

<http://www.loc.gov/pictures/item/2017755097/>

## Ruby Bridges: Kids Are Heroes Too

### Overview/Prior Knowledge

Students will analyze and evaluate primary sources about the Civil Rights Movement. These primary sources include photos and letters. The students will use the information presented in the primary source documents and additional texts to create diary entries about Ruby Bridges walking to school escorted by U.S. Marshalls from both the perspectives of Ruby and other students attending the school. Students will be evaluated on their ability to accurately analyze the primary sources and to accurately write about the events from the correct perspective.

### Objectives

- Students will compare and contrast the struggles of racial equality during the Civil Rights Movement and today.
- Students will analyze primary source documents to gain a better understanding of the Civil Rights Movement.
- Students will create diary entries from varying points of view describing events during the Civil Rights Movement.

### Time Required

Five 45-minute periods.

### Recommended Grade Range

4-6

### Subject/Sub-Subject

Civil Rights/Social Studies, English Language Arts

## Standards

### ***Social Studies***

*Mississippi:* 4. Understand the roles, rights, and responsibilities of Mississippi citizens.

- a. Distinguish between acceptable and unacceptable behaviors of a responsible citizen.
- b. Identify historical figures, circumstances, and conditions related to the struggle for civil/human rights and their impact on Mississippi's society.
- c. Compare and contrast the benefits and challenges on unity and diversity among citizens of Mississippi.

### ***English Language Arts***

CCSS ELA WRITING STANDARDS:

W4.10 Write routinely over extended and shorter time frames for discipline specific tasks, purposes, audiences

CCSS ELA SPEAKING AND LISTENING STANDARDS:

SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS ELA READING STANDARDS:

RI. 4.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing conclusions.

RI4.2 Determine the main idea of text and explain how it is supported by key details; summarize.

RI4.3 Explain events, procedures, ideas, or concepts in historical, scientific, or technical text.

RI4.6 Compare and contrast a firsthand and secondhand account of the same event or topic, describe the differences in focus and the information provided.

RI4.7 Interpret information presented visually, orally, or quantitatively; how does it contribute to understanding.

RI4.9 Integrate information on two texts on the same topic.

## **Library of Congress - Teaching with Primary Sources Skills:**

- Identify details when observing a primary source(s)
- Connect primary sources to self, family, and/or community
- Ask questions related to observations and the topic of a primary source
- Identify points of view with primary sources
- Make comparisons with primary sources
- Consider issues of cause and effect, context, and/or continuity change
- Express learning in a variety of ways using primary sources

## **Highlighted Strategies:**

- T-Chart (see, think, feel)
- Library of Congress Observe, Reflect, Question

## Credits

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## Materials

- Primary Sources – See Resource Guide at the end of this document.
- Norman Rockwell in the Age of the Civil Rights Movement (Google Cultural Institute) - Norman Rockwell Museum - The Home for American Illustration. (2017, March 01). Retrieved August 21, 2017, from <http://www.nrm.org/2016/01/norman-rockwell-in-the-age-of-the-civil-rights-movement/>
- *The Story of Ruby Bridges* by Robert Coles

## Procedures

### Introduction

- The teacher will display a sign on the board that reads “Only students wearing a yellow school shirt will be allowed to play on the big playground. All others must play on the small annex playground today.” Have students discuss in groups what this means to them, why this would happen, and discuss their views on this news. After students have had time to share within groups and whole class, TTW share with students that this was a simulated exercise that mirrors the topic of study they are beginning. TTW note any misconceptions of content for future remediation.
- The teacher will distribute copies of *Ruby Bridges Goes to School: My True Story* by Ruby Bridges. Before reading, TTW have students take a picture walk through the book and discuss what they notice in small groups. Groups will share observations as a whole group while the teacher records thoughts on chart paper.

### During

#### Introducing Ruby Bridges

- The students will read *Ruby Bridges Goes to School: My True Story* (independently or in partners) within their groups and discuss and record observations on a T-Chart (see, think, feel). The groups will share with the whole class and the teacher will show similarities and differences in responses.
- The teacher will ask, “What are U.S. Marshalls? How do you think Ruby felt while being escorted to school by U.S. Marshalls? What evidence from the text supports your answers?” After sharing responses, the teacher will instruct students to add details to their T-Chart using specific details from the text to support their answers. While reviewing responses, the teacher will ask students to report what type of account the books is. Students will be prompted to give evidence to support their answers and to explain the focus of the text.
- The teacher will model analyzing primary source photographs by displaying a photograph of Ruby Bridges (Primary Source 1). This photograph is also on the cover of the book *Ruby Bridges Goes to School: My True Story*. The teacher will display the analysis worksheets for a photograph and model through thinking aloud and recording observations on the worksheet.

When this is done, the teacher will tell students to work together to do the same thing in their groups using different photographs.

**Establishes the Context! Analyzing Primary Sources to Understand Segregation**

- The teacher will provide some background information and discussion by displaying and distributing copies of several primary source documents of photographs (Primary Sources 2-7) showing signage with segregation. Each group will get a different photograph and the teacher will guide students in analyzing the primary source documents using the Library of Congress Teacher's Guide for Analyzing Photographs and Prints. The students will then record their responses on the National Archives worksheet for Photo Analysis. Each group will be given an opportunity to share their photograph and their analysis. The teacher will facilitate class discussions comparing and contrasting civil rights then and now.

**Ruby Bridge's Experience**

- The teacher will distribute copies of *The Story of Ruby Bridges* by Robert Coles. The teacher will have students take a picture walk through this book before reading and discuss any similarities and differences from the first book. The students will read the book (independently or in partners) within their small groups and create a second T-Chart to record their observations (see, think, feel). Groups will share their charts with the whole class, and the teacher will point out similarities and differences within the charts. The teacher will encourage groups to add details to their charts after groups share.
- The teacher will lead a discussion of the type of account of this book and its focus. Student responses will include specific details that support their answers. The teacher will lead a discussion of comparisons and differences of the two accounts in a Venn diagram, recording responses from students.

**Protests For and Against Civil Rights**

- The teacher will distribute primary source photographs of protests during the Civil Rights Movement (Primary Sources 8-9.) The students will discuss and record their responses to the photographs using the National Archives worksheet for Photo Analysis. Each group will share their analysis with the whole class, with the teaching facilitating discussion on similarities and differences.

**Norman Rockwell Aids the Civil Rights Movement**

- The teacher will have students look within their texts for the famous painting of Ruby Bridges by Norman Rockwell entitled "The Problem We All Live With." The teacher will have students discuss in their groups the significance of the painting in the Civil Rights Movement. The teacher will display and distribute copies of a letter from Norman Rockwell to the NAACP about using the painting in their work (Primary Source 10). The teacher will guide students in their discussion of the letter using the Teacher's Guide to Analyzing Books and Other Printed Texts worksheet. The students will record their observations in groups on the National Archives Written Document Analysis Worksheet. Groups will share their observations with the whole class. TTW direct students to add details to their T-Charts as information is presented to them.
- After groups have shared their analysis, the students will view a short video about the painting. <http://www.nrm.org/2016/01/norman-rockwell-in-the-age-of-the-civil-rights-movement/>

### Understands Perspectives

- The students will be instructed to write diary entries of both Ruby Bridges during her walk to school and of a person reporting the events that occurred during her walk to school. Students should refer to their T-Charts, the books, and their primary sources while writing their entries.

## Assessment

**Rubrics:** Students will be assessed on their ability to analyze the primary sources using the Observe-Reflect-Question worksheet from the Library of Congress Teacher’s Guide.

**Summative:** Students will be assessed on their ability to write an accurate diary entry of Ruby Bridges’ walk to school. Their entries will be evaluated using the following criteria:

1. Student wrote complete sentences.
2. Student included specific details from the text and primary sources to support their writing.
3. Student wrote an accurate account of the experience of Ruby Bridges attending an all-white school. (referenced in the Norman Rockwell painting)
4. Student displayed the correct point of view in each journal entry.
5. Student produced diary entries free from grammar and spelling errors.

## Differentiation

- Students needing lower leveled reading passages will be given the passage “Ruby Bridges” by Kira Freed to supplement the two assigned texts.
- Students needing higher leveled reading passages will be given the book *Through My Eyes* by Ruby Bridges to supplement the two assigned texts.
- Students needing assistance with writing will be given graphic organizers (T-Charts and Venn diagrams) that have sample responses in which students may use to springboard their own responses. These students will also be given writing frames to start their writing entries, as well as lists of transitional words, and a bank of pertinent vocabulary words from which they may choose.

## Supplementary Materials

- Norman Rockwell Museum: Video about Painting <http://www.nrm.org/2016/01/norman-rockwell-in-the-age-of-the-civil-rights-movement/>
- *The Story of Ruby Bridges* by Robert Coles
- *Ruby Bridges Goes to School: My True Story* by Ruby Bridges

## Teaching with Primary Sources Resource Guide

**Title:** Ruby Bridges: Kids Are Heroes Too

### Historical Background:

The Civil Rights Movement occurred in the 1950s through the 1960s and focused on equal rights for all citizens of the United States. Prior to this time, people of color were discriminated against because of their race. During this time, Ruby Bridges, a six year old African American, was sent to kindergarten at an all-white school in New Orleans, Louisiana. Her story of courage shows students that children can be brave and make a difference in the world.

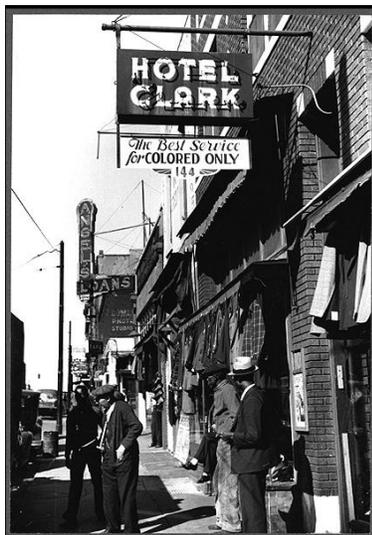
### Primary Source 1:\*

Title: Ruby Bridges

Link: <http://www.loc.gov/exhibits/brown/brown-aftermath.html#obj148>

Purpose: The purpose of this primary source is for students to see the teacher model how to analyze a primary source. Also, students will make a connection between this photo and the cover of one of the books they read during the lesson.

### Primary Source 2:



Title: Athens: Secondhand clothing stores and pawn shops on Beale Street, Memphis, Tennessee

Link: <http://www.loc.gov/pictures/resource/ppmsc.00197/>

Purpose: The purpose of this photograph is for students to understand that African-Americans did not have the same rights as white people.

**Primary Source 3:**



Title: At the bus station in Durham, North Carolina

Link: <http://www.loc.gov/pictures/resource/ppmsc.00199/>

Purpose: The purpose of this photograph is for students to understand that African-Americans did not have the same rights as white people.

**Primary Source 4:**



Title: Fish restaurant for colored in the quarter cotton hoers are recruited. Memphis, Tennessee

Link: <http://www.loc.gov/pictures/resource/fsa.8b32154/>

Purpose: The purpose of this photograph is for students to understand that African-Americans did not have the same rights as white people.

**Primary Source 5:**



Title: Theatre in Leland, Mississippi

Link: <http://www.loc.gov/pictures/resource/fsa.8b32104/>

Purpose: The purpose of this photograph is for students to understand that African-Americans did not have the same rights as white people.

**Primary Source 6:**



Title: A cafe near the tobacco market, Durham, North Carolina

Link: <http://www.loc.gov/pictures/resource/fsa.8a33793/>

Purpose: The purpose of this photograph is for students to understand that African-Americans did not have the same rights as white people.

**Primary Source 7:**



Title: Negro going in colored entrance of movie house on Saturday afternoon, Belzoni, Mississippi Delta, Mississippi

Link: <http://www.loc.gov/pictures/resource/ppmsca.12888/>

Purpose: The purpose of this photograph is for students to understand that African-Americans did not have the same rights as white people.

**Primary Source 8:\***

Title: A white youth matched strides with a negro student picketing the F.W. Woolworth store in Greensboro, N.C., ...

Link: <https://www.loc.gov/pictures/item/2005691905/>

Purpose: The purpose of this photograph is for students to understand that African-Americans did not have the same rights as white people. People demonstrated peacefully to show their views on the subject.



**Primary Source 9:\***

Title: Civil rights march on Washington, D.C.

Link: <http://www.loc.gov/pictures/resource/ppmsca.03128/>

Purpose: The purpose of this photograph is for students to understand that African-Americans did not have the same rights as white people. People demonstrated peacefully to show their views on the subject.

**Primary Source 10:\***

Title: Norman Rockwell to John A. Morsel , December 3, 1963. Typed letter. NAACP Records

Link: <http://www.loc.gov/exhibits/brown/brown-aftermath.html#obj155>

Purpose: The purpose of this letter is for students to see the importance of Ruby Bridges in the Civil Rights Movement. A painting, inspired by her, was used by the NAACP to promote racial equality.

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