



The Civil Rights Movement as a Social and Economic Movement

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This curriculum unit is recommended for:
Civics and Economics, 11-12th grades

Keywords: civil rights, segregation, desegregation, integration, discrimination

Teaching Standards: See Appendix 1 for teaching standards addressed in this unit.

Synopsis: This unit will focus on the ideas of the Civil Rights Movement as an attempt to gain civil liberties for African Americans. Students will analyze and evaluate how American values of nation and equality are the basis for this movement. Students will be able to understand that the attempt for equality is rooted in American values of life, liberty, and the pursuit of happiness. Students will be able to understand the underlying issues associated with desegregation and how difficult the process was to obtain legislation that made segregation illegal. Students will understand how citizens play a key role in social and political change. This unit will give students a greater understanding of how individuals have power within the government to reach outlined common goals of societal change.

I plan to teach this unit in the spring semester of 2019 to 47 students in my three Civics and Economics classes.

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Introduction

My civics curriculum is based on the North Carolina Standard Course of study for American History, the Founding Principles, Civics and Economics. This course was developed to provide a framework for understanding the tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship and concepts of macro and microeconomics and personal finance. Citizen activism is an important concept in the creation of our democracy and American politics. This unit will explore how civil disobedience is essential to changes in American governmental practices and how a movement can have a lasting impact on the economics of a nation.

Cochrane is a one-to-one technology school, where the students have a device and take it home every day. I will use many online resources as a part of my unit to teach the content and help students master the curriculum. Our textbook is also available online, as are other resources such as YouTube, online articles and useful websites. I use Google Classroom as my delivery platform for my students. This is where all assignments are posted and submitted throughout the semester.

For each unit I pre-assess students in order to create appropriate lessons and activities. I have one honors class this semester and they will have a different level of activities and assignments to challenge them even more.

Rationale

We all have heard about the Civil Rights Movement at some point in our lives, but other than Rosa Parks and Martin Luther King Jr., what do students really take away from this historic time in American history? How do we teach students that this was not just a movement so African Americans could ride a bus in the front, go to school with white students, or have the right to vote? The Civil Rights movement was about so much more. Almost all of my students are minorities. I only have one student out of 115 who identifies as white, non-Hispanic. With that being said, they have a deep interest in civil rights for minorities as well as other groups such as the LGBTQ community. I want to explore how the roots of the Civil Rights movement and its impact on society and the economy of the US. I want students to have a better understanding of the discourse that this movement created in American history and what role the government had in the movement.

This is my fourth time teaching this course. It has changed since the last time I taught it in 2013. There is a lot of background information that students learned in 8th grade US history, American I and American II. This makes it a little easier to get into more depth with the students on the content. I want to make this unit as interesting as possible, so with that in mind, I will have the students create an original piece of self-expression that will sum up how they feel about the Civil Rights movement as a social and or economic movement. The goal is for students to understand how there were several aspects to this era in American history. This movement was not centered on a few people making noise in the South. There were many facets to this movement that included large sacrifices from all involved.

Demographics

Cochrane Collegiate Academy is a 6-12 school with a traditional middle school 6-8 and a Blended Learning Magnet High School called iMeck Academy. Our current total enrollment is 920 students: 220 (23.9%) 6th grade, 205 (22.3%) 7th grade, 209 (22.7%) 8th grade, 109 (11.8%) 9th grade, 87 (9.5%) 10th grade, 58 (6.3%) 11th grade and 32 (3.5%) 12th grade. Our demographics are 52.3% Hispanic, 39.3% African American, 2.8% Asian, 2.8% White, and 2.7% other. We have 9.2% students with disabilities, 1.1% AIG, 2.7% McKinney-Vento, and 19.9% ELL. I currently teach 11-12 grade Civics and Economics to 115 students for 2 semesters. Our school is currently a Title 1 school as defined by the Federal Elementary and Secondary Education Act. This group of students have above an 80% passing rate in both American History II and I. They have shown growth in the past two years in both subject areas. They are coming to me with a lot of background knowledge and expertise. (11)

Objectives

During this unit, I plan to address the following learning objectives and standards:

- Analyze the principles and ideals underlying American democracy in terms of how they promote freedom.
- Evaluate the authority federal, state and local governments have over individuals' rights and privileges
- Analyze how the rule of law establishes limits on both the governed and those who govern while holding true to the ideal of equal protection under the law (e.g., the Fourteenth Amendments, Americans with Disabilities Act, equal opportunity legislation).
- Explain ways laws have been influenced by political parties, constituents, interest groups, lobbyists, the media and public opinion (e.g., extension of suffrage, labor legislation, civil rights legislation)
- Evaluate the rights of individuals in terms of how well those rights upheld by democratic government in the United States.
- Explain the changing perception and interpretation of citizenship and naturalization (e.g., aliens, interpretations of the 14th amendment, citizenship, patriotism, equal rights under the law, etc.).
- Analyze a market economy in terms of economic characteristics, the roles they play in decision-making and the importance of each role

Key Vocabulary

Civil rights, segregation, desegregation, integration, boycott, discrimination, unconstitutional, sit-ins, nonviolent resistance.

Content Research

As early as slavery, there has been protest and a quest for civil rights. During slavery, it was the runaway slave, who knew that chains and bondage of a people was wrong. It was the support of the abolitionists of the mid-19th century that spoke out against this way of life in America and a war fought to defend it and to dismantle it. As we, all know slavery officially ended in January 1865 with the passing of the 13th Amendment. Even then, former slaves did not have the rights as all other Americans. The 14th Amendment defined citizenship and gave equal protection under the law to all citizens, and the 15th Amendment guaranteed voting rights to all regardless

of race, color or previous servitude. The only problem was these amendments did not translate to the everyday life of minorities in America. After slavery, most African Americans had to live under the burden of poverty, especially in the South. Laws prevented African Americans from the same benefits and privileges as white America. African Americans could not live where they wanted, go where they wanted, shop where they wanted, or have the education they deserved. Segregation was the hindrance to the lives and economic success of African Americans.

During Reconstruction, we see an emergence of the first group of African Americans in public office in several states as well as the national government. However, white southerners especially, find a way to repress newly freed men and women with “black codes.” Reconstruction ended after only twelve years as white southerners turned to increased violence and the Klu Klux Klan. This backlash would restore white supremacy in the state and federal government. (4)

Fighting injustice and inequality is the foundation of the Civil Rights Movement. It would begin in the church and spread to the hallowed halls of universities and the supreme law of the land. Many groups would be instrumental in the pushing of the envelope towards desegregation, equal voting rights and ending discrimination in America. Some of the groups that we will discuss their contributions include, but are not limited to the SNCC, NAACP, Black Panthers, CORE and SCLC.

The Civil Rights Movement also had economic ramifications. As many African Americans struggled to push themselves out of slavery conditions into the Jim Crow era and sharecropping as a means to survive. Opportunities were limited to African Americans because of the oppressive behavior of the white majority. Trying to maintain the status quo, many white people felt that segregation was the means to keep their lives in order and their race superior. Economic opportunity was also a focus of the Civil Rights Movement. A coalition of community and pro-poor groups formed to encourage more effort of the federal government to increase full employment among African Americans. MLK Jr. was an advocate for this cause and his wife would continue this fight after his death. Eventually, a landmark act would pass, called the Full Employment and Balanced Growth Act of 1978. This mandate has helped to decrease unemployment in the US as a whole, but even more in the poorer communities.

Although whites in the South were against segregation out of fear of economic downturn, nothing could be further from the truth. Integration actually helped bolster the economy in the South. Economic opportunities increased not only for poor African Americans, but also for whites as well. Integration allowed increased wealth for many businesses that had previously only had white patrons. This was the case especially in the South. Some historians have downplayed the significance of the public accommodations law, which forbade racial discrimination in Southern hotels, restaurants and theaters. Many points out those local operators were glad to have the decision taken out of local hands. (8)

Nonviolence and passive resistance were the main weapon of the protesters and organizers of the Civil Rights Movement. However, they were not the only ones, and the amount of protestors who were committed to this ideology were small in numbers. Advocating for nonviolence for many African Americans as a principle was irrelevant to the goal they were trying to reach. For example, movement participants in Mississippi did not decide beforehand to engage in violence, but self-defense was simply considered common sense. Armed self-defense

became an essential part of the black freedom struggle. The poet Claude McKay's "If We Must Die" captures the spirit of self-defense and violence. Often, depending whether violence is "good" or "bad", ill conceived, or necessary depends on one's perspective and point of view. For example, The Black Panther Party may be best remembered by images of members in all black leather-carrying rifles. Nevertheless, they also challenged police brutality, advocated for reform of the criminal justice system, and established community survival programs, including medical clinics, schools, and their signature breakfast program. So what was the difference between the people who rioted in the 1960s and advocated for violence and the participants in the Boston Tea Party at the onset of the American Revolution? Both groups wanted out of oppression, both saw that violence could be effective and both criticized by the rulers of their day. So why are the men from 1773 seen as patriots and celebrated in history? Should not the same American values of democracy and fairness apply to those who used arms in the 1960s? (2)

An important goal of The Civil Rights Movement was the elimination of segregation. However, if students, who are now three generations removed from Jim Crow, are asked to define segregation, they are likely to point out examples of individual racial separation such as blacks and whites eating at different tables in the cafeteria. Like most of our political leaders and public opinion, they place MLK's injunction to judge people by the content of their character, not the color of their skin exclusively in the context of personal relationships. Yet segregation was a social, political, and economic system that places African Americans in an inferior position, disfranchised them, and enforced by custom, law, and official and vigilante violence. (12)

Key Court Cases

Plessy v. Ferguson (1896): was a landmark decision of the U.S. Supreme Court issued in 1896. It upheld the constitutionality of racial segregation laws for public facilities as long as the segregated facilities were equal in quality – a doctrine that came to be known as "separate but equal".

Brown v. Board of Education (1954): was a landmark United States Supreme Court case in which the Court declared state laws establishing separate public schools for black and white students to be unconstitutional.

Loving v. Virginia (1967): This landmark civil rights decision of the United States Supreme Court that struck down all state laws banning interracial marriage.

Heart of Atlanta Motel, Inc. v. United States (1964): was a landmark United States Supreme Court case holding that the Commerce Clause gave the U.S. Congress power to force private businesses to abide by Title II of the Civil Rights Act of 1964, which prohibits discrimination in public accommodations.

Swann v. Charlotte-Mecklenburg Board of Education (1971): was a landmark United States Supreme Court case dealing with the busing of students to promote integration in public schools.

Key Legislation

Civil War Amendments

The Thirteenth Amendment (proposed and ratified in 1865) abolished slavery. (10)

The Fourteenth Amendment (proposed in 1866 and ratified in 1868) provides a broad definition of national citizenship, overturning the *Dred Scott* case, which excluded African Americans. It requires the states to provide equal protection under the law to all persons (not only to citizens) within their jurisdictions. (10)

The Fifteenth Amendment (ratified in 1870) grants voting rights regardless of "race, color, or previous condition of servitude". (10)

Civil Rights Acts

The Civil Rights Act of 1875 sometimes called Enforcement Act or Force Act, was a United States federal law enacted during the Reconstruction Era in response to civil rights violations to African Americans, "to protect all citizens in their civil and legal rights", giving them equal treatment in public accommodations, public transportation, and to prohibit exclusion from jury service.

Civil Rights Act of 1960: Expanded the enforcement powers of the Civil Rights Act of 1957 and introduced criminal penalties for obstructing the implementation of federal court orders. Extended the Civil Rights Commission for two years. Required that voting and registration records for federal elections be preserved.

Civil Rights Act of 1964: Prohibited discrimination in public accommodation, facilities, and schools. Created the Equal Employment Opportunity Commission to monitor employment discrimination in public and private sectors. Provided additional capacities to enforce voting rights.

Voting Rights Act of 1965: Suspended the use of literacy tests and voter disqualification devices for five years. Authorized the use of federal examiners to supervise voter registration in states that used tests or in which less than half the voting-eligible residents registered or voted. Directed the U.S. Attorney General to institute proceedings against use of poll taxes. Provided criminal penalties for individuals who violated the act.

Teaching Strategies

Warm ups: These introductory activities will include things like short videos from EdPuzzle, annotation of documents and articles, review test questions, and anticipation guides. EdPuzzle is the perfect way to use videos to introduce or reinforce information/topics. Videos are watched at home or in class. I upload my own videos and create questions that asked during the video. Students should pay attention to the subject area and answer the questions. I can also manage their viewing activity. The EdPuzzle video about the Civil Rights Movement is a Crash Course video that includes questions that are a check for understanding as they are viewing the video. Students will also watch clips of the March on Washington and King's "I Have a Dream" speech and compare it to Barack Obama's Democratic National Convention speech of 2004. Students

will compare the message and the attention that was gained by each because of these public messages.

Annotation: This is a literacy strategy that is used often with articles, both on paper and electronic. Students mark up the document using our annotation key. Students know how to mark up the document in order to help them gain a better understanding of the information. It enables students to dig deep into the text and ask questions, learn vocabulary, and identify the main idea/issue. Students gain a better understanding of the topic by asking questions and making connections to the reading. Students will annotate several pieces of text, such as King's Letter From Birmingham Jail, Claude McKay's poem "If We Must Die", John F. Kennedy's Executive Order #10925 ordering equal opportunity in employment and housing, excerpts from King's "I Have a Dream" speech, several quotes from Malcolm X and Stokely Carmichael, as well as primary source photos from the time period.

Review test questions: This is an important way to re-loop material that students may not have totally grasped on the last test/quiz, or a way to clear up any misconceptions or questions raised during class. Anticipation guides allow students to think about a new topic and what they may already know about a subject. These guides let me know what misconceptions students may have about a topic. I can then guide them in the correct direction. Students will view several videos over the course of this unit.

Graphic organizers: I use them to help students organize information on topics and concepts. Graphic organizers are the best way to put information together in a cohesive way. Students need to be able to have information in a way that allows them to make connections and analyze information. Students will complete a graphic organizer comparing King, Malcolm X, and Stokely Carmichael. They will read texts from all three leaders and compare the following: What was his view of obstacles that black Americans faced, what was his vision for how black Americans could achieve freedom and democracy, and what quotation from the reading best represents his vision? (3)

Notes: Students take online collaborative notes in class via google docs. Students will complete guided notes on the Civil Rights Movement to obtain a basic understanding of the time.

Group projects: Through collaboration, students are able to design and present information in a new and inventive way. Some of the methods used are storyjumper.com, YouTube, Blend space, Emaze, PowToon, and iMovie.

Jigsaw: Students are in groups of 4-6 and the assignment is broken into small pieces. Each student is responsible for his or her part/task. It is essential that students become the expert on their task in order to share out with their other group members so that they complete the assignment. Students will look at King's six Steps of Nonviolent Social Change: Information gathering, education, personal commitment, discussion/negotiation, direct action, and reconciliation. Each group will have an expert that will research and learn their step in the process. They will get together with the other experts on their topic to discuss and come up with a desired description that they will go back to their group to share out. Each person is responsible for their subject matter and must be able to teach the others in their group. (4)

Lifted Line Response: Students select a particular quotation/line from a reading and answer the following questions: What is interesting about this quotation? What ideas does it make you think about? What questions does this line raise for you? (7)

Duel Entry: What the text says/What historians say/your reactions. Students will evaluate the article “Freedom Riders, Then and Now.”⁽⁶⁾ The article focuses on the events surrounding seven months of freedom rides between 1960 and 1961. Over 400 volunteers rode public buses around the south testing the 1960 Supreme Court decision that desegregated interstate facilities. The riders were met with violence at most injunctions. Many riders were arrested for using white facilities along the way as were the white participants arrested for using the “colored only” facilities. Students can analyze the text and react to the stories of how dangerous the freedom rides were, but the young people continued despite the constant fear of incarceration and even death.

Technology Integration: As a blended learning magnet school, all students have their own personal device that they take home every day. I use programs such as Mastery connect for data collection and mastering objectives. I use google classroom as a way to deliver the content to the students. They are also able to collaborate with each other and share information through class discussions and group activities. Other online platforms that are used include Newsela, (1) and Khan Academy. Both of have a variety of resources for students. Students will complete several assignments in Newsela on the article “Legislative and Judicial Results of the Civil Rights Movement.” Students will annotate, take a quiz, and complete writing assignments within this site. This article gives us a brief timeline of events from the Jim Crow era, DuBois, Brown v. Board of Education, the Montgomery Bus Boycott, the Voting Rights Act and to the election of the first African American President Obama.

Primary Source Documents: Analyzing documents such as poems, speeches, photos, newspaper articles, and videos will be an important part of this unit. Students also have access to Project DBQ through the NC EdCloud platform in the student PowerSchool portal. One lesson that will be used is the Martin and Malcolm DBQ lesson. It contains a background essay on the Civil Rights Movement and short biographies on Martin Luther King Jr. and Malcolm X. The primary source documents are a variety of readings from speeches of Martin Luther King and Malcolm X. They include the “I Have a Dream” speech from King and his “Nonviolence: The Only Road to Freedom” interview in Ebony Magazine October 21, 1961. There are also interviews from Malcolm X published in the Young Socialist Magazine on January 18, 1965, as well as his speech given to a group in 1965. Students will use these documents to create an essay that addresses the question; Martin Luther King and Malcolm X: Whose philosophy made the most sense for America in the 1960’s? (5)

Performance Task: A local news station has decided to run various informational programs about the Civil Rights Movement throughout the month of February. However, they require your assistance in designing what topics should be presented to the community. Station writers have reached out to you, a student who has been studying the Civil Rights Movement for an entire unit, to help them. Your job is to choose one major figure, group, or event from the Civil Rights Movement to research in depth and create a presentation for the news station to air. Since the writers are allowing you to choose, please pick the figure, group, or event that you find most important and interesting. Your first goal is to frame the figure, group, or event in the context of the Civil Rights Movement. Then you are to explain the five W's: Who is it/who was there? What were they doing? What was their beliefs and goals? Where did this event take place/person act? When did this occur? Why is this person, group, or event of key importance to the Civil Rights Movement? Make sure you are clear about how this person, group, or event fits in and contributes to the big picture. You may choose to write a talk show script, narrated documentary script, or oral presentation script to present your ideas to your community. This is

just a short list of example topics you may choose from: Rosa Parks, Montgomery Bus Boycott, Martin Luther King Jr., Malcolm X, Black Panther Party, Little Rock Nine, Lunch Counter Protests, Brown v Board of Education, and The March on Washington.

1. When you settle on a topic that had a big impact on the Civil Rights Movement, organize your research and thoughts and fill out a 5 W's graphic organizer. This may be a chart, concept map, bubble organizer, two column notes, analysis chart, or outline.

2. Gather the materials and resources needed to create your talk show script, narrated documentary script, or oral presentation. This should include at least one of the following: photographs, first person (primary) accounts, audio recordings, or video clips.

3. Write a two to three page script that may be read in front of the class. This script should detail background information for those who know little about your topic and clearly explain the historical significance and impact of your topic (this is your argument). As this is on television, be sure to use appropriate professional language that befits a television program. Your script must be double spaced, 12 point font, either Arial or Times New Roman with 1 inch margins. Make sure to proofread your work for content and grammar mistakes.

Activities

1. Debating Civil Rights History: Choose one compelling question about the civil rights movement that your students find interesting and that connects to your curriculum. As a class, come up with two opposing hypotheses to answer the question. Divide the class in two and have each half gather evidence to support one of the hypotheses. Then have a class debate in which representatives from each side take turns presenting their evidence, allowing the opportunity for the opposing side to respond to each argument. At the end of the debate, try to reach a class consensus as to which hypothesis is correct. Or, if it proves impossible to reach a consensus, discuss why this is the case.

2. At the Newseum: Visit the "Civil Rights at 50" exhibit. Have students work individually or in small groups to create a compelling question about this year in civil rights history. Then they should switch questions with another group and write a paragraph in response. When forming questions, give students specific themes to get started, such as cause and effect, media coverage of civil rights events, the photographic record of the events, etc. Alternatively, have students respond to the following question: Which of the events profiled in this exhibit do they consider the most important, and why?

Writing Assignments:

Big Picture

- How much changed for African Americans between 1865 and 1950?
 - To what extent was Jim Crow still a part of their experience?
 - What sorts of events had triggered the most significant changes for African Americans?
 - Did these changes suggest that further progress was imminent?
- In what ways was the political climate ripe for reform at the end of World War II?
 - Why was America poised and forced to confront racial injustice?
- What combination of factors converged to expand and focus the civil rights movement of the 1950s?
 - What role did each of the following play in this process? What lesson did each teach civil rights activists?
 - World War II
 - The Cold War
 - Emmet Till
 - The Court's ruling in *Brown v. Board of Education*
 - The Montgomery bus boycott
 - The Birmingham marches

RUBRIC

TRAITS OF WRITING	FOCUS	ORGANIZATION	SUPPORT AND ELABORATION
4	<ul style="list-style-type: none"> • Tightly focused on responding to the prompt • Demonstrates deep understanding of key ideas 	<ul style="list-style-type: none"> • Ideas are introduced in a mostly logical and effective order • Ideas can be easily understood by reader 	<ul style="list-style-type: none"> • Perceptive and insightful opinions and interpretations • Superior explanation of ideas
3	<ul style="list-style-type: none"> • Largely focused on responding to the prompt (may stray in areas, but gets quickly back on topic) • Demonstrates understanding of key ideas 	<ul style="list-style-type: none"> • Ideas are introduced in a generally logical and effective order • Ideas can be understood by reader 	<ul style="list-style-type: none"> • Logical opinions and interpretations • Sufficient explanation of ideas
2	<ul style="list-style-type: none"> • Somewhat focused on responding to the prompt (may have difficulty getting back on topic or may stray often) • Demonstrates gaps in understanding of key ideas 	<ul style="list-style-type: none"> • Ideas are introduced in a seldom logical order • Ideas can be sometimes understood by reader 	<ul style="list-style-type: none"> • Some logical opinions and interpretations • Somewhat limited explanation of ideas
1	<ul style="list-style-type: none"> • No attempt to focus on the prompt or substitutes a different task • Demonstrates little or no understanding of key ideas 	<ul style="list-style-type: none"> • Ideas are randomly presented or merely listed 	<ul style="list-style-type: none"> • Illogical opinions and interpretations • Little or no attempt at explanation of ideas

Activity: Simulation

Students will experience what discrimination is like and be able to brainstorm ways to end discrimination. This will lead into discussions about *Brown v. B.O.E.*, *Montgomery Bus Boycott*, and *Freedom Rides*, along with the practice of *Civil Disobedience* and *Non-Violent Demonstrations*.

Anticipatory Set (Lead-In):

As students enter the room, hand each one a card. Don't tell them what it's about and if they trade, that's alright

Step-By-Step Procedures:

Prior to students entering the room, write on the board "QUIZ TODAY". Taking the two decks of cards, count out enough cards so each student will have one card. Mix the colors so there is more of one color than the other. Example: If the class has 30 students, have 22 blue cards and 8 red cards mixed in a pile. As students enter the room, hand each one a card. When they enter, they will see the board and should look over their notes.

Next, have all the students with a blue card move to the back of the room. If you want, you can move desks around so there are not enough desks for all the students. When they are finished moving, take the duct tape and put up a barrier between the blue students and the red students. Ask everyone if they are ready for the quiz, when the blue students begin to complain, treat them with indifference. Say that first you are going to have a vote. I used "All those in favor of the red students getting a candy bar raise your hand." Of course, all the red students will raise their hands and the blue students will complain again, and again treat them with indifference. Then take another vote "All those in favor of getting a candy bar, raise your hand." When all the students raise their hands, only count the red students' vote. The blue students will complain, at this time you can explain that they have not passed the voting test and until they do, their votes do not count. Some students may want to take the voting test. Say "hold on" to them (put them off).

Instruct the students to take out a sheet of paper for the quiz. Remind them to put their name on their paper and number the paper 1-10. When this is completed, mark the red students' papers with an "A" and collect all the papers. The blue students will ask what grade they are going to receive and you can tell them a D or F which ever you want. Then have another vote "All those in favor of the red students receiving an A raise your hand" The blue students will probable want the voting test.

Now for the voting test, you can use many different things. I used the Constitution. I addressed the blue group that whoever could recite the 11th amendment, word for word, then explain to me what it meant, could not only vote but also move up into the red student section. Do not let them use their books. When they realize that no one can do this, they will begin to complain again. Tell them that you will give them one more chance. I then asked them who could tell me what the 13th amendment accomplished, most, if not all, will be able to answer this one. When they have successfully answered, explain that even though slavery ended in

1865, Jim Crow laws came into effect and discrimination against African Americans remained. Next, ask the students how they felt when they were being discriminated against.

Have them brainstorm ways to combat discrimination and list them on the board. Ask them if any of them heard of Brown v. B.O.E., the Montgomery Bus Boycott, the Freedom Rides, the sit-ins, or any other event. Have the students discuss what they already know, and instruct them on other aspects of Civil Disobedience, and Non-Violent Demonstrations.

Plan for Independent Practice:

Challenge students to come up with something that needs to be changed today. Could Civil Disobedience or Non-Violent Demonstrations work to obtain the change they are seeking? Why or why not?

Closure (Reflect Anticipatory Set):

Ask the students if they have ever been guilty of discriminating against someone. What could they do to change this? What are other ways that discrimination has affected the world?

Assessment Based On Objectives:

Students will write 3 pages on the effects of discrimination at other times in the world. Students may come up with Hitler and the Nazis, Iraq, Israel and Palestine, or many others. Grading will be done according to scoring guide, which includes spelling, grammar, punctuation, and sentence structure.

Essay Rubric							
	5	4	3	2	1	Weighted Value	Points Earned
IDEAS <ul style="list-style-type: none"> ● Controlling idea ● Supporting ideas ● Use of details ● Awareness of purpose ● Sense of completeness 	The essay is fully focused and contains a wealth of ideas and examples. The writer uses rhetorical strategies and addresses counter-arguments.	The essay is consistently focused and contains ample ideas and examples. The writer may employ rhetorical strategies or address counterarguments.	The essay is sufficiently focused and contains some ideas and examples. The response is generally appropriate to the persuasive purpose.	The essay is minimally focused. The provided examples are vague or general and the response demonstrates minimal awareness.	The essay shows little or no focus and the ideas are unclear, irrelevant, or repetitive. The response is incomplete or too brief.	X2	
ORGANIZATION Introduction/body /conclusion <ul style="list-style-type: none"> ● Sequence of ideas ● Grouping of ideas ● Effective transitions ● Awareness of purpose 	The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.	X1	
STYLE <ul style="list-style-type: none"> · Sentence variety · Word choice · Audience awareness · Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.	X1	
CONVENTIONS <ul style="list-style-type: none"> · Sentence formation · Subject-verb agreement · Standard word forms ● Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.	X1	

Appendix 1: Implementing Teaching Standards

FP.C&G.1.4 Analyze the principles and ideals underlying American democracy in terms of how they promote freedom Aligns to: Section 2 (1) a. The Creator-endowed inalienable rights (i.e. separation of powers, rule of law, limited government, democracy, consent of the governed / individual rights –life, liberty, pursuit of happiness, self-government, representative democracy, equal opportunity, equal protection under the law, diversity, patriotism, etc.). In this standard students will focus on the rights of African Americans guaranteed to them under the Declaration of Independence. (9)

FP.C&G.2.3 Evaluate the U.S. Constitution as a “living Constitution” in terms of how the words in the Constitution and Bill of Rights have been interpreted and applied throughout their existence (e.g., precedents, rule of law, Stare decisis, judicial review, supremacy, equal protections, “establishment clause,” symbolic speech, due process, right to privacy, etc.). This standard will evaluate how the Constitution is upheld in regards to segregation, voting rights, and equal rights under the law. (9)

FP.C&G.3.3 Analyze laws and policies in terms of their intended purposes, who has authority to create them and how they are enforced (e.g., laws, policies, public policy, regulatory, symbolic, procedural, etc.). This standard will focus on the actual laws of discrimination such as legal segregation policies and law enforcement of discriminatory practices. (9)

FP.C&G.3.8 Evaluate the rights of individuals in terms of how well those rights have been upheld by democratic government in the United States. This standard focuses on the rights of African Americans to exercise their rights by changing policies in the government such as the Civil Rights Act of 1964 and the Voting Rights Act of 1965. (9)

Common Core Literacy Standards Grade 11-12

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text.

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (13)

Student Resources

Civil Rights Leaders Chart- In this chart, students will compare information about King, Malcolm X, and Stokely Carmichael from History.com.

https://docs.google.com/document/d/13GfC_Vu2I27wzGtKmZXZ6M457UmWXJcYy1M89TzDbUI/edit?usp=sharing

Civil Rights Guided Notes- Using a created google slide presentation, students will complete the guided notes on the developments of the Civil Rights Movement from the 1950s and 1960s. This is an introduction activity to give students some background knowledge.

<https://docs.google.com/document/d/1TW3iBBOkqmATsLPONdZw4AUNkVEcot1hvGZAqDWPxvc/edit?usp=sharing>

Anticipation Guide- This will be the first activity for the unit. In the chart students will read each statement and decide what word describes the statement. I use these to gauge what information the students already know, and what misconceptions they may have.

https://drive.google.com/open?id=120hgH48fM9LTQh6c_oLHmh0WhFjyrjmt

Eyes on the Prize Study Guide to the TV series- This document helps chronicle the tv series excerpts that I will show the students. We will use the guiding questions as well as several documents. The tv series is a fourteen part documentary that consists of stills, actual footage, and interviews of participants in the movement.

https://drive.google.com/open?id=1LNg_VRI7oMBK8vEY_bfRhw76ZV4UGRG0

Black Nationalism and the Call for Black Power- Andrew Smallwood examines Black Nationalism and key advocates of this ideology. He discusses its roots in colonialism and the AME Church. Smallwood also makes the claim that nationalist disagreed with integrationists such as Frederick Douglass. His focus was on the ideals of Marcus Garvey and Malcolm X.

<https://drive.google.com/open?id=1atDwhPwp0eXMqo4wq8McPpVcOLmw2gK3>

Six Steps for Nonviolent Direct Action- These are the fundamental philosophical ideas of MLK, penned from a jail cell in Birmingham, AL. This excerpt from the letter became a manifest for social justice and the struggle of equality in the US and eventually the world.

<https://drive.google.com/open?id=1J4BzLiVoWmFTI70y5ZVMvsswc5FfLgBS>

Town Hall Circle- This is the directions for a class simulation of a town hall meeting. The topic is desegregation and integration. In the town hall meeting students will have a specific reading on different perspectives that are either for or against segregation and integration. The purpose of this activity is for students to be able to learn about all sides of the issue and be able to defend with support their stance on a topic, whether or not they believe in the perspective.

<https://drive.google.com/open?id=1QsfqIKOP5C4u1DH8QXJkTgHpS36hTrig2tX7c42Kqv8>

Civil Rights Test- This exam captures the foundational information that students should be have learned over the course of the unit.

<https://docs.google.com/document/d/19RV0SyJ2z-B4sYFtHSGCgdhf5U2S7J8QWLd4-Mleb4U/edit?usp=sharing>

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