

Historical Literacy Project

Unit Title: Civil Rights 1954-1975

Designed by: Lisa A. Nothstein and Frank Singles

District: Reach Academy for Girls and Tower Hill School

Content Area: Social Studies

Grade Level(s): 6-8

Summary of Unit: This unit will guide students through the Civil Rights Era. Segregation and discrimination are obvious violations of American ideals of freedom, liberty and equality. The Civil Rights movement forced Americans to face the reality that not all people were given the same rights and freedoms. Students will examine the origins of the Civil Rights movement, its leaders, their methods and the achievements of the movement from 1954 through 1975.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

HISTORY STANDARD ONE: Students will employ chronological concepts in analyzing historical phenomena [Chronology].

History Standard One 6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.

Unit Enduring Understanding(s)

- *Students will understand that the Civil Rights movement involved people of many races and ethnic backgrounds.*
- *Students will understand how the actions of people changed the course of history.*

Enduring Understandings (K–12):

- 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.
- The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.

The study of history is grounded in chronology. Historians rely on chronology to arrange events and ideas in history and to analyze and to explain change or lack of change over space and time. **Chronology** is the main way historians arrange events and trends in history to see patterns of continuity and change in history. Historical events happen at a specific time and location, and reflect the history, culture¹, and geography of the time and place in which they occur. Although each society is unique, certain trends and ideas recur across time and space. In addition, understanding the order of events is crucial if one is to understand the importance and meaning of those events.

Time is a concept that must be taught to students. Students must recognize the application of time to prediction, cause and effect, change, and drawing inferences. The concept is introduced in grades K–3, while the 4–5, 6–8, and 9–12 clusters require an advancing and deeper understanding of the results and consequences of schedules and chronologies, such as cause and effect and change over time (while drawing logical inferences). Students who fully master this standard are ready to apply it in daily adult life as a citizen by analyzing contemporary issues; by researching or hypothesizing how that particular situation came to exist or how that particular policy came to be; and, by demonstrating the ability to determine consequences. Records can be lost, altered, damaged, or destroyed.

Students need to learn how to organize what looks like a mess of historical records and information. Chronology is one tool, easily the most frequently used tool, to accomplish this end. But sometimes chronology does not help us as much as we would like. For example, mail service between the colonies and Europe was not very dependable. Shipwrecks were fairly common, and many letters never arrived. A historian using correspondence between the colonies and England needs to be aware that the surviving letters probably are not all the letters that were sent.

Students can learn the concept of chronology (and its limitations) from all types of puzzles or situations. A teacher might take a paragraph out of a favorite book and give students the sentences all scrambled, simply a listing of sentences. Or, give them four or five paragraphs out of order. Challenge students to put the sentences and paragraphs in logical order. That is what historians do; they create a chronology, a logical sequence, out of chaos. Dates help in doing this, but many times the pictures or documents or artifacts are undated. The limitations of chronology come from its seamlessness. When is it possible to link events in a cause-and-effect relationship? Where do we begin to claim that an event caused or affected a later situation—10 years ago, 100 years ago, 500 years ago? And, what do we put into our chronology and what do we leave out? Both questions are part of the judgments a historian makes while researching a topic, judgments that by definition are imperfect.

Unit Essential Questions(s)

Essential Questions:

- Is change inevitable?
 - How often does the past predict the future?
 - What is the evidence for my conclusion?
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Knowledge and 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 identify the origins of the Civil Right movement.

Students will be able to compare the major leaders of the Civil Rights movement.

Students will analyze the methods used during the Civil Rights movement by various leaders in order to achieve their goals.

Students will be able to explain how non-violent actions can be successful.

Students will be able to explain how major civil rights legislation affected the fight for equality.

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/Transfer 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.)

The History of Desegregation and Civil Rights in Delaware

Essential Question Addressed: *Is change inevitable?*

Prior Knowledge	<ul style="list-style-type: none"> Now that you have learned about the Civil Rights Movement in the United States from 1954-1975, the leaders of the movement and of the country, their methods and rationale, the people who sacrificed their lives, the legislation that took place had its effect on the people, you can apply that knowledge and track the changes made in Civil Rights and desegregation in Delaware.
Problem	<ul style="list-style-type: none"> Someone has pending case against the State of Delaware claiming job discrimination because of their race. They are claiming that it has been a pattern in Delaware for many decades.
Role/Perspective	<ul style="list-style-type: none"> You are an historian working for the State of Delaware and have been assigned the task of researching and tracking the Civil Rights changes that have occurred in Delaware since the 1950's.
Product/Performance	<ul style="list-style-type: none"> Prepare a timeline, chart and a paper that clearly shows the changes that occurred in Delaware during

	<p>that time period. Think about these questions:</p> <ul style="list-style-type: none"> • How long were schools in Delaware segregated? • How did the assassination of Dr. King affect race relations in the City of Wilmington? • What legislative changes occurred in Delaware during this time period? • Who were the major Civil Rights leaders in Delaware?
Criteria for an Exemplary Response	<ul style="list-style-type: none"> • Be sure to include: • Timeline with events and a summary of each event. • A legislation chart that clearly defines why the legislation was written and its immediate and future effects. • A 3-5 page essay that clearly states your position with evidence on how Delaware progressed during the Civil Rights era.

Rubric(s) (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.)

Rubric

Scoring Rubric Product reveals...	Score Point 3	Score Point 2	Score Point 1
development of timeline	Thoroughly developed timeline from 1954-1975 with a summary of each event. (10 or more events)	Partially developed timeline and not all events are clearly defined. (5-9 events)	Minimally developed timeline and not all events are clearly defined. (1-4 events)
knowledge of the Civil Rights Movement and Era in Delaware (Chart)	Uses specific and relevant events and examples of their immediate and future effect.	Most events are relevant, but the effect of some examples not complete.	Most events are relevant, but the effect of most examples not complete.
Knowledge of the Civil Rights Era in Delaware and the legislative changes (essay)	Essay clearly states the writer's opinion and is backed up with relevant examples and explanation.	Essay clearly states the writer's opinion but not all examples support the case.	Essay does not clearly state the opinion of the writer.

Above the Standard: 8–9 points

Meets the Standard: 6-7 points

Below the Standard: 3–5 points

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

- Event and Cause Chart (throughout unit)
- Role playing (Key Decisions: Supreme Court – *Should America have segregated schools?* Negroes in Alabama- *Should we join the bus boycott?*)
- Analysis “I Have a Dream” speech.
- Analysis – key legislation during the Kennedy and Johnson administrations.

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.)

- Students will keep their own reflection journal of events and activities throughout the unit.
- Students will continue to create protest signs and slogans.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

(You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2). Give special attention to ways that you might differentiate learning so that the activities are broadly accessible, incorporate technology that is accessible broadly, and promote the acquisition of 21st Century skills.

Lesson # 1

Title of the Lesson: **Background and Origins – Separate but Equal?**

How would you stop injustice in society?

Author(s) Lisa A. Nothstein and Frank Singles

Lesson Description:

During this lesson students will explore the beginnings or the origins of the Civil Rights movement. Students will begin the lesson with video Eyes on the Prize – Awakenings 1954-1956 to provide a background of the tension and injustice that surrounded many people during this era. Students will also put themselves in the role of a Supreme Court justice deciding if states have the right to have separate schools, they will also put themselves in the place of a Negro in Alabama trying to decide whether or not to join the Montgomery bus boycott and analyze the types of protests that took place during this time period.

Time Required: 3- 4 class periods

Essential Question Addressed:

- Is change inevitable?
- How would you stop injustice in society?
- What changed and why?
- What remained the same?

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

- Students will understand that events are caused by multiple factors.
- Students will understand that many people in a society work to solve injustice while others create injustice.
- Students will understand that change came about in various ways.

Materials:

1. DVD Eyes On The Prize: America’s Civil Rights Years – PBS – American Experience, Blackside Inc.
2. Timeline (handout 1)
3. Key Decisions in U.S. History: A Participatory Approach, Volume 2:1861-1994, Supreme Court: *Should America have segregated schools?* Pages 57-58 (handout 2)
4. Key Decisions in U.S. History: A Participatory Approach, Volume 2:1861-1994, Negroes in Montgomery, Alabama *Should we join the boycott?* Pages 59-60 (handout 3)
5. Reading on Rosa Parks from an appropriate middle school text or supplement.

6. Apology Picture of Elizabeth Eckford and Hazel Massery (handout 4)

Procedures:

1. Pre-Reading - Vocabulary (terms and names) - segregation, Thurgood Marshall, Brown v. Board of Education of Topeka, Montgomery Bus Boycott, discrimination, Dr. Martin Luther King, Jr., SCLC, sit-in, SNCC
2. Video – Eyes on the Prize – Awakenings 1954-1956 – students will watch PBS video to provide background knowledge of the origins of the movement.
3. Timeline (handout 1) preview the unit with the students using the timeline; encourage students to add details about each event as the unit progresses. Explain that this is not a complete list and other dates and events should be added.
4. Have students read about *Brown v. Board of Education* from a middle school U.S. History textbook or supplemental and answer the following questions.
 - 1) *Why might the Brown decision lead to the end of segregation?*
 - 2) *What were the roles of Thurgood Marshall and Chief Justice Earl Warren in the Brown decision?*
5. Key Decisions (handout 2) – Supreme Court – Should America have segregated schools? Students will play the role of a Supreme Court Justice in 1954, background reading, comprehension questions and a final decision.
6. Have students read about Rosa Parks as well as the Montgomery Bus Boycott from a middle school U.S. History textbook or supplemental and answer the following questions.
 - 1) *Why was Rosa Parks tired?*
 - 2) *What was the effect of Rosa Parks actions? (short-term and long-term)*
 - 3) *What was the goal of the bus boycott?*
 - 4) *What were the results of the boycott?*
 - 5) *What was the reaction of Southern whites to civil rights victories for blacks?*
7. Key Decision (handout 3) – Negroes in Montgomery Alabama, Should we join the bus boycott? Students will play the role of a Negro living in Alabama, background reading, comprehension questions and decision.
8. Have students read about the Little Rock Nine and sit-ins as a form of protest from middle school U.S. History text book or supplemental and answer the following questions.
 - 1) *How did the Arkansas state government try to block school desegregation?*
 - 2) *What did President Eisenhower do to end the standoff with Governor Faubus?*
 - 3) *Why did school desegregation make people angry?*
 - 4) *How did sit-ins advance blacks civil rights?*
 - 5) *How did the tactics used by civil rights protesters differ from the response of many southern whites?*
9. Apology Picture – Students will analyze a 1957 picture of Elizabeth Eckford walking toward the entrance of Central High School with Hazel Massery in the agitated crowd. (handout 4)
 - 1) *What is happening in this photograph?*
 - 2) *Why does it seem that the crowd is upset?*
 - 3) *What emotions do you see in this picture?*Students will then analyze a picture of Elizabeth Eckford and Hazel Massery taken in 1997.
 - 1) *What appears to have changed between the two women? Why?*
 - 2) *In what ways do you think prejudice can be fought when it is felt so strongly as in the first picture?*
 - 3) *Does this picture give us hope against prejudice and the hope that people can change their attitude with more understanding?*

Debrief:

1. Discussion and journal entries:
 - 1) *What might be the consequences of participating in civil rights demonstration?*
 - 2) *What methods, other than protests and demonstrations have Americans used to correct wrongs and improve society?*
 - 3) *Is change inevitable? (provide examples from the lesson)*
2. Protest signs and slogans: Students will create protest signs and slogans in their journals.
 - 1) *The Supreme Court Ends School Segregation*
 - a) *List two ways segregated schools were separate but unequal.*
 - b) *Why was Brown v. Board of Education so important?*
 - c) *Create a protest sign and slogan (example: Stop School Segregation.)*
 - 2) *The Montgomery Bus Boycott*
 - a) *Who was Rosa Parks?*
 - b) *What was the bus boycott? How long was it? What was the result?*
 - c) *What was Dr. Martin Luther King, Jr.'s role in the protest?*
 - d) *Create a protest sign and slogan.*
 - 3) *Nonviolent Protests*
 - a) *What did the Little Rock Nine do? When?*
 - b) *What was the sit-in movement?*
 - c) *Were the non-violent protests successful?*
 - d) *Create a protest sign and slogan.*

Formative Assessment (“Check for Understanding”): Group Activity – students will be divided into groups of three and take on the roles of Rosa Parks, Elizabeth Eckford (one of the Little Rock Nine) and one of the four Greensboro, NC freshmen protestors. Students will explain what the person whose role they have been given did to further the civil rights movement.

Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

WR – Workplace readiness/21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

UDL– Universal Design for Learning

TL – Technology Literacy

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

- Apology picture should be given to students with no text, the first picture was taken in 1957, Massery apologized in the 1963, but the second picture was taken in 1997 in front of Central High School. A good extra credit assignment could be having the students finding a current events story where attitudes of prejudice and discrimination have changed. (example: victims law suit in Texas to prevent the execution of his attempted murder in a hate crime)

- **What text/print/media/kit/web resources best support this unit?**
 - McDougal Littell – Creating America: A History of the United States
 - Key Decisions in U.S. History: A Participatory Approach, Volume 2: 1861-1994
 - PBS DVD – Eyes On The Prize : America’s Civil Rights Years 1954-1965
 - She Would Not Be Moved, Herbert Kohl, [www.thenews press.com](http://www.thenewspress.com)
 - The Civil Rights Movement: An Interactive History Adventure, Capstone Press
 - Claudette Colvin: Twice Toward Justice, Philip Hoose, Melanie Kroupa Books
 - African American History: Civil Rights Movement, Weigl Publishers
 - Freedom Riders, Ann Bausum, National Geographic
 - <http://www.ourdocuments.gov>
 - <http://www.archives.gov/education/lessons/civil-rights-act>
 - <http://www.civilrights.org/voting-rights>
 - <http://www.pbs.org/wbgh/amex/eyesonthe> prize/story.
 - The DBQ Project – Mini-Q’s in American History Volume 2: 1877-Present
www.dbqproject.com

- **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? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.**
 - Teachers should make sure that students have an historical foundation of events that transpired in the South in the years following the Civil War.
 - The Eyes On The Prize DVD provides graphic actual footage that gives students a definitive glance on the tensions of the time period.

Lesson # 2

Title of the Lesson: Leadership – President Kennedy, President Johnson, Dr. Martin Luther King Jr. and Civil Rights

Author(s) Lisa A. Nothstein and Frank Singles

Lesson Description:

During this lesson students will explore how peaceful protests can lead to violence, and how the incredible courage of people of all races can come together to fight for a common cause. Students will learn about the Freedom Rides, the protests in Birmingham and the significance of the March on Washington and Dr. Martin Luther King’s “I Have a Dream” speech. Students will discover how each event laid the ground work for other events, leaders and legislation.

Time Required: Approximately 5-6 class periods.

Essential Question Addressed:

- Is change inevitable?
- How would you stop injustice in society?
- What changed and why?
- What remained the same?

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

- Students will understand that events are caused by multiple factors.
- Students will understand that many people in a society work to solve injustice while others create injustice.
- Students will understand that change came about in various ways.

Materials:

1. DVD Eyes On The Prize: America's Civil Rights Years – PBS – American Experience, Blackside Inc.
2. Middle School Level U.S. History text book.
3. Freedom Riders by Ann Bausum, National Geographic Society
4. Copy or excerpt of Dr. King's "I Have a Dream Speech"
5. Copy of Civil Rights Act of 1964 – <http://www.archives.gov/education/lessons/civil-rights-act> or <http://www.ourdocuments.gov>
6. Copy of Voting Rights Act- <http://www.civilrights.org/voting-rights> or <http://www.ourdocuments.gov>
7. President Johnson and the Great Society (handout 5)

Procedures:

1. Pre-reading vocabulary (words, terms and names) , CORE, freedom rides, Voting Rights Act, Great Society, Civil Rights Act of 1964, Freedom Summer, March on Washington
2. Video – Eyes on the Prize – Ain't Scared of Your Jails (1960-1961) – students will watch PBS video to provide background regarding the Freedom Rides, CORE and the support of President Kennedy.
3. Freedom Riders – Teacher should read introduction to class, the remaining seven chapters should be divided up by groups (depending on how many copies of the book you have). Each group will read their assigned chapter or chapters and report with a summary to the class. Summaries should include cause-effect, significance, people etc...
4. Students should read from a middle school U.S. History text about the protest in Birmingham, including the Birmingham Children's March and an excerpt from Dr. King's "Letter from Birmingham Jail" (see below) and answer the following questions.

Excerpt from Dr. King's "Letter from Birmingham Jail"

"I guess it is easy for those who have never felt the stinging darts of segregation to say, "Wait." ... there comes a time when the cup of endurance runs over, and men are no longer willing to be plunged into an abyss of injustice"

- 1) *What was the purpose of the freedom rides?*
- 2) *Why did civil rights leaders choose to protest in cities where they were likely to encounter violence?*

- 3) *What happened to the children during the Children's March?*
- 4) *Explain Dr. King's quote.*
5. Students should read from a middle school U.S. History text about the March on Washington, Dr. King's "I Have a dream Speech" and answer the following questions.
 - 1) *What were some of the effects of the March on Washington?*
 - 2) *What was the date of the march, how many people participated?*
 - 3) *Why did the marchers choose the Lincoln Memorial as a place to end their march?*
 - 4) *What was the significance of Dr. King's speech in 1963 and today?*
6. Have students read the Civil Rights Act of 1964 and the Voting Rights Act and then create a cause-and-effect chart for each piece of legislation. Students should also include the provisions of each act.
7. Read about the Great Society (handout 5) and its legislation and answer the corresponding questions.
8. Have students read about the divisions in the Civil Rights Movement that include Malcolm X and Stokely Carmichael. If your current text book does not cover these movement leaders in the appropriate depth there are a number of on-line resources.
<http://www.pbs.org/wbgh/amex/eyesontheprize/story>

1) Create a chart that compares Dr. King, Malcolm X and Stokely Carmichael

	<i>MLK</i>	<i>Malcolm X</i>	<i>Stokely Carmichael</i>
<i>Style of Leadership</i>			
<i>Accomplishments</i>			
<i>Important Events</i>			

- 2) *What makes a good leader?*
- 3) *How did the various leadership styles of these men affect the Civil Rights Movement?*
- 4) *In your opinion, which leader had the greatest impact and why?*

Debrief:

1. Protest signs and slogans: Students will create protest signs and slogans in their journals.
(Continued from previous lesson)
- 4) *Filling the Jails in Birmingham*
 - a) *Why did Civil Rights leaders want to protest in Birmingham?*
 - b) *What was Dr. King's "Letter from a Birmingham Jail"?*
 - c) *What were the children's marches?*
 - d) *Create a protest sign and slogan.*
- 5) *The March on Washington and Civil Rights Laws*
 - a) *When the March on Washington and what was its famous speech?*
 - b) *What were the Civil Rights Act of 1964 and the Voting Rights Act?*
 - c) *How did Dr. Martin Luther King die?*
 - d) *Create a protest sign and slogan.*

6) *Black Power*

- a) *How did Malcolm X seek to improve the position of African Americans?*
- b) *What did the Nation of Islam teach?*
- c) *How did Malcolm X die?*

Formative Assessment (“Check for Understanding”): Radio Broadcast or News paper article covering the March on Washington and Dr. King’s famous speech.

Group Activity or Individual Activity: Students will create a “we are there scenario” by working in a group or as an individual writing an article covering the event or as a radio broadcast live from the event. Encourage students to include interviews.

Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

WR – Workplace readiness/21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

UDL– Universal Design for Learning

TL – Technology Literacy

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

○ **What text/print/media/kit/web resources best support this unit?**

- McDougal Littell – *Creating America: A History of the United States*
- *Key Decisions in U.S. History: A Participatory Approach, Volume 2: 1861-1994*
- PBS DVD – *Eyes On The Prize : America’s Civil Rights Years 1954-1965*
- *She Would Not Be Moved*, Herbert Kohl, www.thenewspress.com
- *The Civil Rights Movement: An Interactive History Adventure*, Capstone Press
- *Claudette Colvin: Twice Toward Justice*, Philip Hoose, Melanie Kroupa Books
- *African American History: Civil Rights Movement*, Weigl Publishers
- <http://www.pbs.org/wbgh/amex/eyesontheprize/story>.
- *Freedom Riders*, Ann Bausum, National Geographic
- <http://www.ourdocuments.gov>
- <http://www.archives.gov/education/lessons/civil-rights-act>
- <http://www.civilrights.org/voting-rights>
- The DBQ Project – Mini-Q’s in American History Volume 2: 1877-Present
www.dbqproject.com

- **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? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.**
- Refer back to the timeline to make sure students understand the sequence of events and how many multiple causes led to many of the events and legislation.

Lesson # 3

Title of the Lesson: Equal Rights for All – Mexican Americans, Hispanics, Native Americans, and Women

Author(s) Lisa A. Nothstein and Frank Singles

Lesson Description:

This lesson will guide students through the equal rights struggle that faced other groups in the United States. The struggle of African Americans inspired other groups to fight for equality. Students will describe how Mexican Americans, Native Americans, Hispanic Americans and women fought for equality, their issues, struggles and successes.

Time Required: Approximately 3-4 class periods.

Essential Question Addressed:

- Is change inevitable?
- How would you stop injustice in society?
- What changed and why?
- What remained the same?

Enduring Understanding:

- Students will understand that African Americans were not the only group that had to fight for their rights.
- Students will understand that for many groups the fight for total equality still exists today.
- Students will understand that brave and courageous leaders led the fight for equality.

Materials:

1. Middle School Level U.S. History text book.
2. Mini-Q's in American History Volume 2: 1877-Present - What Made Cesar Chavez an Effective Leader? (Clean Version or Everything Version based on student level)
3. Key Decisions in U.S. History: A Participatory Approach, Volume 2:1861- 1994, *American Citizens: Should we approve the Equal Rights Amendment?* Pages 104-106 (handout 6)

Procedures:

1. Vocabulary (words, terms and names) Cesar Chavez, National Congress of American Indians, Betty Friedan, NOW, ERA, migrant, AIM
2. Mini-Q – What Made Cesar Chavez an Effective Leader? Students will begin the Mini Q by describing what they believe are the characteristics of an effective leader, followed by a background essay with questions, four documents for analysis and the final essay and question: *What made Cesar Chavez and effective leader?*
3. Have students read from a middle school level U.S. History textbook about the struggles of Mexican Americans, Hispanic Americans, Native Americans and women (specifically NOW and the Equal Rights Amendment) and answer the following questions:
 - 1) *What were the goals of La Raza?*
 - 2) *What demands did Mexican American students make in Los Angeles?*
 - 3) *What are some of the issues facing Hispanic groups in the United States?*
 - 4) *How might the differences among Hispanic groups affect their ability to win reforms?*
 - 5) *How did Native Americans begin to unite for reforms?*
 - 6) *In what ways did NCAI and AIM differ?*
 - 7) *What was the result of Native American protests and court cases in the 1970's?*
 - 8) *What kind of discrimination did women face in the 1960's?*
 - 9) *What were the goals of NOW?*

4. Have students create a chart detailing the issues facing other Americans in the quest for equality.

	Mexican-Americans	Native Americans	Women
Issues			
Unique problems			
Successes			
Today			

5. Key Decisions in U.S. History: A Participatory Approach, Volume 2:1861- 1994, *American Citizens: Should we approve the Equal Rights Amendment?* Pages 104-106 (handout 6)

Debrief:

1. Protest signs and slogans: Students will create protest signs and slogans in their journals. (Continued from previous lesson)
- 7) *La Raza Unida*
 - a) *What did La Raza Unida fight for?*
 - b) *What were the goals of the Mexican American students in 1968?*
 - c) *Create a protest sign and slogan for both groups.*
- 8) *Native Americans*
 - a) *What was the Indian Civil Rights Act?*
 - b) *What was the Declaration of Indian Purpose?*

- c) Create a protest sign and slogan for both AIM and NCAI.
- 9) Women's Rights Movement
- a) What were the goals of the Women's Rights Movement?
 - b) What is the Equal Rights Amendment?
 - c) Create a protest poster and slogan for the NOW and ERA.

Formative Assessment ("Check for Understanding"): How will you measure student understanding of the targeted benchmark or essential question? This "Check for Understanding" must assess *individual* student achievement and involve *written* responses.

Essay: Students will write an essay detailing the efforts and struggles of one of the groups studied during this unit. Students must include the early struggles and issues, how they were resolved (violent, non-violent, legislation, not resolved) and the struggles that group still faces today. Example: Equal pay for women and create a protest sign and slogan that would be used today. Finally students should answer the question: *Is change inevitable? Why?*

Did you consider the following unit design principles?

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WR – Workplace readiness/21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

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TL – Technology Literacy

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

- **What text/print/media/kit/web resources best support this unit?**
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 - Key Decisions in U.S. History: A Participatory Approach, Volume 2: 1861-1994
 - PBS DVD – Eyes On The Prize : America's Civil Rights Years 1954-1965
 - She Would Not Be Moved, Herbert Kohl, [www.thenews press.com](http://www.thenewspress.com)
 - The Civil Rights Movement: An Interactive History Adventure, Capstone Press
 - Claudette Colvin: Twice Toward Justice, Philip Hoose, Melanie Kroupa Books
 - African American History: Civil Rights Movement, Weigl Publishers
 - Freedom Riders, Ann Bausum, National Geographic
 - <http://www.ourdocuments.gov>
 - <http://www.archives.gov/education/lessons/civil-rights-act>
 - <http://www.civilrights.org/voting-rights>
 - [http://www.pbs.org/wbgh/amex/eyesonthe prize/story](http://www.pbs.org/wbgh/amex/eyesontheprize/story).
 - The DBQ Project – Mini-Q's in American History Volume 2: 1877-Present
www.dbqproject.com

- **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? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.**

Civil Rights – Timeline

1954 – The Supreme Court decides *Brown v. Board of Education of Topeka*

1955 – Montgomery Bus Boycott Begins

1957 – Federal troops are sent to desegregate Little Rock Central High School

1963 – The March on Washington takes place.

1963 – President Kennedy is assassinated and Lyndon Johnson becomes president

1964- Congress passes Civil Rights Act of 1964

1965 – Congress passes the Voting Rights Act

1968 –Dr. Martin Luther King Jr. is assassinated

1970 – *La Raza Unida* is founded

1972 – Members of AIM occupy the Bureau of Indian Affairs

1982 – U.S. attempts passage of ERA (35 ratified, but 38 needed)



Segregated classroom of the 1950's



the states have the right to segregate schools? Is segregation good for America? Should

to do. federal government to tell the states what choose segregation. They do not want the right to go to school with black children. segregated schools. They do not want their

Many white parents disagree. They want blacks and whites together. ment to make one good school system for ing Negro children. They want the govern-

The bad conditions in black schools are hurt- These parents say that separate is not equal. Kansas gives white schools more money. schools, because the state government of Negro schools are not as good as white angry about segregated schools. They say that

In 1896, the Supreme Court said that black and white facilities were equal. The Court decided that it was all right for southern states to have separate railroad cars, but only if the cars for blacks and whites were the same. Now "separate but equal" is common in the southern states.

In 1896, the Supreme Court said that black and white facilities were equal. The Court decided that it was all right for southern states to have separate railroad cars, but only if the cars for blacks and whites were the same. Now "separate but equal" is common in the southern states.

It is 1954. You are a justice on the Supreme Court. You are deciding if states have the right to have separate schools for blacks and whites.

Should America have segregated schools?

Supreme Court



Name _____ Date _____



Supreme Court: Should America have segregated schools? (continued)

Comprehension 

1. Do you think the Supreme Court justices are black or white?

2. What does "separate but equal" mean?

3. What did the court say about segregation in 1896?

4. What things are segregated in southern states?

5. What do black parents in Topeka want? Why?

6. Who favors segregated schools? What are their reasons? _____

7. Can the Supreme Court change its mind?

Decision 

- *Is segregation in education good for America? Choose one of the following options:*
 - (a) No. Schools should not be regulated in any state.
 - (b) Segregated schools and other public facilities are all right, but they must truly be equal. How will you guarantee that the schools for black students are as good as the schools for white students? _____

 - (c) The Constitution does not say anything about this question. The national government may not tell the states how to run their schools.
 - (d) Other: _____

- *Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.*



Fingerprinting Rosa Parks



Montgomery have called for a boycott of city buses. They think that now is a good time to protest against state laws that allow segregation. Last year, the Supreme Court decided that school segregation is unconstitutional. Maybe we can make segregated transportation illegal, too.

But a boycott could be dangerous. White people will be angry. The police will not protect Negroes. There will be violence against us. Nobody knows if a boycott will change the law. There have been boycotts in other states, but the laws have not changed. In addition, we will have to walk to work, pay for taxis, or ride with friends who have cars. Life will be more difficult. Is it worth it?

It is December 1955. You are a Negro living in Montgomery, Alabama. Many Negroes ride the city buses to work. In fact, most of the riders on the buses are Negroes. But the seats on the buses are segregated. That means that the Negroes have to sit in the back of the bus. Only white people can sit in the front. If a Negro is sitting in the front of the bus, a white person can make the Negro stand up and move to the back. The law in Alabama says that public transportation must be segregated like this.

A few days ago, Rosa Parks, a Negro woman, refused to give up her seat to a white man. She was arrested. She is going to be tried in court tomorrow. Negro leaders in

Negroes in Montgomery, Alabama

Should we join the bus boycott?



Name

Date

1955

Negroes in Montgomery, Alabama: Should we join the bus boycott?

(continued)

Comprehension

1. Who are you in this situation?
2. Why do Negroes want to change the state law?
3. Why do the state laws say that bus seats must be segregated?
4. What do Negro leaders think is a good way to change the state laws?
5. Why do they think that now is a good time to try to change the public transportation laws?
6. How could a bus boycott change the state law?
7. What are some good reasons for joining the boycott?
8. What are some good reasons for not joining the boycott?
9. What does the last sentence of the story ("Is it worth it?") mean?
10. What decision do you have to make?

Decision

- *Should you join the bus boycott? Choose one of the following options:*

- (a) Yes, join the bus boycott.
- (b) No, do not join the bus boycott.
- (c) Do not join the boycott the first day. Wait for a while.

How long will you wait? _____

How will you decide to join or not to join? _____

- (d) Other: _____

- *Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.*



AN APOLOGY

This famous photograph shows Elizabeth Eckford as she attempts to enter Central High School on September 4, 1957. Hazel Massery is yelling behind her. When Elizabeth Eckford entered all-white Central High School in Little Rock, Arkansas 50 years ago, she knew her footsteps would reverberate around the world.



(Photo by Will Counts)

Hazel Massery was later sorry for what she had done. She decided she did not want to be the “poster child” for the hate generation. In 1963 Hazel apologized to Elizabeth. The two women shown in this photograph became friends and have spoken together about their experiences.



(Photo by Associated Press)

President Johnson and the Great Society

President Johnson dreamed of a nation with no hunger, no poverty, and no discrimination. He gave memorable speeches describing that dream. Great Society legislation that he signed included bills about seat belt standards, mass transportation, national parks, food stamps, land and water conservation, arts funding, drug abuse, housing and urban development, higher education, fair packaging and labeling, child abuse and age discrimination.

The Civil Rights Act of 1964 – outlawed discrimination in public places, created the Equal Employment Opportunity Commission and barred states from using different standards for voter registration for whites and blacks.

Voting Rights Act 1965 – Banned literacy tests and used federal registrars to register voters.

Medicare Act 1965 – Established Medicare and Medicaid programs to assist the aged and the poor with medical care.

Elementary and Secondary School Act 1965 – Provides federal aid to education.

1. How did the Great Society help the poor, disenfranchised and elderly?
2. What act created the Equal Employment Opportunity Commission?
3. What acts help to increase the number of African-American voters?

American Citizens (1982)
Should we approve the Equal Rights Amendment?

It is 1982. You are an American citizen. Your state legislature is discussing an amendment to the U.S. Constitution. It is called the Equal Rights Amendment (ERA). To amend the Constitution, both the Senate and the House of Representatives must approve. Then 38 of the 50 state legislatures must approve. The House approved the ERA in 1971 and the Senate in 1972. Thirty-five states have also approved the ERA. Now your state legislature is debating it.

The ERA guarantees that men and women have equal rights. Many people are in favor of this amendment. They say that the Constitution does not guarantee equal rights to women. Because of that, there is a lot of discrimination against women.

Some discrimination is in jobs. For example, why are so few women lawyers, doctors, engineers, bus drivers, police officers, and business people? One reason is that many colleges have not accepted women to study for these professions. Another reason is that some companies do not want to hire women for certain jobs.

Another kind of job discrimination is in salaries and promotions. Women receive lower salaries than men even though they do the same work. There are laws against that, such as the 1963bEqual pay Act, but women still get much lower salaries for doing the same work. Also, very few women are promoted to be bosses or managers.

There are other kinds of discrimination, too. For example, a husband has more rights than his wife. A women's husband owns the property and money. In some places it is hard for women to borrow money from a bank without her husband's permission. Some banks make it hard for a woman to have a bank account in her own name.

There are laws that should stop discrimination, but they are not just for women. The ERA will make it easy to stop these kinds of discrimination against women. If the ERA passes, the Constitution will make discrimination illegal.

However, there are many people who are against the Era. They say that men and women are different and should not be treated the same. There are some jobs that women cannot do. For example, women should not have to fight in the military. If the ERA passes, maybe women will be drafted into the military. Maybe an employer will force women to do the same heavy work as men do. Also, women have special privileges now which they will lose if the ERA passes. When a husband and wife divorce, will the woman still receive alimony from her ex-husband? Will a husband who abandons his family still have to pay child support? Will the ERA make it hard for women to stay home and take care of their children? If men and women are equal, who will take care of the children? Who will work outside the home?

(continued)

Name _____ Date _____

1982

American Citizens: Should we approve the Equal Rights Amendment? *(continued)*

Finally, some people say we do not need the ERA. The Constitution already protects women under the Fifth and Fourteenth Amendments. Women can already use the Constitution to fight against discrimination in court. The 1963 Equal Pay Act and the 1964 Civil Rights Act already protect women

against discrimination. We do not need more laws. We just need to enforce the laws we have.

There are good arguments for and against the ERA. The ERA raises many questions. How do you want your state legislators to vote?



ERA supporters

1982

American Citizens: Should we approve the Equal Rights Amendment? *(continued)*

Comprehension

1. Who are you in this story?
2. List three examples of gender discrimination in employment.
3. List one kind of gender discrimination in education.
4. Why isn't it fair for a husband to own the property and money?
5. Why isn't it fair for a woman to need her husband's permission to borrow money?
6. In the second paragraph, what does the word that refer to?
7. What protections might women lose if the ERA passes?
8. What privileges might women lose if the ERA passes?
9. Why do some people say that we do not need the ERA to stop gender discrimination?
10. How many more states need to approve the ERA before it becomes an amendment?
11. For each statement, write *F* for fact or *O* for opinion. Remember that facts are things that can be checked and agreed to by everyone. Opinions are a person's own ideas.
 - (a) Thirty-five states have approved the ERA.
 - (b) Both the Senate and the House have to approve an amendment.
 - (c) There is discrimination against women.
 - (d) Women can do many jobs that men can do.
 - (e) Women should be able to serve in the military.
 - (f) Women receive lower salaries than men.
 - (g) A woman must have her husband's permission to borrow money.
 - (h) Men and women are different.
 - (i) Women need special protection.
 - (j) Women will lose their special protection if the ERA passes.

Decision

- *How do you want your state legislature to vote? Choose one of the following options:*
 - (a) Vote in favor of the Equal Rights Amendment.
 - (b) Vote against the Equal Rights Amendment.
 - (c) Other: _____
- *Why did you decide that way? Plan how you will explain your decision to your classmates. Write out your reasoning completely.*