

# The Civil Rights Movement in America: The Nightmares and A Dream

**Grade Level or Special Area:** Grade 8, American History

**Written by:** Lisa Browning, Trailblazer Elementary, Highlands Ranch, Colorado

**Length of Unit:** Seven lessons over nine to eleven 50-minute class periods

## I. ABSTRACT

Beginning with *Plessy v. Ferguson* and its “separate but equal” decision, this unit covers the key points of the American Civil Rights movement through the assassinations of Rev. Dr. Martin Luther King, Jr., and Sen. Robert F. Kennedy. Students will analyze the causes and effects of the work of these men and of other reformers who blazed the trail for those who came after them, often paying the ultimate price for their beliefs.

## II. OVERVIEW

### A. Concept Objectives

1. Understands major contemporary social issues and the groups involved.
2. Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society.
3. Understands economic, social, and cultural developments in the contemporary United States.

### B. Content from the *Core Knowledge Sequence*

1. The Civil Rights Movement (page 186, *Core Knowledge Sequence*)

### C. Skill Objectives

1. Students will understand and be able to identify some of the common traits and characteristics that unite the U.S. as a nation and as a society.
2. Students will understand and be able to identify certain cultural characteristics and beliefs that can divide a nation if permitted to do so.
3. Students will describe how the social roles and characteristics of social organization have both changed and endured in the U.S. throughout its history (e.g., family structures, English language, community structures, etc.).

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. *The Civil Rights Movement*, Steven Kasher
2. *Civil Rights and Social Wrongs: Black-White Relations Since World War II*, John Higham
3. *Martin Luther King, Jr.: A Documentary...Montgomery to Memphis*, Flip Schulke, Editor

### B. For Students

1. Civil Rights unit, *Core Knowledge Sequence*, 2<sup>nd</sup> Grade, p. 50
2. Reform unit, *Core Knowledge Sequence*, 6<sup>th</sup> Grade, p. 143

## IV. RESOURCES

- A. *Take a Field Trip Through the 1960s*, U. S. Postal Service, 1998 (Lessons Two and Three)
- B. *The Century for Young People*, Peter Jennings and Todd Brewster (Lessons Two-Four, Six, and Seven)

- C. *War, Peace and All that Jazz, Book Nine, A History of US*, Joy Hakim (Lessons One-Seven)
- D. *Political and Social Movements*, Ray Spangenberg and Diane K. Moser (Lessons Two-Four, Six, and Seven)
- E. “*The Civil Rights Movement*,” available on-line at: <http://school.discovery.com/lessonplans/programs/freetatlast/#top> (Lessons Three-Four, Six, and Seven)
- F. *The Movement and The Sixties: Protest in America from Greensboro to Wounded Knee*, Terry H. Anderson (Lessons One-Seven)
- G. *The 1960s: From the Vietnam War to Flower Power*, Stephen Feinstein (Lessons One, Six, and Seven)
- H. *The 20<sup>th</sup> Century*, Teacher Created Materials, 1997, ISBN 1-57690-223-4 (Lessons Six and Seven)
- I. *Martin Luther King, Jr.: The Man and the Dream*, A&E Biography Video (Lessons Four, Six, and Seven)
- J. *40 Rubrics and Checklists for Assessing Reading and Writing*, Adele Finderer (Lessons Five and Seven)

## V. LESSONS

### Lesson One: Separate But Equal, as the “Crow” Flies (one class period)

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Understands major contemporary social issues and the groups involved.
    - b. Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society.
    - c. Understands economic, social and cultural developments in the contemporary United States.
  - 2. Lesson Content
    - a. The Civil Rights Movement (page 186, *Core Knowledge Sequence*)
      - i. *Plessy v. Ferguson*: doctrine of “separate but equal;” “Jim Crow” laws
  - 3. Skill Objective(s)
    - a. Students will understand and be able to identify certain cultural characteristics and beliefs that can divide a nation if permitted to do so.
    - b. Students will describe how the social roles and characteristics of social organization have both changed and endured in the U.S. throughout its history (e.g., family structures, English language, community structures, etc.).
- B. *Materials*
  - 1. Paper/writing instruments for note taking
  - 2. Overhead projector/transparencies/Vis-à-vis pens OR white board and markers
  - 3. Copies of Appendix A for each student
  - 4. Copies of Appendix B for each student plus one transparency of same (optional)
  - 5. Copies of Appendix C for each student
  - 6. Copies of Appendix D for each student
  - 7. Copies of Appendix E for each student, if used
- C. *Key Vocabulary*
  - 1. Jim Crow laws - any laws that provided for discrimination on the basis of race/color

D. *Procedures/Activities*

1. Asking them to take notes along the way, explain to students the circumstances that brought the *Plessy v. Ferguson* case just before the turn of the century, around 1896. Homer Plessy, a black man, was arrested because he sat in a railroad car that was designated for “whites only,” a common apartheid in America until the late 1960s in this country. The U.S. Supreme Court heard the case, and when they handed down their decision, the majority opinion written by Justice Henry Billings Brown, an interpretation of the Constitution’s fourteenth amendment was made that became known as the “separate but equal” decision. In essence, Justice Brown and the Court’s majority opinion was that as long as facilities were equal, they could remain separate, or segregated, by race.
2. Provide students with copies of, or project an overhead transparency of, the 14<sup>th</sup> Amendment (**Appendix B**). Read through it and ask students to discuss how they believe the Supreme Court was able to reach the interpretation they did in the Plessy case.
3. After some discussion, pass out copies of **Appendix A** and read through the very brief opinion excerpts both from Justice Brown and from one of the dissenting justices, Justice John Marshall Harlan. Discuss the two opinions, trying to see both points of view in order to understand.
4. About 35 years later, a young black law-school dean by the name of Charles Houston arose on the national scene. He had an impressive education, including a law degree from Harvard and a Ph.D. He nevertheless could not get a job in a high-profile law firm because of this race. He did choose instead to train up black lawyers to become experts in Constitutional Law so that they could take up the cause of eradicating segregation and the Jim Crow laws created by the Plessy decision. One of his most famous students was Thurgood Marshall, who became the first black U. S. Supreme Court Justice.
5. Explain to students that they will create a biographical presentation of a civil rights leader from the list in **Appendix C**. (*This is the optional culmination project.*) The research for this presentation will take place outside school as homework. The final product must include visual aids (can be video, photographic, slide presentation using computer in classroom, etc.), in addition to a written biographical report (with bibliography). Students may use notes if they make an oral presentation, but they will not be allowed simply to read their report. The expectation is that they will become an “expert” about the person they choose. Additionally, I like to limit the number of people reporting on the same civil rights figure to no more than TWO. Otherwise, it seems that EVERYONE wants to choose Martin Luther King or Malcolm X. Explain to students that not all of the people on the list of possible subjects worked FOR civil rights. Some of the people’s names are there because they had such an adverse influence on the movement, such as Alabama Gov. George Wallace. The presentation will be due following the last class and will be scored based on a rubric, such as the example provided in **Appendix D**.

E. *Assessment/Evaluation*

1. For Lesson One, the assessment will be a “pop quiz” given to students following the lesson’s note taking and discussion. See example in **Appendix E**.

## **Lesson Two: Post-War Steps Toward Desegregation, From the Ball Field to the Battle Field (one or two class periods)**

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understands major contemporary social issues and the groups involved.
  - b. Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society.
  - c. Understands economic, social, and cultural developments in the contemporary United States.
2. Lesson Content
  - a. The Civil Rights Movement (page 186, *Core Knowledge Sequence*)
    - i. Postwar steps to desegregation: Jackie Robinson breaks the color barrier; Truman desegregates the Armed Forces; Adam Clayton Powell, Harlem Congressman; Integration of public schools – *Brown v. Board of Education*, 1954; Thurgood Marshall
3. Skill Objective(s)
  - a. Students will understand and be able to identify some of the common traits and characteristics that unite the U.S. as a nation and as a society.
  - b. Students will understand and be able to identify certain cultural characteristics and beliefs that can divide a nation if permitted to do so.
  - c. Students will describe how the social roles and characteristics of social organization have both changed and endured in the U.S. throughout its history (e.g., family structures, English language, community structures, etc.).

### B. *Materials*

1. *All the People, Book Nine, A History of US*, copies for each student or pair of students (NOTE: if class sets are not available, teacher should read Chapter 2: A Major Leaguer, and make summarized notes or a handout about Jackie Robinson)
2. Appendix F for teacher background
3. Copies of Appendix G for each student
4. Copies of Appendix H for each student
5. Smart-Board or other web technology (OPTIONAL)

### C. *Key Vocabulary*

None

### D. *Procedures/Activities*

1. Ask students to name as many “star” major league baseball players as they can, both current and past. Next, ask students how many of those players are of another race than white. Ask specifically how many of those players are black. Chart the results. Ask students to think about what the sport of baseball might have been like without so many wonderful black athletes. Explain the reason for your racially marked players list. Have students read Chapter 2 in *All the People*, pages 18-22, or read the summary you have prepared for them about Jackie Robinson. Discuss the struggles Robinson encountered as he fought to break the color barrier in major league baseball. Ask how many of your students would be not only willing, but ABLE, to withstand the constant harassment that Robinson had to endure. SOMETHING EXTRA: If your technology lab or school owns a “Smart Board,” utilize it to show “The Jackie Robinson Story,” an 80-minute film about the legendary man. It is available on-line and requires *Real Player* software (<http://liketelevision.com/web1/movies/Jackie>.) This website also offers some wonderful snapshots and information about Robinson that is in full

color. If none of this technology is available to you, share the thoughts of Sharpe James, one-time mayor of Newark, New Jersey, as he talks about the importance of Jackie Robinson's contribution to civil rights for blacks through athletics (**Appendix F**).

2. On the heels of Robinson's tremendous victory for black equality in sports, President Harry Truman signed, in 1948, an executive order that integrated the U.S. Armed Forces. Read in **Appendix G** the thoughts of Purple Heart veteran Howard "Stretch" Johnson on his military service as a black man at that time.
3. Another prominent black leader of this time was Adam Clayton Powell, Jr. He was the son of a very charismatic and successful minister in New York City's Abyssinian Baptist Church, and Powell, Jr., served his father as an associate pastor of that church. In 1936, the younger Powell took over the senior pastor's role for his father, and continued his wonderful work within the community to provide social assistance for the poor. Powell held a bachelor's degree from Colgate University and a master's degree from Columbia University. In 1944, he was elected for the first time as a U. S. Congressman. He was elected eleven more terms, and continued his work to improve life for the poor and unrepresented groups, serving on such congressional committees as the Bureau of Indian Affairs. When serving as a congressman, Powell insisted on the same privileges as a black congressman that the white men enjoyed, eating in the previously "whites only" dining hall and insisting that his staff eat there as well – even if they weren't hungry! His point was made, and more legislation providing more standards of equality for blacks was pushed through largely on his account. However, upon his twelfth re-election, he refused to take his seat in Congress because Congress, still white-dominated, refused to afford him his 22 years' seniority as a member of the House. Powell returned to his church after 24 years in public service in Congress, and he retired as its pastor in 1971.
4. The last issue for this lesson will be the discussion and instruction around the *Brown v. Board of Education* case for the desegregation of public schools in 1954. The case was brought when one Linda Brown of Topeka, Kansas, was refused admission to her local public school because she was black. However, the U. S. Supreme Court ruled that the previous interpretation of the Constitution's 14<sup>th</sup> amendment (the "separate but equal" interpretation) was, in fact, errant and unconstitutional with respect to public school facilities. Approximately two weeks later, the Court issued an order that the desegregation of public schools must happen "with all deliberate speed," but since they did not go so far as to place a "do by" date on their order, states found all manner of ways of delaying the process of school integration. It was not until three years later that nine students in Little Rock, Arkansas, were selected to be the first to integrate Little Rock Central High School in 1957. (This will be covered in the next lesson.) Regardless, this ruling set legal precedent, and its implications stretched far beyond the public schools as judges interpreted the Supreme Court's decision also to encompass admission to any other public place, from restaurants to parks. Ask your students to look around their classroom at the diversity that is now found in public schools. Ask them to discuss the disadvantages of not having a fully integrated education system, as well as the advantages of having the exposure to the diversity that we enjoy in America.

E. *Assessment/Evaluation*

1. Mini quiz, **Appendix H**. Students should demonstrate no less than 80% proficiency.

### **Lesson Three: The Montgomery Bus Boycott/Southern Massive Resistance (two class periods)**

#### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Understands major contemporary social issues and the groups involved.
  - b. Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society.
  - c. Understands economic, social, and cultural developments in the contemporary United States.
2. Lesson Content
  - a. The Civil Rights Movement (page 186, *Core Knowledge Sequence*)
    - i. Montgomery bus boycott; Rosa Parks; Southern “massive resistance;” Federal troops open schools in Little Rock, Arkansas; Murder of Medgar Evers; Alabama Governor George Wallace “stands in the schoolhouse door”
3. Skill Objective(s)
  - a. Students will understand and be able to identify some of the common traits and characteristics that unite the U.S. as a nation and as a society.
  - b. Students will understand and be able to identify certain cultural characteristics and beliefs that can divide a nation if permitted to do so.
  - c. Students will describe how the social roles and characteristics of social organization have both changed and endured in the U.S. throughout its history (e.g., family structures, English language, community structures, etc.)

#### **B. Materials**

1. Pencils/paper for students to take notes
2. Photographs of Rosa Parks, Martin Luther King, Jr., etc.

#### **C. Key Vocabulary**

None

#### **D. Procedures/Activities**

1. This lesson will include a great deal of teacher lecture. The content that follows should be conveyed to students, involving them with questions/comments whenever appropriate and possible. When Rosa Parks was arrested in Montgomery, Alabama, on Thursday, December 1, 1955, for refusing to relinquish her seat on a bus to a white patron, history was in the making. She used her one phone call to call her mother, who in turn contacted black union leader E. D. Nixon. Nixon collected two white people who outspoken and prominent in the desegregation movement in Montgomery, Clifford and Virginia Durr. The Durrs and Nixon arrived at the jail where Parks was being held. All three were greatly concerned about Parks’ safety while she was confined in the jail. In the meantime, a professor at Alabama State College named Jo Ann Robinson began printing leaflets to distribute to Montgomery’s black population since they did not at that time have unrestricted access in a newspaper or on the radio. It was learned that Ms. Parks’ hearing was scheduled for the following Monday morning, so Robinson urged people not to ride the buses in Montgomery AT ALL on that day, even to or from work or school. The boycott was organized. Meanwhile, E. D. Nixon was still working diligently behind the scenes as both he and Mr. Durr realized immediately what a potentially high-profile case this would become. Nixon started contacting Montgomery’s prominent black ministers, starting with Ralph Abernathy and H. H. Hubbard.

Somewhere down Nixon's list, he phoned the new minister at Dexter Avenue Baptist Church, 26-year-old Rev. Martin Luther King, Jr., asking for his help in getting the word out to Montgomery's black population. King agreed, and Nixon informed him that it was a good thing, since Nixon had taken the liberty of setting up a citywide meeting at King's church building. The boycott was even more successful than leaders had hoped it would be. They had expected about 60% of Montgomery's blacks to participate in the bus system boycott; instead, they were shocked to find 100% cooperation. In the end, Montgomery's segregation law for bus use was repealed, but not until 1956 when the U. S. Supreme Court again had to become involved. Between the time of the Court decision and the arrest of Rosa Parks, numerous acts of violence, some of which were even committed by Montgomery policemen, were taking their toll on the black community. Nevertheless, Rev. King urged people still to act nonviolently, despite the bombings of homes, churches, and carpool meeting areas for blacks. His admonition to "meet hate with love" became famous as national media coverage was now on Montgomery's racial difficulties.

2. After providing students with this background knowledge, much of which they may already be well aware of, ask them to think about something for which they would be willing to risk being jailed or having their families and themselves endangered. Have them think about the rights and/or privileges they take for granted. An idea to play around with for this lesson might be to enlist the assistance of your principal and/or assistant principal. Have him/her come into your classroom on this day at the beginning of the class period and announce that one group of your students (arbitrarily chosen, of course...for example, females) would not be allowed some privilege they normally have on a daily basis. For example, s/he might announce that due to some unacceptable incidences on the buses, female students would now be required to clean the cafeteria following their lunch period, eighth graders would not be allowed to ride the school buses to/from school for the remainder of the school year, or lunches would have to be gender separated, etc. Whatever the "decision," it must be completely arbitrary and irrational. Have him/her entertain no questions, but treat the "announcement" seriously and to conclude by saying that the decision had been made and was final. Naturally, those students singled out not to have the privilege will be in an uproar, and likely, their classmates who continue to enjoy full privileges may rally to their cause. (This is what we hope will happen.) At this point, you could either start your lesson on Rosa Parks and just wait until someone figures out what is going on (that is, that this was all a hoax), or if some students are truly upset and unable to focus for the lesson, tell them after a brief introduction to today's lesson. It is a nice illustration that gets the anti-prejudice juices flowing straight away!
3. In 1957, a group of young black high school students were sent to break the racial barriers at Little Rock Central High School in Arkansas. They became known as the Little Rock Nine. Little Rock's school board was the first Southern school board to write a statement of compliance with the Brown decision; so most people believed that this liberal-minded Southern city would provide a relative smooth transition for these students. Then, Arkansas Governor, Orval Faubus, issued a statement saying that he was sending National Guard troops to surround the school, but at the same time, believed that if the actual integration took place on that next September morning, no number of Guardsmen could keep or restore order in the city. Most believe that Faubus made this statement to help his political efforts later in that same year. The nine students entered Central

High, but were immediately separated. When they expressed their concern, they were told, “You wanted integration, you’ll get integration.” And things went out of control both in and out of the school building. Administrators shuttled the students into the principal’s office, but as the crowd grew more and more frenzied, one person commented that perhaps the only way to stop the riot was to let the crowd take one of the students so that they then could get the others out of the building safely. The asinine proposal was squelched, thankfully, by the assistant police chief, Gene Smith. Smith thought logically and quickly and took the students to the garage in the basement of the school building. They were put into two cars there and told to keep their heads down. Smith instructed the drivers to drive quickly and not to stop for anything under any circumstances until the students were safely away from Central High School. It was after this that for the first time since the Reconstruction, a United States President was forced to send federal troops to the South to provide protection for blacks. Ask students to try to imagine what it would be like to have been one of the Little Rock Nine. Have them write a diary entry as if they were one of those students, trying to capture the essence of those students’ thoughts, hopes and fears that day.

4. The violence continued as in 1958, Martin Luther King, Jr., was stabbed while conducting a book signing in Harlem. He obviously survived, but it was a horrible act of violence. In 1963, in Jackson, Mississippi, the famous NAACP leader, Medgar Evers was killed outside his own house. A man named Byron de la Beckwith, who was acquitted twice by juries of all whites, killed Evers. It was not until over two decades later that Beckwith was finally convicted of his crime. Have students do some Internet research about the trial in which Beckwith was convicted. After giving them the assignment to find and print whatever information they can on the case, place students in study-discussion groups. Have them share highlights from their information during a predetermined period of time. At the end of the first period of time, have the groups select one person to be the group’s reporter. These people should stay at their original tables; everyone else will move to a new table at random. Continue the process of sharing information, table by table until you have rotated as many times as you have table groups. As each new group comes, the reporter for that table should continue to add the new information to his/her notes. Pull the whole group together and ask reporters to share information from the discussions. As a group, select some key points and learnings from the exercise. What questions do students still have? Where might they find these answers? Can any of the questions be answered with this group discussion time?
5. In Tuscaloosa, Alabama Governor George Wallace personally stood in the main doorway at the University of Alabama, vowing that no black students would enter the school. One attention-getting idea would be to secure a copy of the movie, *Forrest Gump*. Use the scene with Wallace standing in the school’s doorway from the movie in order to get the point across using some humor. (This will likely spur a discussion by students wondering how in the world Tom Hanks appeared in the scene, so be prepared to discuss the marvels of modern computer technology!) Be sure to clearly establish that you are NOT making light of the situation by using this clip, intended for humor in the movie. Beyond the humor in the movie scene, how do students feel about an elected government official making so clear a racist statement? Remind them to consider what was the prevalent mindset in Alabama during the 1960s – NO DESEGREGATION! Ask students to think about why they think the racial issues were so intense in the

South, even though there were riots and other atrocities occurring all over the U.S. (Some possible answers might include that the Southerners still saw blacks as slaves or “property,” or less than human; the level of education in the South was not generally as high as in other more urban areas sometimes, so ignorance could play a part; etc.)

E. *Assessment/Evaluation*

1. Ask students to list, as a “ticket” out of class today, one way in which they feel that they are like Rosa Parks or other blacks in Montgomery, Alabama in 1955 and one way in which they are different. Ask them to support their responses, and then to think about what their role likely would have been had they been living in Montgomery **INSTRUCT THEM TO WRITE WHAT IS MOST *at that time, given their own race.* (LIKELY TO HAVE BEEN THE CASE, NOT WHAT THEY WOULD DO NOW WITH ALL THE KNOWLEDGE THEY HAVE AT THIS TIME.)** While they may find it unbelievable that **THEY** could be racist, ask them to consider that we often become a produce of our environment, for better or for worse. People then often knew only what they had been taught at home, and often did not stop to think about consequences. Without starting a “prying” class discussion that could upset some students and/or parents, ask students to think to themselves about beliefs their own families may hold that they either question or oppose. As horrible as it is to us now, the situation was just that.

**Lesson Four: Non-Violent Change...We Shall Overcome (one or two class periods)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understands major contemporary social issues and the groups involved.
  - b. Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society.
  - c. Understands economic, social and cultural developments in the contemporary United States.
2. Lesson Content
  - a. The Civil Rights Movement (page 186, *Core Knowledge Sequence*)
    - i. Nonviolent challenges to segregation: “We shall overcome;” Woolworth lunch counter sit-ins; Freedom Riders, CORE; Black voter registration drives; Martin Luther King, Jr.; Southern Christian Leadership Conference; March on Washington; “I have a dream” speech; “Letter from Birmingham jail;” Selma to Montgomery march
3. Skill Objective(s)
  - a. Students will understand and be able to identify some of the common traits and characteristics that unite the U.S. as a nation and as a society.
  - b. Students will understand and be able to identify certain cultural characteristics and beliefs that can divide a nation if permitted to do so.
  - c. Students will describe how the social roles and characteristics of social organization have both changed and endured in the U.S. throughout its history (e.g., family structures, English language, community structures, etc.)

B. *Materials*

1. *All the People*, Joy Hakim – copies for students
2. *Martin Luther King, Jr.: The Man and the Dream*, A&E Biography video

C. *Key Vocabulary*

1. Sit-ins – nonviolent protests in which the protesters would occupy seats in a racially segregated establishment in organized protest against discrimination

D. *Procedures/Activities*

1. During the 1960s, particularly in the American South, both black and white students took part in passive resistance strategies in which they participated in sit-ins at lunch counters. While they were sitting, other customers might pour ketchup or other foods over their heads, yet the protesters sat quietly, responding in a nonviolent way to these indignant assaults. Even President John F. Kennedy stated that the “way for Americans to stand up for their rights is to sit down.” Begin a dialogue with students in which they can brainstorm and discuss some things that they are passionate enough about to endure the kind of scrutiny and humiliation – *silently!* – that these protesters endured.
2. In 1961, the Congress of Racial Equality (CORE) organized a group to monitor and test the desegregation of buses. This group, consisting of both black and white members, was known as the Freedom Riders. Several attacks, mostly in Alabama, occurred, and these were violent attacks. In Anniston, Alabama, for example, the Freedom Riders’ bus was mobbed by segregation proponents who threw rocks and bricks at the bus and slashed its tires. The bus stopped outside town to repair the flats, and at that time, it was firebombed. The bus was completely destroyed and several of its riders were beaten and/or suffered smoke inhalation injuries. The mob was broken up, luckily, when an undercover police officer fired his weapon into the air and the crowd dispersed. The Freedom Riders’ initial route was from Washington, D.C., to New Orleans, Louisiana. Only three weeks into the trip, it ended in Meridian, Mississippi, after more riotous incidents that required federal intervention. The heat continued to rise across the nation, but particularly in the South.
3. Black voter registration drives were in full force, and once again, across the South, were met with sometimes-fatal violence. At this same time, the political clout and power of Martin Luther King, Jr., grew, and he became a rising star for the civil rights movement. Leading marches and protests, but always espousing nonviolence as a medium for social and political change, King drew criticism from both white segregationists and militant black leaders, who felt that nonviolence was getting them nowhere. King helped to found the Southern Christian Leadership Conference, a union of black church leaders and parishioners. Together, black leaders decided to organize the Freedom March on Washington, D.C. It took place on August 28, 1963 with over a quarter million people converging on Washington for the event. It was at this event that King gave his very famous “I have a dream...” speech (available in its entirety on-line at <http://www.mecca.org/~crights/dream.html>). Read through the speech with students, analyzing his word choice and his message. Have students look for words that might, for them, symbolize hope and/or despair. List these and then talk about how those same words might have inspired and encouraged blacks living at that time. Why, though, did King’s peaceful words so frighten and inflame some whites?
4. King was arrested in Birmingham, Alabama for his participation in the civil rights marches there. From his cell, he penned the “Letter from Birmingham Jail” in which he decreed that there were only two kinds of laws – “just and unjust.” King’s advocacy of civil disobedience in that letter won him and his cause as much support as it did criticism. It was not only King who was jailed, however. During the protest marches in Birmingham, the city’s police chief, a

man named Bull Connor, arrested many blacks who were demonstrating in order to gain the right to eat at restaurants, attend schools, and use other public facilities that were racially segregated.

5. Have students read chapter 25, “A King Gets a Prize and Goes to Jail” and chapter 26, “From Selma to Montgomery,” in Joy Hakim’s book, *All the People*. Ask students to think about the courage it took for people (of either race) to participate in the march from Selma to Montgomery, Alabama. Have students pay particular attention to the photographs in this section of the book. Ask students to discuss their opinions about the intervention of Malcolm X during the Selma incidents. Do they agree that his tactic was a good one (i.e., to show whites the “alternative” strategy, which was not nonviolent, thereby making King’s cause more attractive and palatable)? What, if anything, do students feel that this march in Alabama accomplished toward gaining civil rights for blacks? Do they consider Rev. Ralph Reeb from Boston a martyr? Why or why not? (You may need to look up and discuss the meaning of *martyr* with your students.) If time permits, schedule a period to show the video from A&E Television’s *Biography* series, “Martin Luther King, Jr.: The Man and the Dream.” The video is very informative and lasts only about 50 minutes. It is available at most Blockbuster Video stores for rent, and many public libraries also carry it.

E. *Assessment/Evaluation*

1. Teacher should develop a short quiz in order to evaluate students’ understanding of the concepts considered to be key concepts in this section. It might be in essay format in which students discuss the many incidents and then express their own opinion, or it might be more concrete, including specific information about specific events. There is an example provided in **Appendix I**.

**Lesson Five: LBJ and the Civil Rights Movement (two class periods)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understands major contemporary social issues and the groups involved.
  - b. Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society.
  - c. Understands economic, social and cultural developments in the contemporary United States.
2. Lesson Content
  - a. The Civil Rights Movement (page 186, *Core Knowledge Sequence*)
    - i. President Johnson and the civil rights movement; The Great Society; War on Poverty; Medicare; Civil Rights Act of 1964; Voting Rights Act of 1965; affirmative action
3. Skill Objective(s)
  - a. Students will understand and be able to identify some of the common traits and characteristics that unite the U.S. as a nation and as a society.
  - b. Students will understand and be able to identify certain cultural characteristics and beliefs that can divide a nation if permitted to do so.
  - c. Students will describe how the social roles and characteristics of social organizations have both changed and endured in the U.S. throughout its history (e.g., family structures, English language, community structures, etc.)

B. *Materials*

1. Poster boards or sheets of white butcher paper for making posters
2. Markers, colored pencils, crayons, poster paints for making posters
3. Pencils, rulers, yardsticks, etc., for making posters
4. One copy of Appendix I for scoring posters

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. The U. S. President during most of this turmoil in our nation was Lyndon B. Johnson of Texas. Johnson, known for his down-to-earth, direct style of leadership was shocked after the tragic events of the Selma march. It was then that he spoke to the American public about working to erase bigotry and racism in our country, and sent a black voting rights bill to Congress. One black leader who was present for President Johnson's speech, along with Martin Luther King, Jr., said of King later, "We were all sitting together...And Martin was very quietly sitting in the chair, and a tear ran down his cheek. It was a victory like none other." Ask students to discuss what this leader meant by that remark. Why was this so special a victory for blacks?
2. About a week after Johnson's speech, 4000 people (of all races, not just blacks) assembled and marched for five days, covering 54 miles from Selma to Montgomery, Alabama, with full protection from the National Guard. When the crowd reached Montgomery, they were over 25,000 strong, and their number included Rosa Parks and the now-famous Martin Luther King, Jr. Ask students to think about what might have happened at this point had the President not become involved, or if the National Guard protection had not been there. Do students think that these people still would have marched? Why or why not?
3. President Johnson was not only concerned with securing voting rights and civil treatment for blacks. He had a vision of what he termed the "Great Society," and worked diligently toward achieving it. In 1964, the President said, "This nation, this people, this generation, has man's first chance to create a Great Society; a society of success without squalor, beauty without barrenness, works of genius without the wretchedness of poverty. We can open the doors of learning. We can open the doors of fruitful labor and rewarding leisure, of open opportunity and close community – not just the privileged few, but, thank God, we can open those doors to *everyone*." Johnson also declared a "War on Poverty," developing programs such as Head Start, Medicare and Medicaid to help provide early childhood education and medical care, respectively, for America's poor. It was after this that blacks in our country declared Johnson the "greatest President" for blacks, an honor previously attributed only to Abraham Lincoln. This was quite an amazing feat for a president, particularly a white president in the midst of such racial turmoil. Have students do some research and learn what HeadStart, Medicare and Medicaid are as well as their intended purposes.
4. Johnson was able to push through Congress both the Civil Rights Act of 1964 and the Voting Rights Act of 1965. After over 300 years on American soil, blacks were finally recognized as citizens, given equal protection under the law and the right to vote. Johnson provided programs such as food stamps, extra opportunities for education, and better access to health care through his Office of Economic Opportunity. The Fair Housing Act was passed, providing what is now referred to as equal housing opportunity, and prohibiting discrimination in the rental or sale of real estate based on a person's race, color, gender or ethnicity.

5. Have students divide into several groups and have each group create color posters depicting the victories blacks and other minorities were able to accomplish under Johnson's presidency. For example, include the Fair Housing Act, the Civil Rights and Voting Rights Acts, Head Start, food stamps, the War on Poverty, etc. Create a "Victory Gallery" in your hallway, displaying each poster along with the students' written explanation of the meaning of the content of the posters. This explanation should be typewritten and mounted on colorful pieces of construction paper to complement the colors in the poster above. The poster and/or explanation should also include a short paragraph with the comments of the writer, detailing why they selected the topic they did and why it resonated with them.
- E. *Assessment/Evaluation*
1. Create a rubric (or use the one in Appendix I) for scoring the posters and explanatory papers accompanying each.

### **Lesson Six: African American Militance...Black Power (one class period)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understands major contemporary social issues and the groups involved.
    - b. Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society.
    - c. Understands economic, social, and cultural developments in the contemporary United States.
  2. Lesson Content
    - a. The Civil Rights Movement (page 186, *Core Knowledge Sequence*)
      - i. African American militance; Malcolm X; Black Power; Black Panthers; Watts and Newark riots
  3. Skill Objective(s)
    - a. Students will understand and be able to identify some of the common traits and characteristics that unite the U.S. as a nation and as a society.
    - b. Students will understand and be able to identify certain cultural characteristics and beliefs that can divide a nation if permitted to do so.
    - c. Students will describe how the social roles and characteristics of social organization have both changed and endured in the U.S. throughout its history (e.g., family structures, English language, community structures, etc.)
- B. *Materials*  
None
- C. *Key Vocabulary*
1. Muslim – a follower of the Islamic religion
- D. *Procedures/Activities*
1. Explain to students that not all black leadership during the civil rights movement advocated nonviolence as the approach to attaining their goals. Malcolm X, for example, felt that white churches were hypocritical in that they were segregated, so he became a Muslim, leading Black Muslims in Harlem, New York. He made the statement, "I don't see any American dream; I see an American nightmare." He called for what he called the "revolt of the American Negro," and while he professed to be a nonviolent person within a nonviolent group, he believed that meeting violence with violence rather than "turning the other cheek" was the most effective and expedient method to reach goals of equality.

While Martin Luther King's group had peacefully demonstrated, marched and sung "We Shall Overcome," Malcolm X's militants changed the lyrics to "We Shall Overrun." In the summer of 1966, militant blacks converged on Greenwood, Mississippi. It was here that another militant leader, Stokely Carmichael, pitched his tent on a black high school campus and was arrested by Mississippi state troopers. When they released him, he jumped up into the back of a truck, clenching his fist tightly, and thrust his arm into the air. He yelled at the crowd, "This is the 27<sup>th</sup> time I have been arrested and I ain't going to jail no more! The only way we gonna stop them white men from whuppin' us is to take over. We been saying freedom for six years and we ain't got nothin'! What we gonna start saying now is Black Power!" And so the phrase "Black Power" was coined, as the crowd began chanting it wildly back to Carmichael. Rev. King's response to the event was one of sadness and anger. He still felt that nonviolence was the way, and even referred to the fact that he was sick of violence, from the civil rights movement to the war in Vietnam. King felt that the American public, both black and white, was being inundated with violence at every turn. King believed that calling for violence was only destructive, both to the dignity of the race as well as to the mission of achieving their goals. Other black leaders such as Huey Newton, Bobby Seale, and Eldridge Cleaver were also working to form the Black Panthers Party. This group urged blacks, particularly those in larger cities, to arm themselves and provide their own protection from police harassment and other racist acts. They called for a violent revolution against our government, and therefore were labeled suspicious by the government. The FBI targeted the Black Panthers movement under orders from President Richard Nixon in the late sixties. By the end of 1969, 28 members of the group had been killed by police. Several more were arrested. Discuss with students the following concepts: when is it acceptable for a group, any group, to resort to arms and violence to achieve their objectives? (Keep in mind that the students' arguments must include American involvement in various wars/police actions as well, or it becomes a circular argument.) When is it acceptable for the U.S. government to become involved in citizens' (grassroots) movements? This could be a discussion in class or a written homework assignment.

2. 1965 saw Watts, a ghetto neighborhood outside Los Angeles, California, explode in a barrage of racial violence that left 31 blacks and three others dead, over 1000 injured seriously and over 4000 arrested. In 1967 in Newark, New Jersey, a horrible riot ensued. Newark had the highest unemployment figures for blacks in the nation, and when a report of white police officers beating a black cabbie surfaced, a horrendous, violent mob poured into Newark's streets with violent retaliation on its collective mind. New Jersey's governor called out the National Guard, and over 13,000 rounds of ammunition were fired. The event left 1200 wounded and 25 blacks dead. Detroit rioted within one week's time, leaving over forty dead, over 2000 injured, and over 4000 being arrested. America's urban areas were turning into racial war zones. One World War II veteran after the Detroit riot said that the city looked like Berlin after an allied air raid. The cities were in shambles, many burning and smoldering. Have students research the more recent Los Angeles riots that followed the Rodney King case. As a writing assignment following their research, have them compare and contrast the two incidents.

- E. *Assessment/Evaluation*
1. Guide discussion around citizen versus government involvement in issues such as civil rights. Are students thinking about the rationale given by both sides prior to making their own judgments?
  2. Assess the written comparison piece for historical accuracy and for clarity.

**Lesson Seven: Assassinations of MLK and RFK (one class period)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understands major contemporary social issues and the groups involved.
  - b. Understands the role of diversity in American life and the importance of shared values, political beliefs and civic beliefs in an increasingly diverse American society.
  - c. Understands economic, social, and cultural developments in the contemporary United States.
2. Lesson Content
  - a. The Civil Rights Movement (page 186, *Core Knowledge Sequence*)
    - i. Assassinations of Martin Luther King, Jr., and Robert F. Kennedy
3. Skill Objective(s)
  - a. Students will understand and be able to identify some of the common traits and characteristics that unite the U.S. as a nation and as a society.
  - b. Students will understand and be able to identify certain cultural characteristics and beliefs that can divide a nation if permitted to do so.
  - c. Students will describe how the social roles and characteristics of social organization have both changed and endured in the U.S. throughout its history (e.g., family structures, English language, community structures, etc.)

B. *Materials*

1. One copy of Appendix K, Assessment Rubric for project for each student

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. In April 1968, Martin Luther King had gone to Memphis, Tennessee, in order to provide a show of support for the mostly-black city sanitation workers who were on strike for better working conditions. King was quite well known now, and in some circles, a hated man. He received regular death threats, and on the evening of April 3, 1968, in a speech, he said, "Well, I don't know what will happen now. But it really doesn't matter with me. Because I've been to the mountaintop. And I've seen the Promised Land...Mine eyes have seen the glory of the coming of the Lord." On the very next day, King was fatally shot in front of several witnesses while standing on an open walkway at his Memphis motel. Have students think about the excerpt from his speech on the night before his death. What do they think King meant by "I have been to the mountaintop..."? From where did he take this analogy? Why do they think King chose these words and why were they so effective with the group with whom he was speaking? What do they think he meant by "Promised Land?" Why did he choose words from "The Battle Hymn of the Republic?" At his funeral on April 9, over 100,000 people came to pay their last respects to King. Over 50,000 people walked beside his casket, which was on a cart pulled by two mules, to the graveside. They thought of this as his last "freedom march." Why do students suppose Dr.

King had such popularity with so many? Ask them to recall his words, “Free at last, free at last. Thank God Almighty, I’m free at last!” How do they think they might apply, even in his death?

2. Also assassinated in 1968 was Senator Robert Kennedy, the brother of the late President John F. Kennedy. Kennedy was seeking the Democratic nomination for the presidential election. Kennedy had won the support of large groups of Mexican-Americans when he attended a Catholic mass with Cesar Chavez. He also was an outspoken proponent of civil rights for black Americans, and had certainly won their support. After a speech in California, Sirhan Sirhan, a Jordanian, shot Kennedy. Three other people around Kennedy were wounded. When his body was returned to New York City to lie in state, Jackie Kennedy and Coretta Scott King, both widows themselves, joined his widow on the plane. One black woman made the comment. “Seems like anybody speaks up for us, they get killed.” In the span of eight short weeks, the nation saw the assassinations of two outspoken, determined civil rights activists. So the wars continued, both the one in Vietnam that permeated television newscasts each evening, and the one for continued insurance of civil rights for all Americans, regardless of their race. Ask students to think about and discuss the danger of being outspoken as an activist for controversial issues. What kinds of issues might they be willing to “stick their necks out” for? In this age of violence and terrorism, have them think about what it might be like to be so public a figure as the American president. What do they think gives some people the courage to go out “on the front lines” of public/political service, in spite of the possible danger to themselves and their families? What makes some issues so polarized?
3. Finally, as a closure to this unit, have students write an essay in which they address the following issues from their own perspective, given the information they already had and that which was acquired through this study:
  - a. What things do students think all or most American’s hold in common that make us so strong as a nation?
  - b. What things in present-day America are differences that create obstacles for further advancement or toward equality for all Americans, whether based on race, gender, etc.?
  - c. What are the greatest challenges they see us facing as a nation regarding the achievement of true equality for all citizens? How might we work together or as individuals to facilitate overcoming those challenges?
  - d. What “barriers” might they see even in their own school?Have students present essays orally during one or two class periods if desired. Otherwise, they could be added to the Victory Gallery that was started in an earlier lesson.

E. *Assessment/Evaluation*

1. Evaluate student essays/presentations (if given) for organization, fluency, word choice, historical accuracy of facts used, etc. These essays should show some real thought on the part of the author, demonstrating an ability to utilize historical fact to generate opinions on current issues.

## **VI. CULMINATING ACTIVITY**

- A. **OPTIONAL:** Students have been required to complete mini-assignments around bits of research throughout the unit. As an option for a culmination, provide students with the list of important figures in the Civil Rights Movement, from which they should select one person to do in-depth research about. Their findings should be presented at a Civil Rights Fair, which could be set up along corridors in your building, along with the contents of

the Victory Gallery from previous lessons. They should create a tri-fold-type display about their individual, including photographs, a written biographical essay, bulleted highlights on the display board, and any artifacts (which could include student-made facsimiles) that would add to the understanding of the viewers. If your technology permits, students might also be afforded the opportunity of creating a continuous slide show (*Power Point*, etc.), or a cassette player with headphones to play audio excerpts from speeches, newscasts, etc., when available. Arrange with your administrator to have this wall space available for several days to a week for display. Invite parents to come by as they can, OR hold a Civil Rights Movement presentation evening at which students would man their displays to answer questions, etc.

- B. In addition, a pencil-paper unit test may be given. A suggested example is provided in **Appendix J**.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Excerpts from *Plessy v. Ferguson* – Two Opinions
- B. Appendix B: The Fourteenth Amendment to the Constitution of the United States
- C. Appendix C: Civil Rights Figures Choice List
- D. Appendix D: Sample Presentation Rubric
- E. Appendix E: Sample Pop Quiz for Lesson One
- F. Appendix F: Sharpe James on Jackie Robinson
- G. Appendix G: Howard “Stretch” Johnson – WWII Veteran Speaks Out
- H. Appendix H: Mini-Quiz ~ Plessy, Brown, and the 14<sup>th</sup> Amendment
- I. Appendix I: Sample Quiz
- J. Appendix J: Unit Test
- K. Appendix K: Sample Rubric for Assignment in Lesson Seven

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## APPENDIX A

### Excerpts from the PLESSY v. FERGUSON DECISION – Two Opinions

From Justice John Harlan:

“...the law regards man as a man, and takes no account of his surroundings or his color when his civil rights as guaranteed by the supreme law of the land are involved.”

“Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. “

From Justice Henry Billings Brown, on the intent of the 14<sup>th</sup> Amendment:

“...the absolute equality of the two races before the law, but...it could not have been intended to abolish distinctions based upon color, or to enforce social...equality, or a commingling of the two races.”

Harlan’s opinion was the dissenting opinion, meaning that his opinion was not the prevailing opinion of the Court. That dubious honor would go to Justice Brown, who in effect said that while the Constitution provided for racial equality in the eyes of the law, the same Constitution could provide for separation of those races.

## **APPENDIX B**

### **Amendment XIV**

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2. Representatives shall be apportioned among the several states according to their respective numbers, counting the whole number of persons in each state, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the executive and judicial officers of a state, or the members of the legislature thereof, is denied to any of the male inhabitants of such state, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such state.

Section 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any state, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any state legislature, or as an executive or judicial officer of any state, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any state shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

APPENDIX C  
Civil Rights Figures Choice List

Martin Luther King, Jr.  
Medgar Evers  
Bobby Seale  
Lyndon B. Johnson  
Robert F. Kennedy  
Malcolm X  
Jackie Robinson  
Adam Clayton Powell  
Thurgood Marshall  
George Wallace  
Orval Faubus  
Rosa Parks  
Huey Newton  
Charles Houston  
Justice John Harlan  
Justice Henry Billings Brown  
Homer Plessy  
Ernest Greuning  
Jesse Leroy Brown  
Stokely Carmichael  
James Meredith  
Ralph Abernathy  
Ralph Bunche  
Fannie Lou Hamer

**APPENDIX D**  
Sample Presentation Rubric

Key Elements of an EXCELLENT Presentation:

- Provides accurate details and explanations about elements in the project.
- Explains how the project is related to the main research topic.
- Answers questions knowledgeably.
- Speaks clearly and audibly.

- |                |  |
|----------------|--|
| 4 PROFICIENT   | All four key elements are demonstrated to a high degree. |
| 3 CAPABLE      | All four key elements are adequately demonstrated.       |
| 2 SATISFACTORY | Three key elements are adequately demonstrated.          |
| 1 DEVELOPING   | Two key elements are adequately demonstrated.            |

Adapted from Adele Fiderer, "40 Rubrics and Checklists to Assess Reading and Writing" ISBN 0-590-01787-X



**APPENDIX F**  
**SHARPE JAMES on JACKIE ROBINSON**  
(Taken from “THE CENTURY FOR YOUNG PEOPLE”, Jennings and Brewster)

I was born in the South, but in 1944 we moved to 43 Emmett Street in Newark, which was a predominantly Irish American neighborhood. Being the only black kid in my crowd, I used to hear my white buddies say things like, “Let’s get them blacks, run them blacks out of the neighborhood.” But then they would always add, “We don’t mean you, Sharpe.” To them, “good blacks” were those that lived in their neighborhood and participated with them. Bad blacks were those in other neighborhoods. So I was a “good black.”

When you’re poor, you’ve got to have a vehicle that you believe in, some kind of dream. And for all of us playing on that street, baseball was it. We all dreamed that someday we would grow up and be major-league players. The key to getting out of the ghetto for us kids was not to be a movie star or a football player. Baseball was our game, because we could wake up, go out on the street, and get a game going, which was something you couldn’t do with basketball or football.

Before 1947 major-league baseball was white only. So here you had thousands of black kids like me playing baseball, but the ones with superior talent could never hope to get the same recognition that the white players would get. So as a black kid, I knew I didn’t have the same opportunities that the whites did, and that was really a frustration.

Then one day we got the news about Jackie Robinson. I remember all the folks in the black neighborhoods sitting around playing their card games and saying, “Did you hear? [Brooklyn Dodgers general manager] Branch Rickey’s going to bring Jackie up to the majors.” Everywhere you went, people had their newspapers out and they were talking about it. It was the talk of the black community because it gave hope and spirit to the downtrodden. Once Jackie broke the color barrier, I guess the thinking was that if you could break it in baseball, anything else in the world was possible. People said, “Here is a man of color who’s going to make it.”

To everyone in my neighborhood, white or black, Jackie Robinson was a hero. He was our role model. When we played baseball, suddenly everybody was saying, “I’m fast as Jackie Robinson,” “I can catch like Jackie Robinson” – even the white guys would say that. Jackie was a thrill to watch because he was such a great athlete; his skill and aggressiveness changed the game of baseball.

Jackie’s success started to affect my self-esteem, because my friends started to see my skills a different way. These white guys realized that my playing could really take me somewhere. But I think when they realized that a man of color had made it into the major leagues, they suddenly became aware that they had this good baseball player living in their community, that someday maybe I would make it like Jackie did.

\* Taken from THE CENTURY FOR YOUNG PEOPLE, Jennings and Brewster

## APPENDIX G

### **Howard “STRETCH” Johnson – World War II Veteran Speaks Out (Taken from “THE CENTURY FOR YOUNG PEOPLE,” Jennings and Brewster)**

Throughout the war I was in the 92<sup>nd</sup> Division, along with ten or twelve thousand other black troops. In Europe, the men of the 92<sup>nd</sup> were regarded as heroes. We liberated a number of Italian towns, including Lucca and Pisa, and when the Italian people saw these brown troops coming into their community, they just hailed us as conquering heroes. So when we came back to the United States, we expected to be treated as if we had made a contribution; we didn't like coming back into a Jim Crow scene. Most of the enlisted men in the 92<sup>nd</sup> were from the South, and it was ironic for them to return to a country for which they risked their lives, and they still had to go to the back of the bus, could not sit downstairs in the movie theater, and could not leave the plantation except with a pass from the owner.

A number of us got together and decided that it would be a good thing for us to form a black veterans' organization. One of the first things we took on was the issue of terminal leave pay. Each veteran was entitled to receive anywhere from \$100 to \$300 for having served in the U. S. Army. In the South, plantation owners attempted to prevent many of the returning veterans who worked on their plantations from getting into town to apply for their terminal leave pay. You see, blacks could only leave the plantation with a pass, and the passes were usually given for Saturday noon until Sunday evening; you couldn't leave the plantation during the work week. The application blanks for terminal leave pay were at the post office, which shut down at noon on Saturday, so it was impossible for a black veteran to pick up the application blank. So our group went to the War Department and got them to agree to release terminal leave pay blanks to our organization so we could distribute them through the Baptist Church, NAACP, and the Negro Elk Clubs. A number of our GIs went onto the plantations, sometimes dressed in blue overalls and things like that. It was almost an underground operation. We helped veterans throughout the South to get their terminal leave pay.

We also organized early bus boycotts and marches of veterans to county courthouses, to get their ballots to vote, because they had been denied the right to vote prior to World War II. We organized picket lines against job discrimination. All of these activities laid the basis for the civil rights movement of the late fifties and sixties. It was a direct outcome and carryover of the goals of World War II. The war was still being fought, in a sense.

## APPENDIX H

### *Mini Quiz – PLESSY, BROWN and the 14<sup>th</sup> AMENDMENT*

1. What was the Plessy v. Ferguson case about? What was the initial outcome from the Supreme Court decision written by Justice Brown?
2. Explain in your own words, the dissenting opinion in the case, written by Justice Harlan.
3. What was the Brown v. Board of Education case about? What was the outcome of the Supreme Court decision, and what were some of the effects?
4. Briefly name and describe the amendment that was used to form the majority opinion for the Plessy case.
5. Contrast and compare the Plessy opinions written by Justice Brown and Justice Harlan. Evaluate the basis on which both were formed, and then give your own personal views of each.



**APPENDIX J**  
**Unit Test**

**NAME:** \_\_\_\_\_

1. Describe briefly the purpose and outcome of the following court cases commonly associated with the American civil rights movement.

A. PLESSY v. FERGUSON:

B. BROWN v. BOARD OF EDUCATION

2. What were "Jim Crow" laws?

3. Who were the Freedom Riders? What was their purpose? What challenges did they face?

4. For what event is Rosa Parks famous? Describe the event, including the place and the details and outcome of the event.

5. Using lined paper, create a three paragraph response to the following:

"In the 1960s, American school children were not racially integrated, meaning that black and white students did not/could not attend the same schools. Many white students did not feel that this was a problem, while a few were outraged that barriers existed based solely on race/skin color. Explain how you believe both groups' opinions were formed and held. Do you feel that students who objected to the teachings and beliefs of their parents felt comfortable to voice

PAGE TWO OF UNIT TEST NAME: \_\_\_\_\_

their differing opinions at home? Why or why not? Would you feel comfortable to go against YOUR parents' teachings/beliefs on an issue with which you strongly disagree? Why or why not? Finally, how do you believe the civil rights movement might have been different if more white people had spoken up sooner, OR if those whites who DID become involved by working for civil rights had delayed or not become involved at all?"

**MATCHING:** Match the civil rights movement personality on the right with his/her clue from the left. All are used only once.

- |  |                             |
|--|-----------------------------|
| 1. US President during most of the struggles   | ___ Malcolm X               |
| 2. Was jailed in Birmingham and published a famous article about it. Assassinated, 1968                  | ___ Bull Connor             |
| 3. Important Black Muslim leader of 1960s  | ___ Robert F. Kennedy       |
| 4. Governor of Arkansas who ordered forced integration of Little Rock Central High School                | ___ Medgar Evers            |
| 5. Governor of Alabama who blocked entry to University of Alabama to black students                      | ___ George Wallace          |
| 6. Arrested for refusing to give up bus seat to a white man  | ___ Orval Faubus            |
| 7. Birmingham, Alabama police chief during riots   | ___ Jackie Robinson         |
| 8. Brother of assassinated president, seeking 1968 Democratic presidential nomination, assassinated 1968 | ___ Thurgood Marshall       |
| 9. First Black U. S. Supreme Court Justice   | ___ Martin Luther King, Jr. |
| 10. Civil rights leader gunned down in his own yard in Mississippi                                       | ___ Lyndon B. Johnson       |
| 11. First black baseball player to break color barrier in major leagues                                  | ___ Rosa Parks              |

Finally, discuss in one or more paragraphs whether you believe the following sentence is true or false, based on FACTS you learned in this unit: "Cultural characteristics and beliefs can divide a nation if permitted to do so."

## APPENDIX K

### Assessment Rubric for Presentations, Lesson Seven

	<b>AWESOME</b>	<b>ADMIRABLE</b>	<b>ACCEPTABLE</b>	<b>AMATEUR</b>
<b>Organization</b>	-Well organized, logical format, transitions from idea to idea were excellent.	-Thoughtfully organized, easy to follow most of the time, transitions easy to follow but ideas sometimes unclear.	Somewhat organized and incoherent, transitions not always smooth and at times distracted from presentation content.	Choppy & confusing, difficult to follow, transitions abrupt and distracting.
<b>Content</b>	<b>OUTSTANDING</b> job of research! Utilized information very effectively.	Good job of research. Used information in an efficient manner.	Acceptable job of research, but limited information.	Unacceptable level of research that showed little or no fact gathering.
<b>Presentation</b>	Original, unique approach. Engaging, lively and provocative.	Clever and at times, unique. Well done and interesting.	Few original touches. At times, interesting.	Predictable, bland. Did not keep audience engaged.
<b>Bibliography or materials used</b>	Extensive list of materials and resources, including various types.	Solid list of resources and materials. Some variety.	Sufficient materials and resources, but not much variety.	Inappropriate or insufficient materials and resources for a project like this one.