

The Civil Rights Movement

Subject/Topic Area/ Grade Level(s): The Civil Rights Movement

Designed By: Melissa Buchanan and Rene Diaz

Time Frame: 1 week

Date: July 2011

Brief Summary of Unit (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)

Lesson 1: (Rene Diaz) Students will trace the development of the African-American Civil Rights movement through the 1950s.

Lesson 2: (Melissa Buchanan) Students will examine key events of the 1960s Civil Rights movement and determine if the movement changed or stayed the same from the 1950s.

Stage 1: Desired Results

(Determine What Students Will Know, Do and Understand)

Delaware History Content Standard (Write out the Delaware History standard for which instruction is provided in this unit and which are ultimately assessed in the unit.)

History Standard 1: Students will employ chronological concepts in analyzing historical phenomena [Chronology].

Big Idea (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)

Civil Rights
Peaceful Protests
Continuity or change

Unit Enduring Understandings (This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: All sources contain some level of bias.)

Students will understand that...

- History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.

Unit Essential Question(s) (This should include open-ended questions designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content. Please consult the history clarification documents at http://www.doe.k12.de.us/ddoe/files/pdf/History_Clarifications.pdf for a list of essential questions that the Delaware Department of Education has deemed to be in alignment with the standards.)

History Standard One Essential Questions:

- Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?
- To what extent can we learn from studying historical responses to societal problems?

Knowledge & Skills (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources.) It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: analyze a primary source document,.)

Students will know....

- The events of the Civil Rights Movement up to 1965
- The impact that the movement had on the people who participated and America.

Students will be able to...

- Recognize how the goals of the Civil Right movements were fluid but they were all working towards the same end.
- Analyze historical documents to recognize continuity and change in the Civil Rights Movement.

Stage 2: Assessment Evidence (Design Assessments To Guide Instruction)

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence – quizzes, worksheets, observations, etc.]

Suggested Performance Task(s) (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

Create a Movement

Your have been asked to design a national or international movement to tackle a current real-world issue. The committee of international affairs knows that you have extensive understanding of the tactics used during the Civil Rights movement and they want you to but that into practice.

There are three topics that the committee is interested in solving: Child labor in China, the AIDS epidemic in Africa, or Homelessness in America. In groups, you will organize and design a movement, keeping in mind the tactics and goals from America’s Civil Rights Movement of the 1950s and 1960s. There are five key areas that you must consider as your group creates its movement.

1. **Solutions from the Civil Rights Movement** → Take at least one element from the Civil Rights Movement and apply it to your modern movement. Think specifically about tactics and techniques that worked effectively in the ‘50s and ‘60s, and how you can reinvent them for your movement in 2011. Then consider:
 - a. **Advertising or a TV Commercial** → You will create a 60 second television commercial that will be presented in the form of a Power Point Project. The commercial can advertise any element of your movement: a fundraiser, an event, or provide information about your cause in general.
 - b. **Fundraising** → You will determine an idea to raise money for your cause. This can include t-shirt or other merchandise sales, a fundraising event, or any other activities that you think. BE SPECIFIC and use visuals when possible.
 - c. **Partnering organizations and celebrity support** → Find organizations that are currently involved in the work of your movement. Detail how the various organizations would contribute to the movement. Also, find at least one celebrity who would be an advocate for your cause.
 - d. **Marketing** → Design a marketing and advertising campaign for your movement. While the television commercial is an element of this, you must figure out a way to inform the public about the problem and get people excited about and working towards a solution.

Rubrics for Performance Task (Be sure to align your rubric to the benchmark. A student should not be able to score well on a rubric if he or she has not mastered the standard/benchmark itself.)

Transfer Task Rubric

Create a Movement Project Rubric

TOPIC:

GROUP MEMBERS:

UNDERSTANDING - *How well does the group understand and present the information about their movement?*

10 9 8 7 6 5 4 3 2 1 0

CREATIVITY – *How much thought and creative thinking went in to designing and creating this project?*

10 9 8 7 6 5 4 3 2 1 0

ORGANIZATION – Is the presentation organized? Does the project flow and make sense?

10 9 8 7 6 5 4 3 2 1 0

EFFECTIVENESS – How much did the audience get out of the presentation? Did the presentation convey the intent of the group?

10 9 8 7 6 5 4 3 2 1 0

GROUP GRADE: _____ / 40

TV Commercial

GROUP MEMBERS:

Understanding – How well does the group understand and present the information about their movement? _____ / 5

Creative – How much thought and creative thinking went in to designing and creating this project? _____ / 5

Effective – Did the presentation convey the intent of the group? _____ / 5

Visual – How well put together is the Visual? Does it represent the groups' goal? _____ / 10

INDIVIDUAL GRADE: _____ / 30

Fundraising

GROUP MEMBERS:

Understanding – How well does the group understand and present the information about their fundraiser? _____ / 5

Creative – How much thought and creative thinking went in to designing and creating this fundraiser? _____ / 5

Effective – Did the presentation convey the intent of the group? _____ / 5

Visual – How well put together is the Visual? Does it represent the groups' goal? _____ / 10

INDIVIDUAL GRADE: _____ / 30

Partnering Organization and Celebrity Support

GROUP MEMBERS:

Understanding – How well does the group understand and present the info. about the org. and celebrity? _____ / 5

Creative – How much thought and creative thinking went in to the choice and details of the support? _____ / 5

Effective – Did the presentation convey the intent of the group? _____ / 5

Visual – How well put together is the Visual? Does it represent the groups' goal? _____ / 10

INDIVIDUAL GRADE: _____ / 30

Marketing and Solutions from the Civil Rights Movement

GROUP MEMBERS:

Understanding – How well connected to the CR’s movement is their event? Do they understand the purpose? _____ / 5

Creative – How much thought and creative thinking went in to designing and creating this event? _____ / 5

Effective – Did the presentation convey the intent of the group? _____ / 5

Visual – How well put together is the Visual? Does it represent the groups’ goal? _____ / 10

INDIVIDUAL GRADE: _____ / 30

Other Evidence (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

Formative Assessments are embedded into the lesson through Warm-ups and Checks for Understanding.

Teachers can collect these to use for assessment grades.

Student Self-Assessment and Reflection (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

Opportunities for self-monitoring are found throughout the unit, primarily through warm-ups and checks for understand. There are multiple opportunities for students to reflect upon their work, as well as that of their classmates.

Stage 3: Learning Plan
(Design Learning Activities To Align with Goals and Assessments)

Lesson #1

Title: Introduction to the African American Civil Rights Movement

Author: Melissa Buchanan

Lesson Description: Briefly describe what the students will be doing in this lesson and why.

- Students will trace the development of the African-American Civil Rights movement through the 1950s.

Time Required: Approximately how long will it take to complete the instructional activities described in this lesson?

- The lesson will approximately require 3.5 hours (2.5 ninety minute blocks)

Essential Question Addressed: What are the essential questions for this lesson?

- What factors led to the African-American Civil Rights movement?

Enduring Understanding: What is the enduring understanding at which students should arrive?

- Students will understand that the African-American Civil Rights movement developed over time as a response to the injustices faced by African-Americans following the Civil War through the 1950s.

Materials:

- SmartBoard or Overhead Projector
- Television with DVD Player
- Handouts #1-3
- Pens/Pencils
- Class set of computers
- DVD: The Murder of Emmett Till: American Experience

Procedures:

Title (Gathering Information)

Lesson Essential Question: What are Civil Rights?

Warm-up: Ask students to write down their own definitions of civil rights.

Check for Understanding:

- Have students share their definitions to check for understanding.

Activity #1:

- Use overhead projector to Project or open teacher handout #1 (Civil Rights Key Vocabulary) on the SmartBoard and have students copy the key terms on student handout #1 (Student

Vocabulary Matrix). Discuss each term with the students and how they relate to the civil rights movement.

- Use overhead projector to Project or open teacher handout #2 (Civil Rights Key Term Pictures) on the SmartBoard. Mention to the students that Homer Plessy was only 1/8th African-American (one Great-Grandparent was African-American) yet he was still considered African-American according to Louisiana law (one drop rule). Discuss how lynchings happened both in the South and the North and that many African-Americans lived in fear because the threat of being lynched was real to them.

Check for Understanding:

- Discuss each term with the students and how they relate to the civil rights movement.

Activity #2:

Segregation in Delaware

- Ask the students do they think Delaware schools were segregated?
- Using your SmartBoard (you can also print out hardcopies) access the following link: <http://archives.delaware.gov/exhibits/document/schoolval/toc.shtml>. It will take you to the Delaware Public Archives Webpage to a page titled: Public School Insurance Evaluation Reports, 1941 Insurance evaluations of public schools recorded and photographed in 1941.
- Have students read through the list of schools. Ask them if they notice anything interesting about the names of the schools listed? (They should notice that there are various schools titled "colored schools.")
- Have students pick at least five school districts that had a "white" school and a "colored" school in 1941. (For example: Middletown had the Middletown Public School and the Middletown Colored School). Have them fill out the chart on student handout #2 using the school districts they chose to compare the estimated value, size and appearance of the "white school" to the "colored school" for each district.
- Once the students are finished have them share their charts with the class. Ask: Were the African-American schools equal to the Caucasian schools in terms of appearance, estimated value, etc.? (They should answer "NO")
- Discussion Question: Why aren't Delaware schools still segregated?
- Give the student handout #3 (Brown v, Board of Ed.) Have them read the case summary independently and answer the questions that follow. (Can be used as an assessment)
- Review answers. Have students share their summary paragraph from student handout #3.

Activity #3:

Essential Question: How did the Emmett Till Case help spark the Civil rights movement of the 1950s?

- Discussion: Ask the students what events helped spark the Civil Rights movement of the 1950s? (Many will probably mention Rosa Parks or Martin Luther King Jr.)

- Ask them if they have ever heard about the Emmett Till Case? (Most students usually say “No”)
- Short discussion, introduction to the film *The American Experience: Murder of Emmett Till* (Running Time 60 minutes)- warn students of the graphic nature of some of the pictures shown. (If you do not have time to watch this movie you can use *The Murder of Emmett Till* clip from the documentary *the “Eyes on the Prize”* which can be accessed at: <http://video.google.com/videoplay?docid=536339677935896178> This clip is 14:31 minutes long.
- Give students handout #3 (access at <http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf>) (5 Ws Chart) as them to fill out the chart as they watch the video. After watching the video have them answer the EQ: How did the Emmett Till Case help spark the Civil rights movement in the 1950s? in an essay.

Lesson # 2

Title: Civil Rights Movement in the 1960s

Author: Melissa Buchanan

Lesson Description: Briefly describe what the students will be doing in this lesson and why.

- Students will examine key events of the 1960s Civil Rights movement and determine if the movement changed or stayed the same from the 1950s.

Time Required: Approximately how long will it take to complete the instructional activities described in this lesson?

- 2 days

Essential Question Addressed: What are the essential questions for this lesson?

- Did the goals and tactics of the Civil Rights Movement change or stay the same after desegregation in the 1950’s?

Enduring Understanding: What is the enduring understanding at which students should arrive?

- The Civil Rights movement had varying goals and changed from the 1950s but never strayed from trying to gain Civil Rights for African Americans.

Materials:

- Handouts#4-
- United Streaming clips:
 - [America in the 20th Century: The Civil Rights Movement \(Freedom Rides\)](#)
 - [America in the 20th Century: The Civil Rights Movement \(Freedom Summer\)](#)
 - [Martin Luther King Jr. and the Civil Rights Movement \(Birmingham, AL 1963\)](#)
 - [Martin Luther King Jr. and the Civil Rights Movement \(The March on Washington, 1963\)](#)
- Pictures from sit-ins:
 - <http://www.crmvet.org/images/imgcoll.htm>
 - <http://americanhistory.si.edu/brown/history/6-legacy/freedom-struggle-2.html>

Procedures:

The Events of the 1960s (Gathering Information)

Lesson Essential Question: What events occurred during the 1960s? What were the goals and results of these events?

Warm-up: Anticipation Guide

Have students answer True or False to the following questions:

- All facilities were desegregated after Brown versus Board decision.
- African Americans had full voting rights in America after the Civil War.
- After the bus boycott, African Americans could sit anywhere on a bus.
- Once African Americans achieved desegregation the Civil Rights Movement ended.
- There was only one goal to the Civil Rights movement, desegregation.

Give students a moment to decide if the statements are true or false. Then have them discuss their answers with a partner, answer these questions:

- On which questions did you and your partner agree? Where did you disagree?
- What is the reason for your agreement? Disagreement?

Together as a class discuss that with the exception of the third bullet all of the answers are false. The Civil Rights movement goes well beyond Brown versus the Board of education and desegregation.

Narrowed Timeline for Civil Rights (Handout #4)

Give the students the Handout titled, Narrowed Timeline for Civil Rights. As a review, have the students fill in the first two lines together in pairs. If they need help, have them use their textbook as a reference. Teacher should circulate to make sure all have the correct answer. The students will complete this timeline throughout the entire lesson.

Woolworth Sit-ins (Handout #5)

Show students photographs of the Sit-in movements at Woolworth lunch counters. Teachers can print off or copy pictures from these sites:

- <http://www.crmvet.org/images/imgcoll.htm>
- <http://americanhistory.si.edu/brown/history/6-legacy/freedom-struggle-2.html>

Have students examine the pictures to determine:

- What is the purpose of the sit-ins? How did they work?
- What happened during the sit-ins?
- What end result did they have?

Ask students: Why would students need to hold sit-ins if desegregation is already a law? Explain to the students that written within Brown versus the Board of Education legislation, was the idea that the south could desegregate with "all deliberate speed". The southern governments took this to mean that they could wait to desegregate. African Americans had to force the issue.

Show students the following picture:



These students are sitting and being served at a previously all white lunch counter. The sit-ins were successful.

Have students fill in their Narrowed Timeline for Civil Rights on Sit-ins.

Freedom Rides

Watch the video of the Freedom Rides from the Eyes on the Prize series or the 4:46 clip on Discovery Education. [America in the 20th Century: The Civil Rights Movement \(Freedom Rides\)](#)

Have students fill in their Narrowed Timeline for Civil Rights on Freedom Rides.

Freedom Summer

Have students in pairs answer the following questions:

(Taken from: [http://www1.cuny.edu/portal_ur/content/voting_curriculum/11th_pdfs/11th%20Lesson%206_Voting%20\(66-75\).pdf](http://www1.cuny.edu/portal_ur/content/voting_curriculum/11th_pdfs/11th%20Lesson%206_Voting%20(66-75).pdf))

- Can the President of the United States be impeached? Yes or No
- Can the state coin money with the consent of Congress? Yes or No
- FBI stands for _____
- The power of the granting patents that is of securing to inventors the exclusive right to their discoveries is given to the Congress for the purpose of _____.
- The only legal tender which may be authorized by states for payment of debts is _____.

Answers: 1) Yes 2) No 3) Federal Bureau of Investigation 4) Promoting Progress 5) US Currency

The questions are actually for a literacy test to vote in Alabama during Jim Crow but lead the students to believe that these questions are the new way to determine if they can drive or not. All citizens have to answer the questions correctly to either acquire their license or to renew it. Give them a minute or two to answer as many as they can. Then ask them:

- How many questions were you able to answer?
- Why would the government want you to answer these questions?
- How did the questions make you feel? Explain.
- What actions would you take to make sure that you could answer these questions?

Explain to students or have them read about literacy tests in the south. That these tests were designed to inhibit blacks from voting. In order to change this, students from the North came to the South to establish Freedom Schools to help African Americans gain the literacy and knowledge necessary to answer the questions and register to vote. Show students the clip from United Streaming, [America in the 20th Century: The Civil Rights Movement \(Freedom Summer\)](#)

Have students fill in their Narrowed Timeline for Civil Rights on Freedom Summer. Also have the students answer:

- What unexpected consequences happened because of Freedom Summer?
- Does that make the event less successful?

Two Marches in 1963

Explain to the students that there were two marches in 1963 with very different outcomes have students examine the events of each and determine why the same tactic and two radically different outcomes. Have students watch two clips on the March on Washington and the March on Birmingham. (Handout #6)

- For Birmingham: *Martin Luther King Jr. and the Civil Rights Movement (Birmingham, AL 1963)*
- For March on Washington: *Martin Luther King Jr. and the Civil Rights Movement (The March on Washington, 1963)*

The students should be broken into groups of four. Each student will be focusing on only one element while watching the clips. Then when the first clip is over, have them discuss their answers and why they thought that the march was successful or unsuccessful. Then start the second clip and repeat.

When finished, ask students: "What made the March on Washington a bigger success?" Is a march a good tactic to use when attempting to create change? Explain.

Have students finish their Narrowed Timeline for Civil Rights.

For the sake of time teachers can choose to have students fill in the chart as they watch the events on the film, Eyes on the Prize or the United Streaming clips.

- For Birmingham: *Martin Luther King Jr. and the Civil Rights Movement (Birmingham, AL 1963)*
- For March on Washington: *Martin Luther King Jr. and the Civil Rights Movement (The March on Washington, 1963)*

Check for Understanding:

- What event of the 1960's Civil Rights Movement do you consider to be the most important to the movement? Explain your answer giving at least two examples.

Comparing two Civil Rights Activists (Extending and Refining)

Lesson Essential Question: How did the events of the 1960s impact the people who lived through them?

Warm-up: Journal writing

- Why do you think that African Americans were ready in the 1960s to take a stand? Explain your answer.
- Survey student answers as they might vary. Essentially the movement has been occurring for ten years (longer if you consider the start during Reconstruction) and African Americans finally have the confidence (and the belief that the government will help them) to stand up for their rights.

Comparing Two Stories

Have students read the two stories (Handout #7) one on Franklin McCain and one on Jon McFerren. Have the students complete the Personal Files for two civil rights activists. Students could each read one and then share the stories with their partner then complete the questions together.

Check for Understanding:

- How did the Civil Rights movement impact the people who lived through it? Explain.

Continuity or Change? (Application)

Lesson Essential Question: Did the goals and tactics of the Civil Rights Movement change or stay the same after desegregation in the 1950's?

Essay

There has been debate over the last couple of years that the split in goals and variety of tactics hurt

the Civil Rights Movement and its potential. Do you agree or disagree with this statement? Using your Narrowed Timeline for Civil Rights, determine whether you believe that if the goals and tactics were changing or staying the same AND whether you think that helped or hurt the movement. Use examples from your chart and the lesson to help support your answer.

Rubric

Score of 20: Essay has a well developed answer to both questions. Uses multiple details to support their response. Proves complete understanding of the Civil Rights Movement. Consists of at least four paragraphs. Uses content vocabulary.

Score of 15: Essay has a partially developed answer to both questions or a developed answer to just one. Uses some details to support their response. Proves understanding of the Civil Rights Movement. Consists of at least three paragraphs. Uses some content vocabulary.

Score of 10: Essay has a brief answer to both questions. Uses few details to support their response. Proves little understanding of the Civil Rights Movement. Consists of at least three paragraphs. Uses some content vocabulary.

Score of 5: Essay merely lists information. Does not address the question. Does not prove understanding.

Debrief:

- To what degree is historical investigation about the historian as much as the history?
- Is it necessary to include an investigation of the writer in regard to what we read?
- Is there such a thing as completely unbiased history?
- How can we determine between fact and interpretation?

From History Standard Two (9-12), *Social Studies Clarification Document:*

Students continue to master a deeper understanding of the use of documents and artifacts and how historians use them to conduct research and to draw conclusions. The individual questions a researcher asks become part of an overall strategy of research -- the problem of where and how to find the answers. Teachers should ask students to develop research strategies, given a particular historical problem, and examine the difficulties inherent in some research. Sources have to exist to be researched; dialogue between two historical figures can't be replayed without someone present recording what was said. When this standard is fully mastered, a student is ready to apply it in his/her daily adult life as a citizen by critically examining the documentary evidence put forth to support a point of view or assertion. In addition, a citizen needs to ask questions of the person who advocates a particular position. Where did they get their information? What factors influenced their point of view? How much is based on facts and how much is based upon interpretation? An understanding of the role of documentary support behind an assertion is essential for future citizenship.

Resources & Teaching Tips (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**
 - United Streaming video clips
 - Eyes on the Prize video clips
- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?**

Differentiation (This should include a list or description of ways that you will differentiate instruction according to students' needs. This can include any curricular adaptations/accommodations that are needed to meet the needs of **ALL** students, including students with disabilities. Ex: using reading materials at varying readability levels, putting text materials on tape, using spelling or vocabulary lists at readiness levels of students, meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.)

Teachers can adjust the reading levels to suit their student's needs and can adjust the assignment length if they feel students need more or less of a challenge.

Handouts for Transfer Task

Gathering Information about your topic

1. What is the social problem that you are attempting to solve? *Use the packet of information to write detailed explanation of the problem.*

2. What facts and statistics stick out to you about your problem?

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3. What is currently being done to help this problem?

4. What are plausible solutions that could help your social problem? *Brainstorm by yourself or with someone in your group.*

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TV Commercial: (This is a PowerPoint overview of your entire project.)

- People Assigned to the PowerPoint: _____, _____
- These people were chosen because:

- The commercial can advertise any element of your movement: a fundraiser, an event, or provide information about your cause in general. *Public service announcement?
- Brainstorm and take notes on what will be included in your PowerPoint:
 - What information does your audience need to know about your cause and movement?
 - What elements from the other groups should be included in your commercial? (Fundraising, Event, Celebrity, Group, etc.)
 - What visuals and audio should you use to illustrate your point?

Fundraiser:

- People Assigned to fundraising are: _____, _____
- These people were chosen because:

- You will determine an idea to raise money for your cause. This can include t-shirt or other merchandise sales, a fundraising event, or any other activities that you think. BE SPECIFIC and use visuals when possible.
- Brainstorm and take notes on the following areas:
 - What will you sell? Why would people want it?
 - When will you sell it? How will people buy it?
 - What will it look like?
 - How can you present this to the class?

Partnering Organizations and Celebrity Support:

- People assigned to this group are: _____, _____
- These people were chosen because:

- Find organizations that are currently involved in the work of your movement. Detail how the various organizations would contribute to the movement. Also, find at least one celebrity who would be an advocate for your cause.
 - Who will work for you? Why would they?
 - Detail what they will do for your cause
 - What organization might align with your cause? Why? Detail what they will do for your cause
 - What websites or sources did you gain this information from?
 - How can you present this to the class?

Marketing and Solutions from the Civil Rights Movement:

- People assigned to this group are: _____, _____, _____, _____, _____
- These people were chosen because:
- Design a marketing and advertising campaign for your movement. While the television commercial is an element of this, you must figure out a way to inform the public about the problem and get people excited about and working towards a solution.
 - What is your goal for your movement? (Public action, awareness, money, etc) Why?
 - How will you inform the public?
 - What type of things will you do to advertise?
- Take at least one element from the Civil Rights Movement and apply it to your modern movement. Think specifically about tactics and techniques that worked effectively in the '50s and '60s, and how you can reinvent them for your movement in 2010.
 - What tactics could apply to your Movement?
 - How could you get people to participate?
 - When and where would it be?
 - What do you hope the outcome will be?
 - How can you present this to the class?

Unifying your Project:

- What tools do you need to complete your project?
- How will your presentation flow? Who will go first, second, third, etc?
- Who will do the speaking? How will they present their information?
- Who will introduce and conclude your project?

Handouts for Lesson 1

Handout #1
Civil Rights
Key Terms/Vocabulary

13th Amendment (1865): Amendment which abolished slavery in the United States

14th Amendment (1865): Declared that “all persons born in the United States are citizens of the United States and no state can make a law which denies any citizen of life, liberty, or property, without due process of law; or deny to any person within its jurisdiction the equal protection of the laws.”

15th Amendment (1868): Granted African-American males the right vote.

Ku Klux Klan- terroristic white supremacist organization formed after the Civil War that used in intimidation and violence to prevent African-Americans from exercising their rights.

Jim Crow Laws- Anti-African American laws passed in the South after the Civil War including laws that discriminated against African Americans regarding voting, attendance in public schools, the use of facilities such as restaurants, theaters, hotels, cinemas, public baths, trains, and buses.

segregation- the separation of different racial groups

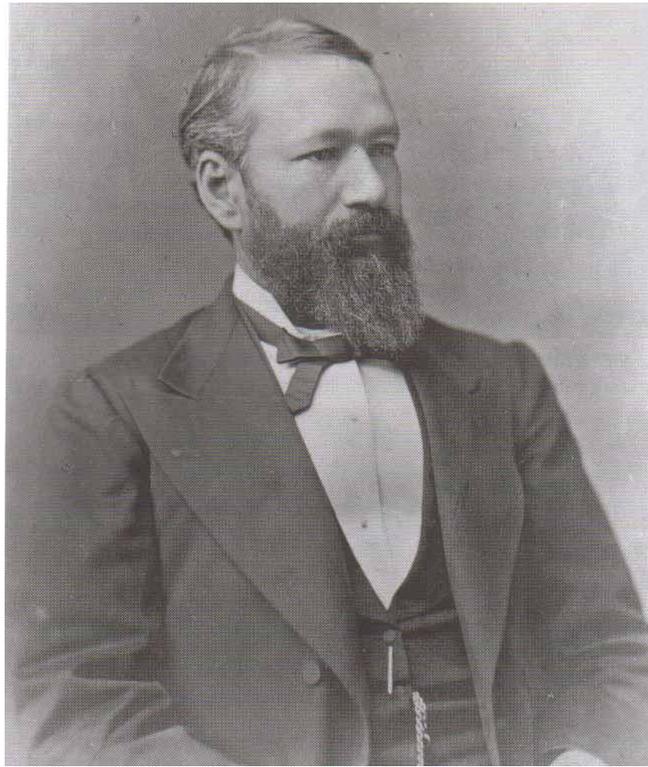
Plessy v. Ferguson (1896)- Landmark case in which the Supreme Court ruled that segregation was constitutional as long as there were “separate but equal accommodations for blacks and whites.”

lynching- the illegal execution of a person by mob without due process of the law, especially by hanging.

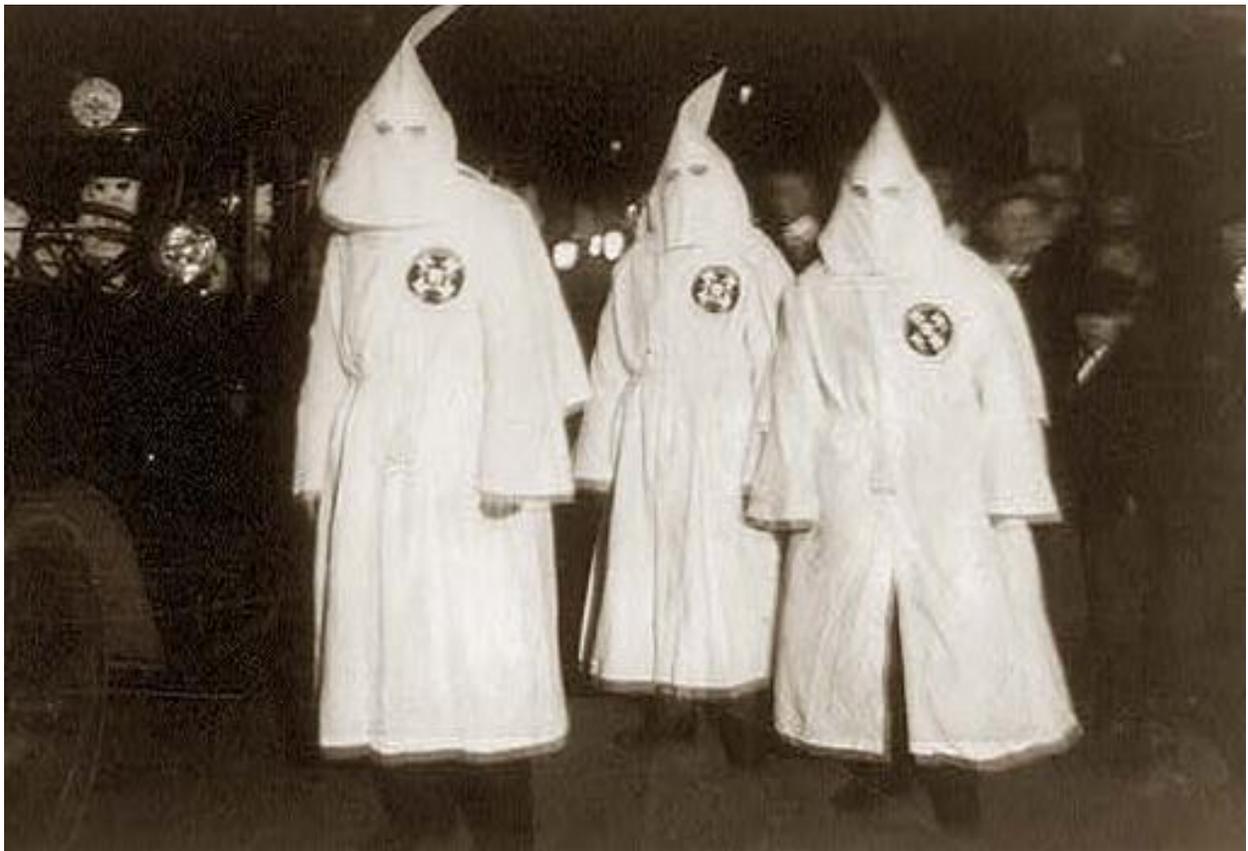
Name:

Handout #1 Title: _____

Word/Term	Definition	Picture/Symbol <small>(Draw a picture or symbol that will help you remember the definition)</small>



Homer Plessy



Klu Klux Klan (KKK)



Post card showing Jessy Washington, 17 year old lynched in Waco, Texas
The back reads: "This is the barbecue we had last night. My picture is to the left with a cross over it. Your son, Joe."



Segregated Drinking Fountains

Name:

HANDOUT #3
Segregation in Delaware Public Schools
Public School Insurance Evaluation Reports, 1941

School District	"Regular" School	"Colored" School
	Name: Total Estimated Value: Description:	Name: Total Estimated Value: Description:
	Name: Total Estimated Value: Description:	Name: Total Estimated Value: Description:
	Name: Total Estimated Value: Description:	Name: Total Estimated Value: Description:
	Name: Total Estimated Value: Description:	Name: Total Estimated Value: Description:
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Summary of *Brown v. Board of Education of Topeka*, 347 U.S. 483, 74 S. Ct. 686, 98 L. Ed. 873 (1954).

Facts

This case is a consolidation of several different cases from Kansas, South Carolina, Virginia, and Delaware. Several black children (through their legal representatives) sought admission to public schools that required or permitted segregation based on race. The plaintiffs alleged that segregation was unconstitutional under the Equal Protection Clause of the Fourteenth Amendment.

In all but one case, a three judge federal district court cited [*Plessy v. Ferguson*](#) in denying relief under the “separate but equal” doctrine. On appeal to the Supreme Court, the plaintiffs contended that segregated schools were not and could not be made equal and that they were therefore deprived of equal protection of the laws.

Issue

2. Is the race-based segregation of children into “separate but equal” public schools constitutional?

Holding and Rule (Judge Earl Warren)

- No. The race-based segregation of children into “separate but equal” public schools violates the Equal Protection Clause of the Fourteenth Amendment and is unconstitutional.

Segregation of children in the public schools solely on the basis of race denies to black children the equal protection of the laws guaranteed by the Fourteenth Amendment, even though the physical facilities and other may be equal. Education in public schools is a right which must be made available to all on equal terms.

The question presented in these cases must be determined not on the basis of conditions existing when the Fourteenth Amendment was adopted, but in the light of the role of public education in American life today. The separate but equal doctrine adopted in *Plessy v. Ferguson*, which applied to transportation, has no place in the field of public education.

Separating black children from others solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone. The impact of segregation is greater when it has the sanction of law. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law tends to impede the educational and mental development of black children and deprives them of some of the benefits they would receive in an integrated school system. Whatever may have been the extent of psychological knowledge at the time of *Plessy v. Ferguson*, this finding is amply supported by modern authority and any language to the contrary in *Plessy v. Ferguson* is rejected.

Handouts for Lesson 2

(HANDOUT #4)

Narrowed Timeline for Civil Rights Movement

Directions: Complete the following chart, using the information we discuss in class.

Year	Event	Goal	Tactic	Result
1954	Brown vs Board of Education			
1955	Montgomery Bus Boycott			
1960	Woolworth Sit-In			
1961	Freedom Rides			
1963	Battle of Birmingham			
1963	March on Washington			
1964	Freedom Summer			
1965	Voting Rights Act			

(HANDOUT #5)

Woolworth Sit-in

Ezell A. Blair, Jr. (now Jibreel Khazan), Franklin E. McCain, Joseph A. McNeil, and David L. Richmond leave the Woolworth store after the first sit-in on February 1, 1960.



On the second day of the Greensboro sit-in, Joseph A. McNeil and Franklin E. McCain are joined by William Smith and Clarence Henderson at the Woolworth lunch counter in Greensboro, North Carolina.

(HANDOUT #6)

March on Washington

The People

Who was involved?

Who was opposed?

Purpose/Goal of the March

What did they want to accomplish?

The City

Where did it take place?

Describe the town

Did this help or hurt the march? Explain.

The Results and Outcome

What happened because of the march?

(HANDOUT #6)

March on Birmingham

The People

Who was involved?

Who was opposed?

Purpose/Goal of the March

What did they want to accomplish?

The City

Where did it take place?

Describe the town

Did this help or hurt the march? Explain.

The Results and Outcome

What happened because of the march?

(HANDOUT #7) **Personal Files of Civil Rights Activists**



Name: Franklin McCain

Sponsored Event:

Goal for Event:

Description of Event:

Tactics Used:

Outcome of Event:

Events effect on F. McCain

**NO
PHOTO
AVAILABLE**

Name: John McFerren

Sponsored Event:

Goal for Event:

Description of Event:

Tactics Used:

Outcome of Event:

Events effect on J. McFerren

1. What similarities do the two men have?
2. Why do their goals differ in spite of their association with the same movement?
3. How may their differences affect (help/hurt) the civil rights movement?
4. Does these men/events, show continuity or change for the Civil Rights movement?

Franklin McCain

Desegregating Lunch Counters

Franklin McCain was one of the four African American students at North Carolina A&T College in Greensboro, North Carolina, who sat down at the Woolworth's lunch counter on February 1, 1960, setting off a wave of student sit-ins that rocked the South and helped initiate a national civil rights movement. In the following interview, McCain describes how he and his pals took that momentous step.

The planning process was on a Sunday night, I remember it quite well. I think it was Joseph who said, "It's time that we take some action now. We've been getting together, and we've been, up to this point, still like most people we've talked about for the past few weeks or so—that is, people who talk a lot but, in fact, make very little action." After selecting the technique, then we said, "Let's go down and just ask for service." It certainly wasn't titled a "sit-in" or "sit-down" at that time. "Let's just go down to Woolworth's tomorrow and ask for service, and the tactic is going to be simply this: we" just stay there."

...Once getting there...we did make purchases of school supplies and took the patience and time to get receipts for our purchases, and Joseph and myself went over to the counter and asked to be served coffee and doughnuts. As anticipated, the reply was, "I'm sorry, we don't serve you here." And of course we said, "We just beg to disagree with you. We've in fact already been served."....the attendance or waitress was a little bit dumbfounded, just didn't know what to say under circumstances like that...

At that point there was a policeman who had walked in off the street, who was pacing the aisle...behind us, where we were seated, with his club in his hand, just sort of knocking it in his hand, and just looking mean and red and a little bit upset and a little bit disgusted. And you had the feeling that he didn't know what the hell to do...Usually his defense is offense, and we've provoked him, yes, but we haven't provoked outwardly enough for him to resort to violence. And I think this is just killing him; you can see it all over him.

If it's possible to know what it means to have your soul cleansed—I felt pretty clean at that time. I probably felt better on that day than I've ever felt in my life. Seems like a lot of feelings of guilt or what have you suddenly left me, and I felt as though I had gained my manhood...Not Franklin McCain only as an individual, but I felt as though the manhood of a number of other black persons had been restored and had gotten some respect from just that one day.

The movement started out as a movement of nonviolence and a Christian movement... It was a movement that was seeking justice more than anything else and not a movement to start a war...WE knew that probably the most powerful and potent weapon that people have literally no defense for is love, kindness. That is, whip the enemy with something that he doesn't understand...the individual who had probably that most influence on us was Gandhi...Yes, Martin Luther King's name was well-known when the sit-in movement was in effect, but...no, he was not the individual we had upmost in mind when we started the sit-in movement.

Source: Howell Raines, *My Soul Is Rested*.

John McFerren

Demanding the Right to Vote

In this interview, given about ten years after the events he describes, John McFerren tells of the battle he undertook in 1959 to gain the vote for the blacks of Fayette County, Tennessee. By the time of the interview, McFerren had risen in life and become a grocery-store owner and property holder, thanks, he says, to the economic boycott imposed on him by angry whites. Unlike Greensboro, the struggle in Fayette County never made national headlines. It was just one of many local struggles that signaled the beginning of a new day in the South.

My name is John McFerren. I'm forty-six years old. I'm a Negro was born and raised in West Tennessee, the county of Fayette, District 1. My foreparents was brought here from North Carolina five years before the Civil War...because the rumor got out among the slaveholders that West Tennessee was still going to be a slaveholding state. And my people was brought here and sold. And after the Civil War my people settle in West Tennessee. That's why Fayette and Haywood counties have a great number of Negroes.

Back in 1957 and '58 there was a Negro man accused of killing a deputy sheriff. This was Burton Dodson. He was brought back after he'd been gone twenty years. J.F. Estes was the lawyer defendin him. Myself and him both was in the army together. And the stimulation from the trial got me interested in the way justice was bein used. The only way to bring justice would be through the ballot box.

In 1959 we got out a charter called the Fayette County Civic and Welfare League. Fourteen of us started out in that charter. We tried to support a white liberal candidate that was named L.T. Redfearn in the sheriff election and the local Democrat party refused to let Negroes vote.

We brought a suit against the Democrat party and I went to Washington for a civil-rights hearing. Myself and Estes and Harpman Jameson made the trip. It took us twenty-two hours steady drivin...I was lookin all up—lotsa big, tall buildins. I had never seen old, tall buildins like that before. After talkin to [John Doar] we come on back to the Justice Department building and we sat out in the hall while he had a meetin inside the attorney general's office. And when they come out they told us they was gonna indict the landowners who kept us from voting...

Just after that, in 1960, in January, we organized a thousand Negroes to line up at the courthouse to register to vote. We started pourin in with big numbers—in this county it was 72 percent Negroes—when we started to register to vote to change the situation.

In the following...October and November they started putting our people offa the land. Once you registered to vote they took your job. Then after they done that, in November, we had three hundred people forced to live in tents on Shepard Towles' land. And when we started putting em in tents, then that's when the White Citizens council and the Ku Klux Klan started shootin in the tents to run us out.

Tent City was parta an economic squeeze. The local merchants run me outa the stores and said I went to Washington and caused this mess to start...They had a blacklist...And they had the list sent around to all merchants. Once you registered you couldn't buy for credit or cash. But the best thing in the world was when they run me outa them stores. It started me thinkin for myself...

The southern white has a slogan:"Keep em niggers happy and keep em singin in the schools." And the biggest mistake of the past is that the Negro has not been taught economics and the value of a dollar....Back at one time we had a teacher...from Mississippi—and he pulled up and left the county because he was teachin the Negroes to buy land, and own land, and work it for hisself, and the county Board of Education didn't want that taught in the county.

And they told him, "Keep em niggers singin and keep em happy and don't teach em nothin."...You cannot be free withn you're beggin the man for bread. But when you've got the dollar in your pocket and then got the vote in you pocket, that' the only way to be free...And I have been successful and made good progress because I could see the only way I could survive is to stay independent.

...The Negro is no longer goin back. He's goin forward