water rollers are an example of appropriate technology that shows students how sometimes a great solution is also the simplest one.

Students will enjoy breaking out the magnifying glasses for the fourth lesson, **Sweet Auburn Map Detective**. They will examine and answer questions about a portion of a historic map that shows the segregated but thriving, Sweet Auburn neighborhood in Atlanta during the 1950s and 1960s. Then students will practice math skills to work with the dimensions of these historic maps as they once appeared in their original format.

The final lesson, **Meena's Story**, combines a primary source analysis with math skills. First, students will read the words of a young person from Iran who tells the story of why her father wanted her to leave school early and what she did about it. In the second part, they will analyze a chart to compare the numbers of years that boys and girls go to school in different countries around the world.

A field trip to the Center for Civil and Human Rights has connections to multiple content areas at the elementary school level. Inquiry-based **Additional Interdisciplinary Activities and Project Ideas** follow the classroom lesson plans. These suggestions can be incorporated into a wide variety of curricula including Science, Social Studies and Language Arts.

The next section contains three valuable Additional Resources. Consult the books on the **Recommended Reading** list before and after your class trip to explore personal stories,

memorable historic events, and inspiring global activism that lie behind the movements in civil and human rights.

On This Day is a detailed calendar of significant historical moments and days of observation to help you incorporate civil and human rights into daily lesson plans.

Finally, the **Timeline of Civil and Human Rights Declarations** reveals the connections between civil rights issues in the US and the development of global human rights since 1948.

We know how important it is to be able to justify field trips and document how instructional time is spent outside of your classroom. To that end, this Teacher's Guide is directly correlated to the Common Core State Standards for Mathematics and English Language Arts along with the Next Generation Science Standards and the C3 Framework for Social Studies State Standards. In addition you will find specific state requirements for Alabama, Florida, Georgia, North Carolina,

South Carolina, and Tennessee to assist with your planning needs. The correlations are organized by grade level and content area. You can readily see how they fit into your required curriculum making it easier than ever to connect a field trip to the Center for Civil and Human Rights with your classroom instruction.

The Teacher's Guide for Elementary School contains dynamic activities and assignments for students in grades three through five. There is also a Teacher's Guides for Middle School (Grades 6 – 8) and High School (Grades 9 – 12). These Guides are created to be flexible; to best meet the needs and capabilities of your class. You know your students better than anyone else! All of these education resources can be used before your visit to The Center to help prepare students for the teachable moments found throughout the galleries as well as when you return to school to further explore connections between the educational themes of the exhibition and your classroom STEAM instruction.

Self-Guide: Look, Listen, and Learn

Teacher Instructions

This activity is for students in grades 3 – 5 to complete during a field trip to the Center for Civil and Human Rights. It will help make the most of their time at The Center, while highlighting some of the relevant content they might not otherwise see or read.

During the field trip, the three exhibitions may be visited in any order. Personnel at The Center can assist your group upon arrival. In the students' Field Trip Activity pages, the galleries are organized from the ground up:

- *Voice to the Voiceless: Morehouse College Martin Luther King, Jr. Collection* (First Floor/Ground Level)
- *Rolls Down Like Water: The American Civil Rights Movement* (Second Floor/Entry Level)
- *Spark of Conviction: The Global Human Rights Movement* (Third Floor/Upper Level)

In each exhibition, students will be able to direct their own learning by using self-guides and choosing questions about the topics and people that interest them most. Be sure to print enough copies of the self-guide for each student and ensure that each student has a pencil prior to arrival. The Look, Listen, and Learn self-guide contains lists of questions with instructions. For example, in *Voice to the Voiceless*, students will pick one question from the list of three. Students should circle the question they have

selected and write their answer in the space provided.

The galleries in *Rolls Down Like Water: The American Civil Rights Movement* are arranged thematically and chronologically. Students will experience this exhibition in a linear fashion. Questions in the Self-Guide are arranged by gallery in the order your students will be moving, from beginning to end. Each gallery has its own group of questions. In *Rolls Down Like Water*, there is a lunch counter interactive that contains material that may not be appropriate for students under the age of ten. This is not included as a stop on their self-guide. Please use your best judgment while in the galleries with students.

Spark of Conviction: The Global Human Rights Movement is structured differently. It is an open space with free-flowing galleries. Students may experience it in any order they choose. However, the students' questions for this exhibition are organized by moving from entrance to exit.

During preparations for the field trip, advise students to read through Look, Listen, and Learn Self-Guide carefully ahead of time, perhaps on the bus on the way over. This way, they will know what to look for once they are inside the exhibitions. Upon returning to school after the field trip, have students share and compare their answers to the questions they chose. By working in groups or as a whole class, try to complete all of the questions from the self-guide.

Answer Keys

Voice to the Voiceless: Morehouse College Martin Luther King, Jr. Collection

1. Objects will rotate. Answer can include items such as his suitcase, razor, report card, cologne bottle, or toothbrush.

2. Answers will vary and may include mention of his years in school, his handwritten speeches, and his connection to Atlanta.
3. As you enter the gallery, a reproduction of the library with visible book titles is on the wall to the left.

Rolls Down Like Water: The American Civil Rights Movement

A.

1. Answers will vary and can include a wedding, a Scout troop, a beauty pageant, dance class, and a sports team.
2. Answers will vary depending on the program watched, but they are all related to the bigotry and racism of the segregationists.
3. All of the laws in these 12 states are about racial segregation and none of them are true today.
4. Information will come from the written panels on the handrail and the audio handsets. Students can select from: Spelman College, Morehouse College, Atlanta Daily World, Atlanta Life Insurance Company & Citizens Trust Bank, Butler YMCA, The Royal Peacock Club & Paschal's Restaurant, Big Bethel AME Church, Prince Hall Masonic Temple, Wheat Street Baptist Church, Ebenezer Baptist Church.

B.

1. William Frantz Elementary School
2. The Freedom Riders stories can be seen and heard on the large bus graphic on the back wall. Audio first-person stories are presented on the handsets.
3. In March 1955, Claudette Colvin was a 15-year-old high school student in Montgomery, Alabama. She was arrested for refusing to give up her seat on the bus to a white passenger, before Rosa Parks did.

C.

1. August 28, 1963
2. Anticipated crowd of 150,000—actual crowd of at least 250,000
3. "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." OR "Free at last, free at last, thank God A-Mighty, we are free at last."
4. Joan Baez, Odetta, Peter, Paul and Mary, Bob Dylan, SNCC Freedom Singers, Marian Anderson, or Mahalia Jackson

D.

1. 18
2. The Ku Klux Klan burned a Mississippi church to the ground. Afterwards, three civil rights activists were murdered.
3. He was walking from Selma to Montgomery to protest the death of civil rights activist Jimmie Lee Jackson.

E.

1. Tallahassee, Raleigh/Durham, Washington DC, Wilmington, Baltimore, Trenton, Hartford, Boston, Houston, Nashville, Louisville, Kansas City, Cincinnati, Chicago, Detroit, Pittsburgh, Little Rock
2. Yolanda, 13. Martin Luther King III, 11. Dexter, 7. Bernice. 5.
3. Your students will have many opportunities to direct their own learning in this area, as the displays and interactives contain a large number of individuals and themes from which to choose.
4. Your students will have many opportunities to direct their own learning in this area, as the displays and interactives contain a large number of individuals and themes from which to choose.

Spark of Conviction: The Global Human Rights Movement

1. Student, Educator, Social media user, LGBT, White, Black, Artist, Christian, Jew, Muslim, Disabled, or Immigrant
2. Defenders: Mohandas Gandhi, Martin Luther King, Jr., Nelson Mandela, Vaclav Havel, Eleanor Roosevelt, Estela Barnes De Carlotto Argentina (Mothers Of The Plaza De Mayo), Andrei Sakharov & Yelena Bonner. Offenders: Adolph Hitler, Mao Zedong, Joseph Stalin, Pol Pot, Idi Amin, Augusto Pinochet
3. Freedom from violence, abuse, dangerous employment, exploitation, abduction or sale into slavery, Adequate nutrition and health care, Special protection in times of war or conflict and age limits on when they can begin serving in the military, Time for recreation, Access to information they need to play an active role in society, A say in what happens to them, The right to express their opinions
4. Answers will vary based on the individuals your students select. All of them, however, are fighting for human rights that have in some way affected them personally.
5. During these times of the year, workers (mostly women) are increasingly exposed to toxic pesticides needed to grow perfect, pest-free flowers causing severe health problems.
6. Ruby Bridges is an anti-racism activist.
7. Titles include: *Boaz's Story*, *Helping the Hungry*, *Bullying*, *Asylum Seekers in the UK*, *Said Yousif's Story*, *Manoj's Story*, *Razia's Story*, *Child Labor*, *AIDS Epidemic*, *Women's Health in Peru*
8. The "Free" countries on the map are in yellow. "Partly Free" countries are orange. "Not Free" countries are in red. Students should pick one from each color. The most recent version of this map can always be seen here: www.freedomhouse.org/report-types/freedom-world (although the key colors may be different).

Look, Listen, and Learn

Student Field Trip Activity

There are three exhibitions in the Center for Civil and Human Rights. In each exhibition, you will have a choice of questions to answer as you go through the galleries. The list of questions appears in the first column. Write your answers in the second column.

Voice to the Voiceless: Morehouse College Martin Luther King, Jr. Collection
(First Floor/Ground Level)

Choose **one** question from this group of three. Circle the question you are going to answer. Please do not lean on the glass cases to write.

<ol style="list-style-type: none">1. Describe one of the personal items you see that once belonged to Martin Luther King, Jr.2. What is something new that you learned about Dr. King in this gallery?3. What is the title of one of the books in Dr. King's library?	<p>Answer:</p>
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(Second Floor/Entry Level)

A. Choose **one** question from this group of four. Circle the question you are going to answer.

<ol style="list-style-type: none">1. Look at the photos on the left and on the right when you first enter this gallery. List one event or activity that is shown on both walls.2. Watch a video from start to finish on one of the old-fashioned television sets. What was the topic? Who was speaking?3. Select a state from the wall of Jim Crow laws. Write down the name of the state and one law from that state that is no longer true.4. Pick one place on the Sweet Auburn Map of Atlanta. Listen to the description. Which building did you choose? List one fact about that historic site.	<p>Answer:</p>
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Name _____ Class _____ Date _____

B. Choose **one** question from this group of three. Circle the question you are going to answer.

<ol style="list-style-type: none">1. What is the name of the school Ruby Bridges attended?2. Listen to a story from one of the Freedom Riders. Where were they from? Where were they going? Why?3. Who was Claudette Colvin?	Answer:
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C. Choose **one** question from this group of three. Circle the question you are going to answer.

<ol style="list-style-type: none">1. How many people were expected to attend the March on Washington? How many actually showed up that day?2. Watch the entire video presentation. What famous words did Martin Luther King, Jr. say in his speech?3. Listen to one of the singers heard at the March. Who sang the song you chose?	Answer:
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Name _____ Class _____ Date _____

D. Choose **one** question from this group of three. Circle the question you are going to answer.

<p>1. How many days after the March on Washington did the bomb go off in the church in Birmingham, Alabama, killing four young girls?</p> <p>2. What happened in Mississippi on June 16, 1964? (Hint: Watch the video on the back wall, after the stained glass windows.)</p> <p>3. Why was John Lewis on the Edmund Pettus Bridge in Alabama on March 7, 1965?</p>	<p>Answer:</p>
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E. Choose **one** question from this group of three. Circle the question you are going to answer.

<p>1. Name one city where there were riots after Martin Luther King, Jr. was shot. (Hint: Look down at the floor.)</p> <p>2. Find the photos on the white poles. Turn one around. Who is it? When did this person die?</p> <p>3. On a Legacy Table, select "Victory" and describe one of the people you see. What did you learn about this person?</p>	<p>Answer:</p>
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Spark of Conviction: The Global Human Rights Movement

(Third Floor/Upper Level)

Choose **four** of these eight questions to answer. This exhibition is in an open space. You can walk around it in any direction.

<p>1. At the “Who Like You?” mirrors by the entrance to this exhibition, which word did you choose to describe yourself? Who did you “meet” whose human rights were violated because of a trait you share?</p>	<p># _____</p>
<p>2. Name one person from the Human Rights Defenders and one from the Human Rights Offenders. What did they do?</p>	<p># _____</p>
<p>3. Name two rights for just for kids.</p>	
<p>4. Pick a person from the large photos in the middle of the gallery. Where is this person from? Which rights does this person fight for?</p>	
<p>5. Find the vase of flowers. Explain this statement: <i>Valentine’s Day and Mother’s Day aren’t holidays for women who pick and cut flowers.</i></p>	<p># _____</p>
<p>6. Look at the wall with some of the human rights topics in the United States. Find the photo of Ruby Bridges as an adult. What kind of activist is she today?</p>	
<p>7. Select a blue book from the shelf and place it on one of the interactive tables in front of the large map. Remove the book to read its story on the table. Which title did you choose? What did you learn?</p>	<p># _____</p>
<p>8. Find the large map in front of the window. Name one “Free” country, one “Partly Free” country, and one “Not Free” country.</p>	

Lesson Plan 1: Laureate Logic Puzzle

Teacher Instructions

Within the three galleries of the Center for Civil and Human Rights, students will learn about the work of several Nobel Peace Prize winners, or “laureates,” including Martin Luther King, Jr. from the United States, Nelson Mandela from South Africa, and Andrei Sakharov from the Soviet Union (now Russia). Nobel Peace Prize laureates are honored for their life-long dedication to promoting peace in their own countries and around the world.

Many Americans have been laureates since the award was first given in 1901, from presidents to scientists to authors. In this lesson, students will solve a logic puzzle using deductive reasoning skills to learn more about three of these 20th century Americans. They will match the laureates to the years they won the Peace Prize as well as the reasons they were honored. Logic puzzles are a fun way to practice mathematical skills without using any numbers! Students will be making deductions and establishing equalities similar to those they will eventually use in algebra: if $A = B$ and $B = C$, then $A = C$.

To solve the puzzle, read each clue carefully and pay attention to the process of elimination. Use

the grid to help keep track of what you do and do not know about each laureate. When you are able to match a laureate to the year or the reason he or she won the award, put a checkmark in that box.

If a clue tells you that something is NOT true, then place an X in the box for that person and that year or reason. For example, the first clue says that Martin Luther King, Jr., was not the most recent winner. The most recent year on the list is 1997, so now we know that he was not the 1997 laureate and we can place an X in the box where the row with Dr. King’s name meets the column for 1997. This first clue has been marked on the answer grid for you.

Keep reading the clues. Write an X on the answer grid for what you know is not true and use a checkmark for what you know is true until you have matched all the laureates with their year and the reason they won a Nobel Peace Prize. Then, remind your students to look for Martin Luther King, Jr. and other Nobel Peace Prize laureates during your class field trip to The Center.

ANSWER KEY

Jody Williams—1997—Disarmament
Martin Luther King, Jr.—1964—Civil rights
Teddy Roosevelt—1906--Negotiation

Laureate Logic Puzzle

Student Activity

In this lesson, you will learn about three Americans who won the Nobel Peace Prize. This prize is given out each year to a person or group of people who have worked hard to bring more peace to our world. The winners of these awards are called “laureates.” At the Center for Civil and Human Rights, you will learn about the work of several Nobel Peace Prize laureates including Martin Luther King, Jr. from the United States, Nelson Mandela from South Africa, and Andrei Sakharov from the Soviet Union (now Russia).

Many Americans have been laureates, from presidents to scientists to authors. Now you will solve a logic puzzle to learn more about three 20th century American Nobel Peace Prize laureates; Teddy Roosevelt, Martin Luther King, Jr., and Jody Williams.

To solve the puzzle, first read the story. Then read each clue carefully. Use the grid to help you keep track of what you do and do not know. When you can match a laureate to the year or the reason he or she won the award, put a checkmark in that box.

If a clue tells you that something is NOT true, then place an X in the box for that person and that year or reason. For example, the first clue says that Martin Luther King, Jr. was not the most recent winner. The most recent year on the list is 1997, so now we know that he was not the 1997 laureate. We can place an X in the box where the row with Dr. King’s name meets the column for 1997. This first clue has been marked on the answer grid for you.

Keep reading the clues. Put an X on the answer grid for what you know is not true and use a checkmark for what you know is true until you have matched all the laureates with the years and the reasons they won a Nobel Peace Prize. It is like practicing math without using any numbers! Then, look for Martin Luther King, Jr. and other Nobel Peace Prize laureates during your field trip to The Center.

Terms to Know: *disarmament, grid, landmine, laureate, negotiate*

Story:

Imagine that you are writing a book about American Nobel Peace Prize laureates. You finished all but three of the chapters when you realize you have lost some of your notes! Use what you can remember about each person as the clues to solve this logic puzzle and finish your book.

Match the people's names with the years they won—1906, 1964, or 1997—and the reasons they were chosen. One of them was honored for disarmament because she has tried to rid the world of landmines. Another one helped negotiate peace to end a war between Russia and Japan. The third was chosen for leading the American Civil Rights Movement. This is the information for the three missing chapters:

Names	Years	Reasons
• Martin Luther King, Jr.	• 1997	• Negotiating peace
• Jody Williams	• 1964	• Landmine disarmament
• Teddy Roosevelt	• 1906	• American Civil Rights

Clues:

1. Martin Luther King, Jr. was not the most recent winner.
2. Teddy Roosevelt, who was the first American to ever win a Nobel Peace Prize, was honored for negotiating a peace plan.
3. The laureate who worked for civil rights, and is not named Jody or Teddy, won the Nobel Peace Prize in 1964.
4. The laureate who won for disarmament in 1997 began a group called the International Campaign to Ban Landmines.

Name _____ Class _____ Date _____

		Reason			Year		
		Disarmament	Negotiation	Civil Rights	1997	1964	1906
Name	Martin				x		
	Jody						
	Teddy						
Year	1997						
	1964						
	1906						

Write your answer to the puzzle here.

Laureate	Year	Reason



When Dr. King. won the Nobel Peace Prize, he was the youngest laureate so far.



Other laureates in the Center for Civil and Human Rights include Nelson Mandela.

Lesson Plan 2: Who Can Vote?

Teacher Instructions

Does your school have elections for leaders of the student council? Is everyone in your school allowed to vote? Depending on your school's policies, point out to your class that some of the younger grades may be ineligible to vote, as are teachers and staff. Use this concept to introduce the idea of voter eligibility to students. In the United States, most people who are over the age of 18, are citizens, and have registered themselves as voters in their state and are allowed to participate in an election. Each state has different deadlines by which people must register as voters before an election as well as different ways to prove they are citizens.

Since the US declared independence in 1776, the list of people who are eligible to vote has grown. At first, only wealthy, white men could vote, followed soon by all white men. After the Civil War, African American men were supposed to be able to vote, but this was not always true in the southern states. Women, of any color, were not allowed to vote until the 20th century! Eventually, civil rights laws said you could not be stopped from voting because of your gender, ethnicity, religion, how much money you have, or the color of your skin. During your class field trip to the Center for Civil and Human Rights, remind students to look for the many ways Martin Luther King, Jr. and other heroes of the American Civil Rights Movement worked to

protect these rights. The issue of voters' rights and disenfranchisement in the US today is discussed in depth in *Spark of Conviction: The Global Human Rights Movement*.

Just because a person *is eligible* to vote does not mean they *can or will* vote. Why would an eligible voter choose not to vote? What could prevent an eligible voter from voting? In this activity, students will interview five adults about voter eligibility and participation to find answers to this question. Assign the interviews as a homework project and complete the remainder of the activity in class. The adults can be parents, relatives, coaches, teachers, neighbors—anyone who is at least 18 years old.

Forms are provided in Part 1 for students to record the answers during their interviews. The first line on the interview form is for the interviewee's name and age. Then students will ask the adults if they are eligible to vote in the US, if they are registered to vote in the US, and if they voted in the last presidential election. After students complete their interviews, they will make a bar graph with their data in Part 2 and answer questions about their results. Finally, they compare their results to a timeline of important voting rights events in our country in Part 3.

Answer Key

The answers to this activity will depend upon the people your students chose for their interviews. However, in Part 2 the fractions will have a denominator of five and in Part 3, the answers should be based on the gender and ethnicity of each person.

Who Can Vote?

Student Activity

Does your school have elections for leaders of the student council? Is everyone in your school eligible to vote? Why or why not? In the United States, most people who are over the age of 18, are citizens, and have registered themselves as voters in their state are allowed to vote in an election. Each state has different deadlines by which you must register as a voter before an election as well as different ways for to show that they are citizens.

Since the US began in 1776, the list of people who are eligible to vote has grown longer. At first only the wealthy, white men could vote, followed soon by all white men. After the Civil War, African American men were supposed to be able to vote, but this was not always true in the southern states. Women, of any color, were not allowed to vote until the 20th century! Eventually, civil

rights laws were passed that said you could not be stopped from voting because of your gender, ethnicity, religion, how much money you have, or the color of your skin. During your field trip to the Center for Civil and Human Rights, look for the many ways Martin Luther King, Jr. and other civil rights heroes worked hard to protect these rights during the American Civil Rights Movement.

But just because a person *is eligible* vote does not always mean they *can* or *will* vote. Why would an eligible voter choose not to vote? What could prevent an eligible voter from voting? In this activity, you will interview five adults to see if you can find out! After you collect the answers from the interviews, make a bar graph with your data and answer questions about your results. Finally, compare your results to a timeline of important voting rights events in our country.

Terms to Know: amendment, citizen, convicted, data, eligible, ethnicity, felon, gender, ineligible, register

Part 1

Find five adults to interview. They can be parents, relatives, coaches, teachers, neighbors—anyone who is at least 18 years old. The first line on the interview form is for the person’s name and age. Ask each person the questions from the interview forms and fill in their answers. Begin by asking if they are eligible to vote in the US. Repeat these steps with five different adults.

- If they answer “NO” to the first question (Are you eligible to vote?), ask them why. Then the interview is over. If they answer “YES” and are eligible to vote, move on to the next question.
- If they answer “NO” to the second question (Are you registered to vote?), ask them why. Then the interview is over. If they answer “YES” and are registered to vote, move on to the third question.
- Ask if they voted in the last presidential election and why or why not. Write down their answer. The interview is now finished.

#1. Name: _____ Age: _____

Are you *eligible* to vote? YES NO (circle one)

If NO, why? _____

If YES, are you *registered* to vote? YES NO (circle one)

If NO, why? _____

If YES, did you *vote* in the last presidential election? YES NO (circle one)

Why or why not? _____

Name _____ Class _____ Date _____

#2. Name: _____ Age: _____

Are you *eligible* to vote? YES NO (circle one)

If NO, why? _____

If YES, are you *registered* to vote? YES NO (circle one)

If NO, why? _____

If YES, did you *vote* in the last presidential election? YES NO (circle one)

Why or why not? _____

#3. Name: _____ Age: _____

Are you *eligible* to vote? YES NO (circle one)

If NO, why? _____

If YES, are you *registered* to vote? YES NO (circle one)

If NO, why? _____

If YES, did you *vote* in the last presidential election? YES NO (circle one)

Why or why not? _____

Name _____ Class _____ Date _____

#4. Name: _____ Age: _____

Are you *eligible* to vote? YES NO (circle one)

If NO, why? _____

If YES, are you *registered* to vote? YES NO (circle one)

If NO, why? _____

If YES, did you *vote* in the last presidential election? YES NO (circle one)

Why or why not? _____

#5. Name: _____ Age: _____

Are you *eligible* to vote? YES NO (circle one)

If NO, why? _____

If YES, are you *registered* to vote? YES NO (circle one)

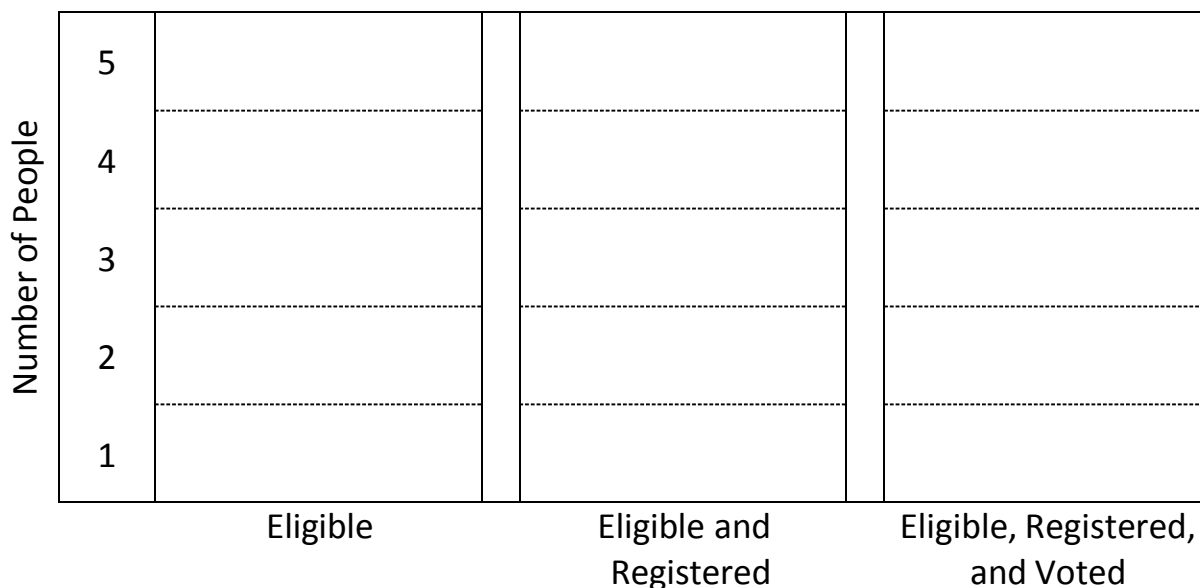
If NO, why? _____

If YES, did you *vote* in the last presidential election? YES NO (circle one)

Why or why not? _____

Part 2

Make a bar graph with the data from your interviews.



1. Of the five adults you interviewed:

a. How many answered “yes” to first question? Write a fraction that represents this amount.

b. How many answered “yes” to both the first and second questions? Write a fraction that represents this amount.

c. How many answered “yes” to all three questions? Write a fraction that represents this amount.

Name _____ Class _____ Date _____

2. Which of the three fractions from question #1 is greater than the other two?

3. What, if any, is a reason a person gave for:

a. Not being eligible to vote?

b. Being eligible, but not registered to vote?

c. Being eligible and registered, but not voting in the last presidential election?

4. Compare your interviews to those of two classmates. Did you get many of the same results? If so, how were they alike? Look for other trends—things in common—among your data as a group and list one here.

Part 3

Review this timeline, below, of important dates in our voting rights history. During your field trip to The Center, pay close attention in *Rolls Down Like Water: The American Civil Rights Movement*. In this gallery, you will learn more about the struggle to make sure all American citizens had the right to vote.

- 1870: The 15th Amendment. Before this time, African Americans were not allowed to vote.
- 1920: The 19th Amendment. Before this time, women (of any background) were not allowed to vote.
- 1964: The Civil Rights Act. Before this time, African American men and women living in southern states were usually not allowed to vote.
- 1971: The 26th Amendment. The voting age is lowered to 18. (Before this time, you had to be at least 21 years old to vote.)

1. (a.) Would any of the five adults you interviewed been ineligible to vote 100 years ago? (b.) Why or why not?

2. (a.) Would any of the five adults you interviewed been ineligible to vote 200 years ago? (b.) Why or why not?

Bonus

Since the American Civil Rights Movement, most Americans are able to vote, but not all. For example, people who are homeless may not be able to register to vote if their state requires a home address. In fact, as you see in *Spark of Conviction: The Global Human Rights Movement* at The Center, voting rights in the US is still an important human rights concern in our country.

Another group of people who may not be able to vote are those who have had to serve time in prison. A “felon” is a person who has been found guilty of a very serious or dangerous crime. In most states, felons cannot vote while they are in prison, but eventually they earn back that right. In some states, however, they cannot vote for the rest of their lives.

Do you think this is fair? Why or why not? Write a persuasive paragraph with your opinion on convicted felons and their right to vote.

Lesson Plan 3: Water Rollers

Teacher Instructions

Ask your students if they would rather carry a 40-pound book bag by balancing it on their heads or by pulling it on wheels. You can begin this lesson plan with a demonstration featuring two volunteers and two heavy backpacks. Of course, rolling it on the ground would be easier! However, in many parts of the world, people (usually women and girls) have to walk miles and miles to the nearest source of water, such as a stream or a well. Once they get the water, they carry it home in a 20 L (liter) bucket on their head. Twenty liters, or five gallons, of water weighs over 40 pounds.

Inside *Spark of Conviction: The Global Human Rights Movement* at the Center for Civil and Human Rights, you will learn about a list from the United Nations (UN) that includes the rights for every child in the world. This document, called the “Convention on the Rights of the Child,” says that all children have the right to clean drinking water, healthy food, and a safe environment.

None of these rights would be possible without clean water. Around the world, one out of every eight people lacks access to safe drinking water. Most of these people live in Africa and South Asia where as many as 80% of the illnesses are caused by dirty water and poor sanitation. About

30,000 people die every week from illnesses caused by drinking water and 90% of them are under the age of five.

The best solution to this problem would be to build a new water supply system but that is expensive and takes a long time. In the meantime, several engineers have invented something that makes it simpler to collect water every day: a water roller. Remember the easiest way to carry the heavy backpack? A water roller is a barrel that holds a lot of water and has a handle to push or pull it. It can be rolled over the ground instead of carried. Students will compare and contrast three water rollers, made of different shapes and sizes, that are already making life better for many people.

The dimensions for the three water rollers used in this lesson plan, along with photographs of them in action, come from the websites for the [Hippo Roller](#) (Water Roller “A”), [Wello WaterWheel](#) (Water Roller “B”), and [Q Drum](#) (Water Roller “C”). You and your students can learn more about how science, technology, engineering, and math protect human rights while improving standards of living by going to [Engineers Without Borders](#) or [Practical Action](#). The Center + Inspiration = STEAM learning.

Answer Key

Part 1

1. C
2. A=650 mm, B=470 mm, C=360 mm
3. 29 cm, 0.29 m

4. A & C
5. B, the height and diameter are almost the same for B
6. A
7. 40 L
8. About/a little less than 2 trips; large is 90 L and 2 trips with the smaller would be 100 L
9. 5 trips at 20 L each = 100 L (4 trips would only yield 80 L) 5 trips at 20 L each = 100 L (4 trips would only yield 80 L)
10. Answers will vary and may include: the smaller one is easier to handle or not as heavy
11. Answers will vary and may include: don't have to take as many trips since it carries more water
12. Depends on the number of people, multiplied by 50 L
13. Answers will vary. For (a.) it is the answer to #12 divided by 20. For (b.) it is the answer to #12 divided by 90.
14. Answers will vary and may include going to school, extracurricular activities, sports practices and games, playing with friends, etc.
15. Answers will vary and may include: they have more free time in the day so they can go to school, instead of fetching water all day. Or, having cleaner water may also keep them healthier so they miss less school.

Part 2: The water rollers can be viewed on their website addresses provided in the Teacher Instructions.

Bonus: Wheel and axle--barrel, lever—handle

Water Rollers

Student Activity

Would you rather carry a 40-pound suitcase by balancing it on your head or by pulling it on wheels? Of course, rolling it on the ground would be easier! However, in many parts of the world, people have to walk miles and miles to the nearest source of water, such as a stream or a well. Once they get the water, they carry it home in a 20 L (liter) bucket on their head. Twenty liters, or five gallons, of water weighs over 40 pounds.

Inside *Spark of Conviction: The Global Human Rights Movement* at the Center for Civil and Human Rights, you will learn about a list from the United Nations (UN) that includes the rights for every child in the world. This document is called the “Convention on the Rights of the Child.” It says that all children have the right to clean drinking water, healthy food, and a safe environment.

None of these rights would be possible without clean water. Around the world, one out of every eight

people lacks access to safe drinking water. Most of these people live in Africa and South Asia, where as many as 80% of the illnesses are caused by dirty water and poor sanitation. About 30,000 people die every week from illnesses that come from the water and 90% of them are under the age of five.

The best solution to this problem would be to build a new water supply system but that is expensive and takes a long time. In the meantime, several engineers have invented something that makes it simpler to collect water every day: a water roller. Remember the easiest way to carry the heavy backpack? A water roller is a barrel that holds a lot of water and has a handle to push or pull it. It can be rolled over the ground instead of carried. In this lesson, you will compare three different water rollers to see how science, technology, engineering, and math skills help human rights.

Terms to Know: <i>access, diameter, fetch, illness, sanitation, volume</i>

Water rollers have barrels that come in different sizes or shapes, but they all help people who need water from distant places. This chart lists the sizes of three water rollers that are used today in Africa, India, and South America. Study the chart and answer the questions that follow.

	Water Roller "A"	Water Roller "B"	Water Roller "C"
Barrel Height	<i>65 cm</i>	<i>47 cm</i>	<i>36 cm</i>
Barrel Diameter	<i>50 cm</i>	<i>46 cm</i>	<i>50 cm</i>
Barrel Volume	<i>90 L</i>	<i>50 L</i>	<i>50 L</i>

1. Which water roller has the shortest barrel?

2. What are the heights of the three water roller barrels in millimeters (mm)?

A. _____

B. _____

C. _____

3. What is the difference between the heights of the tallest and shortest water roller barrels, in centimeters (cm)? In meters (m)?

4. A diameter is the width of a circle, measured straight across. Which two water roller barrels have the same diameter?

5. Based on the measurements in the charts, which water roller barrel is shaped more like a sphere than a cylinder? How can you tell?

6. Which of the three water rollers has the greatest volume, meaning that it holds the most water?

7. How much more does the largest roller hold, compared to the other two?

8. Estimate how many trips you would need to take with one of the smaller water rollers to equal one trip with the largest one.

9. Without a water roller, many women and children have to fetch their water in buckets that only carry 20 L at a time. If no water splashes out or spills during each trip, how many buckets would it take to get the same amount that water roller “A” can carry?

10. What are some reasons a person might want a smaller water roller instead of the larger one?

11. What are some reasons a person might want a larger water roller?

12. In places in Africa where the water rollers are often used, the average number of people in a family is seven. The UN says that each person needs 50 L of water per day for cooking, cleaning, drinking, and bathing. How many people live in your house? How much water does your family need?

13. (a.) Based on your answer to #12, how many trips would you have to take with a 20 L bucket to get enough water for all the members of your family? (b.) How many trips would you have to take with the largest water roller to get that same amount of water?

14. Depending on how far they have to walk to reach the source, some children may spend up to five hours or more each day just fetching water—seven days a week. What do you spend most of your time doing each day during the week? On weekends?

15. Gathering water is often considered work for women and children, while men work on the crops. Girls under the age of 15 are twice as likely as boys to be the family member who fetches the water for everyone. The “Convention on the Rights of the Child” says that every child has a right to an education. How does a water roller protect this right by helping more children, and especially girls, go to school?

Part 2

On separate paper, sketch a diagram of how you envision a water roller to look, based on the measurements given in Part 1. Pick one of the three water rollers to draw as your model.

Bonus

Water rollers are an example of “appropriate technology.” The goal of appropriate technology is to creatively use environmentally-friendly, low-cost, engineering designs to improve life for people around the world who need it the most. Other examples of appropriate technology include a solar-powered light bulb and a bicycle-powered water pump.

The basic technology involved in a water roller is not complicated: it is a barrel that is pushed or pulled on the ground with a handle. Which two simple machines are used in the design of these water rollers? Hint: Check your Science textbook!



In some countries, women and children have to walk many miles to reach the pump or pipe for fresh water.

Lesson Plan 4: Sweet Auburn Map Detective

Teacher Instructions

Because of segregation in the 1950s and 1960s, black families were not allowed to live, work, play, or go to school with white families. In Atlanta, African American families formed their own community within the city called “Sweet Auburn.” Here, all of the businesses were owned and used by African Americans. It became a vibrant, thriving neighborhood. In 1956, *Fortune* magazine described Auburn Avenue as “the richest Negro street in the world.” Once integration began in full force, this area declined. African Americans left the neighborhood to find business opportunities throughout the entire city.

The historic map in Part 1 of this lesson plan shows a small area of the Sweet Auburn neighborhood from that time. At the Center for Civil and Human Rights, you will see the entire map on a wall inside *Rolls Down Like Water: The American Civil Rights Movement*. The section of map your students will use shows one block of Auburn Avenue, between Piedmont Avenue on the west and Butler Avenue (which is now Jesse

Hill Jr. Drive, named after a local civil rights activist) on the east. Students will view the map and then answer questions about the African American businesses in Sweet Auburn. Remind students to check the map key to identify what they are seeing. Sometimes, reading old maps feels like searching for clues—so make sure students keep magnifying glasses nearby to read some of the small print!

Originally, this map was published by the Sanborn Map Company. It was used to assess fire insurance risks, which explains why building materials like wood posts, tiles, or “conc” (concrete) are marked on the map. Sanborn maps provide a wealth of historic information about many cities in the United States. These maps were printed on large sheets of paper (almost two feet square) and bound in volumes. The maps in their original dimensions were drawn with a 1:600 scale—50 feet to one inch—which students will learn in Part 2 of this lesson plan.

Supplies: one magnifying glass per student or group of students working together

Answer Key

Part 1

1. 220 Auburn Avenue
2. Bank (with printing company behind)
3. Bowling
5. Prepares dead for burial
6. Apartments
7. 199 Auburn Avenue
8. 213/215 Auburn Ave., gas station

9. East

10. West

Part 2

1. b
2. c
3. a
4. a
5. b

Sweet Auburn Map Detective

Student Activity

Because of segregation in the 1950s and 1960s, black families were not allowed to live, work, play, or go to school with white families. In Atlanta, African American families formed their own community within the city called “Sweet Auburn.” Here, all of the businesses were owned and used by African Americans.

The historic map in Part 1 of this activity shows a section of the Sweet Auburn neighborhood from that time. At the Center for Civil and Human Rights, you will see the entire map in on a wall in an exhibit about Atlanta during the American Civil Rights Movement.

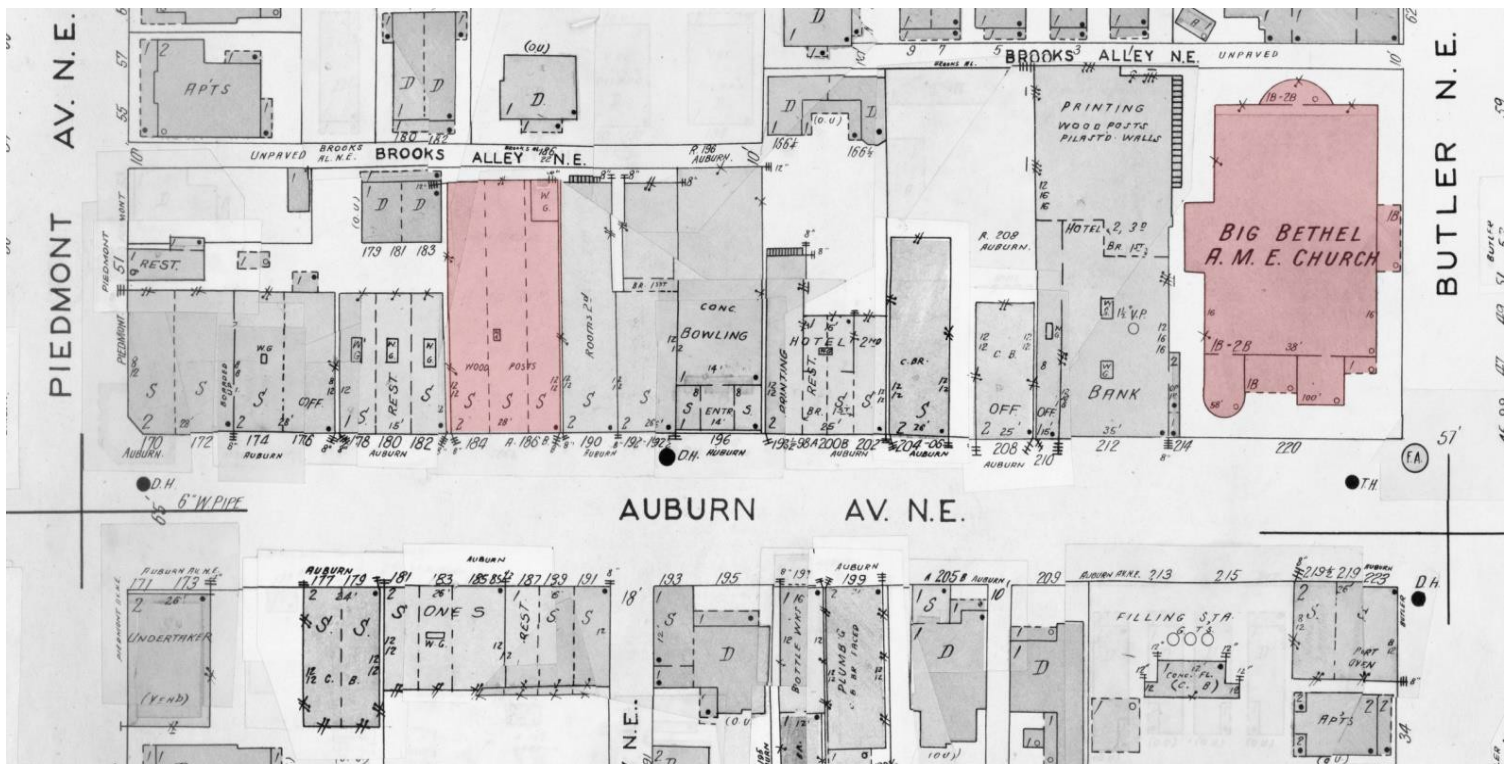
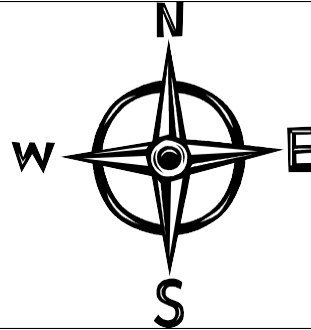
Your map shows one block of Auburn Avenue, between Piedmont Avenue on the west and Butler Avenue (which is now Jesse Hill Jr. Drive) on the east. You will look at the map and answer questions about African American businesses in Sweet Auburn during segregation.

Don’t forget to check the map key to help you understand what you are seeing. Sometimes, reading old maps can make you feel like a detective looking for clues—so keep a magnifying glass nearby to read some of the small print! In Part 2, you will learn more about the origins of this map and how it was made.

Terms to Know: *activist, bound, dimensions, duplex, estimate, historic, nightclub, segregation, undertaker*

Map Key:

APTS = apartments
 AV = Avenue
 OFF = Office
 S = single family home
 D = duplex home



Name _____ Class _____ Date _____

1. Find Big Bethel A.M.E. Church on the map and circle it. In the 1950s and 1960s, this church was led by Reverend Harold I. Bearden. He spoke about racism and civil rights and he could even be heard on the radio. What is the address of Big Bethel A.M.E. Church?

2. What kind of business was in the building next to Big Bethel A.M.E. Church, at 212 Auburn Avenue?

3. What did people do in the building at 196 Auburn Avenue?

4. The Royal Peacock nightclub was the most popular nightclub for African Americans in Atlanta during the 1950s and 1960s. Many famous musicians played there. Its address was 186 Auburn Avenue. Find the building with that address on the map and write "Royal Peacock" on it.

5. Find the undertaker business that was located on the southeast corner Piedmont Avenue and Auburn Avenue. Put a star on it on your map. What does an undertaker do? (Use a dictionary if you aren't sure!)

6. What kind of building was on the northeast corner of Piedmont and Brooks Alley?

7. What was the address of the plumber in this neighborhood?

8. Where is the filling station? What do you think a “filling station” is?

9. The address of the house where Martin Luther King, Jr. was born is 501 Auburn Avenue. That address is not on this map. Is it farther east or west on Auburn Avenue than the map shows?

10. The *Daily World* was the only African American newspaper in Atlanta when the American Civil Rights Movement began in the 1950s. Today, it is the oldest African American owned daily newspaper in the US. The office was located at 145 Auburn Avenue. Is it farther east or west on Auburn Avenue than the map shows?

Part 2

This map was made by the Sanborn Map Company. It was used to predict fire risks, which explains why building materials like wood posts, tile, or “conc” (concrete) are marked on the map. Sanborn maps were made for many cities in the US. They were printed on large sheets of paper and bound into books. It could take many sheets of paper to map one city.

Answer the questions below about these maps were originally made and printed. Circle the letter of the best answer.

1. Each section of a Sanborn map was printed on a piece paper that was 21 inches by 25 inches. Which answer below is the closest estimate of this size?

- a. 1 foot by 3 feet
- b. 2 feet by 2 feet
- c. 2 feet by 4 feet

2. The maps in their original dimensions were drawn with a 1:600 scale—50 feet to one inch. Every inch on the map was the same as 50 feet in real life. If two buildings on an original Sanborn map were three inches apart on paper, what would be the distance between them on the actual street?

- a. 15 feet
- b. 50 feet
- c. 150 feet

3. How many inches on a Sanborn map show the same distance as a real mile? (*Hint: 1 mile = 5,280 feet*) Circle the answer with the best estimate.

- a. 105 inches
- b. 150 inches
- c. 440 inches

4. What is the best answer to #3 above, if the inches are converted into feet?

- a. over 8 feet
- b. over 12 feet
- c. over 36 feet

5. How many pieces of their paper in a Sanborn map would it take to show one mile? (*Hint!* Check your answer to #1, above). Circle the best estimate.

- a. only 1 piece
- b. 5 pieces
- c. 8 pieces

Bonus!

How many of these buildings from the 1950s and 1960s are still on Auburn Avenue today? Search for maps online that show you what is now located at the addresses you found on the historic map of Sweet Auburn in Part 1.



Big Bethel A.M.E. Church



The Royal Peacock Club

Meena's Story

Teacher Instructions

How many years have the students in your class been going to school? How many more years do you think they expect to continue to go? Although every child in the world has the right to receive an education, in many countries children leave school much sooner than they do in the United States, and this is especially true for girls.

There are many different reasons why children do not stay in school. With no cars, buses, or bikes, schools can be too far away for students to get to on foot. Sometimes, young children need to go work to help support their family. Other times, there may be a law preventing girls from going to school at all.

Student will read the story of a young lady from Iran named Meena. She explains why her father wanted her to leave school early and what she did about it. In Part 2, students will look at a chart with the number of years that boys and girls go to school in different places around the world. The data for the years of schooling comes from the CIA Factbook, where it is listed under "School life expectancy" (www.cia.gov/library/publications/the-world-factbook/). Many of the countries that appear in

the chart are at high risk of human rights violations and you will see them discussed within the Center for Civil and Human Rights. The US is added for comparison and Australia is included because it has the longest number of years children go to school.

When you go to The Center on your class field trip, look for Meena in the "Who Like You?" mirrors as you enter the third floor gallery called "*Spark of Conviction: The Global Human Rights Movement*." There, you will learn that Meena successfully completed school and studied criminal justice in college! You will see several exhibits relating to the rights of women and children around the world. One of them is the story of Razia Jan, who started a school for girls in Afghanistan in 2008. Her school is often the target of violence by those who don't believe girls should be educated. Her story can be found on the interactive tables near the end of the Human Rights Movement gallery. You can also see more of her work in the video here: www.cnn.com/2012/09/27/world/asia/cnnhero-es-razia-jan-interview/index.html.

Answer Key

Part 1

1. Iran
2. No, they think it is a headache.
3. The man
4. No
5. 15
6. Her cousin
7. No. She wanted to stay in school.
8. An educator

9. She didn't want Meena to have the same life as hers.
10. She left the house and ran off to other cities.

Part 2

1. (a.) Eritrea (b.) 4
2. (a.) Australia (b.) 20
3. (a.) Eritrea (b.) 5
4. (a.) Australia (b.) 19
5. Syria
6. Australia & USA
7. Angola
8. (a.) $\frac{3}{10}$, (b.) 0.30
9. (a.) $\frac{4}{10}$, (b.) 0.40
10. Boys
11. (a.) $\frac{7}{10}$, (b.) 0.70
12. Answers depend on students' ages and opinions.

Meena's Story

Student Activity

For how many years have you been going to school? How many more years do you expect to go? Although every child in the world has the right to go to school, in many countries children leave school much sooner than they do in the United States. Often, girls go to school even less than boys.

There are many different reasons why some children do not stay in school. With no cars, buses, or bikes, some schools are too far away to walk to. Sometimes, young children need to go to work to help support their family. Other times, there may be a law that says girls cannot go to school at all.

You are going to read the story of a young lady named Meena. You will learn why her father wanted her to leave school early. Then, you will look at a chart with the number of years

that boys and girls go to school in different places around the world.

When you go to the Center for Civil and Human Rights on your class field trip, look for Meena in the "Who Like You?" mirrors as you enter the third floor gallery called "*Spark of Conviction: The Global Human Rights Movement*." There, you will learn that Meena was able to stay in school and went to college!

You will see several exhibits about the rights of women and children around the world. One of them is the story of Razia Jan, who started a school for girls in Afghanistan. Her school is often attacked by people who don't think girls should be educated. Look for a blue book called "Razia's Story" on the interactive tables inside the human rights gallery to learn more.

<i>Terms to Know:</i> <i>average, educator, gallery, global, interactive, landform</i>

Part 1

Read Meena's story in her own words and answer the questions that follow.

Hi. My name is Meena, and I'm from Iran. In Iran, being woman is...first problem. It means a family, when they have a girl, mostly they are not happy because they think it's a headache. In my family, you have to follow the man. And anything they decide for you, you have to accept it and you have to...just follow. Be a follower. If they want you to marry a guy and you don't like it, it's not up to you. When I was 15, my dad wanted me to marry my cousin, and I was a good student, so I wanted to be an educator later on and go to school. My mom didn't want me to have the same life as hers, so, yes, we left the house. We ran off to other cities.

1. Where did Meena live?

2. Are the families there happy when they have a girl? Why or why not?

3. Who makes all the decisions for the family?

4. Do girls choose who they want to marry?

Name _____ Class _____ Date _____

5. How old was Meena when her father wanted her to get married?

6. Who did Meena's father want her to marry?

7. Did Meena want to get married? Why or why not?

8. What did Meena want to be when she grew up?

9. Why did Meena's mom help her?

10. What did Meena have to do so she could go to school?

Part 2

This chart shows the average number of years that girls and boys go to school in ten different countries, including the US. During your field trip to the Center for Civil and Human Rights, you will learn about several of these countries. Life is very hard for the people who live there because their human rights are not protected.

Read the chart and answer the questions below.

Country	Years for Girls	Years for Boys
Afghanistan	7	11
Angola	9	14
Australia	20	19
Eritrea	4	5
Iraq	9	11
Nigeria	8	10
Pakistan	7	8
Syria	12	12
USA	17	16
Zimbabwe	9	10

1. (a.) In which country do girls go to school the least number of years? (b.) How many years do girls go to school there?

2. (a.) In which country do girls go to school the most number of years? (b.) How many years do girls go to school there?

3. (a.) In which country do boys go to school the least number of years? (b.) How many years do boys go to school there?

4. (a.) In which country do boys go to school the most number of years? (b.) How many years do boys go to school there?

5. The world average for the number of years children go to school is 12 for both girls and boys. Which country has the same average years of school as the world as a whole?

6. (a.) Which are the only two countries where girls go to school for more years than boys?

7. Which country has the biggest difference between the number of years that girls and boys go to school?

8. (a.) Look at just the Girls column. Write a fraction that shows how many of the countries have girls that stay in school either the same as the world average, of 12 years, or longer. (b.) Write this fraction as a decimal.

9. (a.) Look at just the Boys column. Write a fraction that shows how many of the countries have boys that stay in school either the same as the world average, of 12 years, or longer. (b.) Write this fraction as a decimal.

10. Which fraction and decimal above is larger, the one for girls or the one for boys?

11. (a.) Write a fraction that shows in how many countries boys go to school for more years than girls. (b.) Write this fraction as a decimal.

12. If you count kindergarten, in which countries would you probably already be out of school? If you lived in one of those countries, what do you think you would be doing instead of going to school? How would your life be different if you couldn't go to your school anymore?

Bonus: Map It

Find these countries on a map or globe. For each one, write down its continent, capital city, major landforms (such as mountains or deserts), and fresh water sources (lakes or rivers). Compare the ways these ten countries are similar and ways they are different.



These girls live in Iraq, where boys go to school for eleven years but girls only go for nine years.

Interdisciplinary Activities and Project Ideas

A field trip to the Center for Civil and Human Rights has connections to multiple content areas at the elementary school level. Use these additional interdisciplinary activities and inquiry-based project ideas to further explore civil and human rights in several of your students' content areas.

1. Empathy Through Fairy Tales

Language Arts, Emotional Intelligence

At the root of so many of the conflicts that have evolved out of civil and human rights efforts is the basic human emotion of empathy. Empathy can be a difficult concept to teach to children since they are used to seeing the world through their own eyes. To help your students further develop their own sense of empathy, have them rewrite or reenact one of their favorite fairy tales or childhood stories from the viewpoint of the villain or the antagonist to show how that character may be more misunderstood than evil. Then, during your field trip to the Center for Civil and Human Rights, encourage your students to predict or imagine how some of the civil and human rights heroes felt as they stood up for what they believed in.

Samples of “inverted” fairy tales and other stories about differing perspectives include:

- *The True Story of the Three Little Pigs* by Jon Scieszka
- *Frankly, I Never Wanted to Kiss Anybody!: The Story of the Frog Prince as Told by the Frog (The Other Side of the Story)* by Nancy Loewen
- *A Big Guy Took My Ball* by Mo Willems
- *Stand in My Shoes* by Bob Sornson

2. Environmental Engineer

Science, Engineering

The importance of access to clean water is presented through several personal stories inside *Spark of Conviction: The Global Human Rights Movement* at the Center for Civil and Human Rights. Your students may have the opportunity to see and hear how this issue specifically affects families in Haiti and Bangladesh. As an extension to the lesson plan in this Guide on water rollers, cast students in the role of environmental engineers to help find solutions to this global crisis.

Offer students a design challenge to filter as much sediment as they can out of muddy water, using whatever method they predict will work best. After forming their hypotheses, students should develop with a qualitative way to assess which method removes the most particles from the water. Possible materials to test may include coffee filters, paper towels, cotton balls, newspaper, various kinds of cloth with different weave densities, or layers of sand or gravel. Once your class comes to a conclusion on the best method, encourage them to brainstorm ways their filters could be implemented on a large scale to help entire communities who do not have clean water.

3. Rights vs. Responsibilities

Civics, Community



The Universal Declaration of Human Rights



Did you know children have their own bill of rights?

Beyond the Universal Declaration of Human Rights, children have been given an additional bill of rights written specifically for them. Since young people cannot vote and often do not have a voice in the global decisions that affect their lives, world leaders created the United Nation's Convention on the Rights of the Child. It outlines the goals every nation should achieve for its young people, including rights to adequate nutrition and health care, time for recreation, and the ability to express their opinions. The complete text of the Convention on the Rights of the Child with all 41 articles is located on the UN website: www.ohchr.org/en/professionalinterest/pages/crc.aspx. The rights are organized thematically and summarized by UNICEF here: www.unicef.org/crc/index_30177.html.

Ask students to define the concepts of rights, privileges, and responsibilities in their own words. Then provide them with a list of ten of their key rights from the UN, abbreviated and paraphrased by you for the specific skill level of your class. Next, challenge them to come up with a responsibility that corresponds to each of the rights you selected. For example, children have the right to medical care, but they also have the responsibility of taking care of themselves and making healthy choices. Children have the right to be proud of their heritage and have their beliefs respected, but in turn they must also respect cultures and beliefs different from their own.

4. Ruby Bridges

US History



Ruby Bridges

One of the most powerful forces in the fight for school integration came in the form of a six-year-old girl: Ruby Bridges. At the Center for Civil and Human Rights, you will see a reproduction of a painting by the famous American painter and illustrator Norman Rockwell that she inspired, *The Problem We All Live With*. In November 1960, six-year-old Ruby Bridges became the first black child to attend William Frantz Elementary School. As soon as she got there, white parents pulled their children out of the school and all but one of the teachers refused to teach her. Ruby spent her entire first grade year alone in a classroom with her teacher, Barbara Henry.

For children, Ruby Bridges is one of the most relatable figures from the American Civil Rights Movement. Begin your class discussion on Ruby Bridges by reading Ruby's story in her own words: *Through My Eyes*, by Ruby Bridges. Next, put your daily schedule up on the board. Ask your students to imagine being in school all day by themselves, with no friends, classmates, or other teachers. Have them list the many ways each part of their own day—including recess, specials, and lunch—would be different if they had to attend school under the same circumstances as Ruby Bridges.

5. Poetry and Music: I Am

Social Studies, Language Arts



Inside *Rolls Down Like Water: The American Civil Rights Movement* at the Center for Civil and Rights, students will hear how some of the popular music from that time mirrored the messages that the civil rights activists were spreading in their speeches. During their field trip, students will also be introduced to the “I am a man” declaration that was—and still is—used as a rallying cry for civil and human rights.

In 1971, civil rights activist Jesse Jackson appeared on *Sesame Street* and recited the poem “I Am Somebody” by Reverend William Holmes Borders, Sr. Reverend Borders wrote the poem in the 1950s when he was the senior pastor at Wheat Street Baptist Church and a civil rights activist in Atlanta, GA. The video clip of Jesse Jackson performing the poem as a call-and-response with a group of children is available on the 2006 DVD release *Sesame Street: Old School 1969–1974*, can be found online via YouTube, and is on the show’s official website: www.sesamestreet.org/play#media/video_072cb03c-0329-429c-b6f6-502bcac4a946. In the Sweet Auburn area of the Civil Rights gallery at The Center, your students can hear an audio clip of the poem read by Reverend Borders himself! The words to his poem are included, below.

A similar video clip appeared on *Sesame Street* almost 40 years later. It is a song that aired in 2010, so this one may be familiar to your students: “What I Am” by Will.i.am. This performance, featuring some of Sesame Street’s favorite residents, can be seen on both the *Sesame Street* website, www.sesamestreet.org/play#media/video_cc508155-8f8c-469d-a1fd-d7ab23fd6ac5, and *Sesame Street*’s YouTube channel: www.youtube.com/watch?v=cyVzjoj96vs. The lyrics to the song appear below, under the words to “I Am — Somebody.”

I Am — Somebody

*I Am
Somebody
I Am
Somebody
I May Be Poor
But I Am
Somebody
I May Be Young
But I Am
Somebody
I May Be On Welfare
But I Am
Somebody
I May Be Small
But I Am
Somebody
I May Make A Mistake
But I Am*

*Somebody
My Clothes Are Different
My Face Is Different
My Hair Is Different
But I Am
Somebody
I Am Black
Brown
White
I Speak A Different Language
But I Must Be Respected
Protected
Never Rejected
I Am
God's Child
I Am
Somebody*

What I Am

*Verse 1
If what I am is what's in me
Then I'll stay strong - that's who I'll be
And I will always be the best
"me" that I can be.*

*There's only one me, I am it
Have a dream I'll follow it
It's up to me to try.*

*Chorus 1
Oh! I'm a keep my head up high
Keep on reaching high
Never gonna quit
I'll be getting stronger.*

*And nothing's gonna bring me down
(no!)
Never gonna stop, gotta go.
Because I know
I'll keep getting stronger.*

*Bridge 1
And what I am is thoughtful*

*What I am is musical
What I am is smart
And what I am is brave
What I am is helpful
What I am is special
There's nothing I can't achieve.
Because in myself I believe in oh...*

*Chorus 2
Gonna keep our heads up high
Keep on reaching high
Never gonna quit
Just keep getting stronger.*

*And nothing's gonna bring us down (no!)
Never give it up, gotta go.
Because I know
I'll keep getting stronger.*

*Bridge 2
What I am is super
What I am is proud
What I am is friendly
What I am is grouchy*

*What you are is magical
What you are is special*

*There's nothing I can't achieve.
Because in myself I believe in oh...*

*Chorus 3
Gonna hold my head up high*

*Keep on reaching high
Never gonna stop
I'll be getting stronger.*

*Nothing's gonna bring me down (no!)
Never give it up gotta go, oh... yeah...
I'll keep getting strong--er.*

© Sesame Workshop

Instruct your students to create “same” and “different” lists or complete a Venn Diagram that describes how the messages and presentations of these two videos converge or diverge. Feel free to let them include differences in hair and clothes styles, too, as these clips are excellent primary sources for their respective eras. Then, ask students to explain the connection to the “I am a man” slogan seen at The Center.

Recommended Reading

Consult these books before and after a class trip to the Center for Civil and Human Rights. Explore the personal stories, memorable historic events, and inspiring global activism that lie behind the movements in civil and human rights. To capitalize on individual student interests, these lists are divided by grade level based on reading abilities: Elementary School (Grades 3 – 5) and Middle School (Grades 6 – 8). Within each grade level, they are separated into three categories: Biographies, Civil Rights, and Human Rights.

Elementary School (Grades 3 – 5)

Biographies

Abouraya, Karen Leggett. *Malala Yousafzai: Warrior with Words*. StarWalk Kids Media, 2014.

Bader, Bonnie. *Who Was Martin Luther King, Jr.?* Grosset & Dunlap, 2007.

Bleviso, Meg & Pamela D. Pollack. *Who Was Nelson Mandela?* Grosset & Dunlap, 2014.

Brown, Monica. *Side by Side/Lado a Lado: The Story of Dolores Huerta and Cesar Chavez/La Historia de Dolores Huerta y Cesar Chavez*. Rayo Bilingual Edition, 2010.

Herman, Gail. *Who Was Jackie Robinson?* Grosset & Dunlap, 2010.

Humphrey, Sandra McLeod. *They Stood Alone: 25 Men and Women Who Made a Difference*. Prometheus Books, 2011.

McDonough, Yona Zeldis. *Who Was Rosa Parks?* Grosset & Dunlap, 2010.

McGinty, Alice B. *Gandhi: A March to the Sea*. Two Lions, 2013.

Meltzer, Brad. *I am Rosa Parks (Ordinary People Change World)*. Dial, 2014.

Miller, Jennifer A. *Mother Teresa (History Maker Bios)*. Lerner Publications, 2009.

National Geographic Learning. *Cesar Chavez*. National Geographic School, 2010.

Pascal, Janet. *Who Was Abraham Lincoln?* Grosset & Dunlap, 2008.

Shabazz, Ilyasah. *Malcolm Little: The Boy Who Grew Up to Become Malcolm X*. Atheneum Books for Young Readers, 2014.

Thompson, Gare. *Who Was Eleanor Roosevelt?* Grosset & Dunlap, 2004.

Warren, Sarah E. *Dolores Huerta: A Hero to Migrant Workers*. Two Lions, 2012.

Winter, Jonah & Sean Addy. *Peaceful Heroes*. Arthur A. Levine Books, 2009.

Civil Rights

Conklin, Wendy. *The Civil Rights Movement: The 20th Century (Primary Source Readers)*. Teacher Created Materials 3rd edition, 2013.

Krull, Kathleen. *What Was the March on Washington?* Grosset & Dunlap, 2013.

Lewis, j. Patrick. *When Thunder Comes: Poems for Civil Rights Leaders*. Chronicle Books, 2012.

Michelson, Richard. *As Good as Anybody*. Dragonfly Books, 2013.

Murphy, Claire Rudolf. *My Country, 'Tis of Thee: How One Song Reveals the History of Civil Rights*. Henry Holt and Co., 2014.

Nelson, Kadir. *Heart and Soul: The Story of America and African Americans*. Balzer + Bray, 2011.

Rappaport, Doreen. *Nobody Gonna Turn Me 'Round: Stories and Songs of the Civil Rights Movement*. Candlewick reprint edition, 2008.

Stotts, Stuart. *We Shall Overcome: A Song That Changed the World*. Clarion Books, 2010.

Tonatiuh, Duncan. *Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation*. Harry N. Abrams, 2014.

Tuck, Pamela M. *As Fast as Words Could Fly*. Lee & Low Books, 2013.

Turck, Mary C. *Freedom Song: Young Voices and the Struggle for Civil Rights*. Chicago Review Press, 2008.

Watkins, Angela Farris. *My Uncle Martin's Words for America: Martin Luther King Jr.'s Niece Tells How He Made a Difference*. Abrams Books for Young Readers, 2011.

Human Rights

Amnesty International. *We Are All Born Free: The Universal Declaration of Human Rights in Pictures*. Frances Lincoln Children's Books, 2008.

Anholt, Catherine & Laurence. *One World Together*. Frances Lincoln Children's Book, 2014.

Cunningham, Kent. *Migration from Africa (Children's True Stories: Migration)*. Raintree Perspectives, 2011.

Johnson, Jen Cullerton. *Seeds of Change: Planting a Path to Peace*. Lee & Low Books, 2010.

Kent, Deborah. *Middle Eastern Migration (Children's True Stories: Migration: Level R History)*. Raintree, 2011.

Lee, Spike & Tonya Lewis Lee. *Giant Steps to Change the World*. Simon & Schuster Books for Young Readers, 2011.

Lewis, Brenda Ralph. *DK Readers: The Story of Anne Frank (Level 3: Reading Alone)*. DK Publishing, 2012.

Robinson, Anthony & Annemarie Young. *Gervelie's Journey: A Refugee Diary*. Frances Lincoln Children's Books, 2010.

Robinson, Anthony & June Allen. *Street Children*. Frances Lincoln Children's Books, 2014.

Serres, Alain. *I Have the Right to Be a Child*. Groundwood Books, 2012.

Smith, David J. *If the World were a Village: A Book About the World's People, 2nd ed.* CitizenKid, 2011.

Smith, David J. *This Child, Every Child: A Book about the World's Children*. CitizenKid, 2011.

Sonneborn, Liz. *The Khmer Rouge (Great Escapes)*. Benchmark Books, 2011.

Thomas, Marlo & Friends. *Free to Be...You and Me (The 35th Anniversary Edition)*. Running Press Kids, 2008.

Wilson, Janet. *Our Rights: How Kids Are Changing the World*. SecondStory Press, 2013.

Winter, Jeanette. *Nasreen's Secret School: A True Story from Afghanistan*. Beach Lane Books, 2009.

Yue, Guo & Clare Farrow. *Little Leap Forward: A Boy in Beijing (World Tales Advanced Readers)*. Barefoot Books, 2011.

Sullo, Allan. *Escape: Children of the Holocaust*. Scholastic Paperbacks, 2011.

Middle School (Grades 6 – 8)

Biographies

- Bernier-Grand, Carmen T. *Cesar: Si, se puede! / Yes, We Can*. Two Lions Bilingual Edition, 2011.
- Bollinger, Michele & Dao X Tran, eds. *101 Changemakers: Rebels and Radicals Who Changed US History*. Haymarket Books, 2012.
- Hernandez, David. *They Call Me a Hero: A Memoir of My Youth*. Simon & Schuster Books for Young Readers, 2014.
- Hollingsworth, Tamara. *Eleanor Roosevelt: A Friend to All (Primary Source Readers: American Biographies)*. Teacher Created Materials, 2010.
- Hoose, Phillip. *Claudette Colvin: Twice Toward Justice*. Square Fish Reprint Edition, 2010.
- Kanefield, Teri. *The Girl from the Tar Paper School: Barbara Rose Johns and the Advent of the Civil Rights Movement*. Harry N. Abrams, 2014.
- Kidder, Tracy & Michael French. *Mountains Beyond Mountains (Adapted for Young People): The Quest of Dr. Paul Farmer, A Man Who Would Cure the World*. Delacorte Books for Young Readers reprint edition, 2013.
- Leyson, Leon. *The Boy on the Wooden Box: How the Impossible Became Possible . . . on Schindler's List*. Atheneum Books for Young Readers, 2013.
- Pinckney, Andrea Davis. *Profiles #6: Peace Warriors*. Scholastic Paperbacks, 2013.
- Schlimm, John. *Stand Up! 75 Young Activists Who Rock the World and How You Can, Too!* Publishing Syndicate, 2013.
- Yousafzai, Malala. *I Am Malala: How One Girl Stood Up for Education and Changed the World (Young Readers Edition)*. Little, Brown Books for Young Readers, 2014.

Civil Rights

- Bartoletti, Susan Campbell. *They Called Themselves the K.K.K.: The Birth of an American Terrorist Group*. HMH Books for Young Readers, 2010.
- Bausum, Ann. *Marching to the Mountaintop: How Poverty, Labor Fights and Civil Rights Set the Stage for Martin Luther King Jr.'s Final Hours*. National Geographic Children's Books, 2012.
- Brimner, Larry Dane. *Birmingham Sunday*. Calkins Creek, 2010.
- Brimner, Larry Dane. *Black & White: The Confrontation between Reverend Fred L. Shuttlesworth and Eugene "Bull" Connor*. Calkins Creek, 2011.
- Deutsch, Stacia, & Rhody Cohon. *Hot Pursuit: Murder in Mississippi*. Kar-Ben Publishing, 2010.
- Flowers, Arthur. *I See the Promised Land: A Life of Martin Luther King Jr.* Groundwood Books, 2013.
- Freedman, Russell. *Freedom Walkers: The Story of the Montgomery Bus Boycott*. Holt McDougal, 2010.
- Levine, Ellen S. *Freedom's Children: Young Civil Rights Activists Tell Their Own Stories*. Puffin, 2000.
- Levinson, Cynthia. *We've Got a Job: The 1963 Birmingham Children's March*. Peachtree Publishers, 2012.
- Nathan, Amy. *Round and Round Together: Taking a Merry-Go-Round Ride into the Civil Rights Movement (The Nautilus Series)*. Paul Dry Books, 2011.
- Osborne, Linda Barrett. *Miles to Go for Freedom: Segregation and Civil Rights in the Jim Crow Years*. Harry N. Abrams, 2012.
- Partridge, Elizabeth. *Marching for Freedom: Walk Together Children and Don't You Grow Weary*. Viking Juvenile, 2009.
- Rappaport, Doreen. *Tinker vs. Des Moines: Students Rights on Trial*. StarWalk Kids Media, 2013.
- Spilsbury, Richard. *Who Marched For Civil Rights? (Primary Source Detectives)*. Heinemann-Raintree Middle School Nonfiction, 2013.

- Stetoff, Rebecca & Ronald Takaki. *A Different Mirror for Young People: A History of Multicultural America*. Seven Stories Press, 2012.
- Tarrant-Reid, Linda. *Discovering Black America: From the Age of Exploration to the Twenty-first Century*. Harry N. Abrams, 2012.
- Walker, Paul Robert. *Remember Little Rock: the Time, the People, the Stories*. National Geographic Children's Books, 2009.
- Wright, Simeon & Herb Boyd. *Simeon's Story: An Eyewitness Account of the Kidnapping of Emmett Till*. Chicago Review Press, 2011.

Human Rights

- Amnesty International, ed. *Free? Stories About Human Rights*. Candlewick, 2010.
- Dau, John Bul. *Lost Boy, Lost Girl: Escaping Civil War in Sudan*. National Geographic Children's Books, 2010.
- Ellis, Deborah. *Kids of Kabul: Living Bravely Through a Never-Ending War*. Groundwood Books, 2012.
- Friedman, Lauri S. *Human Rights (Introducing Issues with Opposing Viewpoints)*. Greenhaven Press reprint edition, 2010.
- Gann, Marjorie & Janet Willen. *Five Thousand Years of Slavery*. Tundra Books, 2011.
- Keat, Nawuth. *Alive in the Killing Fields: Surviving the Khmer Rouge Genocide*. National Geographic Children's Books, 2009.
- Kleyn, Tatyana. *Immigration: The Ultimate Teen Guide (It Happened to Me)*. Scarecrow Press, 2011.
- Miller, Debra A., ed. *Fair Trade (Current Controversies)*. Greenhaven Press, 2010.
- O'Brien, Anne Sibley. *After Gandhi: One Hundred Years of Nonviolent Resistance*. Charlesbridge, 2009.
- Rappaport, Doreen. *Beyond Courage: The Untold Story of Jewish Resistance During the Holocaust*. Candlewick, 2014.
- Rockliff, Mara. *Get Real: What Kind of World are YOU Buying?* Running Press Kids, 2010.
- Senker, Cath. *North Korea and South Korea (Our World Divided)*. Rosen Central, 2012.
- Smith, Icy. *Half Spoon of Rice: A Survival Story of the Cambodian Genocide*. East West Discovery Press, 2010.
- Sundem, Garth. *Real Kids, Real Stories, Real Change: Courageous Actions Around the World*. Free Spirit Publishing, 2010.
- Wilkes, Sybella. *Out of Iraq: Refugees' Stories in Words, Paintings and Music*. Evans Brothers, 2010.
- Winckelmann, Thom. *Genocide (Man's Inhumanities)*. Erickson Press, 2008.

On This Day

Use this detailed calendar of significant historical moments and days of observation to incorporate civil and human rights into daily lesson plans. All of these events and commemorations are connected to the wide variety of themes, events, people, and topics featured in both this Teacher's Guide and within the exhibitions at the Center for Civil and Human Rights.

This information can be used in your classroom:

- As a resource for biographies of key people involved in the evolution of civil and human rights.
- For exercises in historical geography, by mapping the locations of events in specific locations over time.
- To develop group study aids such as trivia contests or game and quiz shows
- As a daily "Fact-of-the Day" posting on your bulletin board or class website.

January

1	2005: Shirley Chisholm, the first African American congresswoman and presidential candidate, passes away.
2	1973: Roe v. Wade establishes a woman's legal right to abortion in the US.
3	1964: Martin Luther King, Jr., appears on the cover of <i>Time</i> magazine as its "Man of the Year."
4	1991: The UN Security Council votes unanimously to condemn Israel's treatment of the Palestinians in the occupied territories.
5	1981: Civil rights activist Andrew Young becomes the mayor of Atlanta, GA.
6	2006: Edgar Ray Killen is arrested for the 1964 murders of three civil rights workers in Mississippi.
7	1979: Vietnamese troops take the city of Phnom Penh in Cambodia, which begins the end of the Khmer Rouge's reign of terror.
8	World Literacy Day
9	1918: US President Wilson first states his public support of the federal woman suffrage amendment.
10	2006: The US Supreme Court rules that the protection of the Americans with Disabilities Act extends to people in a state prison and protects inmates from discrimination on the basis of disability.
11	1965: A boycott by both black and white professional football players ends after the American Football League agrees to move the All-Star game from New Orleans to Houston.
12	1951: The UN Convention on the Prevention and Punishment of the Crime of Genocide enters into force.
13	1966: Robert C. Weaver becomes the first black US Cabinet member when President Johnson appoints him Secretary of Housing and Urban Development.
14	2000: A UN tribunal sentences five Bosnian Croats to up to 25 years in prison for massacring of over 100 Muslims in a Bosnian village in 1991.
15	1929: Martin Luther King, Jr., is born.
16	National Religious Freedom Day
17	1945: Swedish diplomat Raoul Wallenberg, who saved tens of thousands of Jews during World War II, disappears in Hungary while in Soviet custody.
18	2013: In a settlement with a university in Massachusetts, the US Justice Department says that severe food allergies can be considered disabilities under federal law.
19	2009: Stanislav Markelov, a human rights lawyer critical of Russia's actions in Chechnya, is shot and killed in broad daylight.
20	2009: Barack Obama, the first African American US president, is sworn in using a Bible that belonged to Dr. Martin Luther King, Jr.
21	National Day of Hope and Resolve

22	1980: Andrei Sakharov is arrested after protesting the Soviet invasion of Afghanistan. He is sent into exile in the "closed city" of Gorki.
23	1964: The 24th Amendment abolishes the poll tax, which had been used by 11 southern states to prevent African Americans from voting.
24	1956: Emmett Till's murderers, Roy Bryant and J.W. Milam, confess to his killing in a magazine article but they are never brought to justice.
25	2013: Russian TV personality Anton Krasovsky is fired shortly after revealing that he is gay on a live broadcast of a late night TV show.
26	1930: Gandhi publishes the Declaration of Independence of India.
27	1965: A recognition dinner is held in Atlanta to honor Dr. Martin Luther King, Jr. for his Nobel Peace Prize.
28	2014: Ratko Mladic, former leader of the Bosnian Serb army who was indicted for genocide and other war crimes, refuses to testify at the genocide trial of former Bosnian Serb Leader Radovan Karadzic and denounces the UN-backed court as "satanic."
29	1998: A bomb at an abortion clinic in Birmingham, AL, kills an off-duty policeman and wounds a nurse. Eric Rudolph is charged with this bombing, along with three others in Atlanta, GA.
30	1948: Mohandas Gandhi is assassinated.
31	2011: Burma (Myanmar) convenes its first parliament in more than twenty years.

February

1	1960: The Woolworth sit-in in Greensboro, NC, begins.
2	1948: US President Harry Truman urges Congress to adopt a civil rights program.
3	1870: The 15th Amendment to the US Constitution gives African American men the right to vote.
4	World Cancer Day
5	1994: White separatist Byron De La Beckwith is convicted of murdering Medgar Evers—more than 30 years after he committed the crime.
6	UN International Day of Zero Tolerance to Female Genital Mutilation
7	1991: Jean-Bertrand Aristide is sworn in as Haiti's first democratically-elected president.
8	1964: Representative Martha Griffiths gets civil rights protection for women added to the 1964 Civil Rights Act.
9	1950: US Senator Joseph McCarthy claims the State Department is riddled with Communists, marking the start of the era of "McCarthyism."
10	1999: US President Bill Clinton publicly apologizes to Guatemalans after more than 40 years since the US financed the counter-terrorism campaign that led to thousands of civilian deaths in Guatemala's civil war.
11	1990: Nelson Mandela is released after 27 years in prison in South Africa.
12	1993: Declaration on the Elimination of Violence against Women is adopted by UN.
13	World Radio Day
14	1957: The Southern Christian Leadership Conference (SCLC) is founded.
15	1968: In response to violent repression on Farm workers, Cesar Chavez begins a 25-day fast to keep the farm worker movement non-violent.
16	1857: The National Deaf Mute College (now Gallaudet College), the first school in the world for advanced education of the deaf, is incorporated in Washington, DC.
17	2014: The UN Commission of Inquiry on Human Rights publishes a report on widespread human rights abuses in North Korea.
18	1965: Civil rights activities Jimmie Lee Jackson is attacked and fatally beaten while trying to protect his mother and grandfather in Alabama.
19	1942: President Roosevelt signs Executive Order 9066, authorizing internment at "relocation camps" for Japanese Americans.
20	UN World Day of Social Justice
21	International Mother Language Day

22	2011: Tens of thousands of people march in Bahrain to protest the deaths of seven people killed by police and army forces.
23	2008: The UN Committee on the Rights of Persons with Disabilities holds its first session.
24	1983: A US congressional commission releases a report condemning the internment of Japanese Americans during World War II.
25	1948: Martin Luther King, Jr., is ordained to the Baptist ministry at age 19.
26	2011: The UN Security Council imposes sanctions against Libya and refers Libya to the International Criminal Court for investigation of crimes against humanity.
27	1943: German "Aryan" women married to Jews in Berlin protest against the impending deportation of their Jewish husbands. The SS are forced to back down and release the men.
28	1984: The US Supreme Court rules that Title IX is not restricted only to programs or activities funded with federal money.
29	1940: Hattie McDaniel becomes the first African American person to win an Oscar when she wins Best Supporting Actress for her role in <i>Gone with the Wind</i> .

March

1	UN Zero Discrimination Day
2	1982: Wisconsin becomes the first US state to outlaw discrimination on the basis of sexual orientation.
3	1968: More than 1000 Latino students peacefully walk out of a high school in L.A. with teacher, Sal Castro, joining the group of students, in protest of school conditions.
4	2009: The International Criminal Court charges Sudan's president, Omar al-Bashir, with war crimes and crimes against humanity in Darfur.
5	1968: The week-long 1968 Chicano Student Walkout begins. Thousands of Chicano middle and high school students walked out of their Los Angeles schools to protest discrimination and inferior conditions.
6	1857: The US Supreme Court infamously rules that African Americans—whether enslaved or free—were not citizens of the United States.
7	1965: Blacks begin a march to Montgomery in support of voting rights but are stopped at the Pettus Bridge by a police blockade. Fifty marchers are hospitalized after police use tear gas, whips, and clubs against them in Selma, AL, on "Bloody Sunday."
8	UN International Woman's Day
9	1993: In Los Angeles, CA, Rodney King testifies at the federal trial of four police officers accused of violating his civil rights.
10	2012: In Mississippi, a county school board releases a statement saying that the Itawamba Agricultural High School prom will be canceled this year. They chose to cancel the prom rather than let a lesbian student attend, wearing a tuxedo, with her girlfriend.
11	1994: In Chile's first peaceful transfer of power since 1970, Eduardo Frei is sworn in as President.
12	1956: Over 90 members of the US Congress sign and release the "Southern Manifesto," which condemns the Supreme Court's Brown v. Board decision and encourages states to resist implementing its orders.
13	1967: Over 200 students from seven Los Angeles colleges and universities meet to form the United Mexican American Students (UMAS).
14	2012: Thomas Lubanga Dyilo is convicted of the war crime of conscripting and using child soldiers in the Patriotic Forces for the Liberation of Congo, FPLC, in the Democratic Republic of the Congo.
15	2011: A new Americans with Disabilities Act rules comes into effect with expanded accessibility requirements.
16	2006: The European Parliament calls on Senegal to bring Hissène Habré, former dictator of Chad, to trial for crimes against humanity.
17	1910: Civil rights leader Bayard Rustin is born.
18	1992: White South Africans vote for constitutional reforms to give legal equality to black South Africans.

19	1911: International Women's Day is marked for the first time in Austria, Denmark, Germany and Switzerland. More than a million women and men attend rallies demanding the rights to vote, hold public office, work, get vocational training, and an end to discrimination on the job.
20	1933: The Nazis establish Dachau, the first of Germany's concentration camps, near Munich.
21	UN International Day for the Elimination of Racial Discrimination
22	UN World Water Day
23	World Meteorological Day
24	UN International Day for the Right to the Truth concerning Gross Human Rights Violations and for the Dignity of Victims
25	UN International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade
26	1964: Martin Luther King, Jr. and Malcolm X meet for the first and only time, in Washington, DC.
27	2012: High school student William Carruba asks the Granite City, IL, School Board to lift its restriction on wearing a kilt to prom. They refuse his request.
28	2008: The UN establishes the Mandate on Human Rights and Water and Sanitation.
29	1974: Eight Ohio National Guardsmen are indicted on charges stemming from the shooting deaths of four students at Kent State University on May 4, 1970.
30	1993: Two Serbian militiamen are sentenced to death in Sarajevo for war crimes committed in Bosnia.
31	Cesar Chavez Day

April

1	1991: The US Supreme Court rules that jurors cannot be prohibited from serving on a case because of their race.
2	2011: Zakariya Rashid Hassan al-Ashiri, who ran a news website that focused on human rights, business, and culture in Bahrain, is arrested as part of a government crackdown on pro-democracy advocates. He dies in custody a week later.
3	1944: The US Supreme begins to deal with race-based voter discrimination by ruling that a state cannot "permit a private organization to practice racial discrimination in elections."
4	1968: Martin Luther King, Jr., is assassinated.
5	1999: In Laramie, WY, Russell Henderson pleads guilty to kidnapping and felony murder charges in the hate-crime death of Matthew Shepard.
6	UN International Day of Sport for Development and Peace
7	Day of Remembrance of the Victims of the Rwanda Genocide
8	World Roma Day
9	1968: Martin Luther King, Jr., is buried in Atlanta.
10	1972: The US and the Soviet Union join 70 other nations in an agreement banning biological warfare.
11	1968: President Johnson signs a Civil Rights Act that addresses housing.
12	1963: Dr. Martin Luther King, Jr., Ralph David Abernathy, Fred Shuttlesworth, and many others are arrested and jailed in Birmingham following massive street demonstrations.
13	Thomas Jefferson's Birthday
14	1947: A judge in San Francisco rules that segregating children of Mexican decent violates the Constitution, even if the schools are equal to those attended by white children.
15	1945: The US army liberates Buchenwald concentration camp in Germany.
16	1963: Martin Luther King, Jr., writes the "Letter from Birmingham Jail."
17	1998: The UN establishes the Mandate on Extreme Poverty and Human Rights and the Mandate on the Right to Education.
18	2014: The Sigma Phi Epsilon Fraternity announces it has closed its chapter at the University of Mississippi after three of its members were suspected of tying a noose around the neck of a campus statue of James Meredith.
19	2004: The UN establishes the Mandate on Trafficking in Persons, especially for women and children.
20	2002: The UN establishes the Mandate on the Right to Health.
21	2014: Wilcox County High School in Georgia holds its very first, school-sponsored, integrated prom.

22	Earth Day/UN International Mother Earth Day
23	1872: Charlotte E. Ray becomes the African American woman lawyer.
24	2001: The UN Mandate on the rights of indigenous peoples is established.
25	World Malaria Day
26	World Intellectual Property Day
27	1999: The UN establishes the Mandate on the Human Rights of Migrants.
28	UN World Day for Safety and Health at Work
29	UN Day of Remembrance for all Victims of Chemical Warfare
30	1977: In Argentina, 14 mothers of the disappeared gather for the first time at Plaza de Mayo.

May

1	1999: Civil rights leader Jesse Jackson successfully negotiates with dictator Slobodan Milosevic for the release of three US soldiers that had been held in Yugoslavia for over a month.
2	1963: The Children's March for Civil Rights in Birmingham, AL
3	2008: The UN Convention on the Rights of Persons with Disabilities enters into force.
4	1942: The first gassing begins at Auschwitz and from now on most deportees will be murdered immediately on arrival at the concentration camp.
5	Hand Hygiene Day
6	1960: US President Eisenhower signs the Civil Rights Act of 1960 to increase protection for African Americans while voting.
7	1963: Police Commissioner Bull Connor uses dogs, clubs, and cattle prods to disperse four thousand civil rights demonstrators in Birmingham, AL.
8	World Red Cross and Red Crescent Day
9	1994: Nelson Mandela is elected as the first president of a democratic South Africa.
10	1963: The Birmingham Agreement is announced, ensuring that stores, restaurants, and schools in Birmingham, AL, will be desegregated, hiring of blacks implemented, and charges against civil rights protesters dropped.
11	1960: Israeli soldiers capture Nazi war criminal Adolf Eichmann in Buenos Aires, Argentina.
12	1968: The Poor People's March in Washington, DC, includes Anglo, Black, Latino and Native American activists.
13	1966: Federal education funding is denied to 12 school districts in the South for violations of the 1964 Civil Rights Act.
14	1961: A busload of Freedom Riders is firebombed near Anniston, AL. Bull Connor allows a mob to attack the Freedom Riders for 15 minutes before breaking up the violence, and refuses to make any arrests.
15	UN International Day of Families
16	1938: The first group of Jews begins forced labor at Mauthausen concentration camp in Austria.
17	1954: Brown vs. Board of Education is decided.
18	1886: Plessy vs. Ferguson is decided.
19	1921: Congress passes the Emergency Quota Act to set national limits on immigrants coming to the US.
20	1940: The concentration camp at Auschwitz is established.
21	UN World Day for Cultural Diversity for Dialogue and Development
22	2002: A jury in Birmingham, AL, convicts former Ku Klux Klan member Bobby Frank Cherry of murdering four girls in the bombing of the 16th Street Baptist Church in 1963.
23	1963: The Organization of African Unity, attended by African heads of state, meets in Addis Ababa, Ethiopia, to discuss the harsh treatment of the African Americans and civil rights protestors in Birmingham, AL.
24	1926: By refusing to hear the Corliss v. Buckley case, the US Supreme Court paves the way for years of racial discrimination in housing.
25	National Missing Children's Day
26	2007: Gay rights protestors are attacked and beaten by neo-Nazis in Moscow and the protestors are arrested, instead of the attackers.

27	2012: A small group of LGBT activists are arrested outside the Moscow City Court in Russia after attempting to unfold a rainbow flag,
28	1963: Civil rights activists John Salter, Joan Trumpauer, and Anne Moody stage a nonviolent sit-in at a Woolworth's lunch counter in Jackson, Mississippi.
29	International Day of UN Peacekeepers
30	1987: Representative Barney Frank becomes the first openly gay member of Congress.
31	1909: The first NAACP conference is held, in New York City.

June

1	UN Global Day of Parents
2	1965: While on patrol, one of the first two African American deputy sheriffs of Washington Parish, LA, is shot and killed by a mob of white men.
3	1989: The Tiananmen Massacre in China
4	UN International Day of Innocent Children Victims of Aggression
5	1955: Martin Luther King, Jr., receives his Doctorate of Philosophy in Systematic Theology degree from Boston University.
6	1945: The charter for the United Nations is signed.
7	1965: In Griswold v. Connecticut, the US Supreme Court rules that the US Constitution protects a right to privacy and opens the door to future women's reproductive rights cases.
8	1948: Martin Luther King, Jr., graduates from Morehouse College in Atlanta, GA, with a degree in sociology at the age of 19.
9	2012: Russia enacts changes to the Federal Law on Assemblies, which restricts peaceful rallies, meetings, demonstrations, and marches.
10	1963: Congress passes the Equal Pay Act, which makes it illegal for employers to pay a woman less than what a man would receive for the same job.
11	1964: Martin Luther King, Jr., is arrested after demanding to be served at a whites-only restaurant in St. Augustine, FL.
12	UN World Day Against Child Labor
13	2013: The US Supreme Court orders a review of Judge Edith Jones of Houston, TX, after she called certain racial groups like African Americans and Hispanics "predisposed to crime."
14	World Blood Donor Day
15	UN World Elder Abuse Awareness Day
16	1964: The Ku Klux Klan attacks the Mt. Zion Church in Neshoba County, MS, assaults the congregation, and burns the church to the ground.
17	2011: The first UN resolution on sexual orientation and gender identity is adopted.
18	1968: The US Supreme Court bans racial discrimination in housing sales and rentals.
19	2013: The lower house of Russia's parliament passes a bill that severely limits freedom of expression, assembly and association for LGBT people.
20	UN World Refugee Day
21	World Peace and Prayer Day
22	1999: The US Supreme Court rules that unjustified isolation of disabled individuals qualifies as discrimination based on disability.
23	1972: Title IX of the Education Amendments bans gender discrimination in schools.
24	2012: For the first time ever, Saudi Arabia allows women to compete on their national team at the Olympics.
25	1981: The US Supreme Court decides that America's male-only draft registration is constitutional.
26	UN International Day against Drug Abuse and Illicit Trafficking
27	Helen Keller Day (her birthday)
28	1970: What is considered America's first gay pride parade is held in New York City.

29	1992: The Supreme Court, in reference to Roe vs. Wade, says that while states are prohibited from banning most abortions, they do have the authority to impose some regulations.
30	1966: The National Organization for Women is founded in the US.

July

1	2003: The UN International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families enters into force.
2	1964: President Johnson signs the Civil Rights Act.
3	1962: Jackie Robinson is the first African American player inducted into the National Baseball Hall of Fame.
4	US Independence Day
5	1975: Arthur Ashe defeats Jimmy Connors, becoming the first African American to win a Wimbledon singles title.
6	1938: An international conference is held in France to manage the exodus of tens of thousands of Jews from Austria and Germany. No country is willing to accept the Jewish refugees.
7	2005: Terrorist attacks on London in the form of al Qaeda suicide bombings kill 52 people and injure 700 more.
8	1876: Six black men and one white man are killed in Hamburg, SC, in a violent confrontation between a white mob and an African American militia.
9	1868: The 14th Amendment to the US Constitution grants due process and equal protection under the law to African Americans.
10	1991: US President Bush lifts American economic sanctions against South Africa because of its "profound transformation" toward racial equality.
11	World Population Day
12	1967: Race riots begin in Newark, NJ, that will leave 26 dead, hundreds injured, and between \$10 and \$15 million in property damage over the next five days.
13	2013: Gunmen ambush a UN group in the Darfur region of Sudan, killing seven UN Tanzanian peace-keeping troops.
14	2008: The UN International Criminal Court files genocide charges against al-Bashir, president of Sudan, for a five-year campaign of violence in Darfur.
15	2009: Human rights activist Natalia Estemirova is abducted and killed in Chechnya. She had been gathering eyewitness accounts of Russia's crimes against humanity in the Chechen conflicts.
16	1937: Buchenwald concentration camp, near Weimar, in Germany, opens.
17	1998: An international treaty is ratified that permanently establishes the International Criminal Court (ICC) to prosecute genocide, crimes against humanity, and war crimes.
18	Nelson Mandela International Day (his birthday, born 1918)
19	1848: In Seneca Falls, NY, 300 people attend the first convention held to discuss women's rights: 68 women and 32 men sign the "Declaration of Sentiments"—the first formal demand made in the US for women's right to vote.
20	1944: A plot by Hitler's senior army officers to assassinate him fails.
21	2012: Russian President Putin signs a new law requiring nongovernmental organizations (NGOs) who have overseas funding and are involved in undefined "political activities" to register as "foreign agents."
22	1933: Caterina Jarboro sings "Aida" at the Metropolitan Opera House in New York City, becoming the first African American prima donna of an opera company.
23	1967: Detroit, MI, erupts into a bloody race riot that continues for five days and leaves over 40 people dead.
24	1929: US President Hoover proclaims the Kellogg-Briand Pact, renouncing war as a tool of foreign policy.
25	2007: India's first woman president is sworn in, Pratibha Patil.
26	1948: President Truman desegregates the US military.
27	National Korean War Veterans Armistice Day
28	1982: San Francisco, CA, is the first American city to ban handguns.
29	1970: The National Grape Boycott organized by the UFWOC results in contracts with most California growers.
30	UN International Day of Friendship
31	1932: The Nazi Party in Germany wins more than 38% of the vote in the elections.

August

1	1942: Switzerland closes its borders to "racial refugees" and 24,000 Jews are turned away.
2	1943: An uprising by 750 Jewish workers at the Treblinka concentration camp allows 70 prisoners to escape.
3	2009: Bolivia is the first country in South America to declare the right of indigenous people to govern themselves.
4	1964: The bodies of three civil-rights workers—two white, one black—are found in an earthen dam six weeks after they disappeared in Mississippi.
5	1992: Federal civil rights charges are filed against four Los Angeles police officers for beating Rodney King in Los Angeles. Later, two of the officers are convicted and jailed for civil rights violations.
6	1965: President Johnson signs the Voting Rights Act of 1965.
7	Transgender International Rights and Education Day
8	1942: The Nazis' plan to exterminate all Jewish people in Europe is exposed.
9	UN International Day of the World's Indigenous Peoples
10	1988: President Ronald Reagan signs a bill to pay reparations to Japanese Americans for their internment during World War II.
11	1965: The Watts Race Riots begin in Los Angeles, CA. By the time the violence ends, at least 34 people will be dead, 1000 will be wounded, and more than 600 buildings will be damaged or destroyed.
12	UN International Youth Day
13	2004: A refugee camp in Gatumba is the scene of one of the largest civilian massacres in Burundi when at least 152 Congolese civilians are killed and another 106 are wounded.
14	2014: Jewish people in the Ukrainian city of Donetsk, where pro-Russian militants have taken over government buildings, are told they have to register with the Ukrainians who are trying to make the city become part of Russia.
15	2000: A group of 100 people from North Korea arrive in South Korea and 100 South Koreans visit the North for brief reunions with family members they had not seen in 50 years.
16	2003: Idi Amin, the former dictator of Uganda, dies in Saudi Arabia.
17	1938: The German government requires all Jewish people to have their passports stamped with a red J so that Swiss and British immigration officials will be able to spot would-be asylum seekers.
18	1935: Marriages between non-Aryans and Aryans are forbidden in Germany.
19	UN World Humanitarian Day
20	1964: US President Lyndon Johnson signs the Economic Opportunity Act into law, devoting almost \$1 billion to programs for helping the poor.
21	1939: Five young African Americans stage the nation's first sit-in at a public library in Alexandria, VA.
22	1933: Joseph Goebbels establishes the Reich Chamber of Culture in Germany, which leads to the prevention of Jews from working in broadcasting, cinema, theatre, music, and the press.
23	International Day for the Remembrance of the Slave Trade and Its Abolition
24	1959: Hiram L. Fong is sworn in as the first Chinese American US senator and Daniel K. Inouye is sworn in as the first Japanese American US representative, three days after Hawaii is declared a state.
25	2010: Amnesty International activists are arrested for distributing flyers outside of a U2 concert in Moscow.
26	Women's Equality Day
27	1955: Emmett Till is kidnapped and killed in Mississippi.
28	1963: The March on Washington
29	UN International Day against Nuclear Tests
30	UN International Day of the Victims of Enforced Disappearances
31	2001: The UN World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance begins.

September

1	1939: Germany invades Poland, triggering World War II.
2	1998: The International Criminal Tribunal for Rwanda (ICTR) issues the world's first conviction for genocide when Jean-Paul Akayesu is judged guilty of genocide and crimes against humanity.
3	1941: The Nazis carry out the first experimental gassings at Auschwitz.
4	1957: Nine African American students try to integrate Central High in Little Rock, AR, but are turned away.
5	UN International Day of Charity
6	1941: Jewish people over the age of six in German-occupied areas are ordered to wear the Star of David with the word "Jew."
7	1968: A protest at the Miss America pageant by a group called the New York Radical Women brings widespread media attention to women's liberation issues.
8	International Literacy Day
9	2004: US Secretary of State Colin Powell testifies before the Senate Foreign Relations Committee that "genocide has been committed in Darfur and that the Government of Sudan and the Janjaweed bear responsibility--and that genocide may still be occurring."
10	2012: Russian authorities deny a permit for an LGBT pride parade, claiming that the public reacts "negatively" to LGBT rallies.
11	Patriot Day in the United States
12	UN Day for South-South Cooperation
13	2007: The UN adopts the Declaration on the Rights of Indigenous Peoples.
14	1948: A groundbreaking ceremony takes place in New York City at the future site of the United Nations' world headquarters.
15	1963: Four young girls at Sunday school are killed when a bomb explodes at the Sixteenth Street Baptist Church in Birmingham, AL.
16	1969: The first "Chicano Liberation Day" is organized by Corky Gonzalez and the Crusade for Justice.
17	1958: Martin Luther King, Jr.'s first book <i>Stride Toward Freedom: The Montgomery Story</i> is published.
18	1963: Martin Luther King, Jr., delivers the eulogy at the funerals of three of the four children that were killed during the September 15 th bombing of the Sixteenth Street Baptist Church in Birmingham, AL.
19	2012: Russia expels the United States Agency for International Development (USAID) because the agency has "tried to affect the course of the political process."
20	1958: Martin Luther King, Jr., is stabbed with a letter opener at a bookstore in New York and survives.
21	UN International Day of Peace
22	1906: Atlanta, GA, erupts into race riots with horrifying violence which will leave dozens of African Americans dead.
23	2011: The European Union imposes additional sanctions against Syria, due to "the continuing brutal campaign" by the government against its own people.
24	1957: President Eisenhower sends federal soldiers to Little Rock, AR, to protect the nine African American students trying to go to Central High School.
25	1957: After weeks of threats and violence, nine African American teenagers attend their first full day of school at Central High in Little Rock, AR--marking the official integration of the Little Rock school district.
26	2013: Reports surface that Russian security forces boarded a Greenpeace ship and detained around 30 activists, holding the crew at gunpoint and disabling their communications.
27	1940: African American leaders protest against discrimination in the US military.
28	2007: The UN establishes the Mandate on Contemporary Forms of Slavery, its Causes and Consequences.
29	1941: On the outskirts of Kiev (now in Ukraine), 33,771 Jewish people are shot in just two days.
30	2010: The UN establishes the Mandate on the Rights to Freedom of Peaceful Assembly and of Association.

October

1	1962: James Meredith becomes the first African American student at the University of Mississippi.
2	UN International Day of Non-Violence
3	1949: The first African American-owned radio station, WERD, opens in Atlanta.
4	1933: In Germany, Propaganda Minister Joseph Goebbels orders the removal of non-Aryan editors from German newspapers.
5	World Teachers' Day
6	1954: E.L. Lyon becomes the first male nurse in the US Army.
7	2006: Journalist and human rights defender Anna Politkovskaya is shot and killed in Moscow after reporting about human rights violations in Chechnya and other parts of Russia.
8	1939: The first Jewish ghetto is established in Poland.
9	1974: Oskar Schindler, who is credited with saving the lives of about 1,200 Jews during the Holocaust, dies in Frankfurt, Germany.
10	World Mental Health Day
11	UN International Day of the Girl Child
12	1959: Atlanta's oldest synagogue, the Hebrew Benevolent Congregation, known as the Temple, is bombed.
13	UN International Day for Disaster Reduction
14	1979: The National March on Washington for Lesbian and Gay Rights demands equal civil rights and urges for protective civil rights legislature.
15	UN International Day of Rural Women
16	World Food Day
17	UN International Day for the Eradication of Poverty
18	1968: Two African American athletes, Tommie Smith and John Carlos, are suspended by the US Olympic Committee for giving a "black power" salute during an Olympic ceremony in Mexico City.
19	1960: Martin Luther King, Jr. and dozens of other activists arrested during a sit-in demonstration at Rich's department store in Atlanta, GA.
20	2007: The UN General Assembly approves a resolution condemning a government crackdown in Myanmar and asks for the release of political protesters.
21	2013: Two Connecticut police officers are found guilty of violating the civil rights of Latinos after a federal investigation uncovers a culture of bias within the police department.
22	1998: Pakistan's carpet weaving industry announces that they will begin to phase out child labor.
23	1947: The NAACP files a petition in the UN protesting the treatment of blacks in the US, called "An Appeal to the World."
24	United Nations Day
25	1940: Benjamin O. Davis, Sr., becomes the first African American general officer of the US Army.
26	2001: The US Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (PATRIOT) Act is signed into law.
27	World Day for Audiovisual Heritage
28	2009: President Barack Obama signs the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act into law.
29	1969: The US Supreme Court orders an immediate end to all school segregation in America.
30	1953: US General George C. Marshall is awarded the Nobel Peace Prize.
31	1961: A federal judge rules that the laws in Birmingham, AL, against integrated playing fields are illegal.

November

1	1960: Civil rights activists protest against segregated lunch counters outside Rich's department store in Atlanta, GA.
2	UN International Day to End Impunity for Crimes against Journalists
3	1992: Carol Moseley-Braun becomes the first African American woman elected to the US Senate.
4	1968: The United Mexican American Students (UMAS) and the Black Student Union (BSU) unite.
5	2010: For the first time, the UN reviews the United States for human rights violations, including treatment of migrant workers, racial profiling, and capital punishment.
6	UN International Day for Preventing the Exploitation of the Environment in War and Armed Conflict
7	1962: Eleanor Roosevelt dies from tuberculosis at the age of 78.
8	1994: The UN Security Council sets up the International Criminal Tribunal for Rwanda to investigate the Rwandan genocide.
9	Kristallnacht, International Day Against Fascism and Anti-Semitism
10	UN World Science Day for Peace and Development
11	1950: Gay rights activist Harry Hay founds America's first national gay rights organization.
12	1940: The Supreme Court rules in favor of an African American man who had bought a house in a formerly whites-only neighborhood.
13	1956: The US Supreme Court rules that bus segregation is illegal.
14	2012: Russia passes the "Federal Law concerning Treason and Espionage," which allows for arbitrary interpretation and application, posing a danger to Russian human rights activists who cooperate with international organizations.
15	1998: Civil rights activist Stokely Carmichael dies.
16	UN International Day for Tolerance
17	1988: Benazir Bhutto, elected in the first democratic elections in Pakistan in 11 years, is the first woman leader of an Islamic country.
18	FBI director J. Edgar Hoover calls Martin Luther King, Jr., "the most notorious liar in the country." A week later he claims that SCLC is "spearheaded by Communists and moral degenerates."
19	UN World Toilet Day
20	UN Universal Children's Day
21	UN World Television Day
22	UN Africa Industrialization Day
23	1939: All Polish Jews are required to wear a yellow star on their clothing for easy identification by the Nazis.
24	1940: The Nazis close off the Jewish ghetto in Warsaw, Poland, which will cause the population to drop from 350,000 to 70,000 over the next three years from starvation, disease, and deportations to concentration camps.
25	UN International Day for the Elimination of Violence against Women
26	1979: The International Olympic Committee votes to re-admit China after a 21-year absence.
27	1967: Martin Luther King, Jr., announces his plans for the "Poor People's Campaign" to focus on jobs and freedom for the poor of all races.
28	On this day in 1978: The Iranian government bans religious marches.
29	UN International Day of Solidarity with the Palestinian People
30	1993: US President Clinton signs the Brady Bill into law, which requires background checks and a five-day waiting period for handgun purchases.

December

1	1955: Rosa Parks refuses to give up her seat on a bus in Montgomery, AL.
2	UN International Day for the Abolition of Slavery
3	UN International Day of Persons with Disabilities
4	1938: El Congreso del Pueblo de Habla Española (The Spanish-Speaking Peoples Congress) holds its first conference in Los Angeles.
5	1955: Martin Luther King, Jr., is elected to lead the Montgomery Improvement Association and becomes the leader of the bus boycott.
6	1865: The 13th Amendment to the US Constitution abolishes slavery.
7	1998: The UN evacuates 14 peacekeepers in central Angola trapped by the fighting between army and rebel forces.
8	1941: The mass killing of Jews by poison gas at Chelmno, in German-annexed Poland, begins.
9	UN International Anti-Corruption Day
10	Human Rights Day: The Universal Declaration of Human Rights is adopted by the UN.
11	1946: The UN International Children's Emergency Fund (UNICEF) is established by the UN General Assembly to provide relief to children in countries devastated by war.
12	2013: A US military drone strike accidentally attacks a wedding party in Yemen, mistaking the group for al Qaeda terrorists, and kills over a dozen people in the party.
13	2011: Moncef Marzouki is sworn in as president of Tunisia after winning the first free elections in the country's modern history.
14	1994: Nelson Mandela's autobiography <i>Long Walk to Freedom</i> is released.
15	US Bill of Rights Day
16	1961: Martin Luther King, Jr., Ralph David Abernathy, and other protestors are arrested in Albany, GA.
17	1979: Arthur McDuffie, a black insurance executive, is fatally beaten in Miami, FL, by four white police officers who are later acquitted of his death.
18	UN International Migrants Day
19	1986: The Soviet Union announces that it has freed human rights activist Andrei Sakharov from internal exile and pardoned his wife, Yelena Bonner.
20	1993: The UN General Assembly votes unanimously to create the post of UN High Commissioner for Human Rights.
21	1988: Pan Am Flight 103 explodes 31,000 feet over Lockerbie, Scotland, 38 minutes after takeoff from London. 259 people on board are killed, along with 11 people on the ground. Libya is eventually found responsible for the act of terrorism.
22	1989: Romania's hard-line Communist ruler, Nicolae Ceausescu, is overthrown.
23	1994: The United Nations declares a "Decade for Human Rights Education."
24	1865: A group of veterans from the Confederate Army form the Ku Klux Klan in Pulaski, TN.
25	1989: Poet, playwright, and human rights activist Vaclav Havel is elected president of Czechoslovakia.
26	1872: Susan B. Anthony votes in an election to test whether the 14th Amendment would guarantee women the right to vote. She will be tried the following June and found guilty of "unlawful voting."
27	1978: After 40 years of dictatorship, Spain becomes a democracy and adopts a new constitution.
28	2005: A US immigration judge orders John Demjanjuk deported to Ukraine for his crimes against humanity during World War II.
29	1989: Vaclav Havel is chosen as president of Czechoslovak after the collapse of the communist regime.
30	1997: More than 400 people in four villages are massacred in the single worst day of Algeria's civil war.
31	1946: US President Truman officially declares the end of hostilities in World War II.

Timeline of Civil and Human Rights Declarations

The devastation of World War II and the epic scale of the Holocaust generated a groundbreaking, worldwide response resulting in the creation of the United Nations (UN). The UN is a global institution devoted to international peace and security, economic development, and universal human rights. The United Nations was formed in 1945 with a charter that “reaffirms faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small.” Starting in the late 1940s, UN member governments set about developing global standards on how the world would respond to atrocities like the Holocaust in the future.

This chart lists international human rights treaties and declarations in addition to American Civil Rights laws adopted after the UN was formed. Many of these are featured in the exhibitions at the Center for Civil and Human Rights. For your information, a key for the groups and agencies appearing in the “Source” column follows the chart.

This timeline offers an extensive chronology of essential moments in national and international history. It reveals the connection between civil rights issues in the US and the development of human rights in the world. You can use this data as writing prompts and research project topics in your classroom.

Date	Law or Treaty	Source
1948	American Declaration of the Rights and Duties of Man	OAS
1948	Universal Declaration of Human Rights	UN
1951	Convention Relating to the Status of Refugees	UN CRSR
1957	Civil Rights Act of 1957	USA
1960	Civil Rights Act of 1960	USA
1960	Executive Order 10925	USA
1963	Equal Pay Act	USA
1964	Civil Rights Act of 1964	USA
1964	24th Amendment	USA
1965	International Convention on the Elimination of All Forms of Racial Discrimination	UN CERD
1965	Voting Rights Act	USA
1966	International Covenant on Civil and Political Rights	UN CCPR
1966	International Covenant on Economic, Social and Cultural Rights	UN CESCR
1967	Age Discrimination in Employment Act	USA
1968	Architectural Barriers Act	USA
1968	Civil Rights Act of 1968	USA
1975	Declaration on the Rights of Disabled Persons	UN
1979	Convention on the Elimination of All Forms of Discrimination against Women	UN CEDAW
1984	Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment	UN CAT
1986	Declaration on the Right to Development	UN
1988	Fair Housing Amendments Act	USA

1989	Convention on the Rights of the Child	UN CRC
1989	Air Carriers Access Act	USA
1990	Cairo Declaration of Human Rights in Islam	OIC
1990	International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families	UN CRMW
1990	Americans with Disabilities Act	USA
1991	Civil Rights Act of 1991	USA
1993	Vienna Declaration and Programme of Action	WCHR
1998	Declaration of Human Duties and Responsibilities	UNESCO
2000	UN Millennium Declaration	UN
2001	Universal Declaration on Cultural Diversity	UNESCO
2006	International Convention for the Protection of All Persons from Enforced Disappearance	UN CED
2006	Convention on the Rights of Persons with Disabilities	UN CRPD
2007	Declaration on the Rights of Indigenous Peoples	UN
2008	Declaration on Sexual Orientation and Gender Identity	UN

Key:

OAS	Organization of American States
OIC	Organization of Islamic Cooperation
UN	United Nations
UN CAT	Committee Against Torture
UN CCPR	Convention on Civil and Political Rights
UN CED	Committee on Enforced Disappearances
UN CEDAW	Committee on the Elimination of Discrimination against Women
UN CERD	Committee on the Elimination of Racial Discrimination
UN CESC	Committee on Economic, Social and Cultural Rights
UN CRC	Convention on the Rights of the Child
UN CRMW	Committee on Rights of Migrant Workers
UN CRPD	Committee on the Rights of Persons with Disabilities
UN CRSR	Convention Relating to the Status of Refugees
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
WCHR	World Conference on Human Rights

Curriculum Correlations

We know how important it is for you to justify field trips and document how instructional time is spent outside of your classroom. With that in mind, both the activities in this Teacher's Guide and the experiences your class will have during their field trip to the Center for Civil and Human Rights have been correlated to the Common Core State Standards for Mathematics and English Language Arts along with the Next Generation Science Standards and the C3 Framework for Social Studies State Standards. These standards are arranged by grade level and then by content area.

Following the national curricula in each grade level, you will find the Georgia Performance Standards and the Georgia Standards of Excellence. In addition, specific requirements are provided for Alabama, Florida, North Carolina, South Carolina, and Tennessee.

GRADE 3

Common Core State Standards for Mathematics

CCSS.Math.Content: 3.OA.A.1, 3.OA.A.3, 3.OA.C.7, 3.OA.D.8, 3.OA.D.9, 3.NBT.A.1, 3.NF.A.1, 3.NF.A.3.d, 3.MD.A.2, 3.MD.B.3

CCSS.Math.Practice: MP1, MP2, MP3, MP6

Common Core State Standards for English Language Arts and Literacy

CCSS.ELA-Literacy: RI.3.1, RI.3.3, RI.3.4, RI.3.7, RI.3.10, W.3.1, W.3.2, W.3.3, W.3.4, W.3.7, W.3.9, SL.3.1, SL.3.2, SL.3.4, L.3.6

C3 Framework for Social Studies State Standards

Developing Questions & Planning Inquiries: D1.1.3-5., D1.2.3-5., D1.3.3-5.

Civics: D2.Civ.2.3-5., D2.Civ.4.3-5., D2.Civ.6.3-5., D2.Civ.7.3-5., D2.Civ.10.3-5., D2.Civ.12.3-5., D2.Civ.13.3-5., D2.Civ.14.3-5.

Geography: D2.Geo.2.3-5., D2.Geo.3.3-5., D2.Geo.5.3-5., D2.Geo.6.3-5., D2.Geo.9.3-5., D2.Geo.10.3-5., D2.Geo.11.3-5.

History: D2.His.2.3-5., D2.His.3.3-5., D2.His.4.3-5., D2.His.5.3-5., D2.His.10.3-5., D2.His.12.3-5., D2.His.14.3-5., D2.His.16.3-5.

Evaluating Sources & Finding Evidence: D3.1.3-5., D3.4.3-5.

Communicating Conclusions & Taking Informed Action: D4.1.3-5., D4.2.3-5., D4.6.3-5., D4.7.3-5.

Next Generation Science Standards

Physical Science: 3-PS2-2., 3-PS2-4.

Life Science: 3-LS4-4.

Engineering, Technology, & Applications of Science: 3-5-ETS1-1., 3-5-ETS1-2.

Georgia

Mathematics: MGSE3.OA.1, MGSE3.OA.3, MGSE3.OA.7, MGSE3.OA.8, MGSE3.OA.9, MGSE3.NBT.1, MGSE3.NF.1, MGSE3.NF.3, MGSE3.MD.2, MGSE3.MD.3

English Language Arts: ELAGSE3RI1, ELAGSE3RI3, ELAGSE3RI4, ELAGSE3RI7, ELAGSE3RI10, ELAGSE3W1, ELAGSE3W2, ELAGSE3W3, ELAGSE3W4, ELAGSE3W7, ELAGSE3W9, ELAGSE3SL1, ELAGSE3SL2, ELAGSE3SL4, ELAGSE3L6

Social Studies: SS3H2, SS3G2

Science: S3CS2, S3CS4

Fine Arts: M3GM.8, M3GM.9, VA3C.1

Alabama

Social Studies: 1, 2, 4, 6, 11

Science: 4, 5

Technology Education: 8

Florida

Social Studies: SS.3.A.1.1, SS.3.A.1.2, SS.3.A.1.3, SS.3.C.2.1, SS.3.G.1.1SS.3.G.1.6

Science: SC.3.N.1.3, SC.3.N.1.6

Music: MU.3.C.1.2, MU.3.H.2.1

North Carolina

Social Studies: 3.H.1.1, 3.H.1.2, 3.H.1.3, 3.H.2.1, 3.H.2.2, 3.G.1.1, 3.G.1.2, 3.G.1.6, 3.C&G.2.1

Science: 3.E.2.1

Arts Education: Music 3.CR.1.1, 3.CR.1.2; Visual Arts 3.CX.1.2, 3.CX.2.2

Information & Technology: 3.IN.1.1, 3.TT.1.1

South Carolina

Social Studies: 3-4.6, 3-5.1, 3-5.5

Science: 3.S.1A.1, 3.S.1A.4, 3.S.1A.5, 3.S.1A.7, 3.S.1A.8, 3.S.1B, 3.P.2A.1, 3.E.4A.3, 3.E.4B.4

Visual & Performing Arts: MG3-5.1, VA3-3.1, VA3-6.1

Tennessee

Social Studies: 3.1, 3.2, 3.9, 3.13, 3.16, 3.17, 3.30, 3.32, 3.47, 3.48, 3.57, 3.58, 3.59

Science: GLE 0307.Inq.3, GLE 0307.T/E.1, GLE 0307.9.3, GLE 0307.11.2

Fine Arts: Music 8.1, 8.2, 9.1

Computer Technology: 3.3.1, 3.5.1, 3.6.1, 3.6.2

GRADE 4

Common Core State Standards for Mathematics

CCSS.Math.Content: 4.OA.A.1, 4.OA.A.3, 4.OA.C.5, 4.NBT.A.3m, 4.NBT.B.6, 4.NF.C.6, 4.MD.A.1, 4.MD.A.2

CCSS.Math.Practice: MP1, MP2, MP3, MP6

Common Core State Standards for English Language Arts and Literacy

CCSS.ELA-Literacy: RI.4.1, RI.4.3, RI.4.4, RI.4.7, RI.4.10, W.4.1, W.4.2, W.4.3, W.4.4, W.4.7, W.4.9, SL.4.1, SL.4.2, SL.4.4

C3 Framework for Social Studies State Standards

Developing Questions & Planning Inquiries: D1.1.3-5., D1.2.3-5., D1.3.3-5.

Civics: D2.Civ.2.3-5., D2.Civ.4.3-5., D2.Civ.6.3-5., D2.Civ.7.3-5., D2.Civ.10.3-5., D2.Civ.12.3-5., D2.Civ.13.3-5., D2.Civ.14.3-5.

Geography: D2.Geo.2.3-5., D2.Geo.3.3-5., D2.Geo.5.3-5., D2.Geo.6.3-5., D2.Geo.9.3-5., D2.Geo.10.3-5., D2.Geo.11.3-5.

History: D2.His.2.3-5., D2.His.3.3-5., D2.His.4.3-5., D2.His.5.3-5., D2.His.10.3-5., D2.His.12.3-5., D2.His.14.3-5., D2.His.16.3-5.

Evaluating Sources & Finding Evidence: D3.1.3-5., D3.4.3-5.

Communicating Conclusions & Taking Informed Action: D4.1.3-5., D4.2.3-5., D4.6.3-5., D4.7.3-5.

Next Generation Science Standards

Earth's Systems: 4-ESS3-2.

Engineering, Technology, & Applications of Science: 3-5-ETS1-1., 3-5-ETS1-2.

Georgia

Mathematics: MGSE4.OA.1, MGSE4.OA.3, MGSE4.OA.5, MGSE4.NBT.3, MGSE4.NBT.6, MGSE4.NF.6, MGSE4.MD.1, MGSE4.MD.2

English Language Arts: ELAGSE4RI1, ELAGSE4RI3, ELAGSE4RI4, ELAGSE4RI7, ELAGSE4RI10, ELAGSE4W1, ELAGSE4W2, ELAGSE4W3, ELAGSE4W4, ELAGSE4W7, ELAGSE4W9, ELAGSE4SL1, ELAGSE4SL2, ELAGSE4SL4

Social Studies: SS4CG4, SS4CG5

Science: S4CS2, S4CS4, S4P3

Fine Arts: M4GM.8, M4GM.9, VA4C.1

Alabama

Social Studies: 9, 10, 14, 15

Science: 4

Arts Education: Visual Arts 7, 8

Technology Education: 8

Florida

Social Studies: SS.4.A.1.1, SS.4.A.1.2, SS.4.A.8.1, SS.4.A.8.2, SS.4.C.2.2, SS.4.C.2.3, SS.4.G.1.4

Science: SC.4.E.6.3, SC.4.N.1.4, SC.4.N.1.6, SC.4.P.8.2

Visual Art: VA.4.C.1.2, VA.4.H.1.1

Music: MU.4.H.3.1, MU.4.O.1.1, MU.4.O.3.1

North Carolina

Social Studies: 4.H.1.3, 4.C&G.2.2, 4.C&G.2.3

Science: 4.L.1.3

Arts Education: Music 4.CR.1.2; Visual Arts 4.CX.2.2

Information & Technology: 4.SI.1.1, 4.SI.1.2, 4.IN.1.1, 4.TT.1.1

South Carolina

Social Studies: 4-4.3

Science: 4.S.1A.1, 4.S.1A.4, 4.S.1A.5, 4.S.1A.7, 4.S.1A.8, 4.S.1B

Visual & Performing Arts: MG4-5.1, VA4-3.1, VA4-6.1

Tennessee

Social Studies: 4.41

Science: GLE 0407.Inq.3, GLE 0407.T/E.1

Fine Arts: Music 8.1, 8.2, 9.1

Computer Technology: 4.3.1, 4.5.1, 4.6.1, 4.6.2

GRADE 5

Common Core State Standards for Mathematics

CCSS.Math.Content: 5.OA.B.3, 5.NBT.A.1, 5.NBT.A.4, 5.MD.A.1, 5.MD.C.3, 5.MD.C.5

CCSS.Math.Practice: MP1, MP2, MP3, MP6

Common Core State Standards for English Language Arts and Literacy

CCSS.ELA-Literacy: RI.5.1, RI.5.3, RI.5.4, RI.5.6, RI.5.7, RI.5.10, W.5.1, W.5.2, W.5.3, W.5.4, W.5.7, W.5.9, SL.5.1, SL.5.2

C3 Framework for Social Studies State Standards

Developing Questions & Planning Inquiries: D1.1.3-5., D1.2.3-5., D1.3.3-5.

Civics: D2.Civ.2.3-5., D2.Civ.4.3-5., D2.Civ.6.3-5., D2.Civ.7.3-5., D2.Civ.10.3-5., D2.Civ.12.3-5., D2.Civ.13.3-5., D2.Civ.14.3-5.

Geography: D2.Geo.2.3-5., D2.Geo.3.3-5., D2.Geo.5.3-5., D2.Geo.6.3-5., D2.Geo.9.3-5., D2.Geo.10.3-5., D2.Geo.11.3-5.

History: D2.His.2.3-5., D2.His.3.3-5., D2.His.4.3-5., D2.His.5.3-5., D2.His.10.3-5., D2.His.12.3-5., D2.His.14.3-5., D2.His.16.3-5.

Evaluating Sources & Finding Evidence: D3.1.3-5., D3.4.3-5.

Communicating Conclusions & Taking Informed Action: D4.1.3-5., D4.2.3-5., D4.6.3-5., D4.7.3-5.

Next Generation Science Standards

Earth's Systems: 5-ESS3-1.

Engineering, Technology, & Applications of Science: 3-5-ETS1-1., 3-5-ETS1-2.

Georgia

Mathematics: MGSE5.OA.3, MGSE5.NBT.1, MGSE5.NBT.4, MGSE5.MD.1, MGSE5.MD.3, MGSE5.MD.5

English Language Arts: ELAGSE5RI1, ELAGSE5RI3, ELAGSE5RI4, ELAGSE5RI6, ELAGSE5RI7, ELAGSE5RI10, ELAGSE5W1, ELAGSE5W2, ELAGSE5W3, ELAGSE5W4, ELAGSE5W7, ELAGSE5W9, ELAGSE5SL1, ELAGSE5SL2

Social Studies: SS5H2, SS5H6, SS5H8, SS5H9, SS5CG1, SS5CG3

Science: S5CS2, S5CS4

Fine Arts: M5GM.8, M5GM.9, VA5C.1

Alabama

Social Studies: 12

Arts Education: Music 14

Technology Education: 8

Florida

Social Studies: SS.5.A.1.1, SS.5.A.1.2, SS.5.C.1.3, SS.5.C.2.3, SS.5.C.2.5, SS.5.C.3.6, SS.5.G.1.1, SS.5.G.1.4, SS.5.G.4.1, SS.5.G.4.2

Science: SC.5.N.1.1, SC.5.P.13.1

Visual Art: VA.5.C.3.3, VA.5.H.1.1

Music: MU.5.C.3.1, MU.5.H.2.1

North Carolina

Social Studies: 5.H.2.2, 5.C&G.2.3, 5.C&G.2.4, 5.C.1.4

Science: 5.P.1.1, 5.P.1.4

Arts Education: Music 5.CR.1.1, 5.CR.1.2; Visual Arts 5.CX.1.1

Information & Technology: 5.SI.1.1, 5.SI.1.2, 5.IN.1.1, 5.TT.1.1

South Carolina

Social Studies: 5-1.2, 5-3.2, 5-4.7, 5-5.3, 5-5.4, 5-6.2, 5-6.3, 5-6.4

Science: 5.S.1A.1, 5.S.1A.4, 5.S.1A.5, 5.S.1A.7, 5.S.1A.8, 5.S.1B, 5.P.2B.6, 5.P.5A.2

Visual & Performing Arts: MG5-5.1, MG5-6.4, VA5-3.1, VA5-6.1

Tennessee

Social Studies: 5.18, 5.20, 5.23, 5.24, 5.40, 5.41, 5.54, 5.57, 5.60, 5.65, 5.66, 5.73

Science: GLE 0507.Inq.3, GLE 0507.T/E.1, GLE 0507.2.3

Fine Arts: Music 8.1, 8.2, 9.1

Computer Technology: 4.3.1, 4.5.1, 4.6.1, 4.6.2