

Brett Barnes

Female Heroes of the American Civil Rights Movement: Fannie Lou Hamer
7th Grade Differentiated Reading and Social Studies Lesson Plan
The Most Southern Place on Earth Workshop: June 21-26, 2010

VISION-SETTING: KNOW, SO, SHOW	OBJECTIVE AND STATE STANDARD/INDICATOR		KEY POINTS.	
	<p>Students will be able to draw 5 conclusions about a female Civil Rights hero from four different social studies texts.</p> <p>Students will be able to write a one paragraph response explaining how a female Civil Rights hero enacted change in their community</p>	<p>R7.A.2.3.1: Make inferences and/or draw conclusions based on information from a nonfiction text.</p> <p>SS7.4.7.A: Summarize the social, political, and cultural contributions of individuals and groups in world history.</p>	<ol style="list-style-type: none"> 1. Fannie Lou Hamer was a hero of the American Civil Rights Movement who used bravery, leadership, and grace to initiate positive change for African Americans in the Mississippi Delta during the 1960s. 2. When reading a nonfiction text, we can draw conclusions about a historical figure by using our prior knowledge and examining a person's words and actions. 	
	ASSESSMENT.			
<p>Students will write a one paragraph response about Fannie Lou Hamer that includes 5 conclusions from 3 different texts.</p>				
DETERMINING METHODS: GO	1. OPENING		MATERIALS	DIFFERENTIATION/ACCOMODATIONS.
	<p>Vocabulary Word of the Day: PERSEVERENCE - steady persistence in a course of action, a purpose, a state, etc., esp. in spite of difficulties, obstacles, or discouragement.</p> <p>Students will write definition from the board and make their own sentence using the word perseverance.</p>		<p>Computer Projector/SMA RT Board</p> <p>White Board</p> <p>Expo Markers</p>	
	2. INTRODUCTION OF NEW MATERIAL			

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<p>Teacher will open powerpoint or transparency for the day's lesson. Students will have a guided note sheet on their desk. Students must fill in all words that are bolded:</p> <p>When we read fiction, drawing conclusions is an important part of understanding a text because an author does not always tell us why a character did or did not do something. Sometimes we have to use our prior knowledge and the information given to us in a story to draw a conclusion about what really happened.</p> <p>We have to use similar skills when read nonfiction texts. Sometimes, we aren't always given both a historical event and the reason why it occurs. We may have to try figure out our own reasons why an event occurred or why a person did something significant or infamous by activating prior knowledge and drawing conclusions.</p> <p>For example: The author may tell us exactly why colonists living in Massachusetts in 1770 threw rocks at British Soldiers; we may have to draw the conclusion that they were angry over recently imposed taxes.</p> <p>To draw a conclusion about a real life character in a nonfiction text, we must combine what we already know about the person and the time period in which they lived AND evaluate their actions and words in the text and determine what they say about their character.</p>	<p>Computer Projector/S MART BOARD</p> <p>Expo Markers</p> <p>White Board</p> <p>Guided Notes</p>	<p>Students who have a difficulty keeping up with class notes will have guided notes filled in for them. They will be responsible for highlighting each bolded word.</p>
<p>3. GUIDED PRACTICE</p>		

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	<p>Teacher will explain to students that they will be using to three different reading passages about civil rights hero Fannie Lou Hamer to determine 5 of her character traits by drawing conclusions from the text.</p> <p>Teacher will set expectations for group work. Teacher will divide students into three investigative reading groups.</p> <p>Teacher will explain to students that each student will be responsible to filling out a graphic organizer that includes each of the five character traits and an explanation of how Hamer used these traits to effect change in the Mississippi Delta</p> <p>The stations will include:</p> <ol style="list-style-type: none"> 1. A Short Biography of Hamer from PBS 2. A Primary Source Document – Full Audio of Hamer’s Speech to Democratic National Committee in 1964 3. Primary Account from Charles McLaurin, friend of Fannie Lou Hamer http://www.fanniелouhamer.info/mclaurin.html <p>Teacher will lead groups to draw the conclusions that Hamer used Perseverance Leadership, Tolerance, Integrity, Vigilance, and Faith to change her community.</p>	<p>Three sets of reading passages in three different locations in the classroom.</p> <p>Graphic Organizer</p>	<p>Different levels of text will be presented to students so that low level readers can gain meaning from next.</p> <p>Higher level students will be charged with the task of checking for understanding for lower level readers in the class.</p>
4. INDEPENDENT PRACTICE			
	<p>Students will use the graphic organizer to write a one paragraph response about Hamer and how she used her character to create change in her community.</p>	<p>Graphic Organizer. Pen.</p>	<p>Student with disabilities in writing will be able to dictate their thoughts to a tape recorder or special education teacher before writing their drafts.</p>
5. CLOSING			
	<p>Teacher will ask three students to share their writing by reading aloud to the class.</p>		
REINFORCE	<p>HOMEWORK (if appropriate). How will students practice what they learned? <input type="checkbox"/></p>		

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	<p>Each student will be given a different short biography of a female civil rights hero in American history. Each student will be responsible for reading the biography for meaning, drawing 5 conclusions about the hero's character and writing a one paragraph response about how they contributed to cultural, social, or political change.</p>	<p>25 biographies.</p>	<p>Lower level passages will be given to lower level readers.</p>
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Station #1: Biography

Fannie Lou Hamer (1917-1977)



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PHOTOGRAPHS DIVISION, PHOTO-
GRAPH BY WARREN K. LEFFLER

Fannie Lou Hamer was the youngest of 20 children, who became [sharecroppers](#) like their parents. Her grandparents had been slaves. Hamer's mother fashioned a black doll for her when she was young, so that she would develop self-confidence and pride despite her poor surroundings. Her mother also taught her spiritual strength, including the power of song.

In 1961 she was sterilized without her knowledge, as part of Mississippi's systematic effort to reduce the poor black population. Soon after, the [Student Nonviolent Coordinating Committee](#) visited Hamer's church; she was a 44-year-old Delta field hand who had become a plantation time-keeper. In 1962, Hamer was arrested when she tried to register to vote. According to her biographer, the costs of Hamer's initial activism were severe. She was evicted, jailed, and beaten, suffering kidney damage and partial blindness.

As SNCC's Mississippi field secretary, she became vice chairman of the Mississippi Freedom Democratic Party and received national attention during its attempt to unseat the all-white Mississippi delegation at the [1964 Democratic Convention](#). Although the party's efforts were ultimately unsuccessful, Hamer riveted television audiences with

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her testimony. "If the Freedom Democratic Party is not seated now," she said, "I question America." Fannie Lou Hamer would continue to fight racism and poverty for the rest of her life.

http://www.pbs.org/wgbh/amex/eyesontheprize/profiles/11_hamer.html

Station #2: First Hand Account

Memories of Fannie Lou Hamer

by Charles McLaurin

- .. In August of 1962, I came to Ruleville, Mississippi as a member of the Student Non-Violent Coordinating Committee (SNCC) campaign to register Black voters in the Mississippi Delta. I was with the bus carrying 26 persons to Indianola, the county seat in Sunflower County to register to vote.
- .. When Mrs. Hamer was evicted from the W. D. Marlow Plantation near Ruleville, I was assigned to locate her and bring her to the SNCC Conference in Nashville, Tennessee. I drove all day to a place just off the main highway near Cascilla, Mississippi - following directions given to me by close friends of Mrs. Hamer.
- .. On the side of a hill stood a gray plantation house with smoke coming from a chimney. It was raining and in fact it had been raining most of the day. I walked up to the house and knocked on the door, a voice inside asked who I was. I stated my name and said I was looking for Fannie Lou Hamer. I was told to come in. When I opened the door there was a red-hot pot-belly stove in the middle of the floor. There was a little, stout woman sitting with her back to me reading old newspapers.
- .. "I am looking for Mrs. Hamer," I said. The woman turned toward me, "I am Fannie Lou Hamer." So on a rainy September afternoon in 1962, I first met Fannie Lou Hamer. When I told her that I had been assigned to bring her to the SNCC conference in Nashville, Tennessee, she did not exchange words. She got up and immediately put her things together for the trip, as if she had known that someone was on the way to get her. Our first stop was Tougaloo College to join other SNCC staff for the journey to Nashville by car.
- .. On the way to Tougaloo we talked about many things which we would later work on as organizers. Mrs. Hamer was about 44 years of age, and I was 21, but there was no barrier between us, and the age difference had no effect on our abilities to communicate. We reached Tougaloo sometime after first dark that night, and the group of 12 planned the route we would take to the SNCC conference in Nashville on the campus of Fisk University. Sometime shortly before or after mid-night, three (3) cars left Tougaloo college carrying Fannie Lou Hamer, Lafayette Surney, Curtis Hayes, Hollis Watkins, Charles Cobb, Jr., myself, and six (6) others.
- .. In Nashville, Mrs. Hamer was the center of attention. It was at this conference that the SNCC family learned of Mrs. Hamer's ability to move people with her speeches and her way of expressing reassurance in her songs. After the conference was over, Mrs. Hamer did not return to Ruleville for several months. She had helped to organize the SNCC Freedom Singers, and they toured colleges and University campuses raising money to support SNCC's efforts in Mississippi, Alabama, Southwest Georgia and Arkansas.
- .. When Mrs. Hamer did return to Mississippi, she jumped right into a campaign for Congress against veteran congressman Tom Abernathy of the Second Congressional District. Since I was working in the Ruleville area, I was assigned to work with her in the campaign. Some weeks later, I carried Mrs. Hamer to Jackson to get officially qualified as a candidate for Congress, and there became her campaign manager. As campaign manager I came to know, understand and love Mrs. Hamer and the relationship we developed led us from that campaign through many more. When she cast her vote for the first time in her life, I was with her.
- .. I think what inspired me most about her, was her faith in God or things not seen, her strength in time of depressions and her leadership against powerful opposition.
- .. When I talked with her for the last time shortly before her death, she said, "Mac, we ain't free yet." "The kids need to know their mission."
- .. "OH, FREEDOM! OH, FREEDOM!"
- .. Since we worked so closely together during the days of her involvement in the movement, I felt a deep inspiration to organize a Memorial to commemorate the birthday of my beloved friend. This is a commitment I shall honor until death.
- .. Further, I hope that some of you here today, will join with me in making a similar commitment to see that there will always be an annual commemoration of this sort.

Station #3: Speech

<http://americanradioworks.publicradio.org/features/sayitplain/flhamer.html>

Mr. Chairman, and to the Credentials Committee, my name is Mrs. Fannie Lou Hamer, and I live at 626 East Lafayette Street, Ruleville, Mississippi, Sunflower County, the home of Senator James O. Eastland, and Senator Stennis.

It was the 31st of August in 1962 that eighteen of us traveled twenty-six miles to the county courthouse in Indianola to try to register to become first-class citizens.

We was met in Indianola by policemen, Highway Patrolmen, and they only allowed two of us in to take the literacy test at the time. After we had taken this test and started back to Ruleville, we was held up by the City Police and the State Highway Patrolmen and carried back to Indianola where the bus driver was charged that day with driving a bus the wrong color.

After we paid the fine among us, we continued on to Ruleville, and Reverend Jeff Sunny carried me four miles in the rural area where I had worked as a timekeeper and sharecropper for eighteen years. I was met there by my children, who told me that the plantation owner was angry because I had gone down to try to register.

After they told me, my husband came, and said the plantation owner was raising Cain because I had tried to register. Before he quit talking the plantation owner came and said, "Fannie Lou, do you know - did Pap tell you what I said?"

And I said, "Yes, sir."

He said, "Well I mean that." He said, "If you don't go down and withdraw your registration, you will have to leave." Said, "Then if you go down and withdraw," said, "you still might have to go because we are not ready for that in Mississippi."

And I addressed him and told him and said, "I didn't try to register for you. I tried to register for myself."

I had to leave that same night.

On the 10th of September 1962, sixteen bullets was fired into the home of Mr. and Mrs. Robert Tucker for me. That same night two girls were shot in Ruleville, Mississippi. Also Mr. Joe McDonald's house was shot in.

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And June the 9th, 1963, I had attended a voter registration workshop; was returning back to Mississippi. Ten of us was traveling by the Continental Trailway bus. When we got to Winona, Mississippi, which is Montgomery County, four of the people got off to use the washroom, and two of the people - to use the restaurant - two of the people wanted to use the washroom.

The four people that had gone in to use the restaurant was ordered out. During this time I was on the bus. But when I looked through the window and saw they had rushed out I got off of the bus to see what had happened. And one of the ladies said, "It was a State Highway Patrolman and a Chief of Police ordered us out."

I got back on the bus and one of the persons had used the washroom got back on the bus, too.

As soon as I was seated on the bus, I saw when they began to get the five people in a highway patrolman's car. I stepped off of the bus to see what was happening and somebody screamed from the car that the five workers was in and said, "Get that one there." When I went to get in the car, when the man told me I was under arrest, he kicked me.

I was carried to the county jail and put in the booking room. They left some of the people in the booking room and began to place us in cells. I was placed in a cell with a young woman called Miss Ivesta Simpson. After I was placed in the cell I began to hear sounds of licks and screams, I could hear the sounds of licks and horrible screams. And I could hear somebody say, "Can you say, 'yes, sir,' n-----? Can you say 'yes, sir'?"

And they would say other horrible names.

She would say, "Yes, I can say 'yes, sir.'"

"So, well, say it."

She said, "I don't know you well enough."

They beat her, I don't know how long. And after a while she began to pray, and asked God to have mercy on those people.

And it wasn't too long before three white men came to my cell. One of these men was a State Highway Patrolman and he asked me where I was from. I told him Ruleville and he said, "We are going to check this."

They left my cell and it wasn't too long before they came back. He said, "You are from Ruleville all right," and he used a curse word. And he said, "We are going to make you wish you was dead."

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I was carried out of that cell into another cell where they had two Negro prisoners. The State Highway Patrolmen ordered the first Negro to take the blackjack.

The first Negro prisoner ordered me, by orders from the State Highway Patrolman, for me to lay down on a bunk bed on my face.

I laid on my face and the first Negro began to beat. I was beat by the first Negro until he was exhausted. I was holding my hands behind me at that time on my left side, because I suffered from polio when I was six years old.

After the first Negro had beat until he was exhausted, the State Highway Patrolman ordered the second Negro to take the blackjack.

The second Negro began to beat and I began to work my feet, and the State Highway Patrolman ordered the first Negro who had beat me to sit on my feet - to keep me from working my feet. I began to scream and one white man got up and began to beat me in my head and tell me to hush.

One white man - my dress had worked up high - he walked over and pulled my dress - I pulled my dress down and he pulled my dress back up.

I was in jail when Medgar Evers was murdered.

All of this is on account of we want to register, to become first-class citizens. And if the Freedom Democratic Party is not seated now, I question America. Is this America, the land of the free and the home of the brave, where we have to sleep with our telephones off the hooks because our lives be threatened daily, because we want to live as decent human beings, in America?

Thank you.

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Name:

Date:

Character Trait Evaluation Graphic Organizer

Character Trait #1: _____

I know this because:

I found this information:

Character Trait #2: _____

I know this because:

I found this information:

Character Trait #3: _____

I know this because:

I found this information:

Character Trait #4: _____

I know this because:

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I found this information:

Character Trait #5: _____

I know this because:

I found this information:
