CURR 440: Interdisciplinary Collaboration Project

Annotated Bibliography for Texts & Materials

 **SOCIAL STUDIES: AFRICAN-AMERICAN CIVIL RIGHTS MOVEMENT**

**Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderlund, L., & Brizee, A. (2010, May 5). General format. Retrieved from http://owl.english.purdue.edu/owl/resource/560/01/**
    This resource provides students with a reference for correct MLA format.  Students can use this resource to refer to with any questions about what assignments need to look like or include to follow MLA format.  The formatting information is extensive on this website and it also gives multiple examples that show each individual part formatted correctly.

**DoMoreGoodDeeds (2013). A Political Ideology (Tim Wise - White Privilege) [Video file]. Retrieved from http://www.youtube.com/watch?v=YN8pmhQwcnY**
    As a renowned anti-racism activist, Tim Wise will be included in the history’s lesson on modern-day racism. In the first approximately fifteen minutes of the lecture, Wise mentions some thought-provoking statistics that provide a more factual lesson on modern-day racism than the emotional lesson presented on modern-day racism in English (though Javon Johnson’s  slam poem), which balances the instruction on the topic between the two disciplines.  One of his statistics will be pulled out and highlighted by the teacher, so students can understand it further through a political cartoon. Additionally, Wise issues statistics on racial profiling by police officers that directly relates to Johnson’s slam poem in English.

**Economic Policy Institute (2013). The unfinished business of the 1963 March on Washington [Infographic]. Retrieved from http://www.epi.org/multimedia/infographic-unfinished-business-1963-march/**
      This infographic presents four demands that African-Americans rallied for in the 1963 March on Washington that – according to recent statistics – have not yet been met. This infographic ties in a lesson on modern-day racism, so the history teacher can modernize the African-American Civil Rights Unit and show its long-lasting effect. With its grounding in the March on Washington, the infographic ties the history’s lesson on modern-day racism to Dr. King’s speech, as discussed in English in prior lessons. Therefore, students will be able to bring that prior knowledge to this lesson.

**Estate of Malcom X (n.d.). Malcolm X biography. Malcolm X Official Website. Retrieved from http://www.malcolmx.com/about/bio.html**
     This website provides information on Malcolm X including a biography, photos, quotes, news, achievement, etc. This website provides general information about Malcolm X and his achievements during the Civil Rights Movement. Students will use this resource to create a poem about Malcolm X.

**James, A. (2005). Rosa Parks Biography. *PBS NewsHour.* Retrieved from http://www.pbs.org/newshour/updates/remember/july-dec05/parks\_biography.html**
    This is a short, but thorough, biography of Rosa Parks. Students will, therefore, be able to read it in one class period and still have time to do the summarizing activity: the historical biopoems. Students will look at this biography if assigned to the civil rights activist Rosa Parks during the historical biopoem lesson in social studies.

**Malcolm X (1964). Advice to the Youth of Mississippi (1964). Encyclopædia Britannica, Inc. Retrieved from http://www.britannica.com/blackhistory/article-9399834**
    This website provides a primary resource for the students to use in their biopoems. This is a primary document in which Malcolm X was speaking with thirty seven teenagers from McComb, Mississippi on December 31st, 1964. In this selection Malcolm X talks about his belief and opinion of nonviolence and how it is important for them to take an approach in which they can protect themselves too.

**Marshall, B. (2013, Oct. 16). Football is my platform not my purpose [Tweet]. Retrieved from https://twitter.com/BMarshall/status/390429828232400896/photo/1**
    This tweet by NFL Football player, Brandon Marshall, will be used as a “Do Now” activity for the Historical Biopoem Jigsaw Activity. For background, Marshall was fined $10,500 for wearing green cleats on the field during a game. The rationale for the fine was embedded in the fact that green sneakers violate the uniform code. Marshall wore the shoes in solidarity with Mental Health Awareness Week, whose cause is represented by the color green. Marshall tweeted his response to the fine, including an uploaded image of the fine document. This modern-day situation parallels the absurdity of Rosa Parks getting arrested for sitting on a bus. Just as Rosa Park's insistence to remain sitting was due to her solidarity with the African-American race, Marshall's refusal to change shoes represented his solidarity to the mental health awareness. Therefore, it will modernize such a seemingly far-fetched, historical interaction with authority figures. People are still being punished for standing up for just beliefs. A discussion of whether or not the fine was justified will lead into how many of the Civil Rights activists were subjected to the odd rules and regulations of the Jim Crow South just like Marshall.

**Matthews, C. (2013) Oral histories from segregated Evansville, IN in the 1960s. [Video File] Retrieved from http://www.youtube.com/watch?v=5vTYyLqvYVQ**
    This YouTube video will be shown on the first day of the Social Studies unit. This video gives oral accounts of African Americans during the time of segregation. Four African American women discuss their experiences with segregation in their hometown of Evansville, IN.

**Montgomery Improvement Association (1956). Integrated bus segregation [Primary source image]. Retrieved from http://herb.ashp.cuny.edu/items/show/1143#citation**
    This primary source document was issued after bus desegregation, and provided tips on how African-Americans should travel on the newly reformed buses. Students will examine this artifact if assigned to the civil rights activist Rosa Parks during the historical biopoem lesson in social studies.

**Norbertomgf (2012). Jim Crow and Apartheid (Segregation systems in racist America and the Afrikaner South Africa) [Video file]. Retrieved from http://youtu.be/XVw9UjHPEt8**
    This resource is included on the Social Studies page for the Introduction to the African American Civil Rights Movement. This video is a resource for students, and is something students can watch to further their knowledge and understanding of events that took place during the Civil Rights Movement for African Americans. Included in this video are a great deal of pictures taken during the movement, as well as a discussion on integration vs. segregation

**Princeton. (n.d). What is a primary source?. *Getting Started with Your Research.* Retrieved from http://www.princeton.edu/~refdesk/primary2.html**
    This resource will be a part of the first day of research, in which students are taught how to find quality sources when researching. This source gives students the definition of both primary and secondary source, and examples of each types of source. This will assist students when they are looking for sources for their final fishbowl discussion.

**Wahl, A. (2005). See the problem? [Political cartoon]. Retrieved from http://www.offthewahl.com/editorialcartoons/2005/index.htm**
    This political cartoon captures a main point about modern-day racism from Tim Wise’s lecture on “The Pathology of White Privilege.” Therefore, it will be used to help students’ understand his lecture. The teacher will pull out the corresponding quote from the lecture and have students look at the quote and political cartoon side-by-side. They both address White Americans denial of ongoing racism in the United States, the quote doing so with survey statistics and the cartoon by symbolizing different subsets of the population and their consensus on racism’s continued prevalence.