

A Shaky Truce: Starkville Civil Rights, 1960 to 1980

Subject: Social Studies	Unit: Mississippi History	50 minute period
Learning Goal(s)/Objective(s): The student will build an understanding of oral histories, as well as be able to differentiate between primary and secondary sources and identify the point of view of a primary source.		
Essential Question: What were the first-hand experiences of Nancy Bardwell and Minnie McCarter during integration?		Vocabulary and Key Terms
Materials: <ul style="list-style-type: none"> • Presentation • Computers/Headphones 		<ul style="list-style-type: none"> ✓ Primary Source ✓ Secondary Source ✓ Oral History
Bell ringer: <ul style="list-style-type: none"> • What do you think is an “oral history”? • Have you ever heard someone tell a story about an event before you were born? Write about it! 		
Lesson Steps: 1) TSW answer the bell ringer as they come in.		
2) TTW review information and define terms using presentation.		
3) TTW present information from the website, starkvillecivilrights.msstate.edu, highlighting several different perspectives from different interviews.		
4) TTW guide the students in investigating the website, allowing the students to listen to clips from stories that interest them.		
5) TCW discuss oral histories and the interviews they watched. Potential discussion questions: In listening to different accounts of the Civil Rights struggles in Starkville, did you hear moments when one interviewee said something that contradicted another interviewee? Why might that be? What might that say about the nature of a primary source? Do the interviewees only tell first hand stories? Or do they tell stories that someone else told them? Did any of the interviews give you a new perspective about a person or place that you already knew about?		
Standards: <i>Mississippi Studies</i> Competency 3, Objective E: Analyze the ways Mississippians have resolved conflict and adapted to change, and continue to address cultural issues unique to our state. <i>United States History: 1877 to the Present</i> Competency 4: Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). Competency 4, Objective A: Interpret special purpose maps, primary/secondary sources, and political cartoons. Competency 5, Objective A: Examine various reform movements (e.g., Civil Rights, Women’s Movement, etc.).		