

THE COTERIE

no small characters.

SERIES OF EVENTS LESSON PLAN

Created for use in your classroom after seeing
We Shall Not Be Moved: The Student Sit-Ins of 1960
at The Coterie

Developed by Amanda Kibler, Education Director

Standard for History/Social Studies/Government:

Missouri State Standard: Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.

Kansas State Standard: The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideals were reached and multiple perspectives from which they come.

Materials Included:

- Bucket worksheet

Student Objectives:

1. Students will be able to connect societal norms of the 1950s and 1960s as presented in the events of *We Shall Not Be Moved*.
2. Students will be able to identify how mid-20th century society was a catalyst for the lunch counter sit-ins and the larger Civil Rights Movement.
3. Students will be able to cite evidence to defend reasoning behind choices.

Assessments:

- Post- share Q&A: Students will defend their choices of foreshadowing with evidence from the selected passage using well-chosen details and well-structured event sequences.

Lesson:

Introduction

- Review Characters (5 minutes):
Young Man: 20. African-American student who started the sit-ins
Deirdre: 18. African-American student excited to join sit-ins
Eugene: 18. African-American student hesitant to join, boyfriend of Deirdre
Mike: 18. White student who joined the sit-ins
Debbie: 20s. White student who is against sit-ins because of the law
Billy: 30s-40s. African-American worker at Woolworth's

Phil: 40s. White, father of Mike.

Nate: 40s. African-American, father of Eugene

Jerry: 18. White protester against desegregation

Red: 30s. White man who stopped Jerry's escape

Elderly Woman: 70s, White customer at Woolworth's

- Small Group Discussion (5-10 minutes): In groups of five to six students, have them discuss their reactions to each of the characters. What did they do? Why do you think they did those things?

Building Activities

- Brainstorming (10-15 minutes): After time is called, the class comes together for a group brainstorming session. Have each group report on any discoveries they made about the causes of the characters' actions and reactions. The teacher writes these ideas on the board for everyone to see. In this session, there are no bad ideas, every idea is valid.
 - *Teacher Note: The idea is to stimulate thought. Even if ideas given seem way off track, it is still stimulating thoughts.*

Hand out the Bucket Worksheets (Appendix A). There are three buckets on that worksheet. As a class, narrow down their ideas to three main categories that were catalysts for the actions of the characters. Label each bucket with a category and have students place specific details that support that argument into the bucket.

- Tableaus (15-20 minutes): Put students into three groups and assign each group a bucket. Each group then creates three tableaus to represent how their bucket theme was a factor in the Greensboro lunch counter sit-ins of 1960. Their arguments should be supported by the performance of *We Shall Not Be Moved* and any additional research your class may have done on the Civil Rights Movement.

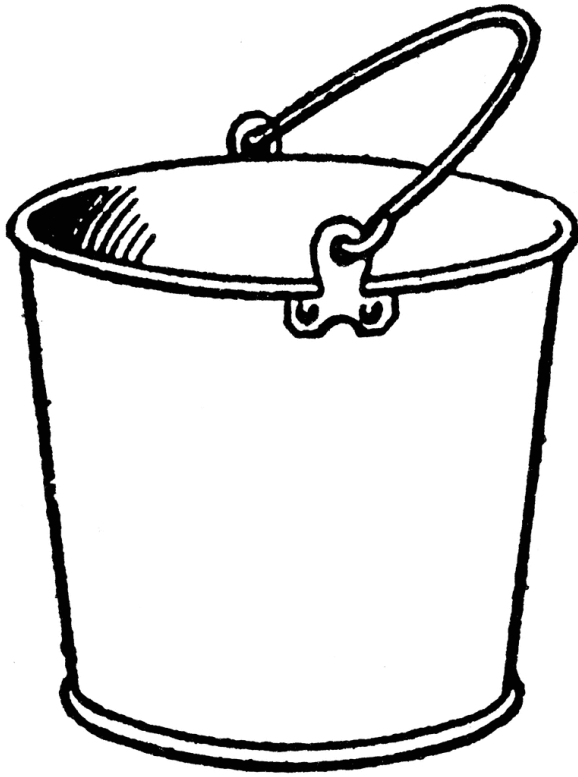
**Tableaus are still and silent pictures students create with their bodies.*

- Questions to propose to the class while they are creating their tableaus:
 - Where do your ideas come from?
 - What informed that decision?
- For a deeper exploration, encourage students to think of words and phrases to add to each tableau.
- Sharing and Q&A (20-30 minutes): Students come together as a class where each group will share their tableaus with the class. After each group shares their three tableaus, students in the audience will then ask the actors questions such as:
 - Why did you make the decision to have this character do a specific action?
 - What ideas informed this action?

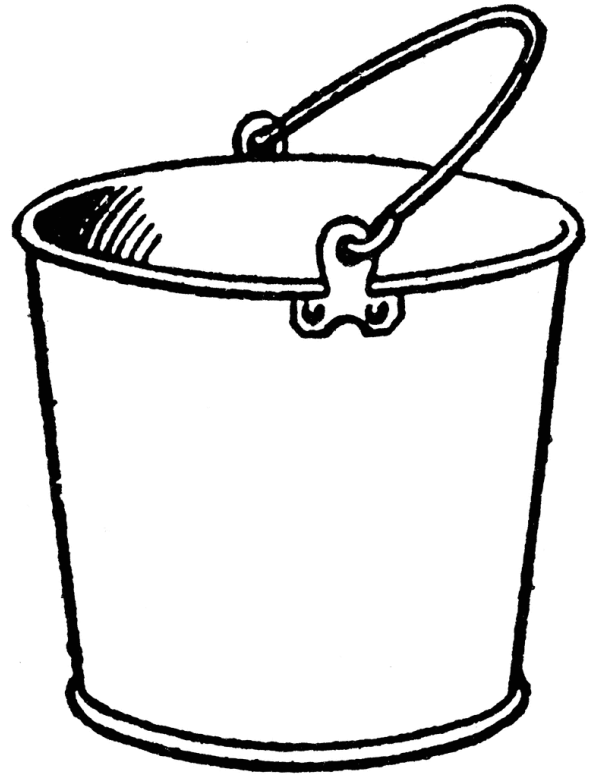
The actors will have to defend their choices using evidence from *We Shall Not Be Moved* or other relevant research with well-chosen details and well-structured event sequences.

Wrap-up

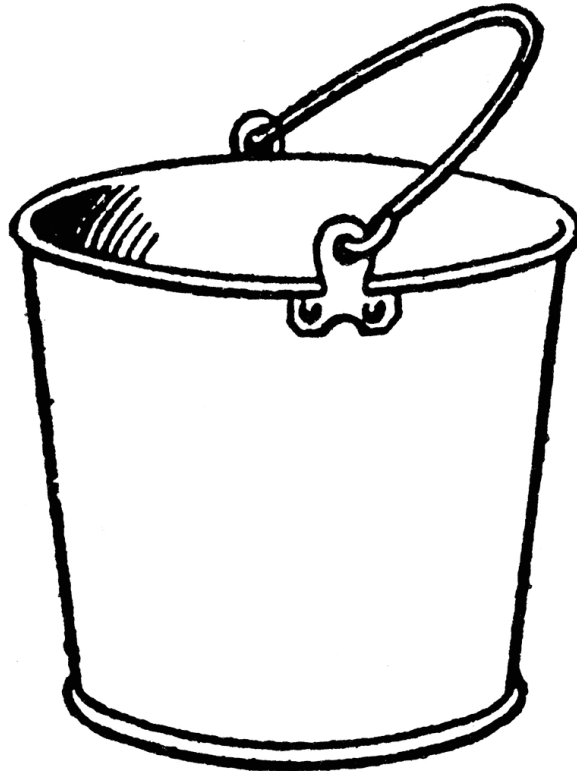
- Collaborative discussion(10 minutes): Which ideas are more plausible based on your knowledge? What similarities did you see between the groups? Where did they diverge? Why were there so many different possibilities for one event?



Bucket Category #1



Bucket Category #2



Bucket Category #3