Lesson Name: Changes in Community from Cultural Interactions
Grade / Subject: 3rd grade/Social Studies
Standard / Objective: Social Studies Standard 2, Objective 1e
Vocabulary: culture, community, civil rights, race
Integration: Black History Month, Language Arts, Technology, Art, Music
Materials:
- Books: “This is the Dream” by Diane Z. Shore and Jessica Alexander; “Teammates” by Peter Golenbock; “If You Lived at the Time of Martin Luther King” by Ellen Levine; “The Story of Ruby Bridges” by Robert S. Coles
- computer with internet access
- Who wants to be a millionaire? computer game
- Tic-tac-toe board with task cards in each square (see Individual Practice)
- Paper, crayons, pencils, baseball
Preparation: Tic-tac-toe board with task cards and materials needed; Who wants to be a millionaire? game

Lesson Development
Anticipatory Set: Read “This is the Dream” by Diane Z. Shore and Jessica Alexander. This may be a fairly new and different concept for your students to understand. Discuss the book as you read.
Presentation: What is culture? Discuss the meaning of culture. Share that the time during which most of this book takes place there were two very different cultures trying to live in the same community. Discuss what happened when these two cultures interacted in the story.

Then, visit the following website to share how changes occurred from the beginning of the book to the end of the book:
http://www.timeforkids.com/TFK/kids/specials/articles/0.28285,97502,00.html
This website is excellent for showing students how the African American culture has changed and influenced the country for several years. The website takes you through a then-and-now timeline, where you can click on significant events and learn all about them. In addition, you can click on significant people during the Civil Rights time (i.e. Martin Luther King Jr. and John F. Kennedy, etc.) to hear clips of famous speeches they gave.

I have also used “Teammates” by Peter Golenbock, “If You Lived at the Time of Martin Luther King” by Ellen Levine, and “The Story of Ruby Bridges” by Robert S. Coles to teach more about the Civil Rights movement. “Teammates” tells the story of Jackie Robinson. My sports lovers in my class love this book! “If You
“Lived at the Time of Martin Luther King” is a great book in a question and answer format that gives more information about this time period. “The Story of Ruby Bridges” helps students see Ruby’s life as a student in an all-white elementary school.

**Guided Practice:** Play “Who wants to be a millionaire?” to review the Civil Rights Movement and to examine the changes when the cultures interacted.

**Individual Practice:** Tic-Tac-Toe Something - Show the tic-tac-toe board. Explain to the students that they need to choose 3 things from the tic-tac-toe board to complete. They must make 3 in a row by going horizontally, vertically, or diagonally. The first 4 are higher-level thinking tasks using Bloom’s Taxonomy that I put in squares marked with an x. Everyone in the class is required to do at least 1 square marked with an x.

Here are the 9 assignments I put in the squares:

1. Create a Venn diagram comparing the lives of people during the Civil Rights movement.
2. Defend Jackie Robinson’s right to play baseball in a letter to the commissioner of Major League baseball.
3. Use a T-chart to compare and contrast your life to the life of Ruby Bridges.
4. Summarize at least 2 important events in Martin Luther King Jr.’s life.
5. Talk with a friend about the most important thing you learned.
6. Write about a time that you were treated unfairly and how it felt.
7. Illustrate a then and now page, showing what life was like.
8. Make a baseball card for Jackie Robinson, Pee Wee Reese, or Branch Rickey (the characters in the “Teammates” story). On one side, draw a picture of the person. On the other side, write what this person did that was important.
9. Baseball throw: Discuss in a group of 4 how you think the important people we talked about felt standing up for their beliefs.

**Assessment:** See Individual Practice

**Extensions:** Have a culture day, where the students can bring in things that represent their different cultures. Let them share with the class. Then, create a culture quilt, where each student is assigned a patch of the quilt. On the patch, they design it to represent their culture.

At the end of the book “If You Lived at the Time of Martin Luther King”, it has the song, “We Shall Overcome.” Discuss the message to this song and why it meant so much to African Americans during this time. Listen to the song or teach the song to your class.