



Thurgood

By Jonah Winter and Bryan Collier

NOTES TO 6th GRADE TEACHERS:

Please complete the Teacher Activity with your class prior to the volunteer's visit. Since the volunteers only have 30 minutes with your class, it's important to build the background knowledge needed for listening comprehension.

Lesson Objectives:

At the end of this lesson the students will be able to discuss the essential questions, as well as define and synthesize the vocabulary important to the theme of Justice.

The students will also be able to verbalize the characteristic of Justice vs Injustice as demonstrated by the story in the book Thurgood.

Essential Questions:

1. What is Courage?
2. What is Kindness?
3. Why does Kindness matter?

Comprehension Strategy: (Synthesizing)

Synthesis take place when readers' thinking changes. Their thinking evolves. They infer meanings beyond the story line. They recognize themes.

Teacher Activity (Prior to the Volunteer's visit):

Discussion:

Provide background knowledge about Segregation and the Civil Rights Movement.

Vocabulary:

Note to teachers: The following definitions were taken from various dictionary sources (e.g., Merriam-Webster, Oxford Language) and are offered as instructional material in preparation for the reading of Thurgood.

1. Racism
 - a. prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership in a particular racial or ethnic group, typically one that is a minority or marginalized. [Oxford Language]
2. Segregation
 - a. The separation of groups of people with differing characteristics, often taken to connote a condition of inequality. Racial segregation is one of many types of segregation, which can range from deliberate and systematic persecution through more subtle types of discrimination to self-imposed separation.
3. Jim Crow
 - a. Jim Crow was a collection of state and local statutes that legalized racial segregation. The law, which existed for about 100 years from the post-Civil war era until 1968, were meant to marginalize African Americans by denying them the right to vote, hold jobs, get an education or other opportunities. Those who attempted to defy Jim Crow laws often faced arrest, fines, jail sentences, violence, and death.
4. Separate but Equal
 - a. Separate but equal was a legal doctrine in United States constitutional law, according to which racial segregation did not necessarily violate the Fourteenth Amendment to the United States Constitution, which nominally guaranteed "equal protection" under the law to all people. Under the doctrine, as long as the facilities provided to each "race" were equal, state and local governments could require that services, facilities, public accommodations, housing, medical care, education, employment, and transportation be segregated by "race."
5. Civil Rights
 - a. The Civil Rights Act of 1964 prohibited discrimination on the basis of race, color, religion, sex or national origin, as well as race in hiring, promoting, and

firing. The Act prohibited discrimination in public accommodations and federally funded programs. It also strengthened the enforcement of voting rights and the desegregation of schools.

b. Passage of the Act ended the application of "Jim Crow" laws.

6. Justice

a. Fairness, moral rightness; a scheme or system of law in which every person receives his/ her its due from the system, including all rights, both natural and legal.

7. Supreme Court

a. In most legal jurisdictions, a supreme court, also known as a court of last resort, apex court, and high court of appeal, is the highest court within the hierarchy of courts. Broadly speaking, the decisions of a supreme court are not subject to further review by any other court. Supreme courts typically function primarily as appellate courts hearing appeals from decisions of lower trial courts, or from intermediate-level appellate courts.

Discussion:

1. Discuss what is courage and identify traits that show courage.
2. Discuss what kindness is and identify situations when students have been kind or seen kindness.
3. Discuss the Question: Why does kindness matter?
4. Discuss the character traits of a hero.
5. Record responses on chart paper.

Teacher Activity (Day of the Volunteer's visit):

Setting the Purpose:

1. Tell the students that they will be listening to the story "Thurgood" by Jonah Winter and Bryan Collier. As they listen to the story they should be thinking about courage and kindness. Explain that at the end of the story they will be having a discussion and will need to support their response from evidence from the text.
2. Review what courage and kindness are and then identify the traits that show each. Display the responses previously recorded on the chart paper.

Volunteer Activity:

Explain to the listeners that the book is a narrative of actual events that took place in the U.S. in 1930s through 1960s. Show the picture of Thurgood Marshall below. Read the book Thurgood all the way through (without stopping) so that the students get the flow of the story.

1. What was Thurgood good at?
2. Why did Thurgood not go to the college of his choice?
3. What did Thurgood decide was the best way to fight inequality?
4. Who showed kindness in the story?
5. Who showed courage in the story?
6. What can I learn from this story to be a better citizen?

