

**First and Last Name \***

Nancy Terrell

**School \***

Davis

**Phone Number \***

757 825-4525

**Position or Title**

Teacher Librarian

**Project Title:**

“Overcoming Adversity Through the Study of Civil Rights”

**This project is designed for:**

Elementary

Middle

High

Other:

**Target Grade Level(s)**

7

**Subject Areas or Discipline**

History

**Describe the grade level target population, subject or subjects being taught, overall curriculum goals and SOLs being addressed by the project.**

The “Overcoming Adversity Through the Study of Civil Rights” project is designed for our 7th grade students at Davis Middle School. Each History class will read the book: Samuel Wilbert Tucker: The Story of the Civil Rights Trailblazer and the 1939 Alexandria Library Sit-In written by Nancy Noyes Silcox. Students will use this resource as they explore primary source documents, make connections with text features and explore the experiences that took place during the Civil Rights Movement. The overall goal of this program is to provide students an opportunity to develop appropriate communication skills using Google classroom, research violent and nonviolent protests, participate in a reading/writing workshop with Virginia author (Nancy Noyes Silcox) and create an audience-specific media message (LEGO word wall) of nonviolent ways of dealing with conflict.

The Virginia Standards of Learning:

History SOL USII.1a The student will demonstrate skills for historical and geographical analysis and responsible citizenship, the ability to analyze and interpret primary/secondary source documents to increase understanding of events and life in United States history, make connections between the past and present

History SOL USII.4c The student will demonstrate knowledge of how life changed after the Civil War by describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South.

History SOL USII.9a The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by examining the Civil Rights Movement.

**Provide a comprehensive overview of the project to include: project objectives, explanation of innovative learning experiences, expected student outcomes and assessment practices for the project. Include plans for dissemination of the project after it is completed.**

Project Objectives: Students will participate in and contribute to conversations about the Civil Rights movement using nonfiction text, QR codes and primary source documents. Students will have the opportunity to communicate with their peers, teacher and author about the purpose of “sit-ins” as they progress through the story using Google Classroom.

Explanation of Innovative Learning Experiences: Students will have an introductory lesson in the library talking about ways that people deal with problems or conflicts in their lives. Mrs. Terrell will show them a video clip from the Civil Rights time period showing various ways that people protested. She will read the story Freedom on the Menu, the Greensboro Sit-ins by Carole Boston Weatherford and discuss how these students protested in a peaceful way. A

brief introduction to the book will be shared. Samuel Wilbert Tucker: The Story of a Civil Rights Trailblazer and the 1939 Alexandria Library Sit-In'. The biography offers an account of the local legend, detailing Tucker's upbringing in a Jim Crow Alexandria, his interest in law that began at age 10, and his family's hard work ethic and passion for education. Silcox explores Tucker's life-long journey of fighting discrimination while practicing law, including the challenge of unconstitutional "separate but equal" laws as an NAACP lawyer." Ms. D'Amato will lead discussions about the Civil Rights Movement and how "sit-ins" affected the community and our nation with a focus on primary sources and text features. Students will return to the library to work collaboratively to research using their Chromebooks accessing QR codes directing them to historical events showcasing violent and nonviolent protests. Students will then work together to select a word that depicts a nonviolent way to overcome adversity and produce a media message on the LEGO Wall. To conclude this program, students will have the opportunity to participate in a Civil Rights Literature Workshop with the author, Nancy Noye Silcox.

Expected Student Outcomes: Participation in this project will provide students the opportunity to make personal connections with overcoming adversity. Students will gain confidence in using primary sources and text features using nonfiction text. Students will have a better understanding of central conflict and how people work together toward a resolution. One of the greatest outcomes is for students to gain an excitement for reading and writing by making personal connections with an author and developing positive strategies to deal with conflicts.

Assessment Practices: Informal assessments will be gained using questioning strategies, participation in communication through Google Classroom and the research graphic organizer on Violent and Non-Violent protests. Upon completion of the program, students will complete an online survey to gather data as to the effectiveness of the program.

Dissemination of the Project: This project would be of value to other educators because it promotes reading and writing in social studies classes as they make connections with overcoming adversity. This project could be shared at a Social Studies meeting to encourage other teachers to write grants and provide resources for their students. Sharing this program through the Daily Press and social studies meeting reaches beyond our school community.

**Provide a timeline outlining the preparation and events of the project. Note that funded projects must be implemented within the school year and a project report must be completed. (See Hampton Education Foundation website for Project Report form).**

October: Schedule author and library sessions

November: Library visit to research using their Chromebooks to access QR codes, create Overcoming Adversity LEGO Wall. Classroom instruction on bringing the past to the present. Communicate online about the text.

Speed Date with History text throughout the school year.

December: Author Visit and evaluation of the program.

**Budget:**

List Items, Quantity, Cost (ex. iPads/6/\$150)- Use a different line for each requested item.

Author (Nancy Noye Silcox) Visit (3-1 hour sessions for students and a working lunch with the teachers) \$500  
Mileage \$100  
Hotel \$100  
Lunch (author/teachers/admin/supervisor) \$100

**Total amount requested**

\$800

**Special Instructions:**

After you hit submit, this application will be e-mailed to you . E-mail will show your answers and you can edit again if necessary from link in e-mail. Once you are happy with your application, you need to forward the Google Forms email (which shows your responses) to [hcs-edfoundation@hampton.k12.va.us](mailto:hcs-edfoundation@hampton.k12.va.us). Be sure to do this before the deadline! At that point, the grant review committee will route your application to your building administrator for approval. By signing this and forwarding your application, you confirm that you have discussed this project with your appropriate building administrator who has agreed to support the program if grant funds are awarded.

**Electronic Signature**

Nancy Terrell

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