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Name _____

Blue Cube Activities

Directions: Circle the activity you rolled in your group. Complete the activity on the back of this page or on a separate sheet of paper.

Activity 1: Using the narratives and other information you have learned about immigration, list five reasons why immigrants chose to come to America.

Activity 2: Many of us have families that have people who were immigrants. Interview your family. Then, create a family tree, showing where you, your parents, and your grandparents were born. Go back as far as you can! Finally, draw your family tree on a large poster board.

Activity 3: The Statue of Liberty is a symbol of freedom for many. Create your own symbol of freedom using clay or poster board.

Activity 4: You have just moved to your new home in America. How do you feel? Are you excited? Nervous? What experiences have you encountered? Write a diary entry in first person telling about your experiences.

Activity 5: Your family has decided to move to America. There is only room for you to take three possessions with you. What three things would you take? Draw pictures of the items or cut pictures from magazines. Then, explain under each picture why you chose each item.

Activity 6: If you were to meet immigrants from another country, what are three questions you would ask them? How might they reply?

Separate But Equal?

Advertisement Assessment

Directions: Use the rubric below to grade the advertisements. Check a number from 1 to 5 for each question. The number 1 indicates strong disagree. The number 5 indicates that the student agrees strongly.

1. Color information was included in the advertisement.	1	2	3	4	5
2. The advertisement was easy to read or follow.	1	2	3	4	5
3. The advertisement had a clear theme.	1	2	3	4	5
4. Content getting across the message was easy.	1	2	3	4	5
5. The following information was included:					
• The background that African Americans might have had at that time.	1	2	3	4	5
• Examples of how they segregated the business.	1	2	3	4	5
• Actions that could be or were taken.	1	2	3	4	5
6. The group did a good job of presenting all information.	1	2	3	4	5
7. The advertisement was complete.	1	2	3	4	5

Name: _____

Comments: _____

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Overview of Activity

- ▶ The goal of this activity is to bring students to an understanding of what life was like for African Americans during the civil rights movement of the 1950s and 1960s.
- ▶ Students will be involved in a simulation in which some will be segregated from the rest of the class. They will also be given “rules” by which they must abide. This simulation will allow students to discover the affect segregation had on African Americans.
- ▶ Then, students will create advertisements from the 1950s stating the importance of ending segregation.

How This Strategy Benefits Students

- ▶ Discovery learning benefits **above-grade-level** students because it allows them to use higher-level thinking as they make decisions as if they were living during the actual event.
- ▶ **On-grade-level** students benefit from discovery learning because it offers them the chance to stretch their thinking and utilize some higher-level thinking skills.
- ▶ Students **below grade level** can benefit from discovery learning by actively participating in activities instead of reading about them from textbooks. This increases the chance for knowledge to be stored in long-term memory.
- ▶ Discovery learning benefits the **English language learners** because it provides a way for them to complete hands-on activities, making the content more meaningful while boosting comprehension.

Skills Summary

Social Studies

Civil rights movement;
Segregation

Literacy Skill

Critical reading

Differentiation Strategy

Inquiry-based learning
(See page 206 for more information.)

Classroom Management Tip

If you feel that some students may take offense at being segregated due to their hair color, use less personal characteristics for the segregation activity, such as segregating those who are wearing red shirts.

Learning Standards

- ▶ Students understand the development of the civil rights movement.
- ▶ Students draw conclusions and make inferences based on explicit and implicit information in texts.

Separate But Equal? *(cont.)*



Preparation

1. Make a large poster of the *Class Segregation Laws* (page 243). Post them in the front of the room on the day of the simulation. Also copy the *Reflection Sheets* (pages 244–245).
2. Make copies of the *Background Information* (pages 246–247) for the students.
3. Copy the *Advertisement Instruction/Planning Sheet* (page 248) for each student.
4. Prior to class, divide the room into two sections for the segregation simulation.

Whole-Class Activity

1. As the class comes into the room, tell the class that there is a new policy at school. All students with blonde hair must sit in the back of the room, away from the other students. The rest of the students must sit in the front. And, there are also new rules that the blonde-haired students must abide by. Show the students their new rules.
2. Allow students to react to the new rules. Play along for a little while, to see how the blonde students feel about being treated differently.
3. Now, divide the class into heterogeneous groups of three to four students. The blonde students should be in their own groups. Distribute the *Reflection Sheets*. The blonde groups should receive page 244. The other groups should receive page 245. Have the groups answer the questions. Then, review the answers as a class.
4. Read the *Brown v. Board of Education* section on the first page of the *Background Information* (page 246) as a class. Ask students the following questions:
 - ▶ How do you think the African American students felt attending schools that were not nearly as nice as the schools attended by white children?
 - ▶ Do you think that school segregation was separate, but equal segregation? Why or why not?

Separate But Equal? *(cont.)*



Whole-Class Activity *(cont.)*

- Now, read the *Jim Crow Laws* section (pages 246–247) to the students. Ask students to react to the laws, either as a class or on individual pieces of paper, by asking the following questions:
 - ▶ How do these laws make you feel? Why?
 - ▶ Are these laws unfair? Explain.
 - ▶ How are these laws similar to the ones posted in the simulation?
 - ▶ Why do you think such rules were made?
 - ▶ Why do you think such laws were allowed to exist for almost 100 years?
 - ▶ Do you think these laws were easy to enforce? Why or why not?
- Distribute an *Advertisement Instruction/Planning Sheet* to each student. Divide students into new heterogeneous groups. Be sure to place English language learners with students who are strong in English to help them along with the activity. Review the activity sheet with the students. Then, give each group time to complete the activity. Have them present their advertisements to the class.

Assessment

- Use the *Advertisement Assessment* (page 242), plus the groups' presentations, to assign each group (and the students in it) a grade.
- If you asked students to individually answer the Jim Crow questions in Step 5 above, you may average their answers into the grade as well.