



Forgotten Figures

The Civil Rights Movement



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Grade Level	9th – 11th Grade	Time Frame	180 minutes
Subject	Social Studies	Duration	3-4 class periods
Course	Oklahoma History, U.S. History		

Essential Question

Who are some of the lesser-known contributors to the civil rights movement? Why have we forgotten about these people?

Summary

This lesson will introduce students to some of the lesser-known individuals whose actions paved the way for the civil rights movement. Individuals discussed in this lesson include Elizabeth Jennings, Samuel W. Tucker, Ada Lois Sipuel Fisher, George McLaurin, and Clara Luper. Using primary and secondary sources, students will learn about the contributions of these individuals and prepare presentations that summarize their findings. Students will also attempt to determine why the contributions of these individuals have been forgotten by so many.

Snapshot

Engage

Students discuss as a class what they know about the civil rights movement and describe the contributions of famous people associated with it. Students begin work on a Tip of the Iceberg analysis and engage in a True or False exercise to expose some of the myths about the civil rights movement.

Explore

Students engage in a Think-Pair-Share activity to arrive at an understanding of the concept of "collective memory."

Explain

Students work in groups to ascertain the accomplishments of five individuals who contributed to civil rights, determine why their contributions have largely been forgotten, and present their findings to the class.

Extend

Each group analyzes whether its forgotten figure should be included in a history textbook and selects one group member to present the group's findings in an Elevator Speech. Students optionally investigate other forgotten figures.

Evaluate

Students return to the Tip of the Iceberg activity and summarize what they have learned.

Standards

Oklahoma Academic Standards (Social Studies: Oklahoma History (9th through 12th grade))

OKH.6.1: Evaluate the progress of race relations and actions of civil disobedience in the state including:
OKH.6.1C: lunch counter sit-ins organized by Clara Luper and the NAACP

Oklahoma Academic Standards (Social Studies: Oklahoma History (9th through 12th grade))

USH.7.1A: Assess the effects of President Truman's decision to desegregate the United States armed forces and the legal attacks on segregation by the NAACP and Thurgood Marshall, the United States Supreme Court decisions in the cases of Oklahomans Ada Lois Sipuel Fisher and George McLaurin, and the differences between "de jure" and "de facto" segregation.

USH.7.1B: Evaluate the events arising from separate but equal, policies, such as poll taxes and literacy tests, violent responses such as the Birmingham church bombing and the assassination of Dr. Martin Luther King, Jr., and conflicts over segregation including:

USH.7.1B4: Oklahoma City lunch counter sit-ins led by Clara Luper

Attachments

- [Ada Lois Sipuel Fisher Document Packet—Forgotten Figures - Spanish.docx](#)
- [Ada Lois Sipuel Fisher Document Packet—Forgotten Figures - Spanish.pdf](#)
- [Ada Lois Sipuel Fisher Document Packet—Forgotten Figures.docx](#)
- [Ada Lois Sipuel Fisher Document Packet—Forgotten Figures.pdf](#)
- [Clara Luper Document Packet—Forgotten Figures - Spanish.docx](#)
- [Clara Luper Document Packet—Forgotten Figures - Spanish.pdf](#)
- [Clara Luper Document Packet—Forgotten Figures.docx](#)
- [Clara Luper Document Packet—Forgotten Figures.pdf](#)
- [Document Packet Teacher's Guide—Forgotten Figures.docx](#)
- [Document Packet Teacher's Guide—Forgotten Figures.pdf](#)
- [Elizabeth Jennings Document Packet—Forgotten Figures - Spanish.docx](#)
- [Elizabeth Jennings Document Packet—Forgotten Figures - Spanish.pdf](#)
- [Elizabeth Jennings Document Packet—Forgotten Figures.docx](#)
- [Elizabeth Jennings Document Packet—Forgotten Figures.pdf](#)
- [George McLaurin Document Packet—Forgotten Figures - Spanish.docx](#)
- [George McLaurin Document Packet—Forgotten Figures - Spanish.pdf](#)
- [George McLaurin Document Packet—Forgotten Figures.docx](#)
- [George McLaurin Document Packet—Forgotten Figures.pdf](#)
- [Lesson Slides—Forgotten Figures.pptx](#)
- [Presentation Rubric—Forgotten Figures - Spanish.docx](#)
- [Presentation Rubric—Forgotten Figures - Spanish.pdf](#)
- [Presentation Rubric—Forgotten Figures.docx](#)
- [Presentation Rubric—Forgotten Figures.pdf](#)
- [Samuel W. Tucker Document Packet—Forgotten Figures - Spanish.docx](#)
- [Samuel W. Tucker Document Packet—Forgotten Figures - Spanish.pdf](#)
- [Samuel W. Tucker Document Packet—Forgotten Figures.docx](#)
- [Samuel W. Tucker Document Packet—Forgotten Figures.pdf](#)
- [T-Chart—Forgotten Figures - Spanish.docx](#)
- [T-Chart—Forgotten Figures - Spanish.pdf](#)
- [T-Chart—Forgotten Figures.docx](#)
- [T-Chart—Forgotten Figures.pdf](#)
- [Tip of the Iceberg—Forgotten Figures - Spanish.docx](#)
- [Tip of the Iceberg—Forgotten Figures - Spanish.pdf](#)
- [Tip of the Iceberg—Forgotten Figures.docx](#)
- [Tip of the Iceberg—Forgotten Figures.pdf](#)

Materials

- Lesson Slides (attached)
- Pens and pencils
- Paper
- Student devices with Internet access
- T-Chart handouts (attached, one per student)
- Tip of the Iceberg handouts (attached, one per student)
- Forgotten figure document packets (attached, one packet per student)
- Document Packet Teacher's Guide (attached)
- Presentation Rubric (attached, one per student)

Engage

Teacher's Note: Standards

Before beginning the lesson, go to **slide 2** to acquaint yourself with the U.S. history and Oklahoma history standards that this lesson addresses.

Use the attached **Lesson Slides** to follow along with the lesson. Go to **slide 3**. Provide students with the attached **Tip of the Iceberg** handout. As a class, discuss what students know about the civil rights movement and the contributions of famous people associated with it. Have students take a moment to fill in some points from the discussion in the "tip" of the [Tip of the Iceberg](#) handout.

Engage students in a True or False exercise using the four statements found on **slides 4-11**. Answers are presented after each corresponding statement.

Teacher's Note: Interactive Poll

Consider creating an interactive poll with [Mentimeter](#) to allow students to see their voting trends in real time. Using interactive polling could also help students to understand (particularly if a majority of them vote "True" for any of the questions) that certain misconceptions about the civil rights movement remain widespread. After you have revealed all of the answers to the students, consider asking them if they are surprised by how early in U.S. history these individuals were protesting. Be sure to note that the civil rights movement is generally considered by historians to have occurred between 1954 and 1968. Ask students if they think these dates should be changed.

Explore

Take a few minutes to go over the Guiding Questions found on **slide 12** and the Objectives displayed on **slide 13**.

Go to **slide 14**. Proceed with a [Think-Pair-Share](#) activity using the prompt "What is collective memory?"

1. Give students a few minutes to think individually about the prompt.
2. Have students pair up to develop their definitions further.
3. Reconvene as a class and have pairs share their definitions.

Afterward, present the definition found on **slide 15**.

Explain

Break students into groups of four and provide each group with copies of the attached **T-Chart** handout and one of the following attached Forgotten Figures document packets: **Ada Lois Sipuel Fisher Document Packet**, **Elizabeth Jennings Document Packet**, **Clara Luper Document Packet**, **George McLaurin Document Packet**, or **Samuel W. Tucker Document Packet**. Each packet contains one secondary source, one or two primary sources, and one or two photos that relate to the experiences of one of the forgotten figures.

Teacher's Note: Group Organization

Depending on the size of your class, you might need to have more than one group research the same individual.

Review the instructions on **slide 16**. Using evidence from the sources in their packet, students should summarize the accomplishments of their assigned individual and determine why that person's contributions have largely been forgotten. They will record their findings on their T-Chart handouts. Groups will then prepare a slide show presentation to share their findings with the class. They can use PowerPoint, Google Slides, or another digital tool to create their presentations.

Teacher's Note: Document Packets and Sensitive Language

Encourage students to read the secondary sources prior to the primary sources, as the secondary sources are meant to introduce students to each historical episode, while the primary sources allow the students to see the episodes through the eyes of those who participated in them. Consult the attached **Document Packet Teacher's Guide** for brief descriptions that highlight the historic significance of each document. These descriptions also provide insight as to why certain documents suggest that each figure has been forgotten by us.

Be aware, also, that some of the documents contain sensitive language. References to the N-word have been replaced with [N-word] in brackets. The word "negro," which was commonly used to refer to African Americans at the time when many of these documents were written, has been left in. As you begin this portion of the lesson, make sure to provide your students with a trigger warning, so that they are aware of the sensitive language they will be reading. Also, make sure to discuss with students how political and cultural sensitivities have caused our language to change over the years such that this terminology is no longer considered acceptable. If you read aloud any portion of the documents in this lesson, at no point should you read the inappropriate language out loud.

Go to **slide 17**. Review the list of questions provided on this slide. Students should use these questions as a guide to help them organize their research and presentations.

Pass out copies of the attached **Presentation Rubric** handout. Familiarize students with the rubric and tell them that you will be using the rubric to evaluate their presentations.

Extend

Go to **slide 18**. Each group will now work together to determine whether their forgotten figure should be included in a history textbook. Have each student prepare an [Elevator Speech](#) in which they explain in 30 seconds or less why their figure should or should not be included in a textbook. Each group should choose one spokesperson who will share the speech with the class.

Optional Activity: Who Are We Leaving Out?

Go to **slide 19**. Ask students, "Are there other figures we don't know about?" Allow students time to research and identify other individuals who have been left out of their textbooks. Before they begin their research, have students prepare a piece of paper using the [I Used to Think, But Now I Know](#) structure. On the left side of the paper, have them write what they used to think about the civil rights movement. Once their research is complete, they will write what they have learned about their forgotten figure on the right side of the paper. If time permits, have them share some of their findings with the class. Possible individuals to discuss include:

- Ruby Bridges (desegregated a Louisiana elementary school)
- Claudette Colvin (refused to give up her seat on a Montgomery bus several months before Rosa Parks)
- Ron Walters & Carol Parks-Hahn (led Dockum sit-in in Kansas—1958)
- Rev. T.J. Jemison (organized Baton Rouge bus boycott two years before Montgomery)
- Gilbert R. Mason (helped desegregate beaches in Biloxi)
- Rev. Douglas E. Moore (led Royal Ice Cream Sit-in in North Carolina—1957)
- Wilhemina Jakes & Carrie Patterson (started Tallahassee Bus Boycott)
- Ida B. Wells-Barnett (refused to disembark from Tennessee train in 1884)
- James Farmer (helped organize one of the first documented lunch counter sit-ins at Jack Spratt Diner in Chicago—1942).

Evaluate

Go to **slide 20**. Have students return to the Tip of the Iceberg handout and summarize beneath the surface of the water the new information they have acquired about these five individuals and about the omission of important events from collective memory.

Resources

- K20 Center. (n.d.). Elevator Speech. Strategies. <https://learn.k20center.ou.edu/strategy/4787a0baaee3a5bf7e3e8444ee0050e7>
- K20 Center. (n.d.). I Used To Think, but Now I Know. Strategies. <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f50639f2>
- K20 Center. (n.d.). Mentimeter. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/645>
- K20 Center. (n.d.). Think-Pair-Share. Strategies. <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5064b49>
- K20 Center. (n.d.). Tip of the Iceberg. Strategies. <https://learn.k20center.ou.edu/strategy/6f19b778b73e4c339d1a7d9653008def>