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7th Grade Social Studies Teacher's Guide to: **"The Stand-Ins"** **Documentary**

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This is a 7th grade teacher's curriculum guide to accompany The Stand-Ins documentary, a short film about a civil rights protest of movie theater discrimination against African Americans. The student-led protest took place from 1960 to 1961 in Austin, Texas. People's History in Texas, a non-profit documentary group based in Austin, produced the 23-minute film with funding from Humanities Texas.

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"The Stand-Ins" Documentary Lesson Plan

Teacher: _____ Date(s): _____

Subject: **Social Studies — 7th Grade** Topic/Focus: **Civil Rights Video Guide and Extension Activities for The Stand-Ins**

TEKS: SOC.7.7: The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. Students are expected to: _____

SOC.7.7.D: describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White;

MATERIALS: The Stand-Ins Video, Video questions, extension lessons.

ESSENTIAL QUESTIONS:

1. African Americans were not allowed to act in movies in the 1960s. (*Circle one: true or false*)
2. How were the movie theaters integrated in Nacogdoches, Texas in the 1960s?
3. How did white students in Austin feel about the segregation laws?
4. What is non-violent direct action?
5. How did the stand-in student protesters demonstrate their disapproval of segregation laws?
6. What was the reaction of the rest of the public when they saw what the students were doing in Austin?
7. How did black students and children feel about the ways some white adults behaved toward them?
8. How did the ticket booth workers feel about the Stand-Ins?
9. Did the Stand-ins make a difference in the community of Austin in the 1960's? How?
10. What year were theaters in Austin integrated?
11. If you had been a high school student in 1960 in Austin would you have joined the Stand-Ins protests? why or why not?

PROCEDURES:

All students will receive a copy of The Stand-Ins Video Guide Questions.

Teacher will provide background information relating content from the TEKS and civil rights to The Stand-Ins documentary.

As the video is playing, please allow time to stop and pause for students to write down answers.

Time for lesson: The Stand-Ins documentary is approximately 24 minutes long. The entire lesson should take approximately 50 minutes as the teacher guides students into each question, and pausing the video to allow time for students to write down responses and answering questions as needed.

The extension activities attached to this lesson plan are to be used at the teacher's discretion. The time allotted for each activity should be determined by the teacher, but may extend into multiple class periods.

Please feel free to select the extensions that best fit your class' current needs.

SUMMARIZE LEARNING:

Students will have the opportunity to reflect in groups about the questions they have answered on the Video Guide. They may take notes about their feelings or reactions to the events that occurred in the video. They can work in small groups to read the questions at the end of the video and report about notes they took.

EXTENSION ACTIVITIES:

Three Extension Lessons are provided to choose from to develop ideas and strengthen student learning.

1. Role play activity of Stand-Ins
2. Letter to your Lawmakers
3. Driving While Black

ESL LEARNING STRATEGIES:

Pairs_____Groups_____Class_____Visual_____Kinesthetic/Hands-On_____Graphic Organizer(s) _____

REFLECTION:

Concerns, changes, modifications to be made to this lesson.

Stand-Ins Extension Lesson 1

Stand-Ins Reenactment

INTRODUCTION: In this lesson, several students will role play and become Stand-In students, a ticket booth worker, and theater manager of the 1960s in Austin, Texas. The students will select ten members of the class to participate in the role play of the Stand-In events and recreate the demonstration. Students not chosen will be observers and respectfully offer feedback to their classmates on the performance at the end.

TEKS: SOC.7.7: The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. Students are expected to:

(C) describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century;

SOC.7.7.D: describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White;

MATERIALS: 7 squares of white construction paper, 3 squares of black construction paper

RESOURCES: The Stand-Ins documentary

ACTIVITY: Students who are selected by their class will receive either a white or black square of construction paper indicating which "race" they will be. It does not matter who receives what color construction paper in order to simulate the randomness of a person being of a certain ethnicity. Two of the students who receive a white square will become the ticket booth worker and the theater manager. The remaining five pieces of white paper and three pieces of black paper will be distributed randomly to the rest of the group. As students stand in line, they will peacefully protest when a student with a black square is not allowed to enter. The ticket booth worker should explain why black students are not allowed to enter the theater then consult with the manager to explain the protesting outside. Please encourage students to adlib or improvise as they would have participated if they themselves were Stand-Ins protestors of the 1960s. Another set of students may volunteer to do the reenactment after feedback is offered, if time allows.

EVALUATION: Performers will be evaluated by their peers on maturity and how closely they reenact the demonstrations.

Stand-Ins Extension Lesson 2

Current Treatment of Minority Groups

INTRODUCTION: Students will be concerned citizens and write letters to their national legislators about the unjust treatment of African Americans in present-day society. They will write about whether the current treatment of minority groups reflects the progress the civil rights pioneers of the 1960s were trying to achieve.

TEKS: SOC.7.7: The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. Students are expected to:

SOC.7.7.D: describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White;

RESOURCES: The Stand-Ins documentary, news clips of any recent event where law enforcement has been accused of mistreating any group of minorities in the USA.

MATERIALS: Notebook paper or student journal

ACTIVITY: Students will write a one page letter to state or national lawmakers to express their opinions on whether our current legal system does enough to protect the civil rights of all human beings. Using The Stand-Ins as a guide, students can cite examples of mistreatment of African Americans from the movie that was actually considered lawful at the time. They can cite recent events from the news where it seems like the current laws have or have not been protecting citizens with regard to racial discrimination. You may provide students with examples of such stories, if they do not know of any. They will examine more closely if unequal treatment of certain groups still happens now, and if so, in what ways. They will address injustices that occur when one group of the population is singled out simply because of the color of their skin. Injustices such as bullying, unkindness, or systematic discrimination are familiar, age appropriate topics that may be incorporated into the paper. The Point of View of the paper should be that of a modern day Stand-In protester who wants to help promote more equality for everyone.

EVALUATION: Students must write a paper one page in length and express a clear understanding of the topic.

This paper may also be written for a TELPAS exam for English Language Learners.

Stand-Ins Extension Lesson 3

Civil Rights Then and Now (Think-Pair-Share-Strategy)

INTRODUCTION: In this lesson, students will **think** of answers to questions independently, then **pair** up with a partner and talk about those answers, and finally **share** the answers with the rest of the class. **Students will draw comparisons from the Black Lives Matter movement happening today to the Stand-Ins & Civil Rights movement from the 1960s.** They will share a proposal to the public about how to best ameliorate race relations in America.

Students will do a Think-Pair-Share activity using these questions to guide a discussion:

1. Why do people hold protests for the Black Lives Matter movement?
2. What is similar about the Stand-Ins to the protests of today? What is different?
3. Are protests like these useful in getting a point across?
4. What is a protestor trying to achieve? Who is their audience?
5. What can we do to help create more equality in the world?
6. Do laws sometimes need to be changed?
7. Are African-Americans the only group who are discriminated against because of race? What other groups have faced discrimination that you know about?

TEKS: SOC.7.7: The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. Students are expected to:

SOC.7.7C describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century;

SOC.7.7.D: describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White;

MATERIALS: Student journals

RESOURCES: The Stand-Ins documentary, Youtube clips of protesters assembling for the Black Lives Matter movement.

ACTIVITY: Students will be given questions to guide them in the discussion. They will first independently think about the answers, pair up to discuss those answers then share, or report out, responses to the class. Students may be given 15 minutes to think, 10 minutes to discuss with a partner, and 15 minutes to share and report out to the class. During the reporting out stage, students should take notes on their classmates' responses. As a variation to the lesson, the teacher may write his or her own questions about the topic, or select only 2 or 3 questions from the above. Students may also be encouraged to write their own questions surrounding the topic for a more challenging task.

EVALUATION: Students will write a short summary at the end of the lesson over what ideas or realizations they took away from the class responses during the reporting out phase. Summary must show understanding of the content.